



LOYOLA UNIVERSITY CHICAGO INSTITUTIONAL SELF-STUDY

FOR THE HIGHER LEARNING
COMMISSION OF THE NORTH
CENTRAL ASSOCIATION OF
COLLEGES AND SCHOOLS
2005



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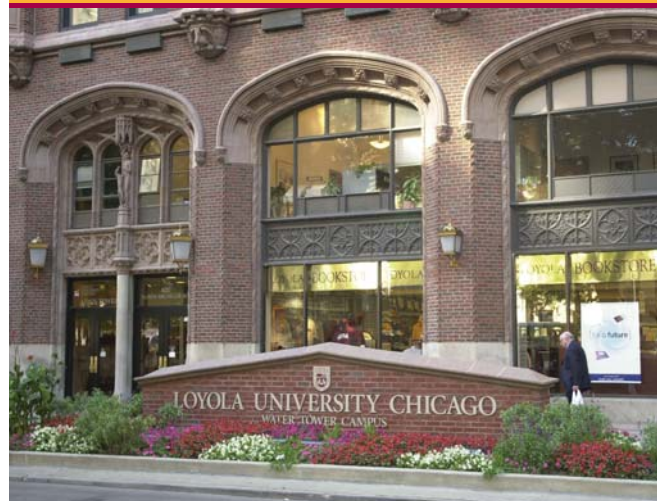
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Loyola University Chicago Institutional Self-Study for the Higher Learning Commission of the North Central Association of Colleges and Schools

Front cover: Loyola students and faculty, with aerial view of the Lake Shore Campus, located on Chicago's North Side. Below: Lewis Towers at Loyola's Water Tower Campus, off North Michigan Avenue, Chicago's "Magnificent Mile."



This Self-Study Report is also available online at: www.luc.edu/nca/selfstudy.

At this site, you will be able to link directly to the additional material highlighted in the report's margin notes.



Loyola undergraduates study with faculty who are nationally recognized – and committed to the University's promise.

LOYOLA UNIVERSITY CHICAGO TODAY

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As Chicago's Jesuit University: Preparing People to Lead Extraordinary Lives

Loyola University Chicago promises its students and itself that it is *preparing people to lead extraordinary lives*. This promise – which is also a challenge to ourselves to strive always for meaningful excellence – emerges out of who and what we are: a Jesuit, Catholic research university in the world-class city of Chicago. A brief summary cannot do justice to the influences of this great city on the character of our university, nor on the many important things that have happened over the span of more than 135 years as an institution of higher education. But we do hope that this overview can help those less familiar with Jesuit universities, and Catholic higher education in general, to understand who we are as Chicago's Jesuit University, why we care about this, and how we aspire to continue fulfilling the vision and striving for the ideals embodied in the Jesuit approach to higher education.

Loyola was founded by a Jesuit priest, Fr. Arnold Damen, in 1870. Like many of his Jesuit brothers, Fr. Damen had come from Europe to be a priest and meet the needs of the Catholic Church in America. In 1856, it was the bishop of Chicago who invited Fr. Damen to Chicago in hopes he would take charge of the thriving downtown cathedral parish. But Fr. Damen insisted on serving as pastor to the poor, mostly immigrant families living in the sparsely settled prairie land southwest of the city. In those years Chicago was in the midst of a population boom as its numbers rose from 5,000 to 300,000 between 1840 and 1870. By 1870 Fr. Damen's parish, Holy Family, had grown into the largest single Catholic parish in the world.

Catholic parishes in metropolitan centers like Chicago provided not only for the spiritual welfare of the faithful, but for their educational, social, and health care needs as well, if they could. The Jesuits were known for their ministry in education and as founders of hundreds of the very best colleges throughout Europe and the world. Consistent with that tradition, Fr. Damen began planning in 1860 for a combination high school-college which would crown the extensive elementary school system already instituted for the burgeoning population. In the middle of the 19th century similar plans were being laid by other visionary Jesuit pastors and educators in cities located throughout the states and territories of the United States. For example, it was during these decades that the Jesuits founded such universities as St. Louis University in St. Louis (1819), where Fr. Damen once studied and then taught, Xavier in Cincinnati (1831), St. Joseph's in Philadelphia (1851), Santa Clara University (1851), the University of San Francisco (1855), Boston College (1863), Loyola University Chicago (1870), the University of Detroit (1879), Marquette University in Milwaukee (1881), and John Carroll University in Cleveland (1886). Today there are 28 Jesuit colleges and universities, and there are 46 Jesuit high schools in the nation.

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During these decades and through the first half of the 20th Century, before the growth and development of public institutions of higher education, and during times in our nation's history when discrimination -- now considered both illegal and immoral -- was widely accepted and practiced, access to Jesuit schools and colleges provided many benefits to the poor, whether Catholics or non-Catholics. Communities were able to supply themselves with teachers, nurses, doctors, and other health and social service professionals, business leaders, attorneys, architects, and engineers. In keeping with the Jesuit tradition of excellence, these institutions provided a first-rate education and, hence, ready access for upwardly mobile hard-working individuals seeking professional careers. But, more than that, as Catholic institutions of higher education, they helped these immigrant families preserve, strengthen, and mature in their faith.

The founder of the Society of Jesus, Ignatius of Loyola, after whom our university is named, described the purpose of Jesuit schools and colleges as providing an education that linked rigorous academic excellence with practical and humane learning, sending its graduates forth to make a positive difference in society. He saw this as advancing the glory of God and benefiting the church. Fr. Damen's vision for the college he organized, which at the time he named "St. Ignatius College," followed that tradition. St. Ignatius College opened its doors on September 5, 1870 to 78 students. It had a faculty of four Jesuit priests. A year later, St. Ignatius College escaped unharmed when the Great Chicago Fire, which started only blocks away, gutted most of the city. In 1908 and 1909, a Law School and a Medical School joined with the College, which featured programs in traditional areas of Jesuit excellence, the natural sciences, humanities and letters. In 1909, having outgrown the name "college," the institution was granted a new charter and new name. It became Loyola University Chicago (to distinguish itself from the sister Jesuit universities: Loyola Baltimore, Loyola New Orleans, and Loyola in Los Angeles.) In keeping with its heritage of professional education in service of society, visionary Jesuit presidents soon added several institutes and professional schools to Chicago's Jesuit university: the School of Social Work (1914), the School of Business (1922), the School of Dentistry (1923), the School of Nursing (1935), the Rome Center for the Liberal Arts (1962), the Institute for Pastoral Studies (1964), and the School of Education (1969).

Originally on Roosevelt Street, the new Loyola University Chicago relocated to recently purchased property on the shores of Lake Michigan on the north side of Chicago. Cudahy Science Hall was completed on the new Lake Shore Campus in 1912, but the move was not completed until 1922. When a building, now known as Lewis Towers, on the 800 block of Michigan Avenue became available, the University opened its Water Tower Campus. During the late 1950s and 1960s, when that area of the city was less commercial and more bohemian, the Water Tower Campus became the location of thriving undergraduate and graduate professional programs in business, social work, law, education, and communication. In 1969, a campus was opened west of the city of Chicago in the suburb of Maywood. The Medical School and the Dentistry School were relocated there and the Loyola University Medical Center (LUMC) was formed. Although for financial reasons the School of Dentistry was closed in 1993, LUMC and its group of participating hospitals, clinics, and centers offer in-patient and out-patient health care services to thousands of persons each year. Today, LUMC is a wholly owned corporation of Loyola University Chicago.

The educational vision of Fr. Damen and his Jesuit brothers still lives. Today Loyola University Chicago is a dynamic, entrepreneurial institution offering 27 different

academic degrees on three Chicago campuses and in Rome, Italy. Loyola continues to combine a passion for academic excellence with a deep and abiding concern for society, faith, and justice.

Looking to the future, the university continues to explore new educational horizons. Loyola's long tradition of providing sound and sensible degree programs for adult part-time learners was organized at the Water Tower Campus in 2003 into the School of Professional Studies. In 2004, the new School of Communication, Technology and Public Service was created. It will begin accepting students into its applied professional programs in 2005. After a period of incubation within the academically strong culture of the College of Arts and Sciences, this newest of our professional schools is expected to mature into a separate school, taking its place along side Education, Business, Social Work, Law, and the Institute of Pastoral Studies at the Water Tower Campus.

Today, with 14,000 students from Chicago, Illinois, every other state in the nation, and 82 foreign countries, Loyola is consistently ranked among the best national universities. We are delighted that this success has not prevented Loyola from sustaining its historic commitment of affordability. In 2004, LUC was ranked among the top 120 national research universities, and more important from the perspective of our Jesuit heritage of educational access and preparing all students to lead extraordinary lives, we were rated among the 22 "Best Values" in American higher education by *U.S. News & World Report*.

Loyola's North Central Accreditation Self-Study Process

It was most fortunate for us that our North Central self study process could be integrated with our strategic planning process and several other key initiatives already underway at Loyola University Chicago. Using task forces and consulting widely within the institution, we used the accreditation self-study process to integrate, within the rubric of the North Central Association's accreditation standards, the work already going forward on many projects. These include:

- Review and re-articulation of our institutional mission, vision, and promise
- Collaborative development of an institutional strategic plan and academic charter
- Articulation of university goals and the integration of school goals
- Development of campus by campus master plans for facilities and programs
- Creation and implementation of a new system of internal shared governance
- Restructuring of institutional finances, investments, and fiscal processes
- Reform of the university's undergraduate core curriculum
- Development of school by school enrollment, revenue, and expense targets
- Redesign of student affairs structure
- Creation of a one-stop student service center
- Production of new undergraduate and graduate enrollment management engines
- Identification of institutional peers and educational quality benchmarks
- Repositioning of faculty salaries on the basis of market and equity
- Successful separation of LUMC clinical services from LUC educational services
- Balancing of the institution's budget and the initial rebuilding of endowments
- Launching of new academic degree programs and other Water Tower Campus initiatives

Overview

- Redesign of research support services and faculty development services
- Articulation of a more coherent approach to learning outcomes assessment
- Refocusing of attention on client-services and quality improvement strategies
- Initiation of a rigorous program review process
- Creation of a Council of Regents
- Refocusing attention on diversity hiring
- Redesign of advancement programs
- Upgrading campus security
- Opening a new Life Sciences Education Building
- Building new residence halls

Phase One of our self-study process included the period from June 2003 to April 2004. During that period the University's strategic planning process was in full swing, organized around seven Task Forces, about which we will say more later in this Report. Each of the Task Forces involved a wide array of University leaders and addressed questions which substantially intersected with the concerns of the North Central Association. The members of our North Central Accreditation (NCA) Steering Committee participated in these processes and, simultaneously, collected University documentation relative to the five NCA Criteria. At the end of this Phase, the NCA Steering Committee produced a group of preliminary background essays on each of the five NCA Accreditation Criteria and a list of available and catalogued documents.

Phase Two of our NCA self study process included the period from April to September 2004. During this period, a large cross-section of University Leaders were guided to reflect on the intersection of the NCA Criteria and the emerging University Strategic Plan and those 23 related initiatives included in the listing above.

