

Loyola University New Orleans 2014 Humanities + Natural Sciences Annual Report

1.0 Executive Summary

The College of Humanities and Natural Sciences is the heart and soul of Loyola University New Orleans, serving as the center for undergraduate study. Loyola was established in 1912 on the firm foundation of The College of Arts and Sciences, the cornerstone of a Jesuit education. Over the years, there have been changes in administration and nomenclature, most recently in 2006 when the traditional core departments of the College of Arts and Sciences became the College of Humanities and Natural Sciences, but the university's grounding in and emphasis on the arts and sciences has never changed and the liberal arts and sciences remain as the foundation of the university itself.

A Jesuit education has its roots in the *Ratio Studiorum*, a plan of studies established by the Society of Jesus that incorporates the humanities and the sciences and which is grounded in the study of philosophy and theology. While a modern Jesuit education has evolved to include other professional studies, it is still grounded in the core disciplines that form the College of Humanities and Natural Sciences. Our college plays a central role in the cultural and intellectual formation of our individual students. We are committed to educating the whole person through rigorous academic studies and diverse cultural experiences. We offer the degree Bachelor of Arts in the fields of English, History, Languages and Cultures, Philosophy, Environmental Studies, and Religious Studies. The Bachelor of Science is offered in Biological Sciences, Environmental Sciences-Biology, Chemistry, Mathematics, Physics, and Psychological Sciences. The College offers a pre-engineering program through Physics and a pre-health professionals program. Each degree program has several concentrations in addition to an Honors curriculum.

The College of Humanities and Natural Sciences offers minors within each department, as well as thirteen [Interdisciplinary minors](#): African and African-American Studies, American Studies, Asian Studies, Catholic Studies, Computational Studies, Environmental Studies, Film Studies, Latin American Studies, Legal Studies, Medieval Studies, Middle East Peace Studies, New Orleans Studies and Women's Studies.

The 2013-2014 academic year was the first year of implementation of the new Common Curriculum. In addition to creating new courses and offering a large number of courses for the new curriculum, we dealt with the difficulties inherent in having two parallel curricula, as sophomores, juniors, and seniors were held to the old Common Curriculum.

In the 2013-2014 academic year, the College started the implementation of the 6-12 grade Teacher Certification Program that was approved the previous academic year by the University. Our newly hired Director of Teacher Certification, Dr. Jane Chauvin, started the laborious job of receiving approval by the necessary state agencies. In the fall of 2013 the State Department of Education and by the Board of Elementary and Secondary Education (BESE) gave their approval of the Teacher Certification program. We were therefore able to offer our initial courses in the spring of 2014. We offered the following courses:

TEAC-A100-051 MULTICULTURAL EDUCATION (26 students enrolled), and TEAC-A210-001 LEARNERS WITH SPECIAL NEEDS (19 students enrolled). We were very pleased with these enrollment numbers, as we were not able to publicize widely the new program before receiving BESE approval. In the spring of 2014 all TEAC DPCLs were adjusted to include the appropriate requirements. TEAC programs that qualified as electively challenged received appropriate accommodations. All changes were approved at the University level by the University Courses and Curriculum Committee and by the Provost. We currently estimate that we have about 15 students intending to complete the program, with several others considering it at different levels of interest.

The 2013-2014 academic year was the first year of implementation of the Translation and Interpretation (TRIN) program. TRIN has been very well received in the community, opening opportunities for experiential learning and internships. The first cohort is expected to graduate with a certificate in December of 2014.

2.0 Unit Profile Summary

Office of the Dean

Dr. Maria Calzada, Interim Dean

Dr. Judith Hunt, Associate Dean, until July 31st, 2014

Dr. Uriel Quesada, Associate Dean, from July, 2014

Mr. Rich Wilson, Senior Academic Advisor

Dr. Jane Chauvin, Director of Teaching Certification

Ms. Diane Riehlmann, Assistant to the Dean, February 2013-present

Ms. Gail Reynolds, Administrative Assistant

Ms. Christine Murphey, Administrative Assistant

In 2013-2014, the College of Humanities and Natural Sciences had ten academic departments. Departments provided annual reports listing all faculty and staff in the College.

