

HNS COLLEGE ASSEMBLY

April 23, 2009 -- 12:30 PM

Bobet Hall, Room 332

Agenda

I. Call to Order

II. Invocation

III. Approval of Minutes of March 19, 2009 (attached)

IV. Announcements

1. Congratulations to Dr. Constance Mui, the Rev. Youree Watson, S.J., Distinguished Professorship in Arts and Sciences for excellence in Philosophy
2. Election Committee. -- Dr. Joseph Berendzen
3. English Department's E-letter -- Dr. Kate Adams and Annie Goldman
4. Information on the Master Plan: Initial Findings Report

V. Reports

1. Strategic Plan Update (attached) -- Dean Jo Ann Cruz
2. Master's in Fine Arts -- Dr. Kate Adams and Dean Jo Ann Cruz

VI. Old Business

1. Reference Group (attached) -- Dr. George Capowich

VII. New Business

1. Role of the College Planning Team (for discussion)
Request to change the Faculty Handbook under "The Constitution of the College Assembly IV 3.e": "to prepare the agenda with the assistance of the Council of Chairpersons" which would then read: "to prepare the agenda with the assistance of the Council of Chairpersons and the College Planning Team." This would also require a change under "Protocol of the College of Humanities and Natural Sciences Planning Team" where, under Operating Procedures, would be added: "The Committee can suggest agenda items for the College Assembly."
2. Location for Salary Disclosure Data (for discussion)
That the College Handbook requires the Dean to make available salary-disclosure data in the Office of the Dean rather than delivering it to the library.

VIII. Move to Adjourn

(From the Deans)

STRATEGIC GOALS ACROSS COLLEGES

1. HOUSE INTERDISCIPLINARY STUDIES AND OTHER CROSS-CAMPUS PROGRAMS IN MARQUETTE HALL

Create a corridor in Marquette, once Admissions moves over to Thomas Hall, for academic programs, and especially for those academic programs that are University-wide or cross the undergraduate colleges. These programs would include most of the interdisciplinary programs, such as American Studies, Catholic Studies, Film Studies, Asian Studies, Environmental Studies, Medieval Studies, and others. This concentration of interdisciplinary studies would provide a physical space so that students know where to go (rather than trying to discover where the current director is housed). It would also provide for an administrative assistant who could support the programs.

In addition to interdisciplinary programs, other signature programs that could go into Marquette Hall could include the Honors Program (thereby freeing up space in Monroe), Drama/Theatre, a director of the Common/Core Curriculum, the director of the First Year Seminars, or the Center for Caribbean and Latin American Studies.

The Deans also recommend removing Financial Aid from the first floor of Marquette. Currently this is the first office visitors to the campus pass, and it sends the wrong message. This space might also be committed to academic, cross-campus signature programs.

Budget implications: cost of an administrative position; minimal costs of moving into offices. Serves mission of the University by giving a strong message with regard to the academic direction of Loyola. Should have a strong impact on recruitment, retention and reputation.

2. ESTABLISH ENVIRONMENTAL, LATIN AMERICAN/CARIBBEAN STUDIES AND THE STUDY OF NEW ORLEANS AS SIGNATURE PROGRAMS BY 2010

- Interdisciplinary Environmental Science and Environmental Studies majors will be established by Fall 2010. There are no costs associated with this, as there are sufficient faculty in place across the Colleges.

- Two Endowed Professorships in Environmental Science and one in Environmental Studies will be established to support research and teaching. The holders of these professorships will have support to engage UG research students in environmental research and will teach 2 courses per semester.
- An endowment will be established for the Center for Latin American/Caribbean Studies to support operating expenses of the Center and research of its associated faculty in Business, HNS, Social Sciences, and Music and Fine Arts
- An endowment will be established for the Center for the Study of New Orleans to support operating expenses of the Center and research of its associated faculty in Social Sciences, HNS, Business, Music and Fine Arts, and Law.

Cost: The costs for these endowments should be part of the priorities for Institutional Advancement. Environmental Science and Studies serves an ethical goal of helping enhance our human and natural environment. It is particularly appropriate in the context of Katrina, and it is already a notable strength of the university. It is also part of Loyola's outreach to the local and regional community.

The Center for Latin American/Caribbean Studies addresses the goal of increasing internationalization of Loyola's program of studies. It can aid in strengthening links with Jesuit schools and universities in Latin America and in recruiting students from Latin America and the Caribbean. It can easily complement rather than compete with Tulane's program. Our language programs have strengths in French and Spanish; the OIE is developing an ESL program; and we have an impressive number of faculty across the colleges who can collaborate through this Center.

There is no Center for the Study of New Orleans other than that of Loyola's. Therefore, we have a niche market, and many faculty at Loyola that can collaborate across the colleges on this program. It should have local and regional impact, can enhance service learning, and highlight the Catholic and Jesuit contributions to the culture of New Orleans.

3. BUILD UP THE FORENSIC SCIENCE PROGRAM WITH LINKS WITH CRIMINAL JUSTICE AND POSSIBLY WITH BUSINESS SCHOOL COURSES ON FORENSIC ACCOUNTING

The Forensic Science program, the only such program in the state and one of only a handful in the region, became an official major in 2001 and has experienced rapid growth since its beginning. A new forensic science lab is currently under renovation. The Science program in HNS should be built up and linked with Criminal Justice in Social Sciences, with possible links also to Business and Forensic Accounting. A full-time Director could direct the program, head the lab and teach students in Criminal Justice in the evenings.