The University President appointed people from throughout the institution – faculty, staff, and students -- to five NCA Working Groups – one addressing each of the five NCA Criteria. The Working Groups were charged to review the strengths, weaknesses, opportunities, and challenges represented by each NCA Criterion. They were charged with summarizing Loyola's understanding and response to the major issues which emerged and to recommend to the President next steps for further actions. The review involved (1) a facilitated workshop to surface the wisdom of the group with regard to a specific NCA Criterion, (2) the drafting by team leaders of a report summarizing the group's findings and insights, (3) the review of the draft by the group itself and by the coordinators of the NCA self study process, followed by a rewrite of it, (4) the review of the redrafts by all of the University's academic and administrative leaders at the President's July 2004 Leadership Retreat, and then (5) yet another rewrite. These five texts became the chapters of initial full draft of this Report in August 2004.

Phase Three of the Self Study Process included the period from September to December 2004. During this period, the entire university community was again afforded the opportunity to review the draft of the NCA study and send recommendations and comments to the NCA planning group. The President's Cabinet, the Council of Deans, and other important committees reviewed preliminary compilations of the recommendations which had emerged from the Phase Two self study process. The result of this process is the final text, which you are now reading.

***From June 2003
to April 2004, the strategic
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Loyola has experienced a dynamic synergy between its preparation for accreditation and a variety of initiatives upon which it had already embarked. On the one hand, the existence of these initiatives provided ample resources for our self-evaluation in light of the NCA Criteria. On the other hand, the systematic process of self-evaluation and consideration of the criteria as they apply to Loyola enriched and refined the various other initiatives already underway.

“The Loyola Renaissance”

In 2003 one of our alumni magazines featured a story which characterized Loyola University Chicago as experiencing a “renaissance.” Without putting undo stress on that self-congratulatory message, there turns out to be some basis for the ascription of such a laudatory term. We are a good university moving deliberately and in a focused way toward greatness. We have emerged from difficult financial times with a renewed commitment to our core values and a renewed sense of who we are and what we can become. Particularly in the case of Loyola’s Lakeside campuses, where the earlier difficulties had been most evident, recent developments are also evident. Enrollments are booming. New buildings and new programs are coming on line. Morale is high. Finances are in order. Governance is working. We have a lot of work to do yet, we know. But we have rolled up our sleeves and are fully engaged in the effort. We have made plans and set goals. We see ourselves as well along a journey toward notable and noteworthy excellence. Here we summarize some of the key embodiments of that journey.

Leadership: In recent years there have been far-reaching changes in the leadership of the university. Reverend Michael J. Garanzini, S.J., was named president in 2001. Now in his fourth year, he has appointed a new chief financial officer, vice president for advancement, vice president for student affairs, vice president for mission and ministry, chief academic officer, and vice president for public affairs. New deans have been appointed in the Arts and Sciences and Social Work, Professional Studies, Institute for Pastoral Studies, and the new School of Communication, Technology, and Public Service. Searches are underway in 2004-05 for new deans of Business, Law, and the Graduate School. A number of mid-level and senior level assistant, associate, and directorship positions have been changed. It is not unreasonable to say that today’s administrative leadership is very different in character and in membership from the one in place at the time of the previous NCA site visit and the six years immediately afterward.

Academics: Loyola’s Board of Trustees unanimously approved the recommendation for a new university core curriculum to be implemented in the 2005-06 academic year. Courses for the new core will reinforce essential college level knowledge and skills as well as four targeted values: civic engagement and leadership, diversity, justice, and spirituality and faith in action. New undergraduate and graduate degree programs are in the process of being proposed, developed, reviewed, staffed, and launched by the College of Arts and Sciences, the School of Business, the School of Education, the School of Nursing, the School of Professional Studies, the School of Social Work, and the Institute for Pastoral Studies. A new school focused on communication, technology and public service is being created for the Water Tower Campus, and its founding director has been hired.

Governance: In order to increase confidence in communication and in the university’s internal shared governance process, a consistent, clearly understood system of consultation and decision-making was established in February 2003. A Governance Charter was provisionally adopted for a two year trial period. Unlike systems which rely on a representational model of negotiated compromises, the

**Reverend Michael J.
Garanzini, S.J., was named
Loyola’s president in
June 2001.**

Overview

Loyola approach is to utilize relevant perspectives and expertise to achieve consensus-oriented policy recommendations. Under the guidance of a University Coordinating Committee composed of the Provost, VP Health Sciences, Faculty and Staff Council Chairs and two other Faculty members, seven university policy committees (UPCs) were established. These policy bodies oversee the policy and procedures of academic affairs, faculty affairs, staff affairs, student affairs, strategic planning, budgeting and finance, and research. Although there is much work ahead of us and the pace of change has been brisk, the morale of the faculty is as high today as at any time in the past decade.

Enrollments: A thorough overhaul of undergraduate enrollment management and the creation of a separate office for graduate and professional student recruitment led to four consecutive years of record enrollments as measured both in quantitative and qualitative terms. The focus at the undergraduate level now naturally shifts to refining recruitment targets, advising services, and student retention strategies for each of the undergraduate colleges and schools. At the graduate level we are beginning to enjoy increasing numbers of prospects and applicants to our many professional masters and research doctoral programs.

Finances: The university divested itself of unproductive properties which were not contiguous with its three main Chicago campuses, adopted the fiscal disciplines necessary to balance its budget, began rebuilding its investment portfolio, re-structured its debt, budgeted scheduled payments of both interest and principal, built several needed new academic buildings and residence halls, attacked a backlog of deferred maintenance, retained its credit rating, reorganized its sponsored program accounting division for faculty research and out-sourced its internal audit function. Maximizing revenues, freeing up unused resources and reducing expenses were important first steps in bringing the university out of several years of deficit spending. The university is now making investments in high-priority, strategic initiatives such as the PeopleSoft student information system, the new life sciences building, and the faculty market equity salary program.

Foci of the Five Chapters of the 2005 Self-Study Report

The following chapters of this Report respond to the NCA self-study criteria. Because we linked the self-study to strategic planning so closely, each chapter begins by noting elements of the 2003-04 strategic planning process at Loyola which addressed the specific NCA concerns of that Criterion. The text then responds to the Criterion as a whole and to its various subsidiary core components.

Mission and Integrity: Throughout its history Loyola has manifested a keen appreciation of its distinctive mission and fidelity in living out that mission. In responding to NCA Criterion One, this chapter will highlight the ways in which the University proclaims its mission and the degree to which it is broadly shared and embraced by Board members, faculty and staff, and students. The chapter identifies some of the activities and processes by which the University continues to express and embody that mission. Special attention is given to the activities of recent years which reflect a recommitment to that mission and the careful review of activities in light of it.

Preparing for the Future: Criterion Two asks how we have gone about planning, whether our resources are adequate for what we have committed to doing, whether we engage in ongoing evaluation of our planning and financial processes, and whether budget and mission are realistically aligned. Here we will discuss in detail the various processes of strategic planning that have occupied the University

The chapters of this report respond to the five NCA Self-Study Criteria.



U.S. News & World Report consistently ranks Loyola University Chicago among the top national universities and also a “best value” for a college education.

in recent years and the mechanisms by which we intend to measure our achievement of those goals. Prior to the 2003-04 strategic planning effort, the decision-making and vigilance of the Budget Review Team and the development of a realistic Strategic Agenda were critical to our fiscal recovery and organizational success. Today, with a balanced budget and strong enrollments, the extent to which Loyola is mission-driven and future-oriented is, we believe, impressive.

Student Learning and Effective Teaching: In this chapter we speak of Loyola’s renewed university-wide undergraduate core curriculum. This move away from a “distribution model” to a set of requirements shaped around learning outcomes, with focus not only on knowledge and skills but also on values that harmonize with Loyola’s mission, is especially noteworthy for a research extensive university. The chapter will also provide evidence of learning outcome assessment in the various arts and sciences majors and professional school programs. Attention will also be given to the ways in which we promote more effective teaching and how we support and address the enhancement of the institution’s many learning environments.

Acquisition, Discovery, and Application of Knowledge: As Criterion Four makes clear, a university promotes a life of learning for its students, faculty, staff and community by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. While maintaining its concerns for research and scholarly excellence as a doctoral extensive university, the recent years have provided Loyola an opportunity to reemphasize the bedrock centrality of its Jesuit commitment to undergraduate education. Curricular developments along with the carefully tailored reallocations of resources have supported this. In recent years, this emphasis has been complemented by increasing support for scholarly research through an expansion of such things as the summer research stipends and faculty research leaves programs. In times of limited resources, Loyola has committed itself to focused excellence.

Engagement and Service: This chapter highlights some of the many ways the university is connected to, partnering with, and engaged with its surrounding community. Through service learning activities, volunteerism, clinical services, and community partnerships, the University continues to serve and enjoy the benefits of a rich and abiding relationship with Chicago and beyond. Our faculty and our students in medicine, nursing, education, law, business, the natural and environmental sciences, the arts and literature, the social and behavioral sciences, social work, and pastoral studies connect with the city and the region in tens of thousands of ways, providing services and learning from each of these person-to-person and group-to-group encounters. It is a two-way street. Loyola serves the wider community both through its educational programs and its clinical services. Loyola also structures opportunities to learn from and be influenced by those important relationships. When Loyola characterizes itself as Chicago’s Jesuit University, every one of those words carries significance for us.

In sum, the information that will be provided in these five chapters will serve as evidence that Loyola University Chicago fulfills the Criteria for Accreditation of the Higher Learning Commission of the North Central Association and satisfies each of the Core Components associated with those Criteria. Therefore, Loyola University Chicago hereby requests formally its continued accreditation.

Recommendations from the 1995 North Central Association Visit

Loyola University Chicago was last visited by an accreditation team for the Commission on Institutions of Higher Education (now the Higher Learning Commission) of the North Central Association in March of 1995. The following are responses to the recommendations made at that time.

Recommendation one asked that the university seek ways to assure quality internal communication. Recognizing the importance of communication at all levels, President Garanzini has led by example. In the past, problems festered and rumors multiplied. There is now a semi-annual state of the university address on each campus, all administrators are accessible by e-mail to all students, staff, and faculty. Key administrators, vice presidents and deans have regular meetings. Video-conferencing is accessible among the three campuses, and Web-based university-wide announcements are routine.

To communicate more effectively with our many external constituencies, a new vice-presidential division of Public Affairs was established in 2004. It serves to encompass the activities of government and community relations, public relations, media relations, identity and design, internal communications and the publication of *Inside Loyola* and *Loyola* magazine.

Recommendation two encouraged increased involvement of staff in planning and decision-making. Through the new University Shared Governance system, and by significantly increasing staff representation on University projects, this recommendation has been addressed in a very direct way. Staff membership is assured on all seven of the university policy committees; staff and faculty are invited and included in university leadership meetings and in mission-related events, such as the Jesuit Heartland Conferences sponsored by Jesuit colleges and universities. Staff members participated fully in strategic planning processes and were included on the working groups which prepared the early drafts of this self-study report. The new staff executive council also meets quarterly with the President.

Recommendation three asked that the university review its commitment to recruiting and supporting persons of color within the ranks of faculty, staff and students. Data from the National Survey of Student Engagement show that our undergraduate freshmen and seniors give Loyola high marks on diversity. Our enrollment statistics and the undergraduate and graduate level affirm the remarkable ethnic, religious, economic, age, and nationality differences in our students. Restrictions on hiring during the period in which we worked to balance the operating budget meant years lost in our efforts to increase the diversity of the full time faculty and staff. However, in 2003-2004, with a balanced budget and burgeoning enrollments, hiring proposals were again made. At this point, led by clear statements made by President Garanzini about the educational importance of diversity, the university has renewed its commitment to this goal. A Director of Faculty Diversity, who reports directly to the Provost, is to give leadership to ethnic minority faculty diversity, promote effective affirmative action recruitment and hiring practices, and assist all the schools and colleges in matters relating to the scholarly and academic retention and success of minority faculty. The Vice President for Student Affairs has created an office of student diversity in order to sponsor a wide array of programming to support and highlight the diversity of the student community.