2.1 Staff Headcount

Braud-Mason, Marty, College of Humanities & Nat Sc, Chemical Hygiene Officer, Full-Time

Chauvin, Jane C, College of Humanities & Nat Sc, Dir of Teaching Certification, Part Time

Faust, Rhoda K., College of Humanities & Nat Sc, Admin Asst Walker Percy Cntr, Part Time

Murphey, Christine M, College of Humanities & Nat Sc, Admin Assistant III, Full-Time

Reynolds, Gail D, College of Humanities & Nat Sc, Administrative Asst III, Full-Time

Riehlmann, Diane B, College of Humanities & Nat Sc, Assistant to the Dean, Full-Time

Wilson, Richard D, College of Humanities & Nat Sc, Senior Academic Counselor, Full-Time

In all, counting administrative assistants and lab coordinators, the College of Humanities and Natural Sciences had 20 staff members in the 2013-2014 academic year. One staff position was eliminated in the spring of 2014 as a result of required cuts in the College. In addition, one full-time position was restructured to 10 months and another to 30 hours a week, also in response to the required cuts. One part-time position was also eliminated from the HNS annual salary budgets.

2.2 Faculty Headcount

Each Department lists in their annual report their faculty. Here we summarize that in 2013-2014 HNS had a total of 128 full-time faculty (95 ordinary and 33 extraordinary). As a result of the Voluntary Severance Plan, eight ordinary faculty retired at the end of the academic year. As a result of the required cuts in the College, nine extraordinary positions were eliminated (although two of these were deferred). In addition, four ordinary faculty members resigned at the end of the academic year. We will start the 2014-2015 academic year with 109 full-time faculty (83 ordinary faculty and 26 extraordinary). We plan searches for two ordinary replacements in Chemistry, another two ordinary replacements in Psychology, and one extraordinary replacement in Physics in the 2014-2015 academic year.

2.3 Student Headcount: Past 4 Years

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
College	MAJOR 1 - FT	964	1135	1155	1065
Traditional Students	MAJOR 1 - PT	21	16	26	27
	MAJOR FTE	970.9	1140.3	1163.6	1073.9
	MAJOR 2	44	54	60	46
	MINOR	200	230	225	215

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
College	MAJOR 1 - FT	2	1	2	1
Non-traditional Students	MAJOR 1 - PT	7	13	6	5
	MAJOR FTE	4.3	5.3	4.0	2.7
	MAJOR 2	0	0	0	0
	MINOR	0	0	0	0

Source: SIS

Academic Program		AY 10-11	AY 11-12	AY 12-13	AY 13-14
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College Total	MAJOR 1 - FT	966	1136	1157	1066
	MAJOR 1 - PT	28	29	32	32
	MAJOR FTE	975	1146	1168	1077
	MAJOR 2	44	54	60	46
	MINOR	200	230	225	215

2.4 Student Persistence: Past 4 Years

Source: SIS

Academic Program			AY 10-11	AY 11-12	AY 12-13	AY 13-14
COLLEGE TOTAL	U	COHORT PERSISTENCE (Fall to Fall)				
		Cohort numbers (# returned / # started)	150 / 267	136 / 259	139 / 296	144 / 280
		Percent of students who persisted in the program	56	53	47	51

2.5 Student-Faculty Ratios: Past 4 Years

No data was provided on student-faculty ratio for the last four years. Using the total count of majors in the college for the 2013-2014 academic year (1077) and the total count of full time faculty for the 2013-2014 academic year (128), we can estimate a 8.4/1 student-faculty ratio.

2.6 Graduating Seniors: Past 4 Years

Headcount of Graduating Seniors

SOURCE: SIS

Department	AY 10-11	AY 11-12	AY 12-13	AY 13-14
Biology	17	23	32	30
Chemistry	5	9	12	7
English	26	38	48	42
History	20	22	13	19
Languages & Cultures	4	6	15	6

Math	2	5	3	2
Philosophy	4	10	12	10
Physics	3	1	4	6
Psychology	36	62	65	76
Religious Studies	2	4	6	1

2.7 Student 6-Year Graduation Rate

Source: SIS

Undergraduate cohort 6-year graduation rate. Undergraduate cohort = First-time, full-time, degree-seeking undergraduates.

Undergraduates			AY 10-11	AY 11-12	AY 12-13	AY 13-14
College of Humanities & Natural Sciences	U	All undergraduate majors				
		Cohort numbers (# graduated / # started)	196 / 353	169 / 297	137 / 220	89 / 175
		Percent of students who graduated in the college	55.5	56.9	62.3	50.9

3.0 Goals for Current Academic Year

Goals of the Dean

In her 2012-2013 self-review, the dean listed the following items as challenges for the 2013-2014 academic year:

1. Recruitment and retention;
2. Common curriculum;
3. Monroe Hall construction;
4. Instructional effectiveness and student success;
5. Pre Health Professions;
6. Undergraduate research and experiential learning;
7. Fundraising and donor cultivation; and
8. Faculty evaluation and faculty development.