- A Director of Forensic Sciences will be hired by 2010. The director will be an extraordinary faculty member with both teaching and administrative duties. The director will have a 2-2 teaching load. The director will be a scientist with a

Master's degree in forensic chemistry with field training and experience, and with an active research program.

- The director of forensic sciences and the faculty of the Chemistry department will build curricular and other systemic links with the Criminal Justice program in Social Sciences and with Business courses in Forensic Accounting.¹ There could be an on-line program with cross links between these programs.
- The director will expand links with the Orleans and Jefferson parish crime labs.

Costs: \$40,000 for a Director of Forensic Sciences; 1-2 FTE would be needed to support this program within Criminal Justice. For justification of this request in terms of mission, feasibility and impact, see the Chemistry Department's detailed description of the request.

4. THE COLLEGE OF HUMANITIES AND NATURAL SCIENCES AND THE COLLEGE OF MUSIC AND FINE ARTS, WILL DEVELOP A MASTER'S DEGREE PROGRAM IN FINE ARTS BY 2010.

Cost: While there may be some initial start-up costs (especially in having a program director), a memorandum of understanding would be developed with the program director that would allow the revenues from the program to revert to the program at 80-100% for the first five years, and then in decreasing amounts to an agreed floor during the life of the program. This program would bring together, at a minimum, English, Film Studies, Music and Fine Arts in a collaborative and interdisciplinary program that will very likely be a revenue-enhancing initiative, although some kind of marketing study might be needed prior to proceeding.

5. IMPLEMENTATION OF THE RENEWED CORE CURRICULUM BETWEEN 2010-2012

Cost: The Provost's Office will apply for NEH and other grants to support a three-year phase-in of the renewed Core/Common Curriculum, including funding faculty to revise their common curriculum courses or create new courses around the three-year themes of the Common Curriculum, to introduce intensive writing or writing across the curriculum, to expand service-learning courses, to enhance diversity and internationalization, and to develop courses in ethics under the guidance of Philosophy and Religious Studies faculty. These monies would also cover Faculty Workshops on Pedagogy, the teaching of Ethics, Writing across the Curriculum, global awareness, and introducing the Catholic/Jesuit Tradition for those faculty teaching in the Common Curriculum. This initiative is at the

¹ At the undergraduate level, the appropriate Business course would be B480: Forensic Accounting and Fraud Examination. Additional courses on Fraud, advanced Forensic accounting, the practice of Forensic Interviewing and Courtroom Evidence are taught at the master's level.

very heart of the Jesuit educational (Ignatian and Liberal Arts) tradition; its renewal makes a strong statement with regard to the University's mission of educating the whole student.

6. IMPLEMENTATION OF THE FIRST YEAR SEMINARS ACROSS THE UNDERGRADUATE COLLEGES AND REVIVAL OF THE COMMON READING FOR FIRST YEAR STUDENTS

This goal was not discussed by the deans and has been added here for additional comment. It still needs agreement.

Cost: cost of adjunct part-time or additional extraordinary faculty to cover the FYE seminars taught by Ordinary faculty

Cost of buying and mailing first year common reading

Cost of bringing the author on campus to speak to students and faculty

This initiative, which is already well underway, should aid significantly with student retention and recruitment. It will provide all freshmen students with an interdisciplinary, seminar-style educational experience with top faculty and teaching administrators. It will enhance mentoring relationships between faculty and students as well as enhance the sense of community among freshmen.

(HNS Strategic Plan for the UPT, 2009)

STRATEGIC GOALS FOR THE COLLEGE OF HUMANITIES AND NATURAL SCIENCES, prepared for UPT April 1, 2009¹

The following goals do not, in any way, detract from the commitment of the HNS faculty and administration to pursue equity salary adjustments for the faculty. This goal is not included since the Board has already agreed to this goal and monies have been, or will be, set aside for this goal.

Strategic Goal One: INCREASE FACULTY RESOURCES

One of the key charges to the faculty and the administration is to increase retention and enhance recruitment of students. The expected outcomes and ancillary goals of a successful effort to increase retention and enhance recruitment will be a climb in US News & World Report ratings, an increasingly attractive academic reputation and a growth in revenues. These four goals must be pursued with an eye to the feasibility of new projects and goals, but they cannot be achieved without adequate investment in faculty. This is especially the case when Loyola University is pursuing a number of curricular initiatives that, together, will enhance the academic experience for current students and attract prospective students. These initiatives are: required First Year Seminars, a revamped, and rigorous Honors Program including a beefed-up Science Honors program, a renewed Common Curriculum, additional semesters of required language training, requests for team-taught courses, the strengthening of interdisciplinary programs and initiatives, enhanced majors curricula, and growing faculty involvement in Study Abroad and the internationalization of the campus.

Simultaneously the University plans to reduce its budget for part-time instructors. A large share of the burden for achieving these curricular initiatives rests with the College of Humanities and Natural Sciences. The faculty, however, cannot be squeezed further. Both the First Year Seminars and the Honors Program are experiencing difficulties covering the needed courses. Many majors offer a too small selection of courses at the upper levels, and the renewed Common Curriculum, due, tentatively, to begin by the fall of 2010, will place even greater burdens on the faculty. We do not recommend increasing the teaching load of faculty to 4-4 or even 4-3, as this will deter talented new faculty from accepting positions at Loyola and it will discourage faculty already here. The following is a description of the most demanding program needs, followed by recommendations for enhancing faculty resources.