Recommendation four advised that careful planning and oversight during the separate incorporation of the medical center take place. The university established an eight-person Affiliation Committee, which included the presidents of both corporations, their chief operating officers, and their chief academic officers. This committee met from 1997 through 1999 and addressed many issues relating to the separate incorporation. The meetings then ended and were revived in 2001 when it was clear that many issues were still unresolved. By 2003, problems like property ownership and cost-sharing formulas were finally collaboratively addressed.

The president of the university is also an ex-officio director of the health system and medical center boards. The president and CEO of the medical center is also a vice president of the university. As such he attends bi-weekly meetings of the president's cabinet with other university vice presidents. He also serves side-by-side with the Provost on the University Coordinating Committee, which is the committee established by our new governance system to oversee and coordinate the work of the seven University Policy Committees.

Recommendation five proposed increased institutional support for research activities, particularly by filling the position of Associate Vice President and Director of the Office of Research Services. Financial problems made it impossible to address this recommendation until a balanced budget was achieved. Instead, in 2000, the position was filled by combining the duties of that position with those of the Dean of the Graduate School. This approach was not entirely successful; therefore, in 2004, when the financial climate of the university had stabilized, the joint position was again split into two separate full time positions. Both are presently filled by interim administrators. A search for a new Dean of the Graduate School is underway.

Also, the President has established a new vice-presidency of research and a search to fill that position was begun in the Fall, 2004. At the medical center, specifically in the Stritch School of Medicine, a new associate dean position in support of research was created and filled. To provide significant improvements in services to PI's and potential PI's the university reorganized its pre-award and post-award research services during the summer of 2004, realigning the latter with enhanced sponsored projects accounting services under the direction of the Chief Financial Officer and moving the former, under the interim associate provost for research, into closer proximity to the other faculty support services of the Provost's Office, including the newly formed (2003) Center for Faculty Professional Development.

Recommendation six suggested that enrollment and financial aid strategies be monitored. After years of experiencing 1100-1200 students in each class, a precipitous drop in 2000 to 893 new freshmen necessitated swift action. New administrative leadership was secured and the functions reorganized under an associate vice-president of Undergraduate Enrollment Management in 2001. The university engaged Noel-Levitz consulting for assistance with its financial aid modeling, recruitment and admissions practices. A committee on enrollment management, composed of faculty and staff from all the undergraduate schools and associated student service departments, was formed to monitor and to advise on recruitment and retention. Freshmen classes in subsequent Fall semesters moved sharply upward. Today the university budgets with assurance on the expectation of 1850 new freshmen and 500 new transfers each year. The attention paid to enrollment targets, trend lines, and their budgetary implications is reflected in the fact that the Vice Provost receives enrollment updates weekly, and at some times of the year, on a daily basis. Deans and senior administration receive reports

Overview

at least monthly, with details of inquiries, applications, admissions, and enrollments by program and level, and recently by ethnicity and regional locality.

In 2002-03, through a major redistribution of resources, a separate enrollment management engine was put in place to serve graduate and professional student recruitment. This office began work in July 2003. By Fall 2004 its positive impact was already being felt in improved enrollment numbers for the Master of Social Work, Master of Business Administration, B.A. in Organizational Development and Leadership (within the School of Professional Studies), and Master of Science in Education programs. The university offered a new degree program in the Fall of 2004, the Master of Arts in Medical Sciences, through the department of Biology. With the assistance of the marketing and recruitment services now available through the new office of Graduate Enrollment Management, we enrolled over 50 graduate students in that program in the Fall of 2004.

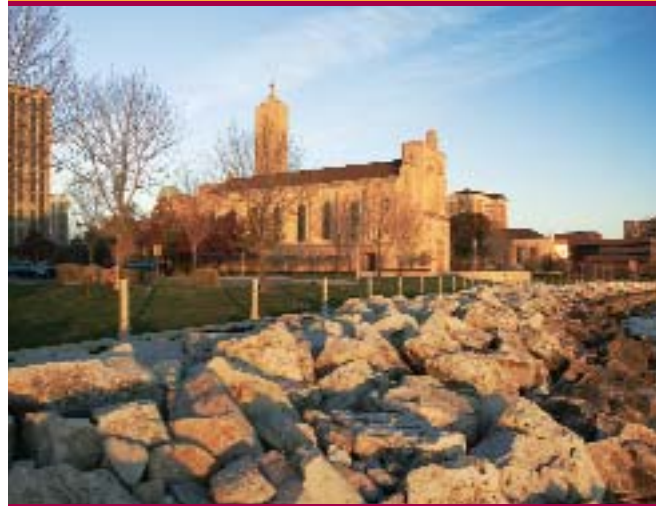
As at the undergraduate level, deans and senior administrators also receive monthly reports on prospects, applications, admissions, and enrollments in each of our masters and doctoral programs. Deans are acutely aware of the direct connection between the undergraduate and graduate enrollments in courses taught by their faculty and the budget resources directed to their schools and colleges. Enrollment trends are monitored and modeled independently by the Office of Institutional Research and the watchdog group of senior administrators known as the Budget Review Team. Realistic enrollment projections by program and level have become the first elements in the building of the proposed budget for each fiscal year.

Recommendation seven suggested establishing formal structures for consultation with students. As with the staff, the university has established several formal structures to assure that students are regularly consulted concerning university issues. At the very center of the shared governance system, students have guaranteed membership on several of the University Policy Committees including: academic affairs, student affairs, strategic planning, budget and finance and research. There are students as well as faculty and staff serving as resource persons, appointed by the President, to assist various committees of Loyola's Board of Trustees including the committees on academic affairs, Jesuit and Catholic identity, and student affairs. Students have also been a part of the strategic planning processes and the NCA self-study process, serving on task forces and working groups. Since 2001, several hundred students have participated in the annual President's Quality of Student Life Retreats, which each year address a different topic of concern to students. For example the topics addressed have covered type and quality of student services, student leadership, and the problems associated with student alcohol abuse.

Mission and Integrity

- **NCA Criterion One and Loyola's Strategic Planning Processes**
- **Mission, Identity and the Life of the University**
- **Recommendations**

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.



Madonna della Strada Chapel on Loyola's Lake Shore Campus embodies the university's Jesuit Catholic traditions and heritage, including our welcoming environment as a home to all faiths.

NCA Criterion One and Loyola's Strategic Planning

Throughout its history Loyola has manifested a keen appreciation for its distinctive mission and an abiding fidelity in living out that mission. In responding to NCA Criterion One, this chapter will highlight the ways in which the University proclaims its mission and the degree to which it is broadly shared and embraced by Board members, faculty and staff, and students. The chapter identifies some of the activities and processes by which the University continues to express and embody its mission. Special attention is given to the activities of recent years which reflect a recommitment to mission and the careful review of activities in light of it.

The focus of NCA's first accreditation criterion connects in an immediate way with the work of the university's 2003-04 Strategic Planning Initiative, most directly with the Strategic Planning Task Force on Mission and Vision. This task force engaged three questions:

- How might we succinctly express the university's mission in a statement that is no longer than two to three sentences?
- Are there core values that the university can commit itself to upholding?
- What statement of vision and purpose will guide us into the future? That is, as LUC approaches its 100th anniversary as a university, a graduate and research-oriented institution, and as a medical and health center, how will it distinguish itself and express itself?

A Strategic Planning Task Force on Mission and Identity reviewed the University's lengthy, formal mission statement and worked to express the essence of the mission in concise language. In the end, the Task Force proposed the following:

We are Chicago's Jesuit Catholic University, a diverse community seeking to find God in all things and working to expand knowledge in the service of humanity through learning, justice and faith.

In consultation with a larger group of university staff and faculty, and with the assistance of BrandTrust, a marketing consulting firm, the President provided sharper focus to our university's mission by guiding the institution to the articulation of our Loyola University Chicago promise:

Preparing People to Lead Extraordinary Lives.

The promise is made to our students, the constituencies we serve, those who are stakeholders with us in the success of university, and ourselves as faculty and staff. It is intended to inspire as well as to describe and call forth our concerted effort. It focuses on the role of the university in the formation of people who enact the seemingly ordinary tasks related to career, community, family and faith in extraordinary ways: by living lives that reflect attention to virtue, justice, and professional excellence.

These extraordinary lives will be marked by a pursuit of academic rigor, commitment to ethical principles, and service to the community. The promise and the mission complement and reinforce one another. President Garanzini has said that the promise provides all members of the Loyola community with "an even stronger sense of Loyola's focus and direction, thereby renewing our commitment to the University's Catholic, Jesuit mission and identity, and understanding more fully what makes Loyola a special place to study and work."

The Loyola Promise is intended to inspire, to describe and to call forth our concerted effort.

Mission, Identity and the Life of the University

Several structures and initiatives ensure that our mission is not only articulated, but also deliberately implemented. At the recommendation of the president the Board of Trustees approved the creation of the position of Vice President for Mission and Ministry in 2002. This office is responsible for ensuring that attention and fidelity to mission will be a visible and ongoing presence on campus and in leadership decision making. The Vice President, in turn, works with the Mission Advisory Council which focuses on university-wide mission related issues, events, and projects.

The Board of Trustees also has a standing committee on Jesuit and Catholic Identity, which meets regularly with university resource people including faculty, staff, administrators and students. A component of the Board of Trustees' semi-annual retreat focuses on the Jesuit, Catholic mission of the University and the trustee's role in overseeing and ensuring that the mission is lived at Loyola University Chicago. The President's Leadership Retreat in 2003 for vice presidents, deans, faculty, staff and student leaders focused on the Jesuit mission in higher education and began a continuing series of discussions on the call to leadership and mission.

As indicated in the introductory section of this report, throughout its history our university's mission has been inspired by the enduring centuries of service and educational excellence of the Society of Jesus, the Jesuits. The precise legal relationship between the University, which is an educational corporation under the laws of the State of Illinois, and its founders, the Jesuits, is stipulated in the Sustaining Agreement. The parties to this contract include Loyola University Chicago, the Chicago Province of the Society of Jesus, and the Jesuit Community Corporation at Loyola. But the relationship is much more than simply a legal and contractual arrangement. Individual Jesuit priests live and work at the university as administrators, faculty and staff. The Chicago Province recently donated \$2 million to the University to hire faculty and to support the education of Jesuit graduate students who are enrolled in the Society's First Studies program. The Jesuit Community is a frequent supporter of mission-oriented activities for students. Two recent examples of this are providing financial assistance for student trips to the Pro-Life vigil in Washington, D.C. and to the Ignatian Family Teach-In protesting the Western Hemisphere Institute for Security Cooperation (formerly the School of the Americas).

