

**Humanities and Natural Sciences College Assembly**

**April 24, 2014**

**12:30 p.m. – 1:53 p.m.**

**Bobet 332**

**MINUTES**

*Assembly approved August 21, 2014*

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**I. Call to Order**

The assembly was called to order at 12:30 p.m. by Dean Calzada in Bobet Hall 332.

Attended: Altschul, R. Anderson, Beard, Berendzen, Biguenet, Blundell, Brazier, Brungardt, Butler, Cahill, Chambers, Chauvin, Corbin, Corprew, Doll, Dorn, Dupuis, Eggers, Eklund, Ewell, Fernandez, Goodine, Gossiaux, Gruber, Hauber, Howard, Hymel, Kahn, Kelly, Keulman, Khan, Koplitz, Kornovich, Leland, Lewis, McHugh, Melancon, Moazami, Moore, Mui, Nichols, Quesada, Rodriguez, Rosenbecker, Rupakheti, Saxton, Sebastian, Shanata, Tan, Thibodeaux, Thum, Tucci, Underwood, Vacek, Yanveh, and Zucker. Associate Dean Hunt.

**II. Invocation**

The invocation was given by Lawrence Lewis.

**III. Approval of Minutes**

The minutes of March 20, 2014 were approved as written with four abstentions.

**IV. New Business**

Provost Report on Restructuring the Colleges: Marc Maganaro and Joelle Underwood Last academic year provost Manganaro asked the College of Social Sciences to think through its mission and possibilities for restructuring. The report from the College of Social Science was discussed at the Faculty Senate, together with several models. The provost asked the Senate for input. The University Senate formed an Ad Hoc committee to consider how restructuring the college would affect other colleges. Marc expressed his gratitude for the hard work of this committee, co-chaired by Joelle Underwood, on developing models. In the meantime, he and Melanie McKay, with continued faculty input, continued the work already begun on developing parallel models. They presented their findings at the first Ad Hoc committee meeting. He has made similar presentations to affected colleges, (including the Senate's Ad Hoc committee models) which is his purpose for today's visit. Marc gave a power point presentation of six models (see Attachment 1). He emphasized the proposals are an attempt to encourage synergy that already exists between colleges and departments and to remove barriers to additional cooperation. He said this same report will be made to the Board in May and an update in October. He emphasized his continued openness to faculty input and cautioned time will be spent to carefully analyze models before any change is undertaken.

Joelle Underwood gave a power point presentation for three models for restructuring developed by the Senate Ad Hoc committee (see Attachment 2). She said it will be posted on the web for comments this week and discussed in a town hall meeting scheduled to be held in May.

Sylvester Tan suggested a college for the common curriculum organized in interdisciplinary teams of faculty who share information about students in order to meet their needs better. He said he could see potential for this in the last model for an undergraduate college. He said the current structure is so siloed it's hard to cross all the barriers to working together. Marc said restoring the Liberal Arts and Sciences college could also more effectively deliver the common curriculum. Barbara Ewell (a member of the Ad Hoc committee) said if there's no change in policies, advising, the handling of money and ability to partner, it won't matter which model is chosen. Naomi Yavneh asked what overarching principles are guiding the restructuring to ensure we don't just duplicate siloes in new form. Marc said the guiding principle is to encourage collaboration and synergy between programs. Joelle said clearly no one model would satisfy all goals but these issues were discussed in the full Ad Hoc committee document (see Attachment 3). Marc underscored the restructure will also help meet imperatives of the strategic plan and help drive us to realize those strategies. A discussion on finer points followed. A faculty member asked for cost-benefit analysis for each model. Another faculty member asked if there was a preferred model and why, and another faculty member asked why HNS had been brought into the conversation so late in the process. Marc said specifics have yet to be broken down. Joelle said she would argue the broad picture should precede detailed analysis, which was also addressed in the Ad Hoc document. Again asked what was driving the change, Marc answered that it's always a good time not to be stagnant. Connie Rodriguez repeated that the Social Sciences report to the senate broadened the discussion.

## **V. Old Business**

Strategic Plan: John Sebastian

The Strategic Plan committee's campus-wide request for action plans yielded 42 pages of suggestions. They spent many hours distilling and assigning them to the proper category, as presented in John's power point presentation (see Attachment 4). He said the committee's goal is to present a final version to the Board for a vote at October's meeting.