Program Needs:

1. The Honors Program will continue to be re-evaluated, strengthened and expanded. It has met many of its previous goals. The program has added ten new honors seminars (H295) that are unified by a common theme and taught by members of the ordinary faculty from different departments and colleges. All Honors students now graduate having completed the minimum of eight (8) Honors-designated courses. In addition to those, Honors has worked to establish a Living-Learning Community for first-year Honors students in Buddig Hall, revived the

¹ This document prioritizes goals from the HNS Strategic Agenda for 2009. It does not include many of the goals in that college-specific document.

University Honors Association (a student board that advises us on curricular and other matters), and worked with Admissions to develop new recruiting strategies and tools.

- a. An in-depth review will be conducted to explore future directions for the Honors Program. This review will focus on the mission and goals of the program, outcomes and measures, program structure and size, and recruitment and retention.
Responsibility: Honors Directors and U.H.A.B
Completion Date: Spring 2010
- b. Following the completion of its self-review, the program will apply for a curriculum development grant from the National Endowment for the Humanities to support the enhancement of the program. Honors Directors
Responsibility: Honors Directors, Dean, Office of Grants
Completion Date: Spring 2011
- c. A two-semester team-taught, interdisciplinary Honors freshmen seminar will be developed and implemented on an experimental basis by 2010, once it is clear what the changes to the Common Curriculum will entail. This freshmen seminar will serve as the foundation for all H295 courses and also as an Honors FYE learning community.
Responsibility: Honors Faculty, Honors Directors
Completion Date: Fall 2009
- d. We will pilot the inaugural Jesuit Summer Institute for Advanced Study at Loyola, and beginning in Fall 2010 all incoming Ignatian Scholars will be expected to be participants in good standing in the Honors Program
Responsibility: Honors Directors
Completion Date: Summer 2009-Fall 2010
- e. Funds will be provided to the Honors Program to support its teaching faculty (such as course enhancement and releases) and its co-curricula activities (such as speakers and cultural enrichment activities).
Responsibility: Dean of HuNS
Completion Date: Ongoing
- g. By 2010 the program will see a 25% increase in the number of students enrolling in more than the required minimum of eight (8) Honors courses.
Responsibility: Admissions and Honors Directors and UHAB
Completion Date: Spring 2010
- h. The Honors Program will increase its efforts to recruit students already enrolled at Loyola.
Responsibility: Honors Directors
Completion Date: Fall 2010

Costs: A summer curricular development grant for the two-semester team-taught Honors freshman seminar (\$6,000 @ \$3,000 apiece) for the summer of 2010; cost of a part-time faculty member to cover the departmental courses (\$4,000 per course x 4= \$16,000) for the academic year 2010-2011; additional funding for the Jesuit Summer Institute for Advanced Study; costs for writing up the NEH grant

2. By fall 2009 all freshmen in the College will be enrolled in First-Year Experience (FYE) courses and the number of learning/living communities will be increased.

- a. Support for PIES will be provided to train faculty to manage learning communities.
Responsibility: HuNS Dean
Completion Date: Spring 2009
- b. Funds will be provided to develop incentives to encourage faculty understanding of and

willingness to participate in learning communities.

Responsibility: HuNS Deans and Chairs, Student Affairs

Completion Date: Ongoing

c. The class size of learning communities will be limited to 20.

Responsibility: HuNS Dean

Completion Date: Fall 2009

d. Learning Communities will be included in the recruitment efforts of Admissions to attract new freshmen to Loyola.

Responsibility: HuNS Dean and Admissions

Completion Date: Ongoing

e. Sufficient first-year seminars will be provided for all freshmen to enroll in a First Year Seminar in either the fall of 2009 or the spring of 2010, including those students majoring in the sciences and including some science-based seminars

Responsibility: HuNS Dean and Office of the Provost

Completion Date: Spring 2009

Costs: Costs of adjunct or extraordinary faculty to teach courses of faculty who are offering First Year Seminars; cost of training faculty to manage learning communities

3. The College will enhance and expand both currently supported and proposed interdisciplinary minors and majors in several areas, including Africana Studies, American Studies, Asian Studies, Catholic Studies, Computational Sciences, Environmental Studies, Latin American Studies, Medieval Studies, and Women's Studies; it will also support and expand linked theme courses across the disciplines and team-teaching.

a. Create a corridor in Marquette, once Admissions moves over to Thomas Hall, for academic programs, and especially for those academic programs that are University-wide or cross the undergraduate colleges. These programs would include most of the interdisciplinary programs, such as American Studies, Catholic Studies, Film Studies, Asian Studies, Environmental Studies, Medieval Studies, Legal Studies and others. This concentration of interdisciplinary studies would provide a physical space so that students know where to go (rather than trying to discover where the current director is housed). It would also provide for an administrative assistant who could support the programs.

In addition to interdisciplinary programs, other signature programs that could go into Marquette Hall could include the Honors Program (thereby freeing up space in Monroe), the director of the First Year Seminars, the Center for Caribbean and Latin American Studies, and any director that might be needed for the renewed Common Curriculum.