At its base Loyola is a university: that is the central feature of its mission. To implement that mission, Loyola stresses excellence in the complementary endeavors of teaching and research. The emphasis on academic excellence that is a part of Loyola's mission is evident in the national rankings comparing Loyola to its peer institutions. Loyola has been ranked consistently among the top 100 "best" national universities since 1995 by *U.S. News and World Report*, based on such factors as the quality of students and faculty, financial resources dedicated to education, and retention rate.

As part of its mission, Loyola strives to develop in its community a commitment to action in the service of faith and justice. To that end, the University encourages students to take part in a myriad of service learning projects throughout Chicago and often beyond. The Magis initiative, for instance, about which much more will be said in Chapter Five, supports the development of well-rounded students who understand their strengths, their relationship to society, and their responsibility to the world. Magis has created special programs that enable students to contribute

The Office of Mission and Ministry ensures that attention and fidelity to mission will be a visible and ongoing presence on campus and in leadership decision-making.

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to the common good, while developing five distinct values: collaborative leadership, community engagement, diversity, global perspectives and spiritual exploration. Faculty members also have responded generously and enthusiastically by adapting their courses to support Magis goals.

To provide students with opportunities to engage in service not only in Chicago, but also in areas such as Appalachia, and Central and Latin America, University Ministry organizes “alternative break” immersions. University Ministry at the Stritch School of Medicine also raises the funds and organizes the experiences that enable more than 50% of its students to make an international service immersion between their first and second years. The Provost’s Office and the Jesuit Community at Loyola have funded two service-learning trips to Kenya for faculty and staff. Critical and essential components for all of these experiences, whether at home or abroad, are guided reflections. These reflections ask the participants to examine their experience, to identify the systemic causes of the injustice and poverty they encounter, and to understand how their own value system or religious tradition regards such situations. Many students have described these opportunities as life-changing events that have significantly altered how they view their education and their future involvement in society. As a result, many of our graduates go on to careers dedicated to providing service, or they are committed to incorporating a significant service component into their personal and professional lives.

The University’s mission is also influenced by its Roman Catholic heritage. To nurture the impact of that heritage, Loyola enjoys a collaborative working relationship with the Roman Catholic Archdiocese of Chicago. Loyola’s President represents the University in frequent conversations with Chicago’s Cardinal Francis George. St. Joseph College Seminary, the undergraduate seminary program of the Archdiocese of Chicago, is located at Loyola’s Lake Shore Campus and its students graduate with Loyola degrees. Loyola’s Institute of Pastoral Studies prepares pastoral ministers for work in the Archdiocese of Chicago and around the globe. The Institute of Pastoral Studies is also a partner with the Archdiocese of Chicago in administering a project for the development of pastoral excellence among local parish teams that was funded by a grant from the Lilly Endowment, Inc.

The University received another \$2 million grant from the Lilly Endowment, Inc. that has provided the impetus and resources to create a program for the theological exploration of vocation. This initiative, named “Eliciting Vocations through Knowledge and Engagement” (EVOKE) encourages the members of the Loyola community to make life and career choices in light of their own personal calling. This personal call to develop one’s fullest potential and to put those talents at the service of the community is supported by, and contributes to, the Jesuit and Catholic mission of the institution.

Support for this fundamental vision is found not only in Loyola’s co-curricular programs, but also in the curriculum itself. In Chapter Four we will discuss the renewal of Loyola’s Core Curriculum that has taken place in recent years. That discussion will also call attention to the noteworthy development of a “Values Across the Curriculum” program by which we direct the attention of students to issues of civic engagement and leadership, diversity, justice, and spirituality and faith in action. In this way we bring the central vision of Loyola’s mission into the texture of the academic curriculum, itself.

Loyola pursues its mission in concert with a network of 27 other Jesuit institutions of higher learning in the United States. Each of these schools also draws upon the



Loyola advances the Jesuit character of learning through the ideals of academic excellence, values-based leadership, global awareness, service that promotes justice, and spiritual development.

resources of the national Association of Jesuit Colleges and Universities, as well as the Association of Catholic Colleges and Universities. Additionally, recruitment and hiring literature stress the distinctive mission of the University. Orientations of people new to the University begin with an introduction to the mission, and the invitation to consider the particular ways in which he or she can contribute to the implementation of the mission.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

The essential elements of the University's mission are clear.

- We are a complex institution of higher learning located in a distinctive urban setting and characterized by our founding religious tradition as Jesuit and Catholic. In this tradition we continue to stress high levels of academic achievement, well-rounded education of the whole person and care for the individual student.
- We are a group of individuals representing a broad range of ethnic, religious and economic backgrounds pursuing a common purpose. In this enterprise, we take religion and faith seriously as an essential aspect to full human living.
- Our purpose in passing on knowledge to new generations, and in exploring new realms of understanding and application, is, first and foremost, to put this knowledge at the service of the common good. In doing this, we stress integrated, transformational learning, the pursuit of justice, and growth in one's own faith tradition.

The expression of Loyola's mission is readily accessible to Loyola's constituencies in all formal publications of the University and on the University's Website, which offers numerous links to resources that can deepen knowledge about this area.

Loyola's institutional mission and vision are also mirrored widely in the mission statements of the individual schools and departments of the University. The School of Education, for example, endeavors "to advance professional education in the service of social justice, engaged with Chicago, the nation and the world." The School of Business Administration is committed to training values-based business leaders. The Athletics Department, as another example, seeks "to promote in its student athletes the spirit of searching for truth, pursuing excellence and living for others which characterized Ignatius of Loyola." A review of Loyola's curricular and extracurricular programs demonstrates that this sense of purpose is the guiding principle for the choices made and the resources allocated.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Loyola's mission statement describes the University as a "diverse community." This is both descriptive and evocative. It is an accurate depiction of our current student demographics and, for educational reasons, it is a for all levels of the organization. We seek and we celebrate human diversity for how it enriches our students' learning experiences and the cultural and intellectual life of our entire academic community.

With its great successes in recruitment in the most recent years, Loyola's enrollments currently are in the 14,000 range, with 15,000 as the anticipated size. This academic year we have approximately 8000 students enrolled as undergraduates, the great majority of whom are full time. Loyola students represent 50 states and territories,

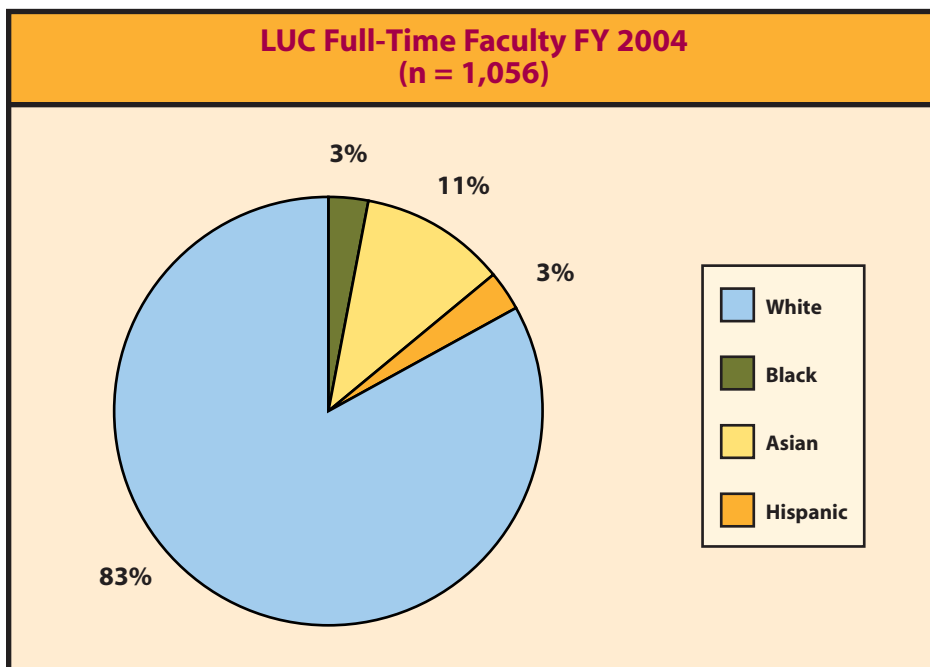
*Loyola's **mission** is readily accessible in publications and on the University's Website.*

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and 82 foreign countries. Roughly two-thirds of our full-time undergraduate students are women. And although, as one might expect, these proportions shift in the graduate professional programs, one will find that roughly half of our graduate students are men and half are women. When asked to volunteer their religious affiliation, about two-thirds of those students who respond self-identify as Catholic.

While being effective in religious, socio-economic and gender diversity, the University continues to work for improvement in racial and ethnic representation. The student body is composed of 62% white, non-Hispanics. African-Americans, Asian, Latino and Native Americans make up 28% of the University community. We were delighted with the 2004 National Survey of Student Engagement (NSSE) 2004 data. We are doing significantly better than Doctoral-extensive peers on encouraging contact among students from different economic, social, racial, or ethnic backgrounds. And we are doing significantly better than both Doctoral-extensive *and* Jesuit peers on: learning about diverse perspectives in class discussions and written assignments, exposure to different religions, races, genders, political beliefs in courses, experiencing the artistic by attending an art exhibit, gallery, play, dance or theatre, and encouraging contact among students from different economic, social, racial, or ethnic backgrounds.

The diversity evident in our students is greater than the diversity among our faculty. Excluding upper administration, deans, and librarians who hold faculty rank, in Fall 2004 there were 1,056 full-time faculty at Loyola University Chicago (see chart below). Roughly half of these persons, 537, work at the Stritch School of Medicine (SSOM) teaching MD students and Ph.D. students in the bio-medical sciences. Of the SSOM faculty, 31% are women, whereas 40% of the 519 Lakeside campus faculty are women. But by contrast 27% of the SSOM faculty are minorities, with a high percentage of that group being of Asian heritage. Among Lakeside full-time faculty, one will find a disappointingly small percentage (7.5%) of minority faculty.



Not too long ago there were 641 full time faculty at the Lake Side campuses. That was the Fall of 1998. Not all of the attrition toward today's count of 519 full-time faculty may be accounted for by retirement or non-reappointment. Some excellent colleagues found that they could be successful in the higher education faculty marketplace and departed from Loyola. Hiring freezes, a natural part of the vital process of gaining control of the budget in order to bring it into balance, meant that very few replacement or new tenure track or full time hires were authorized. This changed in 2004, when the budget was brought into balance. With new programs on the docket and burgeoning enrollments, full time faculty hiring is resuming at a more normal pace. But not only must we respond to enrollment demands in several professional schools and departments of the College of Arts and Sciences, we must hire strategically so that we improve diversity and enhance quality.

The diversity concern weighs heavily on us. We recognize that students are motivated when they have appropriate mentors, and steps have already been taken: the senior administration has authorized the hiring of a Director of Faculty Diversity to provide leadership, promote affirmative action and equal opportunity, and give greater visibility to diversity efforts related to ethnic minority tenure track faculty hiring and retention at the Lakeside campuses. Also, an affirmative action and diversity training component is now included in department Chair workshops, and the statistics on faculty diversity (or the lack thereof) are being more widely shared with deans and other academic leaders. Efforts, within the law, to target talented minority faculty for recruitment to Loyola are strongly encouraged by the senior administration. And the same is true for targeting another group of special concern, namely Jesuit priests, to join the faculty if they are academically qualified for such an appointment.

Linked to these actions is the university's recognition that it must also ensure that sufficient support services are in place for the growingly diverse communities at Loyola. Oversight of this responsibility that has been given to a special Student Services Excellence Commission which commenced its work in fall 2004 and reports its progress bi-monthly to the President's Cabinet.