Judith Hunt asked where the resources will come from to fund these action plans. John said this issue has not been addressed to his satisfaction. He said the feeling has been, in his opinion, to generate rejuvenating ideas and make cuts later. John Biguenet asked why nothing is said about faculty scholarship. John Sebastian said only five faculty are part of this committee of twenty. He said it is his sense that nervousness about enrollment is driving the plan and is, therefore, focused on what's going to bring students in, although others may disagree with that perception. Boyd Blundell suggested that since faculty research is not in the strategic plan that funds would be redirected to implement the plan. Maria indicated that funding for faculty travel, Bobet Fellowships and LUCS Fellowships

would not be threatened. Sylvester said he wished the faculty were more mission oriented. He said we all care about students but he wondered why students aren't brought up more in discussions. Mark Fernandez said he doesn't think making academic quality a #1 priority is mutually exclusive to any of the action plans. Sylvester agreed.

## **VI. Announcements**

Maria announced last month's motion to express thanks for retirees (made by Joelle) was published on page 2 of the **Maroon**. She also sent a note and a copy of the ad to all VSP (Voluntary Severance Program) staff and faculty. She asked the Assembly to attend the Convocation which will also honor retired staff and faculty as well as students.

Maria announced training for the new web site will be held the 2<sup>nd</sup> week in June and again in August.

Naomi announced Honors student theses will be presented in a group poster session on Tuesday 4/29 from 5-7 pm on the 1<sup>st</sup> floor of the library. Refreshments will be served. She thanked all faculty mentors for their help. She also announced the 5/9 honors convocation.

Rosalie Anderson announced Twomey printing will be moving during finals so faculty need consider an alternative for finals reproduction.

Maria thanked Judith Hunt for her service to the university, to appreciative applause.

Mark Fernandez announced he and Mary Brazier streamlined student evaluation surveys and asked for ideas for one cross-college question to include.

Connie Rodriguez announced attendance at next week's final senate meeting is important because elections will be held. Send nominations to either her or Alice Clark. Newly elected senators need to attend the meeting.

## **VII. Motion to Adjourn.**

A motion was made and seconded.

**Attachment 1: Proposed Models for Restructuring from the Provost's Office**

College of Business	<ul style="list-style-type: none"><li>• Current College Structure (2006)</li></ul>
College of Humanities & Natural Sciences	<ul style="list-style-type: none"><li>• Current College Structure (2006)</li></ul>
College of Music & Fine Arts	<ul style="list-style-type: none"><li>• Current College Structure (2006)</li></ul>
College of Social Sciences	<ul style="list-style-type: none"><li>• Current College Structure (2006)</li></ul>

## Model 1

College of Business	<ul style="list-style-type: none"><li>• Unchanged</li></ul>
College of Liberal Arts & Sciences	<ul style="list-style-type: none"><li>• Current HNS programs, Sociology, Political Science, Interdisciplinary Programs</li></ul>
College of Music & Fine Arts	<ul style="list-style-type: none"><li>• School of Music, Music Industry Studies, Theatre Arts &amp; Dance, and Art &amp; Design</li></ul>
College of Professional & Continuing Studies	<ul style="list-style-type: none"><li>• Criminal Justice, Counseling, School of Mass Communication, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School</li></ul>

# Model 2

College of Business

- Unchanged

College of Liberal Arts & Sciences

- Current HNS programs, Sociology, Political Science, Interdisciplinary Programs

College of Music & Fine Arts

- School of Music, Music Industry Studies, Theatre Arts & Dance, and Art & Design

College of Professional & Continuing Studies

- Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School

College of Mass Communication

- New College

# Model 3

College of Business

- Unchanged

College of Liberal Arts & Sciences

- Current HNS programs, Sociology, Political Science, Interdisciplinary Programs

College of Music & Fine Arts

- School of Music, Theatre Arts & Dance, Art

College of Professional & Continuing Studies

- Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School

College of Media, Communication & Technology

- Design, Mass Communication, Music Industry Studies, (Computer Technology), Interdisciplinary Programs

# Model 4

College of Business

- Unchanged

College of Liberal Arts & Sciences

- Current HNS programs, Sociology, Political Science, Interdisciplinary Programs

College of Music & Fine Arts

- School of Music, Theatre Arts & Dance, Art

College of Professional & Continuing Studies

- Criminal Justice, Counseling, Nursing, Loyola Institute for Ministry, Evening Programs, Summer School