Budget implications: cost of an administrative position; minimal costs of moving into offices

b. Existing programs will be strengthened by endowing interdisciplinary programs, especially those programs that cross campuses and are majors or likely to become majors, such as the Environmental Studies Program and the Center for the Study of the Caribbean and Latin America (with a major within Languages and Cultures). All the interdisciplinary programs can be strengthened by hiring new faculty with interdisciplinary strengths, by creating new positions in departments that are able to support interdisciplinary programs (such as a faculty member in African-American Literature), and endowing chairs in these programs.

Responsibility: Provost, Dean, Institutional Advancement

Completion Date: Ongoing

c. Hiring a Director for the Mathematic Center in support of the Computational Sciences Minor is a top priority. The Director would teach two courses per semester in addition to administrative duties. This would relieve the department from hiring 4 part-time instructors, which of whom teaches a course. The cost of the part-time instructors is \$3,500 per course or \$14,000.

d. Departments whose faculty teach in interdisciplinary programs will be provided adequate funds to hire adjuncts as needed or provide course releases to staff those courses on a regular basis.

Responsibility: Dean, Chairs, Office of the Provost

Completion Date: Ongoing

e. The policy to allow “double-dipping” for requirements in common curriculum and interdisciplinary programs will be reviewed to encourage greater flexibility.

Responsibility: Relevant Curriculum Committees

Completion Date: Ongoing

e. Team teaching will be encouraged by altering policies so that both participating departments will be credited with class enrollments and course size will be appropriately reduced.

Responsibility: Dean

Completion Date: Ongoing

f. Incentives, such as course release or teaching assistants, will be provided for faculty to develop or enhance linked theme courses.

Responsibility: Dean’s Office

Completion Date: Ongoing

g. Funds will be established to provide support for both existing and new interdisciplinary programs and linked courses, including money for enhancements such as guest lectures, books, and community-building social activities.

Responsibility: Chairs, Directors, Dean

Completion Date: Ongoing

4. The College will work with other Colleges to begin implementation of the Revised Common/Core Curriculum for the class of 2010.

a. Develop a representative implementation committee with appropriate sub-committees to put the revised Common Curriculum in place, with due regard for college and divisional requirements, the curricular constraints of the students, and the total of 120 credit hours needed, in most cases, for graduation.

b. Apply for grants/matching funds to implement Faculty Summer Institutes for values and curricular needs across the Common Curriculum, e.g. interdisciplinarity, diversity, writing intensive courses, courses on the Catholic tradition, service-learning courses

c. Create a standing Director of the Common Curriculum and a Common Curriculum Review/Advisory Committee.

d. Hire a Director for the Mathematics Center which provides tutoring for all university students in mathematical disciplines, including all incoming students in the Common Curriculum. The functioning

of the Math Lab is fundamental with respect to the education and retention of students in all disciplines requiring mathematical, quantitative methodology. The Mathematics Department currently has requests in for **six** part-time faculty, five of whom teach one course at the introductory level.

5. The College will work with the Office of International Education to increase Study Abroad programs, to increase the foreign language courses (particularly in Chinese and Arabic), and to hire more faculty in global fields, such as a position in Asian Civilization in the History Department and a position in Islamic Religion in Religious Studies. These initiatives will strengthen the interdisciplinary programs in Asian Studies and make more possible a projected interdisciplinary program in Middle East Peace Studies. This investment in a more global curriculum flows from the mission of the University to increase global awareness among the students, to strengthen Study Abroad and to attract more students from abroad.

Recommendations for Enhancing/increasing faculty resources to meet these needs:

1. Increase the number of Ordinary Faculty within the College:

- a. Replace all faculty positions on buy-out and phased retirement as they come due (four that conclude July 2009, 2009 and two additional that conclude July 31, 2010).
- b. Continue the search for Jesuit hires in the College
- c. Combine the Duffy/Wirth Endowed Chair to support a Visiting Professor in Systematic Theology. As the endowment grows, hire a full-time tenured or tenure-track replacement.
- d. Create new faculty lines as needed for signature programs and to fulfill the values and courses required by curricular initiatives, e.g. diversity, Catholic tradition. Particularly urgent is the need for a Director of the Forensic Lab in Chemistry who could also teach courses in the Forensic Chemistry concentration. For the Sciences, the next top priority for hiring is a Director for the Mathematics Center. A top priority for the English Department is an Ordinary faculty position in African-American Literature, a position that English has been requesting for two years. History has a request for an Ordinary faculty member in Asian (Chinese) History. Religious Studies has a request to hire an Ordinary faculty in Islamic Religion. We have need for full-time Arabic and Chinese language instructors. The monies for these new hires can be supported, in part, from the differential between the salaries of those retiring or on buy-outs and the lower salaries of new assistant professors. **It is important to note that at least twelve lines were taken away from HNS in the wake of Katrina.**

2. The College will consider the establishment of one or two interdisciplinary Master's programs, beginning with a five year BA/MFA with an eye to developing a two-year MFA Program. This is envisioned as a revenue-generating program in an area of great strength for Loyola. The program would be developed slowly in order to assure the University that there is sufficient demand for this MFA.

Responsibility: Dean, Chair of English, MFA, in conjunction with the College of Music and Fine Arts
Completion Date: Fall 2010

3. The College will continue to contribute to the growth of on-line summer courses as well as the undergraduate Evening Division and any graduate programs that would develop in the Evening

Divisions. These would be revenue-enhancing for the University. Stipends for HNS Ordinary faculty teaching in the Evening Division could be adjusted to ensure profitability.