With respect to religious diversity, Loyola is proud of, and loyal to, our identity as a Jesuit and Catholic institution. Yet at the same time, we strive to be "a home for all faiths." This is grounded in the conviction that the mystery of God transcends our understanding and that there are myriad ways to God that enrich our knowledge as well as deepen our sense of global solidarity. The goal of the University is that each individual will grow and develop in his or her own faith tradition. To this end, the Theology Department offers a wide range of courses not only in Catholicism, but also in the major religions of the world. Similarly, this diversity impacts the department's hiring practices and faculty representation.

Beyond the classroom, University Ministry provides students with extensive support for worship, reflection and spiritual development. Catholic students can worship on Sunday by attending mass; they also have opportunities to participate in catechetical programs and retreats. For students of the Jewish faith, the University sponsors an award-winning Hillel program. In the Ministry Center, the Muslim Student Association maintains the only student-operated mosque in the State of Illinois. Hindu students are provided with a dedicated prayer room, and other services and programs are designed for Protestant and Christian Orthodox students. Other University Ministry-sponsored programs provide opportunities for all students to engage in community service and personal reflection.

Loyola is proud of, and loyal to, our identity as a Jesuit and Catholic institution. At the same time, we strive to be a home for all faiths.

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Loyola students also come from many socio-economic backgrounds. Three out of four Loyola students receive some form of financial assistance. In most years, Loyola students annually receive more than \$110 million in financial assistance from all sources, including more than \$31 million in Loyola-funded scholarships and need-based grants. In 2003, total scholarships and grants for Loyola students reached nearly \$50 million; the average annual financial aid package, (including all programs and sources), state, federal, Loyola and private was \$20,488. The University also strives to raise students' awareness of socio-economic diversity in the world at large, providing them with numerous opportunities to get involved in communities through volunteer work, service learning and internships. The Schools of Nursing, Education, Law and Social Work, for example, sponsor programs and clinics that serve various populations throughout the Chicago community. Students and physicians from the Stritch School of Medicine regularly staff the West Side Clinic on a weekly basis.

The Gannon Center for Women and Leadership keeps alive the traditions of the former Mundelein College with whom Loyola affiliated in 1991. It fosters the study of effective women leaders and prepares a next generation of leaders through its Gannon Scholars Program. There is also an active Women's Studies Program in the College of Arts and Sciences.

The Division of Student Affairs serves as a resource to a wide range of ethnic student associations like the Black Cultural Center, Council of Pan-Asian Americans, and the Latin American Student Organization. The University devotes curricular and co-curricular attention year-round to the various observances of Black History Month, Hispanic Heritage Month, and Asian American Heritage Month. Student Life annually facilitates a campus-wide celebration of Unity in Diversity. The University continues to focus on improving diversity among the student body.

The University also works to provide services and resources for students with special educational needs. Examples are provisions for students who are physically challenged and assistance for students with difficulties in math, science, reading and writing. In 2003, Loyola's coordinator of services for students with disabilities provided accommodations to 155 students with learning, attention deficit, visual, hearing, physical, medical and psychological disabilities, and consulted with an additional 75 students who needed referrals for disability testing or who were considering requesting accommodations. Common accommodations include note takers, extended time on tests, housing accommodations, and books on tape. In 2003, 732 students attended 2,399 tutoring sessions for writing, science, social science and humanities. In addition, 464 students received learning assistance services in topics such as reading, test taking, time management, critical thinking, and strategies for studying science.

The University sponsors an academic bridge program for 75 students who would otherwise not be eligible for admission due to their low ACT scores. These students are deemed to be high achievers based on their high school grade point averages who may have been disadvantaged on standardized tests due to either poor preparation in high school or recent immigration to the U.S., or English as a Second Language interference. These students receive an intense two-week summer program in college survival skills and critical thinking and continue this work in a three credit hour course in the fall, taught by their learning assistance mentor.



Loyola University Chicago is the school of choice for those who wish to seek new knowledge in the service of humanity in a world-renowned urban center as members of a diverse learning community that values freedom of inquiry, the pursuit of truth and care for others.

Core Component 1c: Understanding of and support for the mission pervade the organization.

There are ongoing efforts to ensure widespread awareness of, and commitment to, the University mission and promise. They are prominent elements throughout the recruitment process to attract students, faculty and staff to the University, and are dominant themes featured to students during orientation events. They are also highlighted in faculty and staff orientation. Within their first year, staff and faculty are asked to take part in a half-day workshop on the Jesuit, Catholic heritage of the University.

Examples of mission oriented-activities are frequently the subject of University publications ranging from internal vehicles like *Inside Loyola* and *Loyola Magazine* for alumni, to recruitment marketing materials targeted at undergraduate, graduate and professional students, and the University's annual report and other communications to donors and friends. The mission-focused quarterly publication *Conversations on Jesuit Higher Education* is mailed to the home of each faculty and staff member. Since 1991, the Center for Faith and Mission has provided a wide variety of programs to educate staff, faculty and students with the Jesuit and Catholic mission of Loyola. Speakers like Christopher Lowney, author of *Heroic Leadership*, have addressed the Loyola community on topics such as the influence of the Jesuit tradition on contemporary leadership and management. Every fall, Loyola organizes a series of programs in observance of Jesuit Heritage Month.

Beginning in 2004, the University has focused effort and resources to call attention to the Promise in various ways across the University. The Promise Strategy Group, which includes key senior leadership, is charged with reviewing policies, procedures and other university-wide practices to support the integration of the promise as the "organizing principle" to guide the work of the University. A series of in-person sessions are scheduled in all areas of the University to enable each department's leadership and staff to discuss how their work plays a role in "preparing people to lead extraordinary lives." The promise is communicated visually on all significant University materials and reflected as a theme for many major University events. For example, the Founders' Dinner highlights and honors alumni who are leading extraordinary lives.

The President, at each year's Fall Semester New Student Convocation, gives special attention to these commitments to diversity and justice by honoring authors and public figures whose lives and works exemplify the university's promise. For example, Freshmen entering Fall 2004 were all given copies of the book *Nickle and Dimed* as part of their summer orientation program. The book's author, Barbara Ehrenreich, was the invited speaker at the Fall 2004 New Freshman Convocation.

For the first time, in 2004 the NSSE surveys included a special group of questions given to students at 16 of the nation's 28 Jesuit colleges and universities. The 2004 means comparison data on Jesuit consortium questions showed that our students, especially seniors, compare favorably to other Jesuit institution's students on several key mission-related questions, including respect for others, critically examining society, making ethical decisions in personal and professional situations, furthering social justice, and understanding the relationship between global and local issues.

Loyola University Chicago seniors demonstrate higher levels of understanding and/or engagement than first year students in areas addressing: understanding mission, leading by example, defining own values and beliefs, looking critically at

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society and institutions, understanding and applying ethical principles, understanding the meaning of being a person for others, and connecting intellectual and spiritual life.

The most recent Student Satisfaction Survey (SSI) by Noel/Levitz (2004) demonstrated significant improvements from previous years on indices of overall “campus climate” and “student centeredness.” Significant improvement was shown on the institution’s concern for students as individuals. The Jesuit affiliation and identity of Loyola were more apparent to students surveyed in 2004 than in previous years.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

In 2002, Loyola began a review of its governance documents to ensure that they were current and meeting the needs of a university in the new century. This review led to an impressive array of innovations.

For one thing, Loyola amended its bylaws, its Articles of Incorporation, and the Sustaining Agreement, which is the principal document among Loyola, the Chicago Province of the Society of Jesus, and the Jesuit Community Corporation of Loyola. The President also initiated discussions within the university regarding Loyola’s approach to institutional governance as a part of the work to achieve the 2002-2004 Strategic Agenda, a process that will be fully described in the next chapter. A group of thirty faculty, staff and administrators from across the university participated in discussions on the issue of shared governance, seeking structures that would be both more effective and more participative. After review and examination of several alternate models, a Provisional Shared Governance Charter was crafted. The Charter was shared with the Board of Trustees March 2003 and subsequently implemented.

It was determined that the purpose of the shared governance model was to ensure collaboration among the key internal constituencies of the university, administration, faculty, staff and students, to advance the mission of Loyola and to ensure that the mission guides policy development, decision-making, and priority setting. Given this vision, the charter proposed the formation of seven University Policy Committees (UPCs) in order to recommend and monitor the effectiveness of major policies and strategic initiatives and a University Coordinating Committee to coordinate the activities of the seven UPCs (see chart on p. 21).

Each of the seven UPCs, as well as the University Coordinating Committee, includes a proportion of administrators, faculty, staff and students in rotational membership in order to ensure wise deliberation, the sharing of critical information, and input from Loyola’s various internal constituencies. The function of each UPC is to be the locus for dialogue in collaborative policy formation and to review matters or issues that either fall within its purview or which are assigned by the University Coordinating Committee, and to make recommendations to the appropriate administrator on such matters or issues.

After review of several alternative models, a Provisional Shared Governance Charter was crafted.

Committee	Purpose	Membership
University Coordinating Committee	To make governance more efficient, effective, responsive and timely	Provost, VP-Health Sciences, President- Faculty Council, Chair-Staff Council, 2 faculty members.
Academic Affairs	To improve teaching, learning, and research, and the overall quality of academic programs	Provost, VP-Health Sciences, two deans, three faculty, one staff member, one undergraduate student and one graduate student.
Faculty Affairs	To promote the professional development of faculty	Provost, VP-Health Sciences, one dean, 6 faculty members and one staff member.
Staff Affairs	To attract, retain and develop staff and to improve the quality of service and administrative support provided to on-campus and off-campus clients of the university	VP-Human Resources, Lakeside; VP-Human Resources, LUMC; one faculty member; 6 staff members.
Student Affairs	To improve the overall quality of the educational experience as related to co-curricular programs, residence life, and student support services	VP-Student Affairs, 2 faculty members, 2 staff members, 4 student leaders.
Strategic Planning	To promote, coordinate and oversee planning across the University	President, VP-Planning, VP-Strategic Capital Planning, Chief Financial Officer, Provost, VP-Health Sciences, VP-Advancement, 2 faculty, 2 staff, and 2 student leaders.
Budgeting and Finance	To advise the President and the University Budget Review Team on major budget issues, policies, and long-range planning	President, VP-Planning, VP-Strategic Capital Planning, Chief Financial Officer, Provost, 6 others (to include faculty, staff, administrators and student leaders).
Research	To promote and improve the overall quality of Loyola's research programs and grant proposals	Provost, VP-Health Sciences, 5 faculty members, one graduate student, and one staff member.

To date, the result of the Provisional Shared Governance Charter has been increased involvement of faculty, staff and students in University planning, development of policy and decision-making. By enhancing collaboration among these key internal constituencies, the University ensures that students, faculty, staff and administration are all operating under the same governing principles and a shared set of goals and aims in advancing the mission of the institution. Each of the UPCs is functioning and each has developed and recommended policy that has been adopted and implemented. For example, the Budgeting and Finance UPC has been involved in the preparation of the University budget and revision of the benefits program; the Strategic Planning UPC has overseen the strategic planning process, and the Academic Affairs UPC has guided the review of the new core curriculum. Along with minutes of UPC meetings, membership, and topics brought forward by the university community for possible consideration, lists of recommendations or approved policies are posted regularly on the university's governance website. In any university, collaboration and communication with students are paramount. The Provisional Shared Governance Charter has become an important part of establishing formal structures for facilitating communication with students. In addition to this, three of the committees of the Board of Trustees include students: the Academic Committee, the Jesuit and Catholic Identity Committee and the Student Affairs Committee. Through the Unified Student Government, student representatives meet with and make presentations to the Student Affairs Committee of the Board of Trustees.