Here is a brief reflection on progress made in these items.

1. Recruitment and retention:

International recruiting: The dean travelled with Dean Maria Lopez and consultant Salvador Muñoz to Panama and the Dominican Republic in October and November of 2013. They visited with governmental organizations, private recruiters, alumni, and high schools. Of particular interest, in Panama they visited Balboa Academy where they met with 15-20 juniors and seniors. We just learned that four of these students (10% of

Balboa's senior class) will be joining Loyola as freshmen in the fall of 2014.

Fall Open House:

The HNS dean's office worked particularly hard on the Fall Open House. In addition to identifying faculty to make presentations, HNS hosted a reception at the end of the open house, which was perceived by many as very positive, and which provided a model for the Spring Open House academic fair.

Spring Open House:

HNS also had a very successful participation in the spring President Open House, including several presentations. The dean presented at the Dean's Welcome session and in the Pre-health Professions special interest session.

Lawlor Brochure:

We consider it a great collaborative success that Roberta Kaskel worked with HNS to develop this brochure. The dean worked very closely with Chris Schaberg and Robert Bell to produce the brochure.

Ben Franklin Summer Camp:

We started working on the idea of this summer camp, which could not come to fruition this summer. We plan to continue to develop this and other summer recruitment opportunities.

School visits:

In May of 2014 the dean visited McGehee School with Dr. Lynn Koplitz and a student (Francesca Vaccaro). The visitors discussed careers in STEM and the importance of having women in the sciences. The presentations included math and chemistry magic and making and eating liquid nitrogen ice cream.

Retention initiatives include undergraduate research fellowships described later in this report. The HNS dean's office also sponsored at least four students travelling and presenting at conferences. The HNS dean's office also sponsored the production of a dozen research posters to be used at conferences and for the President's Open House.

The HNS Dean's office sponsored many speakers on our campus. These events add to the vitality of our community and provide great opportunities for growth for our undergraduates, which we hope contribute to their retention. Examples of particular interest are the Panel on the Future of Democracy in the Middle East in the fall of 2013 and the annual Peace Conference in the spring of 2014. We will also highlight the two Jewish Studies talks (these were funded externally but with HNS support), which not only provided our students with great speakers but also connected Loyola especially with the local Jewish community.

2. Common Curriculum:

This year we started fully implementing the Common Curriculum. The dean spent many Friday afternoons, as a member of the Standing Committee on the Common Curriculum, reviewing and approving courses. A special challenge was working with the Director of the Common Curriculum, Dr. John Sebastian, and the faculty to revise the language requirement from an intermediate proficiency (201) requirement to placement plus 1 and to postpone implementation of the science lab requirement.

3. Monroe Hall:

This year we saw the opening and successful move by Biology into the fifth floor of Monroe Hall, the continued renovation of the building, and the early evacuation of the first and the second floor of Monroe Hall by Chemistry and Physics. At every step of the way we have encountered challenges but everyone has been willing to work through the difficulties. We have been very glad to be able to work with the faculty, Bret Jacobs, Tommy Raymond and Ann Moss on this great project.

4. Instructional effectiveness and student success:

In addition to participating in the Provost Student Success Committee, we worked on one of the ideas that was discussed in the instructional effectiveness subcommittee but which did not make the big university agenda: increasing undergraduate research in HNS. To this end, the dean worked with the director of the Honors Program, Naomi Yavneh, and with the provost office on the Loyola University Collaborative Scholarship (LUCS) Fellowships and in adding undergraduate research to the Bobet Fellowships.

5. Pre Health Professions:

The year started well, with the appointment of Dr. Kurt Birdwhistell as chair of the Pre-health Professions Committee. Working to develop the Pre Health Professions at Loyola will continue to be an important goal in the future. In the summer of 2013 the dean communicated with Dr. Birdwhistell and Dr. Lynn Koplitz on how to proceed with the Pre-health Professions Committee. It was decided to propose to the Committee that Dr. Koplitz work as chair of the committee the next academic year.