4. By 2010, the College will develop a plan for working to reduce dependence on part-time faculty, replacing them, where feasible, with extraordinary positions, and, where feasible, based on departmental and decanal recommendations, moving extraordinary faculty into tenure-track positions. Two departments in particular, Mathematics and Religious Studies, depend very heavily on part-time faculty. This could be alleviated by hiring a Director for the Mathematics Center who would teach four courses and by giving Religious Studies back one of its lines that was taken away.

Responsibility: Provost, Dean, Departments
Completion Date: Spring 2010

5. By the fall 2009 the College will work to rationalize the practice of course releases and to assess the use of stipends. The College will consider the use of summer stipends for course development in place of course releases. This, however, should be partnered with a study to evaluate whether faculty teaching loads can be lowered to 3/2 based upon research needs, departmental needs and the recommendations of chairs.

Responsibility: Dean, Departments
Completion Date: Fall 2009

6. The College will cultivate an interdisciplinary, intellectual environment among faculty in various colleges on campus, including establishing a Faculty Research Institute, housed in the Center for Teaching, Learning and Scholarship. See Melanie McKay's ACTION PLAN (#) Center for Teaching, Learning, and Scholarship

Strategic Goal Two: RENOVATE AND EXPAND FACILITIES

As charged by the Loyola University Mission Statement, the College remains “grounded in the liberal arts and sciences,” and as a teaching institution it must ensure that its facilities are adequate to the task, both for the students and for the faculty.

1. Total renovation and/or re-building of Monroe Science Hall. Initiating planning processes for a total renovation / new construction of Monroe Science Hall is critical to future recruitment, retention, and graduation of undergraduate students and hiring and retention of faculty.

- Planning processes and preliminary feasibility studies for a complete renovation, expansion and/or new construction of Monroe Science Hall by late Spring 2009. Complete renovation of all teaching, research and support spaces is a vital component of recruiting, retaining, and graduating all science majors, all pre-Health Professional students, and providing a modern science education for all undergraduate students through the Common Curriculum.

2. Interim Renovations of Natural Science facilities within Monroe Hall to address immediate needs. Immediate renovations/repairs of science facilities within Monroe Science Hall is a priority to serve our current students and recruit, retain and graduate undergraduate students.

- **Biological Sciences.** – Complete renovation of Biological Sciences Instrumentation (BSI) lab and research labs to be completed by Fall 2009. These facilities will support all courses and student research in Cell and Molecular Biology, including half of the Biology laboratory courses, UG research in cellular and molecular processes that supports \$1 million in current extramural research grants, recruitment, retention and graduation of all biology majors. The courses and research experiences are vital to the success of all pre-Health professional programs on campus, as well as the signature programs in Undergraduate Research, Environmental Science, Forensics, and Computational Science. Biology’s program in Cell and Molecular Biology is threatened by the inadequacies of these spaces.
- **Psychology**-- Office Space in MO 439 A, B, C: Outer walls need to be raised to the ceiling and accordingly the AC vents need to be modified to accommodate these three rooms being “closed in.” The outer area of 439 needs to be configured into three smaller spaces for research areas.
- **Psychology** professors that were hired in the 2008-2009 academic year need research laboratories—private rooms with air conditioned environments, internet connectivity, and adequate lighting.
- **Physics** needs renovation of its labs, and some **Chemistry** labs need renovation.

Costs: For the most part the renovations/repairs in Monroe will not require rebuilding but rather repairing and renovating. An estimate for urgently needed repairs to the Biology labs is attached.

Budget: From the Feasibility Studies, Monroe Hall, Labs Rooms 318 and 319, Office 320 and 320A, dated February 26, 2009: Option 1 includes Architectural, Plumbing and Mechanical, Electrical, 2 new Fume Hoods, furnishings for lab areas (stools, keyboard trays) and Contractor’s overhead, profit and general conditions: \$298,912.71

Option 2 includes all of Option 1 plus new ceiling tile and grid and associated ductwork, new lighting fixtures, new furnishings for office area: \$323,200.71.

The work needed to refurbish the office space will be handled by the Biology Department’s budget. The most urgent need is for the renovation of MO 319 by August 2009, roughly estimated to cost \$95,000. The larger teaching lab (MO 318) will cost an estimated \$148,000. Those parts of the labs that are used for teaching can be funded from the student tech fees.

Completion Date: Fall 2009

See attached Feasibility Study (Mathes Brierre Architects and Sciences Contribution to the Strategic Plan), Departmental Needs--Sciences (Facility Programming and Consulting), brief description of Science Space, and Biology Department report on renovations for the Cell & Molecular Biology program.

3. The Humanities Departments, housed in Bobet, have significant facilities needs:

- **Additional office spaces:** Languages and Cultures has no office space for Fr. Farge, who is currently occupying an office claimed by English (BO 433) that is too cramped for his books and

for his upcoming responsibilities with Asian Studies. It is an office that English wants returned. There is no available space for Fr. Farge in Languages and Cultures.