The Provisional Charter is in effect for a period of two years. We have promised ourselves that at the end of that time a review will take place to evaluate the

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governance system's strengths and weaknesses, identify problems, and consider ways to improve the governance charter.

Core Component 1e: The organization upholds and protects its integrity.

As an Illinois not-for-profit corporation and an entity which is exempt from federal taxation, Loyola is subject to a variety of governmental laws, rules and regulations. Loyola abides by the applicable federal, state and local laws, regulations and covenants to which it is subject in all material respects. In order to ensure that it upholds and protects its integrity and adheres to its mission, Loyola has adopted internal policies which are reviewed and revised from time to time. Additionally, although the Sarbanes-Oxley legislation does not yet apply to not-for-profit corporations, Loyola is viewing certain provisions of the law as a "best practices" standard. For example, in September of 2003, the Board of Trustees separated the duties of what was formerly the "Finance and Audit Committee" into two separate committees, enabling the Audit Committee to function more independently of the Finance Committee in providing its auditing function.

In an effort to ensure its compliance with applicable federal, state and local laws, rules and regulations, as well as with Loyola's own internal policies, Loyola has a variety of grievance procedures through which faculty, staff and students can bring possible violations to the attention of administration. With respect to faculty, Loyola adopted an Interim Faculty Grievance Procedure on July 1, 2003 for the faculty of its Lakeside Campuses and the Rome Center Campus. The Stritch School of Medicine adopted a similar policy on April 1, 2004 for the faculty of the medical school. The procedures are an interim solution until the Faculty Affairs UPC develops and submits a recommendation to the President of the University. The Interim Faculty Grievance Procedures complement other procedures contained in the Faculty Handbook. For example, the Faculty Handbook states that a "faculty member may appeal any action or decision of a superior which affects his or her interests" by addressing them with his or her chairperson, dean and the senior academic officer. The Faculty Handbook also provides that a Faculty Appeal Committee will review and make recommendations with respect to appeals made to the President which allege unjust dismissal for cause, discrimination in certain employment actions or violations of academic freedom.

The Employee Handbook contains a Complaint Procedure that encourages all employees at the Lakeside Campuses and the Stritch School of Medicine to try to resolve the issue directly with the employee's supervisor and department director. If those efforts are unsuccessful, an employee may make a formal complaint with the Human Resources Department for further action. Loyola also makes available to employees an Employee Assistance Program to help those employees who may have personal problems affecting their work.

In the spring of 2002, the student judicial system was revised; implementation occurred in fall 2002. The most notable change to the process involved creating the position of a "Chief Judicial Affairs Officer," a professional staff member whose primary responsibility is to oversee the judicial system. Today, we have a Judicial Affairs staff of three full-time staff and one graduate assistant. The benefits of this change have been the ability to process cases in a more efficient and timely manner, the ability to maintain more accurate and complete records regarding disciplinary histories, and the ability to monitor sanction completion centrally.

The Faculty Handbook provides clear information regarding faculty rights and responsibilities.

An additional change was the creation of a set of “standard sanctioning guidelines.” These guidelines allow for greater consistency across judicial administrators and greater understanding among students regarding the possible consequences of violating policies. This information is published in the “Community Standards” document as well as posted on the Judicial Affairs webpage and is available to all students.

With respect to students, grievances related to academic matters are handled by the individual colleges and schools. Regarding matters of student behavior outside of the academic arena, if a student (or any other member of the Loyola community) believes that a student has violated the University Code of Conduct, an Incident Report may be filed with the Dean of Students Office. Once a report has been filed, the Judicial Affairs staff reviews the incident and assigns a judicial administrator to hear the case. Within 5-10 business days, a hearing is scheduled. At the hearing, the student(s) involved has the opportunity to discuss the situation with the judicial administrator, who then makes a determination regarding whether the student’s behavior does indeed violate the Community Standards. Final decisions, including a description of the sanctions required, are communicated to students via e-mail no later than 3 days following the actual hearing. Students wishing to appeal the decision may do so by submitting a request to the Dean of Students.

In addition to the above grievance procedures, Loyola has policies prohibiting discrimination and harassment based on race, national origin, religion, sex, age, sexual orientation, disability or other characteristics protected by applicable law. Those policies advise members of the Loyola community on whom to contact if they believe they have been discriminated against or harassed.

The challenge of legal compliance is ensuring that all the various constituents of the Loyola community are aware of the many obligations imposed upon Loyola by applicable federal, state and local laws, regulations and covenants. In order to achieve this, it is important that departments train new employees as to those obligations and that methods of communication exist to alert the Loyola community of new requirements.

Recommendations

In light of the findings from our self-study of our institutional mission, and identity building and reinforcing processes, we have formulated institutional recommendations regarding ways to improve and projects to undertake. These self-recommendations (see chart below) have been reviewed and refined by the president, the vice-presidents, the deans, and faculty, staff, and student groups.

Criterion One: Self-Recommendations		Administrator
1.	In order to improve the understanding and living out of Loyola’s mission, promise and vision, the university should develop, support and measure the effectiveness of mission and promise strategies.	VP Mission & Ministry VP Public Affairs
2.	In order to improve internal and external communication processes, the university should regularly evaluate the effectiveness of written and web-based communications and marketing efforts.	VP Public Affairs Provost
3.	In order to improve the gender, racial and ethnic diversity in the student body, faculty ranks, staff and administration, the university should determine workable strategies for increasing diversity within each of these areas; regularly review the effectiveness of the affirmative action plan and the office of diversity.	Provost VP Health Sciences VP Human Resources
4.	In order to improve the newly formed governance structure, the university should develop an objective evaluation review process commencing fall 2005.	President UCC

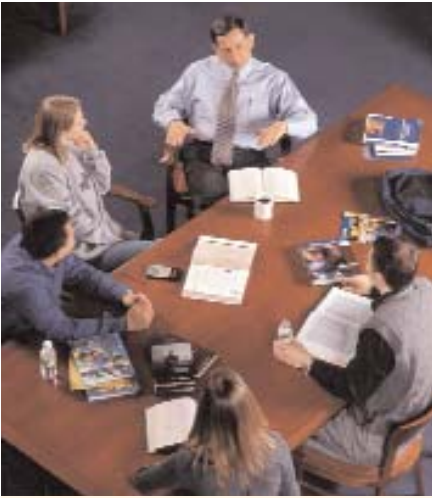
Preparing for the Future

- NCA Criterion Two and Loyola's Budgetary and Strategic Planning Processes
- The Budget Review Team (BRT)
- The Strategic Agenda 2001-2004
- Operating Principles and Policy Formation
- Benchmarking, Enrollments and Financial Resources
- Institutional Advancement
- Strategic Capital Planning
- Program Evaluation and Planning
- The Strategic Plan 2004 to 2009
- Recommendations

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.



Through our undergraduate liberal arts and pre-professional degree tracks, Loyola graduates students who are well-prepared for careers in such fields as nursing, education, business, social work and most other professions, or for post-graduate study here or in other institutions nationwide.



Major classes seldom exceed 30 students, emphasize interaction and research, and tap Chicago's renowned cultural institutions as learning resources.

NCA Criterion Two and Loyola's Budgetary and Strategic Planning Processes

Criterion Two asks how we have gone about planning, whether our resources are adequate for what we have committed to doing, whether we engage in ongoing evaluation of our planning and financial processes, and whether budget and mission are realistically aligned. Here we will discuss in detail the various processes of strategic planning that have occupied the University in recent years and the mechanisms by which we intend to measure our achievement of those goals. Prior to the 2003-04 strategic planning effort, the decision-making and vigilance of the Budget Review Team and the development of a realistic Strategic Agenda were critical to our fiscal recovery and organizational success. Today, with a balanced budget and strong enrollments, the extent to which Loyola is mission-driven and future-oriented is, we believe, impressive.

The future-orientation of NCA's second accreditation criterion connects in an immediate way with our 2003-04 Strategic Planning Initiative. The Task Force on Campus Environment and the Task Force on Advancing the University, for example, addressed issues of campus by campus master planning, major construction projects, the quality of the academic and social life on each campus, brand identity, marketing strategies, fund-raising priorities, and alumni outreach.

But, in 2001, before the new President could begin thinking seriously about the bright future envisioned by a strategic planning process, he needed first to reverse the severe budgetary problems experienced annually by the institution and he needed to articulate an agenda of immediate projects absolutely critical to begin moving the institution in a positive direction. With his personal participation the Budget Review Team addressed the first of these necessities and the Strategic Agenda addressed the second. This chapter of the NCA report must be set in the context of these budgetary and planning processes.

The Budget Review Team

When Michael J. Garanzini, S.J., was appointed President of Loyola University Chicago on June 15, 2001, the University was in both financial and organizational crisis. Loyola had a \$35 million operating budget deficit, poor returns on endowment and fundraising efforts, dangerously low enrollments at the undergraduate and graduate professional levels, no plan for managing institutional debt, and poor morale. The University's operating deficits accumulated to a loss of close to \$250,000,000 from the time of the previous NCA site-visit until the first balanced budget in 2003-04. Before the crisis was resolved and enrollments returned to their historic levels, Loyola would find itself with a revitalized administrative team and employing approximately 500 fewer full-time staff and faculty.

In 2001 the new President immediately began working with University leadership to craft effective responses. The initiatives which have occurred over the last four years give ample evidence of Loyola's commitment to thoughtful evaluation and planning. The most recent initiatives demonstrate, in addition, how Loyola intends to move creatively and imaginatively into the future.

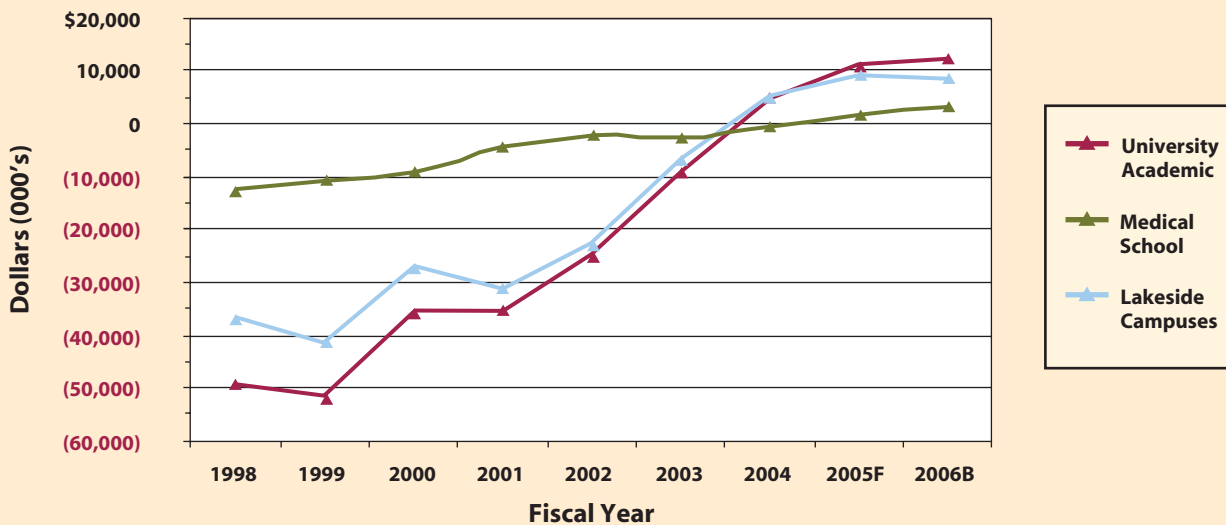
The first essential step was the development of the Budget Review Team (BRT). The President pulled together a small group of senior administrators to review every

NCA Criterion Two

aspect of the university's finances and budgetary processes. The BRT addressed every aspect of all the academic and non-academic operations of all Loyola campuses with the exception of the Medical Center; but LUMC was operating essentially in the black with good internal fiscal discipline and forward looking planning. Shortfalls as may have been experienced by the academic operations of the Stritch School of Medicine were being covered by the clinical operations of the Medical Center. However, after the separate incorporation of LUMC, the same could not be said for the rest of the organization.

