

Humanities and Natural Sciences College Assembly
September 2, 2014
12:30 p.m. – 1:50 p.m.
Bobet 332

MINUTES

Minutes approved by September 18, 2014 Assembly

I. Call to Order

The assembly was called to order at 12:25 p.m. by Dean Calzada in Bobet Hall 332. Attended: Allison, Altschul, Beard, Bednarz, Berendzen, Biguenet, Biswas, Brazier, Brice, Butler, Cahill, Chambers, Chauvin, Coolidge, Corbin, Corprew, Doll, Dupuis, Eklund, Ewell, Farge, Fernandez, Gossiaux, Gruber, Hardy, Hymel, Kahn, Kargol, Khan, Kornovich, Leland, Melancon, Moore, Mui, Murphy, Nichols, Nystrom, Quesada, Peterson, Rodriguez, Rogers, Rupakheti, Schaberg, Sebastian, Stephenson, Thum, Tucci, Underwood, Vacek, Welsh, Yavneh and Zucker.

II. Invocation

The invocation was given by Father Rogers.

III. Report from Marc Manganaro and Bill Locander Strategic Plan Update

Marc: The Strategic Planning Team (SPT) met though the summer. Right now we're deciding what goes in the report to the board in October: creating action plan templates, timeline, responsible authority, costs etc. We are also discussing how they will be implemented, phased or staged. Highlighted action plans (see Attachment 1) are based on SPT vote on which plans need to be moved on sooner rather than later and with more force. We haven't come up with a timeline chart.

Bill: SPs almost always fail because of a lack of vertical alignment due to plan approval at the top without agreement from the rest of the organization. The SP which is imposed from the top down, in our case, imposed onto faculty, staff and deans, does not succeed. Horizontal alignment across organization sections is also important: e.g., how can HNS and Business work together? Focus and finish are also necessary to succeed. We have to get to the point that things are finished and the differences are noticeable. (He then read over the highlighted action plans.)

Marc: Extremely important, once the plan is ratified, is that college SPs conform to the University plan. Colleges will be more specific but we don't want them to fall outside the frame. We've tried to bring deans, faculty and staff in so everyone should see themselves in this plan, certainly at the macro level. Budget questions on implementation are still open. The SP will need to be prioritized and investments made accordingly.

Several faculty stated explicit inclusion of the words "high quality academics and scholarly research" was very important to them and it was a mistake to leave them out. Marc agreed, saying they are still working on the language and the words need to be in there. He also said experiential learning is linked to research and is also a way to let students know they can come here and work with faculty. He added that faculty reward

structure, which already rewards research, needs to change to include high quality teaching and advising. John Biguenet said our biggest strength going forward is the junior faculty hired at a time when no one else was hiring. Investing in raises to retain these hires is crucial. Marc agreed, despite current scaling back.

A discussion followed on how best to prepare students for work after college. Marc said faculty will be asked to help answer this question over the next year. He said more effective career services could help students get jobs through alumni networks, and such, but also that employers tell him it's critical thinking, ability to work in groups, write, add and so forth rather than grades that they look for in choosing who to hire. Sara Butler said if we're serious about genuine career services then it should be under academic affairs not student affairs. Naomi Yavneh said if 4b were highlighted (Mission item on the chart) it would tie together all the others. Even though only 4% of students come for the mission, they stay for the mission. She suggested change the wording from teaching Ignatian ideals to discern to learn.

Marc said we haven't talked about who our students are, what qualities and skills they are and are not bringing to college. ETS data shows a significant portion do only moderately well in writing, reading and math skills. More concerning, is the need to make sure faculty, staff and administrators have very clear understanding of what kind of students come to us. There is a significant intersection of the financial needy and somewhat underprepared. We need to be able to work with our students so they can succeed. John Sebastian added that they are assessing the incoming class and by Friday of next week Maria and others will meet to process the results. Anyone teaching intro-level courses will be hearing from him. Assessment of the CC will start in earnest this year. Marc said we're finding good retention but we don't have timely graduations. He expressed gratitude to the college restructuring committee for opening doors between structures so students can more easily move from one to another.

Marc also spoke to the comparative cost of the models, saying cost will be more in hours spent rather than dollars. The second model is more dramatic so may be more costly. He said we should consider the cost of not making a change. He added we will need to message the change carefully through academic and student affairs. Students need to know their program will not be closing. Discussion followed about redefining a smaller size as a positive change for students.

Francis Coolidge said the Environment Program has no representation on the council chairs or in the senate so no venue to voice strong concern that the EP will be folded in with interdisciplinary programs and lose HNS support. Connie Rodriguez reassured the Assembly that an ad hoc committee would work out details and will want to get all views on the implementation process. Marc urged concerned Assembly members to work with the committee. He said the final plan may not look exactly like either option 1 or 2. Marc said concerned members may also contact him directly, adding that many healthy disagreements still remain unresolved. Joelle said decisions will be made by those higher up rather than faculty. Naomi asked how Honors and IDPs can get representation on the ad hoc committee. Marc said any lack of representation can be addressed.

Marc said he's excited about going to the Senate meeting in just over a week. Connie invited all members of the Assembly to sit in on the meeting (Thursday 9/11 at 3:30) as her guest.

Attachment 1

DRAFT

Loyola University New Orleans Strategic Plan Overarching Strategies and Action Plans

Highlighted plans indicate SPT-recommended top priorities in 2014-2015

Create a learning-centered community

1. *dedicated to a high-quality, experiential, and values-based education*
 - a. Ensure that each student will engage in at least two experiential-based practices which may include:
 - Collaborative research
 - Community engagement
 - Internships
 - Study abroad and global immersion
 - b. Develop an integrated co-curricular program that offers personal, professional, physical & spiritual development opportunities, which engage students in the life of the campus.
 - c. Centralize academic support services that create highly visible space to foster independent and mentored student learning and success.
 - d. Develop, review and revise college organizational structures and programs.
2. *devoted to students' discovery of their career and a life of service*
 - a. Transform Loyola's Career Services to make it a signature program and recruitment tool.
 - b. 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.
 - c. 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.
 - d. 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.
3. *infused by the cultures and traditions of New Orleans*
 - a. Create a new model for collaboration that provides a support structure to engage the Loyola community directly with New Orleans.
 - b. Increase opportunities for students to interact with the cultures, traditions, and location of New Orleans through their coursework.
 - c. Create a marketing campaign that highlights Loyola's connections to New Orleans.
 - d. Create and enhance programs that will supply graduates for growing-demand professions in New Orleans.
4. *rooted in the Jesuit and Catholic mission of the University*
 - a. Expand formation of students, faculty, and staff in Loyola's Jesuit identity through integration of spirituality, justice, and the intellectual life.
 - b. Integrate Ignatian principles of discernment into advising, career planning, and support for lives of service.
 - c. Tie course-level student learning outcomes to aspects of Loyola's Jesuit and Catholic identity, such as its commitment to justice and ethical conduct.
 - d. 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.
 - e. Integrate into the hiring process the opportunity for all job candidates to articulate how they perceive themselves contributing to the university's mission.

Revised by SPT on April 30, 2014