- Both English and Philosophy need additional faculty office space. The office of Marcus Smith (BO 419), retiring, was lent by Philosophy to English (in the 1980s?), which now needs it and so does English.
- History needs an additional office space.
- Religious Studies needs additional office space for its part-time faculty.
- **Additional Conference Room:** Philosophy and Religious Studies need a Conference Room that they could jointly use. Such a conference room would provide seminar space for classes, a departmental meeting space, a space for students to collect when waiting for faculty, and a space to hear job talks or to bring visiting scholars in for a talk with faculty. Currently Philosophy and Religious Studies use the Dean's Conference room when it is available. For the most part they meet in a classroom for departmental meetings.
- The building spaces are inadequate for students and faculty to congregate.
- A number of the classrooms in Bobet need renovation, and particularly the removal of theatre style seating.
- The new Center for Caribbean and Latin American Studies needs a space and an office for the Director.
- Interior offices need to be opened up to natural light.
- The administrative office in History is far too small and cramped.
- Upgrade the language lab. Hire, on yearly contract, a technician for regular maintenance.
- Investigate the cost and space for additional web writing and WAC facilities.
- Halls in Bobet need a face lift.

The space situation in Bobet has become critical. The Facilities Planning group will attach a dollar figure to planned renovations. Currently additional office space must be found on campus for the over-flow need for offices.

See attached Space Needs Inventory for Bobet and the Humanities, January 15, 2009 and Departmental Needs—Humanities (Facility Programming and Consulting)

Strategic Goal Three: INVEST IN SIGNATURE PROGRAMS

The College will identify “signature programs,” which build on the strengths of the faculty and whose unique features can attract new students, and enhance existing programs with current or immediate potential to become “signature programs.”

1. A process to identify additional signature programs will be established and implemented. Among the programs to be considered as signature programs will be Computational Sciences (see Science Proposal) and Environmental Science and Environmental Studies Programs (see Science Proposal as well as Deans' Proposals), and a Center for Undergraduate Research in the Natural Sciences (see Science Proposal).

Responsibility: Strategic Planning Committee, Chairs, Directors, Dean

Completion Date: Spring 2009

a. New signature programs will be identified and supported with

- i. Recruitment of full-time faculty
- ii. Development and enhancement of appropriate facilities
- iii. Creation of internships and scholarships
- iv. Support for visiting scholars and guest lecturers
- v. Support for community outreach and student recruiting

Responsibility: Strategic Planning, College and University Curriculum Committees, Chairs and Directors, Dean

Completion Date: Spring 2010

2. Establish the Forensic Science Program as a “signature program”: The Forensic Science program, the only such program in the state and one of only a handful in the region, started as a contract major in 1998 as a result of a \$40,000 Louisiana Board of Regents grant. It became an official major in 2001 and has experienced rapid growth since its beginnings. To help the program expand, the Chemistry department has successfully pursued external funding (e.g. a 2006 \$260,000 congressional appropriation and a 2008 \$266,000 Board of Regents grant). The new Forensic Science Laboratory currently under renovation will ensure that the program continues to attract and graduate a healthy number of students. However to make certain that the program reaches its true potential it is now necessary for Loyola to invest some resources that will free faculty time so that they can pursue additional external resources, undergo faculty development, and achieve national accreditation. An accredited Forensic Science Program will make Loyola very attractive to prospective students and faculty (recruitment), will provide our students with valuable credential and experience (retention) and will raise the University status regionally and nationally (reputation) It will also increase Loyola’s outreach to the community, with links with the forensic labs in Orleans and Jefferson Counties, and it will offer increased internship opportunities for students. In addition, an enhanced Forensic program will link with Criminal Justice in Social Sciences. It is also possible that students in Forensic Science might also be interested in a course in Forensic Accounting in the Business School, to round out a concentration on criminal justice and the forensics of criminal and white collar crime.

a. Director of Forensic Sciences will be hired by 2009

The director will be an extraordinary faculty member with both teaching and administrative duties. The director will have a 2-2 teaching load. The director will be a scientist with a Master degree in forensic chemistry with field training and experience, and with an active research program. The Director and other Chemistry faculty will develop co-curricular programs and other systemic links with the Criminal Justice Program in the Social Sciences. The Director of Forensic Sciences will expand links with the Orleans and Jefferson parish crime labs. Closer links with the New Orleans Police will be established. The Director will interact with faculty in Biological Sciences to coordinate effective use and support of cell and molecular biology facilities, as well as development of new courses (e.g., DNA technology Lab) taught or team-taught with Biological Sciences faculty.

- Hire a faculty member with joint appointment in Biology and Chemistry to develop the DNA technology segment of the Forensic program and to contribute to enhancing Biotechnology training in the Biology program.
- By 2011, the Forensic Science Program will be nationally accredited.

- Faculty development activities. For example, faculty will attend N.S.F. sponsored summer training programs in forensic analytical chemistry.
- More internships will be created for crime laboratories in the region.

Deleted: r

Responsibilities: Science Chairs, Dean HuNS, Office of the Provost

Completion Date: Fall 2009 for the Director of Forensics, additional hire by 2011, faculty development costs on-going.

By Fall 2010 the Forensic Science Program will apply for national accreditation. (See attached proposal)

Costs: \$40,000 for a full-time director of Forensics. Full-time salary for a joint appointment in Biology and Chemistry. \$2,500 for faculty development activities. We expect that these investments will eventually be more than offset by increased recruitment and retention.

3. Establish a Center for Undergraduate Research in the Natural Sciences as a “signature program”. Pre-existing model programs within the Natural Sciences are Biological Sciences, Chemistry and Psychology.