6. Undergraduate research and experiential learning:

This item is related to point 4, Instructional effectiveness and student success. We developed the LUCS Fellowships to encourage collaborative research in the Humanities. We granted five LUCS fellowships with five faculty members (Laura Murphy, Rian Thum, Chris Schaberg, Eileen Doll and Mark Fernandez), working with five undergraduates on very promising projects. We will organize a faculty development presentation in the Fall of 2014 where professors and students will describe what they accomplished with the fellowships. In terms of the Bobet Fellowships, which traditionally are directed towards increasing faculty research, we added the possibility to include an undergraduate research component. This resulted in nine out of the 18 funded Bobet Fellowships including undergraduate research. Therefore, the HNS dean's office funded fourteen student undergraduate research projects this academic year, as compared with none in the previous academic year.

7. Fundraising and donor cultivation:

Pan American Life (with the encouragement of Board of Trustees member, Ileana Souquet) funded a first generation scholarship for a Louisiana student of Hispanic heritage. The total contribution is \$75k, which will be matched by the State.

Dr. Faust departmental endowment for the Physical Sciences: Dr. Don Faust, also a Board member, donated \$50k to establish the Mullahy Endowment for the Physical Sciences (Chemistry, Physics and Mathematics).

Coatney's donation to the Psychological Sciences Endowment: Mike and Lynn Coatney, parents of a psychology transfer student, were so impressed with the way her daughter was received at Loyola that they donated \$5k to the HNS annual fund in December of 2013. Karen Anklam (HNS development officer) and the dean met with them over coffee to thank them for their generosity. They informed us that they were in a position to donate \$25k to a project we would recommend to them. We spoke to them about different possibilities as part of the Faith in the Future Campaign. They selected to start the departmental endowment for the Psychological Sciences.

We had two very successful HNS Visiting Committee (VC) meetings this academic year, one in the fall and the other in the spring. The fall visiting committee meeting included a presentation from Dr. Patrick Garrity and his students, which left the VC members extremely impressed. Also in the fall, Fr. Wildes presented and he stayed for the whole meeting. After the meeting we had a reception where more students mingled with the VC and

made liquid nitrogen ice cream. The spring semester VC meeting included an excellent presentation by Dr. John Sebastian on the new Common Curriculum. It also included a presentation by Board member, Derby Sinclair, on the history of sports in New Orleans. The spring meeting was held in one of the new Biology spaces in Monroe Hall, which made it very special. We also held VC retreat for the summer of 2014, to plan the VC 2014-2015 activities.

We continue to work for full participation of the Visiting Committee members to the gift account of the college. This year we raised over \$30k for to this purpose.

Also this year, the Dean was the University representative to the Houston Brunch in January of 2014. She made some important connections, including one with former Chemistry majors who have agreed to become members of the HNS Visiting Committee. In the summer Karen Anklam and the dean went on a cultivation trip to North and South Carolina.

8. Faculty evaluation and faculty development:

This year the dean worked with the College Planning Team, the Council of Chairs and Salary Oversight Review Committee to revise our faculty evaluation procedures. In the spring semester we made presentations to the College Assembly that resulted on several motions that will be voted in the fall by the College Assembly dealing with faculty evaluation.

The College Planning Team

The College Planning Team (CPT) stayed very attentive to the work of the Strategic Planning Team (SPT) on strategic planning, co-facilitated by Provost Manganaro and Business Dean Bill Locander. Early in the process Dean Calzada learned that it would be inappropriate for colleges to develop strategic plans before the University's new strategic plan were ready. College plans are supposed to work to develop and implement the university strategic plan. As the University Strategic Plan came into focus in the spring of 2014, the Dean's office facilitated a strategic planning retreat on July 9, 2014. The retreat produced work to be used for the revision of the College Mission Statement, to develop a Vision Statement for the College (which the College never had), and to define Values for the College. The retreat also started the production of an environmental scan, or SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

4.0 Budget for Current Academic Year

The initial budget allocations on August 1st, 2013 were as follows:

Computers	\$52,200
Travel	\$70,000
Dean's Operating Budget	\$46,256
Unallocated Budget	\$20,354
Departmental Budgets	\$199,503
Total	\$388,313

The Deans Office Operating Budget handled the costs of office supplies, student evaluation forms and processing, service contracts, faculty and staff get-togethers (food, space reservation, catering), conference registration, staff development, honoraria etc. Part of the Unallocated Budget was used for Bobet Fellowships (\$16,645). During the summer of 2014 remaining operating funds were used to purchase faculty and staff computers.

