**HNS Strategic Planning Retreat
July 9, 2014
9 am to 2 pm
Audubon Room, Danna Center**

**Present:
CPT**John Sebastian
**CoC**David Moore
Mary Brazier
Connie Rodriguez
Mike Kelly
**College**Leonard Kahn
Alice Kornovich
Hillary Eklund
Ralph Tucci
Naomi Yavneh Klos
Sanjog Rupakheti
Maurice Brungardt

Lynn Koplitz

Mark Fernandez
Jane Chauvin
Uriel Quesada
Maria Calzada
Christine Murphey

Maria opened with personal comments about her experience working as Dean and her desire for college input in establishing its strategic plan. Her hope is to have it updated by November.

She showed a slide presentation on “Why are we here today?” which described three breakout and group sessions, discussing: mission, vision and values.

Uriel made a presentation on contexts. Faculty discussion included whether to include Sociology and Political Science in today’s discussion. Uriel emphasized this is an on-going discussion and new departments will be informed about today’s outcomes, the strategic planning process and outcomes as appropriate. Discussion also included concerns about other Loyola Colleges coopting terms such as ‘creative,’ when HNS is a leader in creativity. Jane added that our Jesuit mission brings a deeper level to the standard curriculum which all institutions offer.

**Part I: Mission**Group discussed whether the current HNS Mission Statement (see Attachments 1 and 2) addresses the following questions. Some comments follow:
1. Specify reason of existence?
first sentence needs the term ‘central’ mission;
change first sentence to read: we are the essential core of the institution;
need to integrate the two statements.
2. Scope? If not, how can we fix it?
more about not knowing what the scope is;
we took as scope as defined by our disciplines and interdisciplinary programs, otherwise hard to reconcile the amalgamation imposed on us.
3. Unique characteristics?
needs changes, e.g., emphasize sciences;
most groups thought not but the statement reflects university-level wording, especially the use of the word unique (suggested ‘special’ replace the word unique);
Uriel argued for that ‘unique’ is realistic and is needed to attract students;
Maria said HNS can be unique within the university (thus the ‘central’ added to role in the lead sentence);
suggestion made to add value statements later;
Uriel said the mission needs to at least address a regional level (see other examples);
just a matter of tweaking anyway with the word limit;
want to convey that without HNS the university does not exist;
suggested HNS discuss the positive things resulting from forced restructuring and Pathway cuts.
4. Consistent?
5. Provide policy direction?
key work: direction;
groups got hung up on language of the question
6. Strategic?
7. Need amendments?
Unanimous yes.

One group suggested the following amended mission statement:
The College of HNS provides all Loyola students with a foundation in the liberal arts and sciences, and contributes to the expansion of knowledge through the scholarly and creative activities of its faculty and students within and across the disciplines. It 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 are able to think critically and ethically (empathetically?) and guide decisions for the common good; and who have a commitment to the Ignatian tradition of a life of justice, service and engagement.

Groups were asked to forward all suggestions to Maria. She will bring them to the HNS planning committee.
Break.
**Part II: Vision**Discussion of university statements for: Trinity University (San Antonio, TX), University of SC Upstate, University of CO Denver, and University of MD College Park. Discussion of level of students admitted and the growing gap between those who are prepared and those who are not. How do we make it work in this reality?

Broke up into table discussions.
Whole group discussion by table (with some cross-talk) comments include:
John Sebastian reported one thing agreed on by all (in a general Loyola planning meeting) was by 2020 HNS would be the most central college and recognized as the core of the university. They also had bullet points such as: engage with New Orleans and all its complexities, students, maintain and enhance a strong yet flexible curriculum, and Jesuit values.

Discussion on what things were liked and wished the College could do more of, such as interdisciplinary programs, collaborative work, experiential learning. A wish Loyola could convey more of what’s going on internally. The need to know who we are and what we do was expressed. If one looks at city, state, region (the only other Jesuit University in the south—Spring Hill—is small and located in a small town) Loyola New Orleans is part of 28 university system in the US and part of the largest system worldwide, which offers opportunities. Also talked about was the need for more bonding with others in other departments to become aware of what’s going on and promote working together. The need to offer more computational skills, reaching across disciplines was discussed and concern that graduates are just floating around without relevant skills. Computational skills not abstract, students need them to relate to the world.

Faculty commented that talk about overlaps and duplication of effort in teaching, emphasizes our differences rather than connections, such as the need for computational science across the board. Specific listings of Loyola strengths included community engagement, collaboration, experiential learning

One group suggested the following vision statement: Our college will be recognized for its innovation in uniting scholarship, teaching and transformative action.

It was also suggested that HNS needs to institutionalize the making of these connections as a goal by integrating this vision into the processes of promotion, tenure and hiring. It was suggested HNS move from accidental pockets of innovation to a sense of culture and a driving marker of Loyola, moving outward to region beyond. Today’s discussion, Uriel proposed, will start us in identifying what Loyola does as unique, as well and uniquely well.

Another group stated: We want to lead the institution in producing educated, skilled graduates. The group noted the need for computer science, computational science, pre-health programs, experiential learning, collaboration, and career skills. They observed an increasing connection to the community in internships for HNS majors and the need to further develop this connection and increase student skills. They expressed the need for computational skills as a fundamental need but noted that computer science is more than computational science. Ralph described the computer program minor as requiring four programming courses using Visual Basic on the first two courses, and Java and C++ in the last two courses. Ralph stated that these courses are offered only on faculty volunteer basis, as a teaching overload. It was observed this is a weakness but also a strength in that Loyola has faculty to fulfill some of the needs but also needs to look at hiring, perhaps freeing up faculty who teach differing iterations of the same class over and over.