- Establish a Director of Undergraduate Research in the Natural Sciences to coordinate and seek resources to support collaborative research.
- Establish Directed Honors Research Program in the Natural Sciences, including resources to support faculty, students, and their joint research projects. This program will directly support established Departmental Honors Programs.
- 3 full-ride scholarships contingent on participation in Honors Program (Honors Philosophy, Religious studies, and English at a minimum) and/or Departmental Honors Program with significant research component
- Marquette-style fellowships with funding for faculty and student summer support (student support is required)
- Honors Hall with 24 hour access to computer laboratory
- Honors labs in first-year science courses

4. The Creative Writing Program will be identified as a “signature program.” (See attached proposal). Loyola already has a strong foundational reputation for its journals (especially the New Orleans Review) and its programs in Creative Writing. This signature program should attract students interested in an MFA program; it will also enhance Loyola’s national reputation. New Orleans, with its Faulkner Festival, identification with Walker Percy, and its association with Tennessee Williams, is the obvious counterpart to Loyola’s strengths in this field.

a. At least two Visiting Professorships in Creative Writing will be funded annually.

Responsibility: English Chair, Dean

Completion Date: Spring 2009

b. Full and partial scholarships will be provided to support at least ten interns in the Creative Writing Program annually.

Responsibility: English Chair, I.A. Dean

Completion Date: Spring 2009

5. Additional Signature Programs include Environmental Studies, Legal Studies, Interdisciplinary Studies (as a group), Computational Sciences, and Teacher Certification (by partnering with Holy Cross or Xavier). Environmental Studies is ready to move toward a Major. In addition, Loyola now has an active Sustainability Group, which is working closely with other Jesuit Universities. Service learning can be a significant component to the Environmental Studies program. The recent biodiesel project, which is entirely student-led, is a good example of an on-campus service project. Environmental Studies is a program that reaches across all the campuses and joins the Sciences with the Humanities, with Business, the Social Sciences, and Law.

6. The College will evaluate all of its programs to determine the success of the current signature programs.

Responsibility: Strategic Planning, College Curriculum Committee, UCC
Completion Date: Spring, 2010

7. The promotion of the College's signature programs will be integrated into the promotional activities of the University as a recruiting tool.

Responsibility: Dean, Admissions, I.A.
Completion Date: ongoing

Immediate Top Priorities: Budget Needs: Renovated Biology Labs: estimated cost Option 2 \$293,819.71, with estimated costs for renovating the offices (\$38,000) to be borne by the Biology Department and a portion of costs relating to teaching space and equipment to be borne by the Tech fee budget. The Office of the Provost has committed to funding the smaller, research lab (MO 319). The monies for MO 318 (the larger teaching lab) are still needed. See Goal 2.2 (Biology) above for justification.

Director of the Forensic Lab: annual stipend of \$40,000. The monies for this position are available from the differential between the salaries of senior faculty who have left the university and are being replaced by junior faculty for the fall 2009. Of those junior hires who have thus far signed contracts, there is a savings to the University of \$81,357. There is an additional differential between three senior faculty whose lines become available by July 31, 2009 and which we assume will be authorized for replacement (\$203,350) and the costs of junior hires to replace these positions (\$55,000 x 3=\$165,000). The difference is \$38,350. In addition, one position with an open line by July 31, 2009 has been put on hold, freeing up an additional \$83,950 for 2009-2010 and, when the position is filled in August 2010 for an estimated \$56,000-57,000, freeing up \$26,950-27,950 for the future. Finally, two positions that become open on July 31, 2010 have had searches put on hold until the fall 2010, which frees up an additional \$148,850 in 2010-2011 that will not be used until August 2011 (\$56,000-57,000 x 2= \$114,000), thereafter saving another \$34,850-35,850 for the future. It is worth reiterating that twelve lines were taken away from HNS after Katrina that have not been reinstated. See Goal 3.2 above for justification.

A summer curricular development grant for the two-semester team-taught Honors freshman seminar (\$6,000 @ \$3,000 apiece) for the summer of 2010. See Goal 1. 1 above for justification.

Additional Conference Room in Bobet: estimated cost of a conference room renovation in Bobet (rooms 451 and 452) being collapsed into a conference room. Room 451 is currently

used by an extraordinary in Philosophy; Rome 452 is where Revisions is currently located, but the office is unallocated. The cost is estimated to be \$15,000, based upon the earlier cost to History of having done their conference room for \$14,000. The work would be done over the summer. This conference room would be a shared space for Philosophy and Religious Studies. See Goal 2. 3 (Additional Conference Room) above for justification.

Additional Top Priorities: A Director for the Mathematics Center: annual stipend of \$40,000. See the savings calculated above under the Director for the Forensic Lab, which allows sufficient salary revenues for a Director for the Mathematics Center in 2009-2010 and thereafter. The Mathematics Department currently has requests in for **six** part-time faculty, five of whom teach one course. The Director for the Mathematics Center would teach 2 courses per semester, thereby reducing the need for part-time, ABD instructors. Four courses at a part-time salary for an ABD cost the University \$14,000 (\$3,500 per course). It is a priority of the college to reduce the number of part-time faculty. The cost for this position would be \$26,000, after the reduction of part-time salaries. See Goal 1, 4d. and Goal 1. 3c for the justification

Summer Curricular Institutes and Research and Curricular grants and support for the faculty: estimated at \$100,000 per year for 3 years=\$200,000; this should be the subject of grant proposals for matching funds. If the match is 3:1, Loyola would be responsible for \$75,000 per year. The justification for this is tied with Goal 1.4, the implementation of the revised Common Curriculum

More language instruction, especially in Chinese and Arabic: two extraordinary positions in Chinese and Arabic language: \$35,000 x 2= \$70,000. See Goal 1. 5 for the justification.