We also furnished two Dean’s Office conference rooms with flat screen monitors and related equipment with capabilities for holding web conferences. In addition, the HNS Dean’s Office paid to paint Bobet 332, and for new window treatments for this classroom.

The College of Humanities and Natural Sciences is highly dependent upon Tech Fee Funds to fund student-related technological needs. It has insufficient resources to fund service maintenance contracts in the sciences and to address the needs of technology related to faculty research. HNS anticipates the need to use Tech Fees to help furnish the renovated Monroe Hall with equipment and technology needs. For that reason the College was very conservative this year in the use of Tech Fee funds. We have also used Tech Fees, when appropriate, as matching funds for faculty grants.

The table below describes the gifts received by HNS in the AY 2012-2013 and AY 2013-2014 (Source, Martha Bodker, Director, Advancement Records, Institutional Advancement):

Fiscal Year Ending 7/31/13	
Campaign Type	
Outright gifts for capital purposes	\$646,203
Outright gifts for current operations	\$54,865
Outright gifts, dean's discretionary funds	\$38,486
Total gifts received by HNS	\$739,554

Fiscal Year Ending 7/31/14	
Campaign Type	
Outright gifts for capital purposes	\$302,936
Outright gifts for current operations	\$85,231
Outright gifts, dean's discretionary funds	\$28,576
Total gifts received by HNS	\$416,743

Total gifts to the College decreased by 44%, although fiscal year 2012-2013’s significant numbers were mostly attributable to four endowed professorships and an endowed chair being matched by the Board of Regents, for a total of \$560,000. Subtracting this number we see that this year we had some successes in fundraising, for example, the previously mentioned Mullahy Biology Research Endowment (\$50k), the Mullahy Physical Sciences Research Endowment (circa \$47k), and the Psychological Sciences Research Fund (\$25k). Still, total fundraising in 2013-2014 is lower than in 2011-2012, which is a concerning trend, especially during a capital campaign.

Annual Fund moneys were used for contributions toward speakers’ fees and expenses, travel expenses for students attending conferences, to help fund Nova Religio, to help pay for faculty members’ moving expenses, for faculty and staff awards, to fund star-up accounts for new faculty, and for other related expenses.

The 2013-2014 academic year was underscored by an unexpected drop in enrollment from a budgeted 875 new freshmen to an actual 620 new freshmen, as of census day in the fall of 2013. This resulted in an estimated \$7.5 million shortfall for the 2013-2014 academic year. To address this shortfall the university instituted a number of fiscal processes, including offering a Voluntary Severance Plan (VSP), a hiring freeze, and a reduction in force (RIF). Each office in the university was asked to reduce its salary budget by 10.6%, through a combined effort by the VSP and the RIF. The HNS salary budget in the fall of 2013 was \$9,193,858. Therefore, the College had to produce a plan to reduce \$974,549. At the end of the year, the college lost eight faculty and one staff member to the VSP. To complete the required 10.6% reduction, the college eliminated eight

extraordinary faculty positions and one staff position. The college also restructured two additional staff positions, one to 30 hours a week (from 37.5 hours) and the second to 10 months (from 12 months). At the end of the 2013-2014 fiscal year, the HNS salary budget was the required \$8,219,309.

5.0 Assessment Report

College Competencies:

Mission: In fulfilling its role to provide all Loyola students with a foundation in the liberal arts and sciences, the College of Humanities and Natural Sciences has as its mission to educate and graduate students who are prepared to lead meaningful lives with and for others; who appreciate and contribute to the understanding of global cultures, who comprehend the interrelated nature of all knowledge; who are able to think critically and make decisions for the common good; and who have a commitment to the Ignatian tradition of a life of justice and service to others. It is the mission of the College to contribute to the expansion of knowledge through the scholarly and creative activities of its faculty and students.

In order to fulfill its mission, the college has identified the following general education competencies that provide the framework from which our program-specific student learning outcomes are built:

All students of the College of Humanities and Natural Sciences will:

Learn intellectual and practical skills that reflect the distinctive Jesuit mission of the university. These skills include (but are not limited to): critical thinking, effective communication, quantitative literacy, information literacy, and ethical reasoning.

Learn about the physical/natural world (with exposure to scientific reasoning, mathematics, and environmental understanding).

