

HNS COLLEGE ASSEMBLY
March 18, 2010
Minutes

I. Call to Order

The Assembly was called to order by Dean Jo Ann Cruz at 12:30 p.m. on Thursday, March 18, 2010 in Room 332 of Bobet Hall. Attended: A. Anderson, Altschul, B. Anderson, Bell (proxy to Hrebrik), Berendzen, Birdwhistell, Bourgeois, Brice, Butler, Calzada, Clark (proxy to Mui), Collidge, Dittrich, Doll, Dorn, Dupuis, Eklund, Ethrdige (proxy to Schwartz), Ewell, Fidler, Gerlich, Gossiaux, Hauber, Henne, Herbert, Hoffman, Hood, Hrebik, Jordan, Kargol, Lagvanec, Lewis, Mabe, Matei, Matthews (proxy to Zucker), McCay, McHugh, Mix, Moazami, Moore, Mui, Nielsen, Philip, Quesada, Randall, Rodriguez, Rogers, Rosenbecker, Russell, Salmon, Saxton, Schaberg, Schwartz, Sebastian, Spence, Tucci, Underwood, Walkenhorst, Willems, Yakich, Zucker, and Associate Dean Hunt.

II. Invocation

The invocation was given by Rev. Robert Gerlich, S.J.

III. Approval of Minutes

The minutes of February 18, 2010 were approved as written.

IV. Announcements

Dean Jo Ann Cruz made the following announcements:

1. Faculty and Staff Excellence Awards deadline for faculty is March 31 and the deadline for staff is April 16.
2. Sexual Harassment and Retaliation Workshop will be repeated by Ms. Gita Bolt on April 15 at 12:30 pm in Nunemaker Hall for those who missed her previous presentation; the training is mandatory for all faculty and staff.
3. Juntos: A Forum on Latino New Orleans is March 18 at 5:30 p.m. in the St. Charles Room of the Danna Center.
4. Faculty Publication Seminar is April 9, sponsored by HUNS, OPB, and others.
5. Last Lecture hosted by the University Honors Program will feature Dr. Ted Cotton, who was selected to deliver his lecture "Life Epigraphs" on Sunday, March 21, 6:00 PM, at the second annual event.
6. Yamauchi Lecture in Religion will be delivered by Fr. Michael B. Bouzigard, S.J. on Sunday, March 21, 7:30 PM
7. Open House in Dean's Office on March 19.
8. Bobet Fellowship applications are due in the Dean's Office on Monday, April 12.

V. Reports

1. Operating Budgets
Provost Ed Kvet described budgeting issues since Katrina, the current budget, and factors regarding 2010-2011 restorations and excellent faculty pool, and 2011-2012 level budgets. Faculty members responded to the estimated 20-25% provisional student admissions in terms of teaching and retention.
2. Report on Collective Priorities of the Deans
Dean Cruz reported discussion with the Council of Deans and consensus among the deans on five priorities to put forward to the Provost:
 - 1) Address under-funded operating budgets across the colleges and the library with a goal of returning to Pre-Katrina levels.
 - 2) Strengthen support for undergraduate and graduate research and creative initiatives, including a large library component.
 - 3) Increase faculty development funding, including funding needed library resources.