College of Media, Communication, and Technology

- Design, Mass Communication, Music Industry Studies, (Computer Technology), Interdisciplinary Programs

School of Nursing

- Separate School

# Model 5

College of Business

- Unchanged

College of Liberal Arts & Sciences

- Current HNS programs, Sociology, Political Science, Criminal Justice, Counseling, LiM (undergrad and grad), IDP, School of Nursing

College of Music & Fine Arts

- School of Music, Theatre Arts & Dance, Art

College of Media, Communication, Technology

- Design, School of Mass Communication, Music Industry Studies, (Computer Technology), IDP

Office of Graduate Studies

- Administrative only

# Model 6

College of Business	<ul style="list-style-type: none"><li>• Unchanged</li></ul>
College of Liberal Arts & Sciences	<ul style="list-style-type: none"><li>• See next slide</li></ul>
College of Music & Fine Arts	<ul style="list-style-type: none"><li>• School of Music, Theatre Arts &amp; Dance, Art</li></ul>
Office of Graduate Studies	<ul style="list-style-type: none"><li>• Administrative only</li></ul>



**Attachment 2: Proposed Models for Restructuring from Senate Committee  
(Report excerpt, see Attachment 3)**

**IV. PROPOSED MODEL A: 5 COLLEGES + LIBRARY**

**1. College of Business**

**2. College of Graduate + Continuing Studies**

School of Nursing, Loyola Institute for Ministry, Division of Criminology and Justice, Division of Counseling, Division of Continuing Studies/Evening Programs

**3. College of Law**

**4. College of Liberal Arts and Sciences**

Division of Liberal Arts, Division of Natural Sciences and Mathematics, Division of Social Sciences, Division of Interdisciplinary Studies (administrative only), Division of Honors Studies

**5. College of Music, Media, and the Arts**

School of Music, School of Mass Communication, Division of Music Industry Studies, Division of Design, Division of Theater Arts and Dance, Division of Fine Arts

#### **IV. PROPOSED MODEL B: 5 COLLEGES + LIBRARY**

##### **1. College of Business, Graduate + Continuing Studies**

School of Business, Criminology and Justice, Counseling, School of Nursing, Loyola Institute for Ministry, Evening Programs, Summer School, Relevant Centers and Institutes

##### **2. College of Communication, Design + Interactive Media**

Design, School of Mass Communication, Music Industry Studies, \**Computer Science*, Film, Interactive Media

##### **3. College of Humanities + Sciences**

Biological Sciences, Chemistry, English, History, Languages and Cultures, Mathematical Sciences, \**Computer Science*, Philosophy, Political Science, Psychological Sciences, Religious Studies, Sociology, Honors Program, Common Curriculum Program, Interdisciplinary Programs, Relevant Centers and Institutes

##### **4. College of Law**

##### **5. College of Music, Performing + Fine Arts**

School of Music, Theatre Arts and Dance, Fine Art

#### **IV. PROPOSED MODEL C: 2 COLLEGES + LIBRARY**

##### **1. Graduate College**

*Expanding horizons and raising expectations for the 21<sup>st</sup> century.*

School of Law, School of Ministry, School of Counseling, School of Criminology and Justice, School of Nursing, MBA Program, Affiliated Institutes and Centers

##### **2. Undergraduate College**

*Educating the Whole Person to meet the challenges of the 21<sup>st</sup> Century*

Divisions/Communities/Schools based on shared interests and goals, encouraging collaborations and fostering new signature programs.