The BRT, chaired by the President, met biweekly, as needed, throughout the fiscal year from 2001 through 2004. The membership, although changing slightly from time to time, essentially included the VP for Human Resources, the Chief Financial Officer, the Comptroller, the VP for Administration, the VP for Capital Planning, the Facilities VP, the Provost, and the Vice Provost. Sharp pencils in hand, the members of the BRT left no stone unturned in their efforts to expand revenues, curtail expenses, and apply prudent financial disciplines. Every major expenditure was scrutinized, policies on reimbursements and procurements were rewritten, the chart of accounts and financial reporting mechanisms were revised, enrollment projections were examined in detail, budgets were built only on the most conservative revenue estimates and the most stringent expenditure assumptions. Infrastructure and support systems were reduced to the essentials. The proposed priorities and staffing requests of every administrative function were measured against the cold realities of the absolute necessity to reverse and resolve the on-going budget crisis.

University Academic Results of Operations



Since July 1, 2003, the University has operated with a balanced budget, the first in over a decade; we have enrolled over 2500 new undergraduate students two years in a row, seen upswings in the masters professional school enrollments, and managed a 4.5 million dollar faculty market equity program to help recruit and retain the best possible faculty going into the future. We have implemented a new system of shared governance; redesigned the undergraduate core curriculum, purchased and implemented a new financial and human resource management software system (Lawson) and student information system (PeopleSoft); divested ourselves of unneeded properties; restructured the debt and made regular payments; completed a Life Sciences Building; begun building a new residence hall at the Lake Shore campus; and developed plans for a new residence hall at the Water Tower Campus. To put all of this in perspective, we want to share with you the University's results of operation (in thousands of dollars) from Fiscal Years 2001-2005 (see chart p. 26).

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Since 2001, Loyola has undertaken two planning processes, each separately crafted to respond to the exigencies and evolving circumstances of the University and larger community. The first phase resulted in a nine-point Strategic Agenda 2002 – 2004, about which we will report shortly. The second led to the adoption of a strategic plan designed to take the University into its second century: Strategic Plan 2004-2009, which we will discuss in responding to Core Component 2d.

The Strategic Agenda, 2002-2004

As President Garanzini's tenure began in 2001, there was a shared perception among Loyola stakeholders, including trustees, administrators, faculty and staff, that the University was in urgent need of change and direction to restore confidence and build morale. The new President immediately convened a group to identify needed actions. This process resulted in "A Strategic Agenda for Loyola University Chicago: 2002-2004." The process was named "Strategic Agenda" rather than "Strategic Plan" to spotlight that its major purpose was simply the retrieval of fiscal stability. The President's vision was that once stability was achieved the time would be ripe for a true strategic plan.

The three-year strategic agenda was based on five governing principles grounded in the conditions that at the time plagued the institution and threatened to overwhelm it:

- Focus on key strengths—academic programs, location, Jesuit and Catholic heritage
- Reduce expenses by benchmarking each activity and unit
- Reengineer processes to achieve greater efficiency
- Invest in new initiatives to signal forward momentum to internal and external constituencies
- Motivate and mobilize critical constituencies

The President convened a group to identify needed actions. The process resulted in a Strategic Agenda.

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Guided by these principles a relatively small group of individuals developed an agenda consisting of nine goals. The vice presidents and academic leaders then worked to clarify and modify the agenda to a manageable set of objectives. During several focused, half or all-day meetings, the leadership within the University worked to win wide approval for the goals and objectives in the interest of improving morale and achieving the objectives selected.

Goal 1: Support and focus LUC's educational mission to undergraduates in a manner that is increasingly known for its holistic and integrated academic programs, its striving for excellence in all endeavors, and its engagement with the wider community through service and learning.

Goal 2: Support and focus our graduate programs and research activities in a manner that is realistic and appropriate given LUC's size, tradition, resources and potential, and in a manner that provides a high-quality graduate education, achieves distinction and makes a genuine contribution to the university and to society.

Goal 3: Focus and support our professional programs to enhance our reputation for academic excellence, teaching and scholarship, for preparing leaders-in-service in the Jesuit tradition and for influencing professional practice throughout the region and nation.

Goal 4: Strengthen our recruitment and retention efforts to achieve full enrollment and ensure the quality of our student body.

Goal 5: Develop a balanced budget by academic year 2004-2005 by bringing discipline to our financial operation, clarifying our financial planning processes and improving the reliability of our financial data.

Goal 6: Strengthen our commitment to our students through better accounting of resources, better programming, improved housing and better coordination of student services.

Goal 7: Develop a campus master plan for each of the campuses in order to attract and retain high-quality students, faculty and staff.

Goal 8: Develop our advancement efforts to increase our visibility in the community, contribute more support to our academic programs, extend and expand our relationships with key constituencies like alumni, foundations and corporations, and friends in Chicago and beyond.

Goal 9: Increase confidence in communication and in the governance process by establishing a consistent, clearly understood system of consultation and decision-making and a climate of openness and trust between and among trustees, administrators, faculty, staff and students.

The President formed a large and broadly representative Strategic Coordinating Council to monitor the institution's progress of the 2001-2004 Strategic Agenda. Vice Presidents and others presented progress reports to this Council, which met four times a year.

The benefits of the 2001-2004 Strategic Agenda were not only its brevity and the practicality of its objectives, but its ability to keep Loyola focused on dealing with



The Career Center annually lists more than 30,000 available jobs, including information on more than 2,000 part-time jobs, 1,000 internships and 600 seasonal positions.



Loyola's Water Tower Campus was the recent on-location site for CNN's popular "American Morning" news show when it originated from Chicago in November. Hosts Bill Hemmer (at center) and Soledad O'Brien interviewed John Pelissero, Ph.D., professor of political science (at l.), and also provided extensive on-air reports about Loyola's future plans for the Water Tower Campus, including a new student center and residence hall, and the launch of a new School of Communication, Technology and Public Service.

the critical issues. This in turn helped generate a positive sense in the university community of shared intentionality, accomplishment, and momentum.

Naturally, the first three goals dealing with academic programming were the most challenging to manage, given the timeframe, but progress was steady and by the end of fiscal year three, July 2004, a great deal was accomplished. Those goals dealing with recruitment, budgeting, facilities planning, and reconnecting with our alumni and friends were addressed vigorously and with remarkable success by the new leadership team the President had assembled. In fact, Goal 5, targeting a balanced operating budget by FY05, was achieved one year early!

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality and future.

There is no question but that record levels of new freshmen enrollments made the financial turn-around easier. But to assure that the institution sustained itself on into the future, enrollment managers were tasked with accurately forecasting and then recruiting strong entering groups of students at all program levels in all the schools of the university. Enrollment growth and the reevaluation of the strategic uses of capital assets propelled the need for new construction at the Water Tower and Lake Shore campuses, and the strategic divestiture of real estate holdings in the Chicago suburbs.

For example, The School of Education, which was unable to secure strong enrollments at the Mallinckrodt Campus, was moved to our downtown campus in 2002. Enrollments in the School of Education have rebounded since the move back into the city. The Mallinckrodt Campus was sold and the proceeds used to improve the institution's debt profile. Visible signs of vitality were noted by faculty, staff, and students. Strong enrollments, new buildings coming out of the ground, energy around new curricular development, fiscal discipline, a communication strategy, faculty salary adjustments, etc. were having a positive impact on the atmosphere and climate within which we prepared for the next phase of the strategic planning process.

In the last three years, a number of physical signs have impacted the way we are planning for the future. At the Maywood campus, for example, the Medical Center opened a new \$60 million dollar Ambulatory Care Center. At the Water Tower Campus, the University finalized negotiations with the Franciscan Sisters who will build a 50-story senior living facility ("The Clare"). In addition to the use of the first three floors of the new building for dedicated academic space, the Clare will generate millions in rent revenue for the University. Plans are moving forward to build a new residential facility and student center at the Water Tower Campus on the north side of Pearson Street.

A new museum and retail rentals are going into the lowest floors of Lewis Towers on Michigan Avenue; the upper floors have been renovated for administrative and academic offices. And, at the Lake Shore Campus, the new \$40 million dollar life sciences teaching and research building opened in January 2005 and a new \$25 million dollar 400 bed residence hall will open in spring 2005. Renovations have been made or are scheduled in several other residence halls, the libraries, the Madonna Della Strada Chapel, and various academic buildings and labs.

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New leadership within the organization has greatly increased our confidence in our ability to plan and carry forward the projects and programs that will make us stronger. Vice Presidents, Deans, Directors, and other key administrative leaders continue to be critical in discerning the parameters of the next plan, in narrowing our focus to achievable goals, and in implementation. By 2003-04 it became clear within the institution that the President was ready to move his more dynamic and entrepreneurial leadership team beyond the 2001-2004 Strategic Agenda and into a Strategic Plan which would run from 2004 until the university's centennial in 2009.

Our challenge in building the new Strategic Plan was to ask ourselves a new set of questions and to develop a renewed vision for the University. This we believe has been accomplished and highlighted in the goals and aspirations of the new plan.

Operating Principles and Policy Formation

The University is now following several key principles to achieve and maintain balanced operations. The first principle is institutional accountability, i.e. the discipline of balanced operating budgets; recovering lost enrollment; selling unnecessary properties and either repaying debt or reinvesting in more strategic infrastructure; allocating debt and annual debt service requirements to responsibility centers; the creating of an internal financing system to manage net debt; requiring annual payment of principal on a systematic basis; requiring auxiliary operations to be self-sufficient; allocating resources based upon improved contribution to the margin; voluntarily reducing endowment draws to allow the endowment to grow; and inaugurating better financial polices and procedures.

The second principle the University is abiding by is to ensure external stakeholders are informed and buy into the planning assumptions and key financial decisions being made. These stakeholders include the Board of Trustees which includes the Finance Committee, Audit Committee, Investment Committee, and the Executive Committee; the Council of Regents; key business and community leaders within the Chicago area; and other local, state and federal legislators.