- 4) Move extraordinary faculty to tenure-track as possible and dependent upon institutional needs. Raise extraordinary salaries across the University to an annual salary of at least \$40,000.
- 5) Move toward a 3-2 teaching load for full-time faculty for all colleges and all ranks.
3. First-Year Seminars Follow-up
Dr. Melanie McKay distributed two handouts (attached): “Proposal: Interim Plan for First-Year Seminars, 2009-10” and “Proposal for implementation and numbering of First-Year Seminars.” Mr. Michael Rachel described the new numbering system devised to prevent students from recognizing departments, but still will provide a departmental marker. He said that offerings will not show on LORA and that Cathy Gros will manually enroll students in their top 1st or 2nd choice on lists of their 5 preferences. Faculty questioned what would happen to students who failed. Dr. MacKay acknowledged that the FY Seminars are not yet technically required and students cannot therefore be required to retake them, and this needs to be rectified. Dr. McKay said she would take their concerns to the First-Year steering committee and invited suggestions to be sent via email.
4. Common Curriculum Implementation Committee
Members Drs. Don Hauber, Bill Walkenhorst, Sara Butler and Boyd Blundell were present. Dr. Butler distributed a handout (attached), with headings “What we have TENTATIVELY agreed upon” and “What are we still debating?” as points for discussion. Dean Cruz said that she understood CCIC would consult with departments before consensus, as requested at the Council of Chairs meeting with Vice Provost Lydia Voigt. Faculty questioned AP credits and potentially placing out of languages and math requirements. A committee member said that the CCIC was trying to fit the initial committee’s list of outcomes into common curriculum or majors. A faculty member asked whether common curriculum was made smaller. At the close of discussion, Dean Cruz thanked CCIC members and said she would continue to ask different departments to meet with the CCIC.
5. CPT Report on Voting and Extraordinary Faculty
Dr. Maria Calzada said the CPT met with Dr. Mary McCay and would ask the handbook revision committee to look at the role of extraordinary faculty on committees. Dr. Craig Hood replied that the *ad hoc* handbook revision committee had completed its work and was not a permanent committee. He said that handbook revisions go through an established process in the assembly. Dean Cruz said they will consult the CPT with changes.

VI. Old Business

1. Extraordinary Full-time Faculty Vote
Dr. Mary McCay asked to take her amended motion from the table. Vote was by voice, with all in favor. The motion was returned to the assembly. Owing to the late hour, consideration was postponed until the next assembly.
Amended motion: With the signing of the second-year contract, Extraordinary, full-time faculty members may vote in College elections for members of those committees where, according to the updated HNS Faculty Handbook, membership is not limited to Ordinary faculty, but open to all full-time faculty.
2. Salary Disclosure
Dean Cruz postponed the salary disclosure until the next assembly.

VII. Move to Adjourn

The assembly was adjourned at 1:45 PM.

Proposal: Interim Plan for First-Year Seminars, 2009-10

Summary: The FYE Planning Group proposes an interim plan to require all first year students to take fy seminars in 09-10. The plan is suggested as a way to begin improving first- to – second-year retention immediately, even as we work out the details of a comprehensive FYE plan for implementation in 2010-11.

Rationale: Though the interim plan will not offer a fully-integrated a program such as the one we are planning for 2010, even an interim program of required fy seminars may improve retention. The positive evaluations from this year’s seminar cohorts indicate that these courses challenged and engaged many of the students more than anything else they took first semester. (Evaluations being logged at present). We will soon conduct focus groups of the students in the 08 seminars to assess the impact of the seminars on students’ decisions to stay at Loyola or leave.

Stipend costs for the interim plan will not exceed the \$41,000 already in the budget. To keep costs to this level, it is suggested that

1. some faculty receiving stipends be asked to teach not one but two sections of their fy seminars;
2. that the most successful faculty from the 08-09 seminar program repeat their courses;
3. that faculty who have taught successful first-year seminars in years past (for example, through the now-defunct PIES program), be recruited to teach again without stipends.

Course costs will increase: the deans of CMFA, CSS, and HUNS have already agreed to provide \$250- 300 per course for social activities. As course numbers rise, these costs will rise as well. The amounts are minimal, however.

Assumptions:

Maximum of 30 seminars needed (of 750 incoming students, assume 150 will enroll in COB first year program; $600 / 20 = 30$ courses needed.)

Seminars to be offered both fall and spring (15 each semester).