###### **Natural Science + Math:**

Biology, Chemistry, Mathematics, Physics, \*Computer Science, Psychology

###### **Business + Entrepreneurship:**

Finance, International Business, Accounting, Economics, Marketing, Management

###### **Humanities:**

English, History, Religious Studies, Philosophy, Languages and Cultures

###### **Communication, Music Industry + Design:**

Communication, Music Industry, Design, Film, \*Computer Science

###### **Music, Performing + Fine Arts:**

School of Music, Theatre and Dance, Studio Arts

###### **Social Sciences:**

Sociology, Criminology and Justice, Political Science

###### **Undergraduate College Houses the following:**

Director of the Common Curriculum  
Director of the Honors Program  
Teacher Certification Program  
Part-time and Continuing Undergraduate Students  
Summer School (Undergraduate)  
Interdisciplinary Programs Affiliated  
Institutes and Centers

**Attachment 3: Senate Committee's Report on Restructuring**

**3 MODELS FOR THE FUTURE VISION OF LOYOLA UNIVERSITY NEW ORLEANS**

Ad Hoc Committee on Academic Structures  
A Committee of the University Senate  
Report to the Senate  
April 9, 2014

**Members**

Tish Beard, HNS | Biology  
Joe Berendzen, HNS | Philosophy  
Barbara Ewell, HNS | English  
Thomas Foster, CSS | Counseling  
Meg Frazier, MFA | Music  
Gwen George, Co-Chair, CSS | Nursing  
David Khey, CSS | Criminal Justice  
Daniela Marx, MFA | Graphic Design  
Laurie Phillips, University Library  
Cathy Rogers, CSS | Mass Communication  
John Snyder, MFA | Music Industry  
Joelle Underwood, Co-Chair, HNS | Chemistry

**The committee urges the members of the University Senate to share this report widely with our entire Loyola University New Orleans community to facilitate informed and transparent discussions.**

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education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also providing opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and benefit the larger community.

### **Create a learning-centered community**

- dedicated to a high-quality, experiential, and values-based education"
- devoted to students' discovery of their career and a life of service
- infused by the cultures and traditions of New Orleans
- rooted in the Jesuit and Catholic commitment to justice

## **I. SUMMARY OF COMMITTEE WORK**

The Ad Hoc Committee on Structures was formed by the Loyola University Senate in response to a report from the College of Social Sciences regarding the future structure of the college. The committee met five times during March and April 2014. It reviewed the report from the College of Social Sciences. The committee agreed that the current academic structure that Loyola is operating under is ineffective.

With the many strengths of our Loyola community as well as the challenges that we face in mind, the committee developed a rubric of ten issues any new academic model should address. The committee then studied the academic structures used by many other universities, including our reference group, peer Jesuit institutions, as well as a number of other comparable universities.

The committee proposes three models for consideration of the University Senate and the wider Loyola University New Orleans community. *See the minority report on page 9 for a fourth proposed model.*

The committee notes that restructuring the colleges is not automatically going to create greater flexibility for students or faculty. Policy issues--including budgeting, curricula, and administration--that isolate departments, programs and colleges need to be addressed. *See section VI of this report for more details.*

These models are preliminary, suggesting disciplinary groups and administrative structures; the names of the colleges, in particular, are attempts to be descriptive. The committee recommends that we continue to work on these models, addressing details such as committee and other faculty governance structures, realistic cost assessments for both the transition and long-term operating costs of the models, and an implementation plan for moving from our current academic structure to a new academic structure. This process would lead to an informed recommendation from the University Senate in time for the October 9, 2014 Board of Trustees meeting.

## II. RUBRIC: VISIONS FOR THE FUTURE

Rubric for Developing and Evaluating Proposed Models

1. Aligns with the Strategic Planning Team Draft Statement

### **Create a learning-centered community**

-dedicated to a high-quality, experiential, and values-based education

-devoted to students' discovery of their career and a life of service

-infused by the cultures and traditions of New Orleans

-rooted in the Jesuit and Catholic commitment to justice

2. Flexibility for students

3. *Greater* opportunities for creative collaborations and crossovers

4. Strong future for graduate programs

5. Improved vision and support for nontraditional students

6. Efficient administrative structure

7. Increased access to Provost

8. Highlight university strengths for future growth

9. **Adaptable** structure-*responds quickly and efficiently to future challenges*

10. Supports innovative programming

### **III. LOYOLA'S CURRENT ACADEMIC STRUCTURE: 5 COLLEGES + LIBRARY**

#### **1. College of Business**

#### **2. College of Humanities and Natural Science**

Biological Sciences, Chemistry, English, History, Languages and Cultures, Mathematical Sciences, Philosophy, Psychological Sciences, Religious Studies