Learn about human cultures and traditions, with a particular emphasis on literature, languages other than English, history, the arts, philosophy, world religions, social behaviors, and global understanding.

Learn Ignatian values, particularly, the formation of individuals who are with and for others, which includes an exploration of diversity, compassionate engagement with the world, and a commitment to social justice.

Learn at least one distinctive methodology and subject matter of the humanities or the sciences.

Departmental assessment results of Student Learning Outcomes can be found in the departmental Annual Reports.

The College has developed a rotation for in-depth program evaluations. Below we include the current timetable for these in-depth reviews since 2012-2013 and for the next five years.

2012-2013	Biology and Physics (external reviews)
2013-2014	Psychology (this review has been postponed until 2015-2016 because of the Monroe Hall renovation)
2014-2015	Chemistry, History, American Studies minor, Math, Math Lab, Computational Science minor, Middle East Peace Studies minor (all internal reviews)
2015-2016	Psychology, English, African and African-American Studies, Religious Studies, Walker Percy Center, Film Studies minor, Catholic Studies minor (all internal reviews except Psychology whose external review was postponed in 2013-2014 because of the Monroe Hall renovation)
2016-2017	WAC, Philosophy, L&C, Language Lab, Film Buffs, Asian Studies minor (all internal reviews)

The evaluation process involves writing an in-depth internal report. If the review involves an external evaluation we invite two external experts to visit the College and the program in the spring semester. The external evaluators visit for about two days in which time they meet with faculty, staff, administrators and students, and they review curriculum and facilities. The external evaluators then write a report with an assessment of the program and with recommendations for improvement. The following academic year the department digests the external report and meet with the Dean and the Provost to discuss findings and recommendations. The Dean then reports on the process and findings to the Standing Council for Academic Planning (SCAP). Over the next few years the department works on implanting a plan for improvement based on its own evaluation and the external reviewers' report.

In 2012-2013 the departments of Biological Sciences and Physics conducted in-depth reviews both including external evaluations. These external evaluations produced extremely useful reports for both departments. The Physics external evaluators recommended that the department develop assessment measures for their major and minor program. They also recommended curricular reforms to help them recruit and retain majors. The Biology external evaluators also recommended significant curricular reforms in the Biology department. Both departments were complimented on their involvement of undergraduates in their research projects. The process of revising the curricular programs, developing assessment measures and implementing changes continued in the 2013-2014 academic year. Also in the 2013-2014 academic year, the dean and these departments reported to SCAP on the results of the in-depth reviews for Biology and Physics. SCAP accepted the reports, but suggested that HNS revise its internal requirement to better correspond to the SCAP review criteria. The dean and the Council of Chairs produced these revisions in the spring of 2014 and the new format will be used in all future departmental evaluations.

In response to the external review the Physics Department revised its learning outcomes and its curricula. Physics faculty also pursued several external and internal sources of funding. Curricular revision will continue in the 2014-2015 academic year. Copies of the documents related to the Physics review are included in the supporting documents section.

In response to the external review Biology has engaged in a deliberate, careful, and holistic review of its curricula. The Biology Department invited two highly regarded Biology educators to inform their revisions. Results of their work are expected in the 2014-2015 academic year and beyond. Copies of documents related to the Biology review are included in the supporting documents section.

6.0 Summary of Achievements

The 2013 Provost Report included a web listing of all publications, presentations and honors by the HNS faculty in the 2012 year. The listing is currently located at <http://academicaffairs.loyno.edu/college-humanities-and-natural-sciences-provosts-report-citations>. Since it is expected that this listing will be replaced very soon with information from 2014, we include the listing in the supporting documents for the record.

7 Supporting Documents

The Physics in-depth five year review report can be found here: http://chn.loyno.edu/sites/chn.loyno.edu/files/protected_pages/physics/intranet/Phys5yrReview_2013.pdf

The Biology in-depth five year review report can be found here:

http://chn.dev.loyno.edu/sites/chn.dev.loyno.edu/files/protected_pages/biology/intranet/2013%20In%20depth%205yr%20review.pdf

The HNS Dean reports to the Standing Council for Academic Planning (SCAP) submitted in the spring of 2014 on the Physics and Biology in-depth reviews are attached in the HNS Supporting Documents.

Humanities + Natural Sciences Supporting Documents

[2013 Achievements Provost Report.pdf](#)
[BiologySCAPdeanreport Feb14.pdf](#)
[PhysicsSCADeanPreport Jan2014.pdf](#)