Advantages of the Interim Plan:

1. The seminars have the potential to increase retention by engaging students with our best teachers and with one another in challenging and creative courses.
2. Requiring the seminars will ensure that all first-year students will experience such courses.
3. The plan only involves increasing the number of seminars we plan to offer from 20 to 30 (not a huge leap).
4. The plan gives us the chance to find out strengths and weaknesses of our seminar program as we firm up our plan for 2010 – 11.

TO: Ed Kvet, Provost & Chair
University Courses and Curriculum Committee

FROM: Melanie McKay, Chair
Subcommittee on Implementation of First-Year Courses
Common Curriculum Implementation Committee

DATE: January 29, 2010

RE: Proposal for implementation and numbering of First-Year Seminars.

The Common Curriculum Implementation Committee recommends that as of fall 2010, first-year seminars be added to the introductory Common Curriculum requirements as interdisciplinary courses under a non-departmental designation.

Proposal to UC&CC: Re-numbering of First-Year Seminars

To implement First-Year Seminars beginning fall 2010, we propose a numbering system that will identify the courses as seminars without departmental designations. This is important because the seminars are interdisciplinary not introductions to a field of study. They are not counted as required courses in a discipline nor will they be "double dipped" to satisfy other introductory Common Curriculum requirements.

At the same time, departments need to track the seminars taught by their faculty to calculate faculty loads, student ftes, and other things.

Therefore, we propose a numbering system that puts the seminars in a category of their own, independent of departments, but includes a code that allows departmental tracking. In place of the present four-letter departmental code (RELS, for example), the seminars will be coded "FY" followed by two numbers (00-99). The 00-99 numbers will be processed in the system as departmental indicators so that registrations in the courses will automatically flow to departmental records. Each department will be assigned a number from 00 -99 (CHEM may be come 02, ENGL 10, and so forth). The course number will be T121. Three digit section numbers will become codes with the letter "F" plus two numbers. Because students can enroll in only one seminar while at Loyola, the first seven digits will remain the same for each department, with the section numbers being the only thing that change.

For example, three first year seminars in history will be listed as follows (with the departmental number as, say 08):

FY08 T121 F01	Creole Crossroads
FY08 T121 F02	Medieval Monsters
FY08 T121 F03	New Orleans: Immigrant City, American City

FY08 signifies a first-year seminar taught by a faculty member from the history department.

T121 places the seminar in the introductory Common Curriculum, along with T122 and 124 courses.

F01 indicates that the course is the first section of that seminar.

What we have TENTATIVELY agreed upon

Introductory (21 hours)
FY SEM _____3
PHIL I _____3
REL I _____3
HIST I _____3
ENGL _____3
MATH _____3
SCI . I _____3

Advanced (22 hours)
PHIL II _____3
REL II _____3
HIST II _____3
LIT. _____3
SCI. II _____3
LAB _____1
SS _____3
F. ARTS _____3

Ethics will also be a required course – but it can be double-dipped at the advance common curriculum level. It will also be taught across the curriculum (i.e. Business Ethics, Ethics and Genetics, etc)

Languages: 2 courses from placement up to the 201 level; those who test in at the 201 level, must take one course to “maintain” proficiency.

TOTAL NUMBER OF HOURS:

49 hours (with a possible 52 for those who do not double-dip the ethics)

What are we still debating?

Language: proposal that all BA students across the university should be required to attain proficiency (i.e. 201 level) in a language.

Can study abroad or some sort of domestic intensive language experience help fulfill this requirement?

Ethics: how exactly it is going to fit into the curriculum; who is going to be on the approvals board (just Religious studies and Philosophy?) to ensure a normative component

Fine Arts: can departments outside of the College of Fine Arts contribute to this requirement?
Should this be turned into a Fine Arts/Humanities requirement?

Seminars: what happened to the two seminars originally proposed for the advanced common curriculums?

What to do with other suggested check-offs:

- diversity
- global understanding
- catholic tradition
- pre-modern
- writing-intensive
- speaking-intensive