#### **3. College of Law**

#### **4. College of Music and Fine Arts**

Art and Design, Music Industry Studies, School of Music, Theatre Arts and Dance

#### **5. College of Social Sciences**

Counseling, Criminal Justice, Loyola Institute for Ministry, School of Mass Communication, School of Nursing, Political Science, Sociology, Institute for the Study of New Orleans, Center for Environmental Communications, Donnelley Center; Institute for Quality and Equity in Education; Jesuit Social Research Institute; Lindy Boggs Literacy Center; Twomey Center

#### ***Other Academic Programs/Offices***

Director of the Honors Programs, Director of the Common Curriculum, Interdisciplinary Programs, and Summer School are housed out of the Office of the Provost. There is no clear home for continuing, non-traditional and part-time undergraduate students. Institutes and centers are housed in various parts of the university. Support systems and programs for all students may only be housed in one college, e.g. Writing Across the Curriculum Lab, Math Lab, and Language Lab are all housed in the College of Humanities and Natural Sciences.

### **CHALLENGES**

Lack of flexibility | Lack of support | Lack of identity for graduate programs | Lack of support and identity for continuing and non-traditional students | Duplicating efforts in different programs | Lack of investment in future programs | Lack of growth and creativity across Loyola community | Barriers to innovative collaborations and program development | Lack of transparency

#### **IV. PROPOSED MODELS A, B and C (see Attachment 2)**

##### **V. Minority Report on behalf of the School of Mass Communication**

While I appreciate the collaboration of the University Senate Ad Hoc Committee on Academic Structures and respect the committee's task to recommend a new structure for the academic units of the entire University, I am obligated to express the unanimous opinion of my colleagues in the School of Mass Communication, according to our Sept. 3, 2013 vote, and confirmed in our April 8, 2014, faculty meeting.

Whereas we believe it is the purview of the Ad Hoc Committee to recommend an overall structure, the record should show that the SMC faculty agree that Loyola University New Orleans would be served best by an organizational structure in which the SMC, including graphic design, becomes a stand-alone unit.

To enhance Loyola's academic reputation, The Loyola 2012 Plan called for "**Program Accreditation and Certification** for all programs where available/applicable to ensure state-of-the-art practices across professional programs." The SMC is doing both-- poised to become only the second Jesuit institution to have ACEJMC accreditation and the first Jesuit institution and first School of Mass Communication in Louisiana to have CEPR. Research shows that stand-alone schools of Journalism and Mass Communication represent the strongest schools in the country. Moreover, members of the site visit team for the Accrediting Council for Education in Journalism and Mass Communication and the site visit team for the Certification in Education for Public Relations recommended that the SMC become a stand-alone unit.

Even more important, based on the challenges Loyola currently faces, research reveals that when Schools of Journalism and Mass Communication become stand-alone units, the organization's stature is enhanced along with increased recruitment of students.

As an independent unit, the SMC meets most, if not all, the criteria in the rubric the Ad Hoc Committee used during its deliberations.

Primarily:

1. Aligns with the 2014 Strategic Planning Team Draft Statement

**Create a learning-centered community**

- dedicated to a high-quality, experiential, and values-based education
- devoted to students' discovery of their career and a life of service
- infused by the cultures and traditions of New Orleans
- rooted in the Jesuit and Catholic commitment to justice

The majority of SMC courses integrate experiential pedagogies that contributes to students' discovery of their career and a life of service, capitalizes on New Orleans'

assets and challenges, and with the support of The Shawn M. Donnelley Center for Nonprofit Communication, internships and service learning courses, the SMC is rooted in a commitment to justice.

2. A stand-alone SMC highlights one of the University's proven strengths for future growth. Solid assessment practices prove the quality of program inputs, processes and outcomes, including third-party endorsements of consistent national awards and recognition.

3. The SMC has an efficient administrative infrastructure (a Director, Student Services Coordinator and Administrative Assistant) already in place that would require no additional positions or funding. The School has a solid record of sound budgetary and fiscal responsibility and is a profit center for the University. The School boasts the second largest undergraduate population on campus.

4. The SMC sequences in journalism and strategic communication, along with the requirement for a minor, allows flexibility for students and opportunities for creative collaborations and crossovers across academic units and interdisciplinary programs. Recent curricula changes and additions of new minors in social media and environmental communication prove the SMC's capacity for innovative programming and the ability to respond quickly and efficiently to changes in the marketplace. The SMC job placement is above the national average.