On reaching beyond departments and colleges, it was noted that international business students need language skills to operate within the profession.

**Part III: Core Values**
Faculty was asked to think in terms of short phrases. Also that values don’t change the way vision can. This format is a free exchange of ideas, academic more so than Jesuit, but Jesuit values can inform the academic.
Break into table discussions.
Group reports: (documented on posters)
VALUES
excellent teaching
excellent scholarship
diversity
cura-personalis
community service
experiential learning
where we seek God in all things; seeking God through search for discovery, discernment and engagement with the world
reflection/discernment
diversity
rigor
justice
community engagement
interdisciplinary
gifted by Creator
affirm the world in which we exist (responsibly)
God in all things
appreciate and affirm diversity
responsible for actions that portray social justice
helping people develop to full potential
community
integrity
truth
excellence/rigor ( striving for)
collaboration
audience –HNS students

Uriel explained the values will be collected and winnowed down to 7 or 8. Noami said many repeat the university value list. Maria said that will lower the number too, after duplications are deleted.

**Part IV: Reality Check**Environmental Assessment (internal/External strengths, weaknesses opportunities, threats or SWOT)
(documented on posters)

STRENGTHS
 strong core of tenured/tenure-track faculty
 Monroe Hall
 sense of collegiality
 research and teaching collaboration
 community engagement
 leadership
 shared faculty governance
 computational science lab
 faculty
 deans
 some students
 culture willing to support scholarship CRCSA
 scholarship
 teaching
 community engagement
 sense of community “can do”
 sense of community junior faculty
 striving for excellence
 respect for students
 faculty/student radio
 faculty/student rapport
 autonomy/creativity in teaching
 dedicated faculty
 distinguished new faculty
 renovated science and math facilities
 return of education sequence
 return of some computer science courses
 good place for entertaining community
 faculty
 Monroe Hall
 library
 staff
 alumni
 Jesuit connections
 endowed resources
 equipment and tech fees

WEAKNESSES
holes in offerings (education, computer science, languages)
alumni giving
retention of faculty
need more faculty for flexibility
different choices –majors OR CC Or Honors
disparate student abilities
dwindling resources for scholarship
variability of advising
not visible in community –poor community relations and marketing
not enough New Orleans courses
money
need more open-door
Insufficient money to meet college needs
inadequate staffing, research support
IT
library resources
excessive committee obligations
IT infrastructure
disparate workloads
computer science
education
languages CC sciences lab
disciplinary divide
limited resources
no computer science major
inadequate compensation for faculty and staff
we could do a better job tooting our own horn

OPPORTUNITIES
capitalize on Jesuit
heritage
network of AJCU
NIBIC
healthcare corridor
entrepreneurial atmosphere in New Orleans
New Orleans as a model of resurrection and redevelopment
growth of southern traditional college age and non-traditional population (Hispanic and Catholic)
Jesuit connections
external funding (grants, etc.)
inter-college collaboration
extra-college collaboration (research, study abroad, exchanges, etc.)
location in NOLA –experiential learning options
recruitment
engage more with New Orleans
trap into growing international students
link with AJCU “franchise”
engage our scholars in community discourse
engage with in-state high schools
humanities programming in the community-public programming (Bobet and Marquette fellows can present about their fellowships in the community)
to figure out who we are (optimal size)
be involved in recruitment
be involved in fundraising

THREATS
poor university level leadership
 mismanagement of resources
 poor judgment
 other predatory colleges
 strong external competition
 dwindling “traditional” college-age population
 economic realities
 weather (location) and climate change
 New Orleans perception
 underpreparedness of students
 bookstore
 library
 NOLA (crime, weather, poverty, etc.)
 demographic shifts
 changing nature of undergrads
 restructuring of university (also opportunity)
 disengaged leadership
 marketing, enrollment
 money
 lower enrollment
 lack of vibrant marketing
 poor alumni records
 rest of the university doesn’t buy into C.C.
 general anti-intellectualism
 “careerism” –buying into the business model
 “usefulness” “job training”
 finances (global, etc.)
 donors dictation of Catholic values
 holes in offerings can be filled by others
 our students can’t pay

**Attachments**University Mission Statement
HNS Goals and Mission Statement

**Attachment 1
University Mission Statement**

Loyola University New Orleans, a Jesuit and Catholic institution of higher 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 of Loyola's vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering 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 to benefit the larger community.

Approved by Loyola University New Orleans Board of Trustees March 5, 2004

*Vision Statement*

As a Catholic, Jesuit University, Loyola University New Orleans is an academic community dedicated to the education of the whole person. By thinking critically, acting justly students are to embody the Ignatian ideals of faith, truth, justice, and service. To meet these goals, the University will strive to become an increasingly selective university with outstanding liberal arts and sciences, professional, and graduate programs grounded in intellectual rigor and reflecting the more than 450 year Ignatian tradition.

Approved by Loyola University New Orleans Board of Trustees May 2010

**Attachment 2
HNS Goals and Mission Statement**

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.

Approved by College Assembly 05-11-81

Revised and Approved by College Assembly 12-09-2010