An English Ordinary faculty position in African-American literature: \$60,000
Additional faculty in Jewish and Islamic civilizations, in Asian Studies and a joint appointment in Biology and Chemistry to develop the DNA technology segment of the Forensic Science program and contribute to enhancing Biotechnology training in Biology. See all of Goal 1 for the justification. Salary for each of these positions would be entry level. \$56,000x 4= \$224,000

An Associate Dean of the Sciences. I include this priority as it is a reiterated request of the Science Faculty, and it was a request that I made to the University when I was hired. It is my understanding that the Science Faculty would like that person to come from within the university. The cost would therefore be: stipend (to be negotiated), and the cost of an extraordinary or part-time person to replace the courses normally taught by this faculty member. \$16,000-\$40,000, depending on the number of courses and whether the replacement is part-time or extraordinary.



OFFICE OF THE PROVOST

**Master's Level National Comparison Group (Revision #4)
Presented to HNS Faculty Assembly 04/23/09**

The list below contains the original group and is presented as a reference for discussion of the suggested revised list on p. 2.

<u>Rank</u>	<u>Institution(*=Public **=Jesuit)</u>	<u>2008 U.S. News Score</u>
1.	Villanova University (PA)	100
2.	Rollins College (FL)	100
3.	Creighton University (NE)**	100
4.	Trinity University (TX)	100
5.	Elon College (NC)	94
6.	Stetson University (FL)	91
7.	Santa Clara University (CA)**	90
8.	Xavier University (OH)**	89
9.	James Madison University (VA)*	88
10.	Loyola University Maryland**	87
11.	Valparaiso University (IN)	87
12.	Providence College (RI)	86
13.	Bentley College (MA)	85
14.	Fairfield University (CT)**	85
15.	Butler University (IN)	85
16.	Loyola University New Orleans (LA)**	83
17.	The Citadel (SC)*	83
18.	Drake University (IA)	83
19.	University of Mary Washington (VA)*	82
20.	College of New Jersey (NJ)*	82
21.	Bradley University (IL)	80
22.	Mercer University (GA)	79
23.	John Carroll University (OH)**	78
24.	Loyola Marymount University (CA)**	78
25.	Mills College (CA)	78
26.	Ithaca College (NY)	77
27.	St. Joseph's University (PA)**	76
28.	Truman State University (MO)*	75
29.	Appalachian State University (NC)*	75
30.	College of Charleston (SC)*	75

The following lists contain schools that are Loyola’s top competitor schools for prospective students as indicated by the number of cross applications shown in parentheses. These schools may be considered as appropriate for inclusion in the general reference group or kept separate for specialized uses by Office of Admissions and other offices. (*=Public **=Jesuit)

Top Cross-Application Schools

- LSU Baton Rouge* (125+ per year)
- UNO (100+ per year)
- Tulane (75+ per year)
- Spring Hill College (AL)** (40+ per year)
- Xavier LA (25+ per year)
- Loyola University Chicago (IL)** (20+ per year)
- St. Louis University (MO)** (20 + per year)
- Millsaps College (MS)* (15+ per year)
- University of Tampa (FL)* (10+ per year)
- Belmont University (TN)* (8+ per year)

Cross-Application Schools for Honor’s Program Students

- University of Alabama {Doctoral}
- University of Southern Mississippi
- University of Mississippi

Suggested Comparison Group

<u>Institution</u>	<u>U.S. News Score</u>
1. Villanova University (PA)	100
2. Rollins College (FL)	100
3. Creighton University (NE)**	100
4. Trinity University (TX)	100
5. Elon College (NC)	94
6. Stetson University (FL)	91
7. Santa Clara University (CA)**	90
8. Xavier University (OH)**	89
9. James Madison University (VA)*	88
10. Loyola University Maryland**	87
11. Valparaiso University (IN)	87
12. Providence College (RI)	86
13. Bentley College (MA)	85
14. Fairfield University (CT)**	85
15. Butler University (IN)	85
Loyola University New Orleans	83
16. Drake University (IA)	83
17. University of Mary Washington (VA)*	82
18. College of New Jersey (NJ)*	82
19. Bradley University (IL)	80
20. Mercer University (GA)	79
21. John Carroll University (OH)**	78
22. Loyola Marymount University (CA)**	78
23. Mills College (CA)	78

This list represents a mixture of 23 schools across the country. In an effort to keep the list to a manageable size and still have a coherent but diverse list, 6 schools were removed. The Citadel

was removed because it is a military school, which offers a fundamentally different educational experience than the others. The other schools were removed because they fall 78 in the *U.S. News* score. In this revision, the reference group becomes one that is weighted toward aspirant schools as measured by the *U.S. News* scores and retains some schools below Loyola's current ranking to allow for future changes (up and down) among the listed schools.

The list contains a combination of colleges and universities that includes:

- 3 public;
- 12 private;
- 1 private Catholic, non-Jesuit;
- 7 Jesuit Catholic schools;
- 5 in the Northeast;
- 8 in the South;
- 7 in the Midwest;
- 3 in the West; and,
- 8 have law schools.