5. The SMC has the infrastructure to support the development of a graduate program, particularly since such a program existed pre-Pathways.

**Respectfully submitted,**

**Cathy Rogers, Ph.D., Professor**

## VI. BEYOND THE RUBRIC: CHALLENGES TO LOYOLA'S FUTURE VISION

Ensure effective support for departments that offer graduate and undergraduate degree programs.

Provide effective academic support for all students -- graduate students, traditional full-time undergraduates, continuing and part-time undergraduate students, etc.

A major drawback of current and some proposed models is the absence of any explicit structures to support part-time (adult/working/non-traditional) students; while motivated and fully-funded students (like veterans) often thrive without much support, transfer, returning, and the older (25+) students (who are often struggling to put tuition together, one semester at a time) are often intimidated and confused by the university programs and need more personalized assistance to navigate a degree program across "communities" and colleges.

Incorporate student-life activities into the academic mission of the University. Develop more efficient committee and governing structures of the University.

Commit to greater transparency in budgetary decisions of the University; include greater input from academic portion of the University in budgetary decisions; streamline processes for obtaining financial support for innovative new programs, fostering collaborations, etc.

Update and modernize methods of operations to increase efficiencies (SIS, LORA, purchasing and financial affairs processes, technological support, etc.)

Evaluate the role of various institutes and centers (over 30 by the committee's count). What role do they play in the overall mission of the University? Incorporate them directly into appropriate academic units.

More effectively market what we are already doing well! Incorporate marketing more directly into the academic mission and academic life of the University.

Restructuring the colleges is not automatically going to create greater flexibility for students or faculty. Policy issues -- including budgeting, curricula, and administration -- that isolate departments, programs and colleges need to be addressed.

We need to address the fact that the College of Business remains isolated and inadequately integrated into the other college programs.

Despite the recent revisions to the Common Curriculum the Common Curriculum is still not *common* across colleges.

## Attachment 4

### DRAFT

#### Loyola University New Orleans Strategic Plan Overarching Strategies and Action Plans

##### Create a learning-centered community

- *dedicated to a high-quality, experiential, and values-based education*
  - o Maximize student engagement in experiential opportunities by developing, reviewing and revising college organizational structures and programs
  - o Every graduate will engage in at least two experiential-based practices which may include:
    - ! Collaborative research
    - ! Community engagement
    - ! Internships
    - ! Study abroad and global immersion
  - o Develop an integrated co-curricular program that offers personal, professional, physical & spiritual development opportunities, which engage students in the life of the campus.
  - o Centralize academic support services that create highly visible space to foster independent and mentored student learning and success.
  
- *devoted to students' discovery of their career and a life of service*
  - o Invest in Loyola's Career Services to make it a signature program and recruitment tool that will match the ideals of liberal education to careers in the professions, creative arts, entrepreneurship and teach students how to embark on their careers and a life of service
  - o Create a new model for advising that is collaborative across academic and non-academic units and that focuses on student development, not just progress toward degree.
  - o Develop the network of Loyola alumni and friends who support students' exploration of a variety of career paths and a life of service through internships, summer jobs, and other engagement.
  - o Design and implement an e-portfolio program, which all undergraduate students will use to compile a holistic record of and reflection on their Loyola experience.
  
- *infused by the cultures and traditions of New Orleans*
  - o Create a new model for collaboration that provides a support structure to engage the Loyola community directly with New Orleans.
  - o Increase opportunities for students to interact with the cultures, traditions, and location of New Orleans through their coursework.
  - o Create a marketing campaign that highlights Loyola's connections to New Orleans.
  - o Create and enhance programs that will supply graduates for growing-demand professions in New Orleans.
  
- *rooted in the Jesuit and Catholic mission of the University*

- Expand formation of students, faculty, and staff in Loyola's Jesuit identity through integration of spirituality, justice, and the intellectual life.
- Integrate Ignatian principles of discernment into advising, career planning, and support for lives of service.
- Tie course-level student learning outcomes to aspects of Loyola's Jesuit and Catholic identity, such as its commitment to justice and ethical conduct.
- In pursuit of solidarity, increase opportunities for students, faculty, and staff to connect to, collaborate with, and support Jesuit ministries in New Orleans and beyond.
- Integrate into the hiring process the opportunity for all job candidates to articulate how they perceive themselves contributing to the university's mission.