The third principle is to ensure that internal stakeholders are informed and understand the planning assumptions and key financial decisions being made. Specifically, the finance division works hand-in-hand with the President's Cabinet, which includes all of the vice-presidents; the Budget Review Team (described above); and the two governance UPCs: the Budgeting and Finance UPC and the Strategic Planning UPC. Of these, the two key committees that helped the university make multiple strategic reductions and to plan for a realistic, balanced operating budget and long-term financial strategy are the Budget Review Team (BRT) and the Budget and Finance University Policy Committee (BF-UPC). While the BRT is primarily focused on day-to-day operations and implementation of budgetary policy, the BF-UPC is focused on developing budgetary policies and articulating the macro-level budget building assumptions.

As indicated above, the BRT met on a weekly and bi-weekly basis beginning in 2001. At first the BRT went division by division, department by department, position by position, line-item by line-item analyzing ways to reduce expenses and reengineer processes to achieve greater efficiency. The BRT continues to review all major business initiatives, enrollment projections, capital projects, and financial contracts.

***The Board of Trustees and
the Council of Regents
bring expertise to University
decision making.***

Fiscal Year	Lakeside Campuses		Medical School		University Total		
	FT Faculty	FT Staff	FT Faculty	FT Staff	FT Faculty	FT Staff	Total
1999-00	672	1033	550	515	1222	1548	2770
2000-01	668	996	566	513	1234	1509	2743
2001-02	585	937	555	551	1140	1488	2628
2002-03	548	834	547	540	1095	1374	2469
2003-04	558	845	547	539	1105	1384	2489

In 1999 Loyola employed its historically highest number of faculty and staff at the Lakeside campuses. The Lakeside campuses combined employed 1,033 non-faculty staff and 672 full-time faculty including librarians and senior administrators who held academic rank. By 2002, the combined total for the two Lakeside campuses had been reduced to 548 full-time faculty and 834 staff, which is about an 18.5% decline in faculty and in staff. We achieved these decreases primarily through attrition, non-replacement, and in the case of the staff, certain planned reductions in force. The table above depicts personnel changes since 1999.

The Budget and Finance University Policy Committee advises the President and the University Budget Review Team on major financial issues, policies, and long-range planning assumptions. The charge of this committee is to: 1) recommend revisions of the long-range financial model as appropriate, based on analysis of its assumptions in light of changing internal and external constraints or opportunities; 2) evaluate the University's past budget performance, including the impact of critical budget decisions on the accomplishment of the University's goals, and make recommendations to address any problems identified; 3) recommend general strategies for operating budgets, capital budgets, and financial planning; 4) review and comment on the major assumptions and components of the following year's budget as they are being developed by the Budget Review Team; 5) recommend ways to improve the development, communication, and implementation of the budget; 6) undertake specific projects assigned by the President; 7) oversee the work of those committees and task forces charged with responsibility for implementing policies within the purview of this UPC; 8) ensure appropriate consultation with faculty, staff and students in the committee's deliberations.

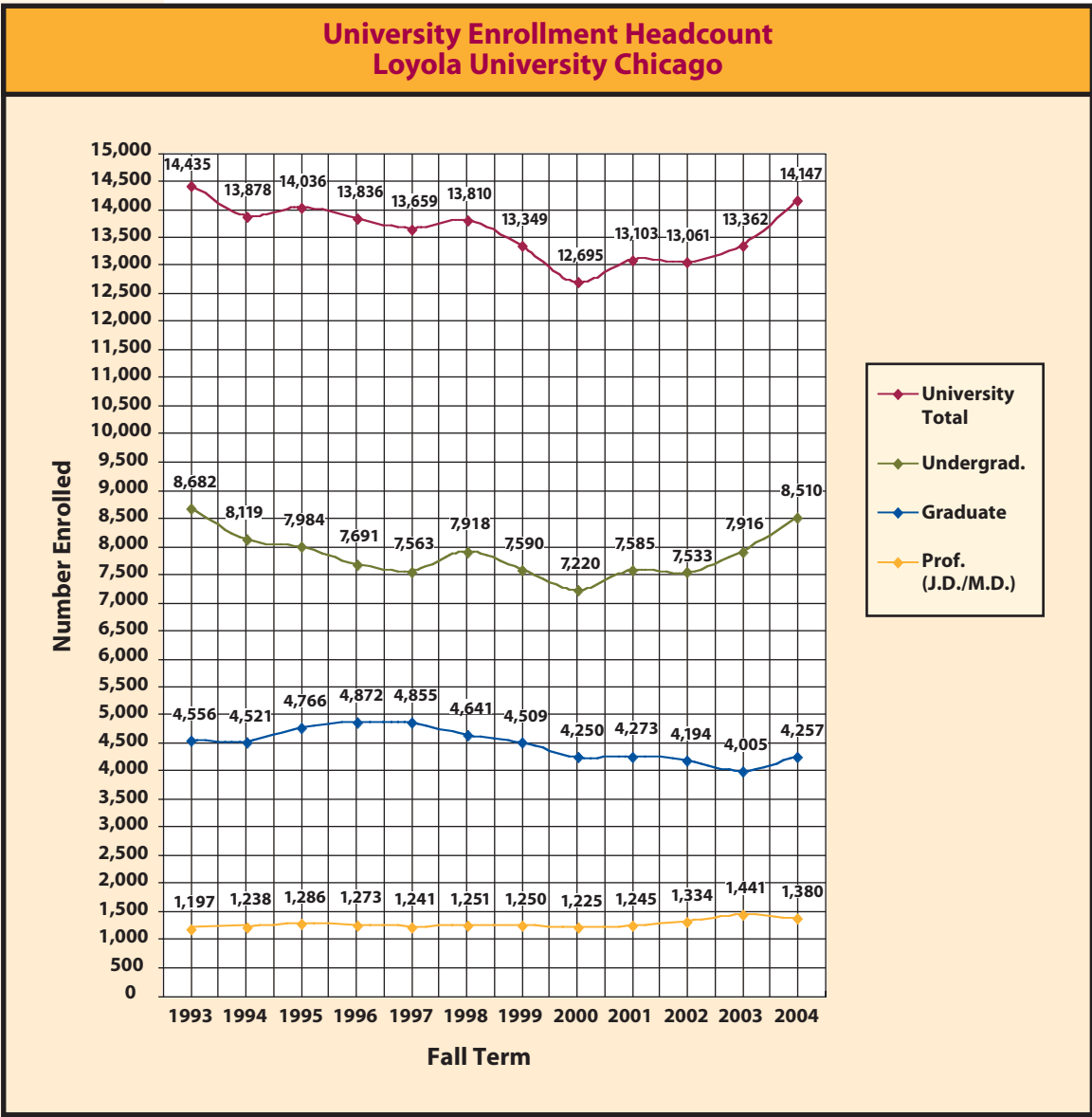
Membership on the committee is broadly constituted to represent adequately a broad spectrum of perspectives and expertise and includes: the President, the Vice President for Planning, the Vice President for Strategic Capital Planning, the Chief Financial Officer, the Provost, and six other faculty, staff, administrators and student leaders, recognized for their relevant expertise, creativity, and University perspective rather than as representatives of particular constituency groups. Faculty and staff members serve staggered three-year terms, renewable once; student members serve staggered two-year terms.

Benchmarking, Enrollments and Financial Resources

The chart on the next page is the university ranking with other selected urban private research and doctoral universities, a document that provides a realistic benchmark for aspirational planning. The set of institutions and categories for comparison resulted from a process that involved consultation with the Deans, faculty groups, and administration.

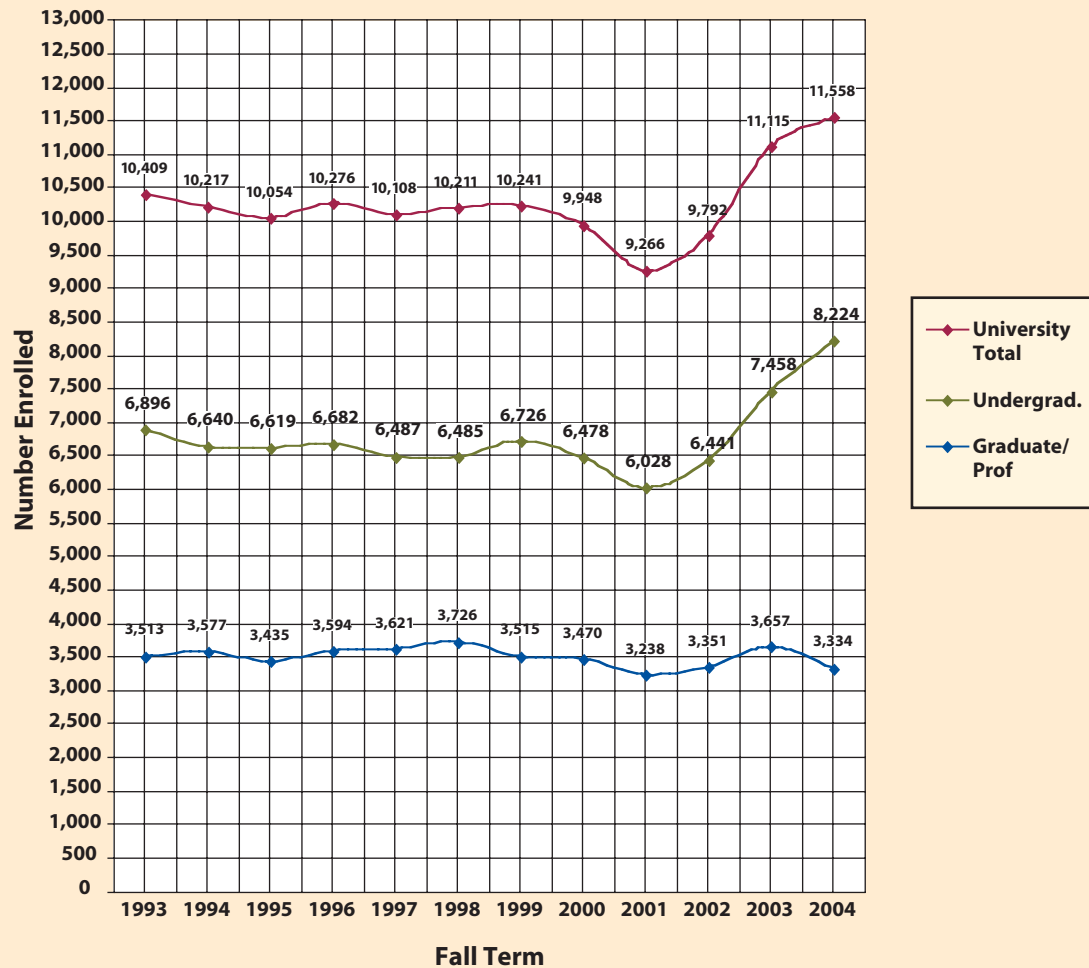
The remainder of this section outlines the University’s enrollment trends, financial resources used to support our educational mission—including advancement efforts—and the work of the strategic capital planning.

The following graphs (below and p. 34) describe the enrollment changes, negative and now positive, experienced by the university over the years since the last NCA self-study. The Fall enrollment headcount for 2004 continues at the University’s all-time high (see below). But the “valley” floor experienced in 2000 represented a substantial loss of enrollment coming at the time when supplementary funding from LUMC was no longer available due to the separate incorporation agreement.



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University Full-Time Equivalency (FTE) Loyola University Chicago



Undergraduate FTE: 15 or more credit hours. 2004 Estimated Graduate/Professional FTE: 12 or more credit hours.

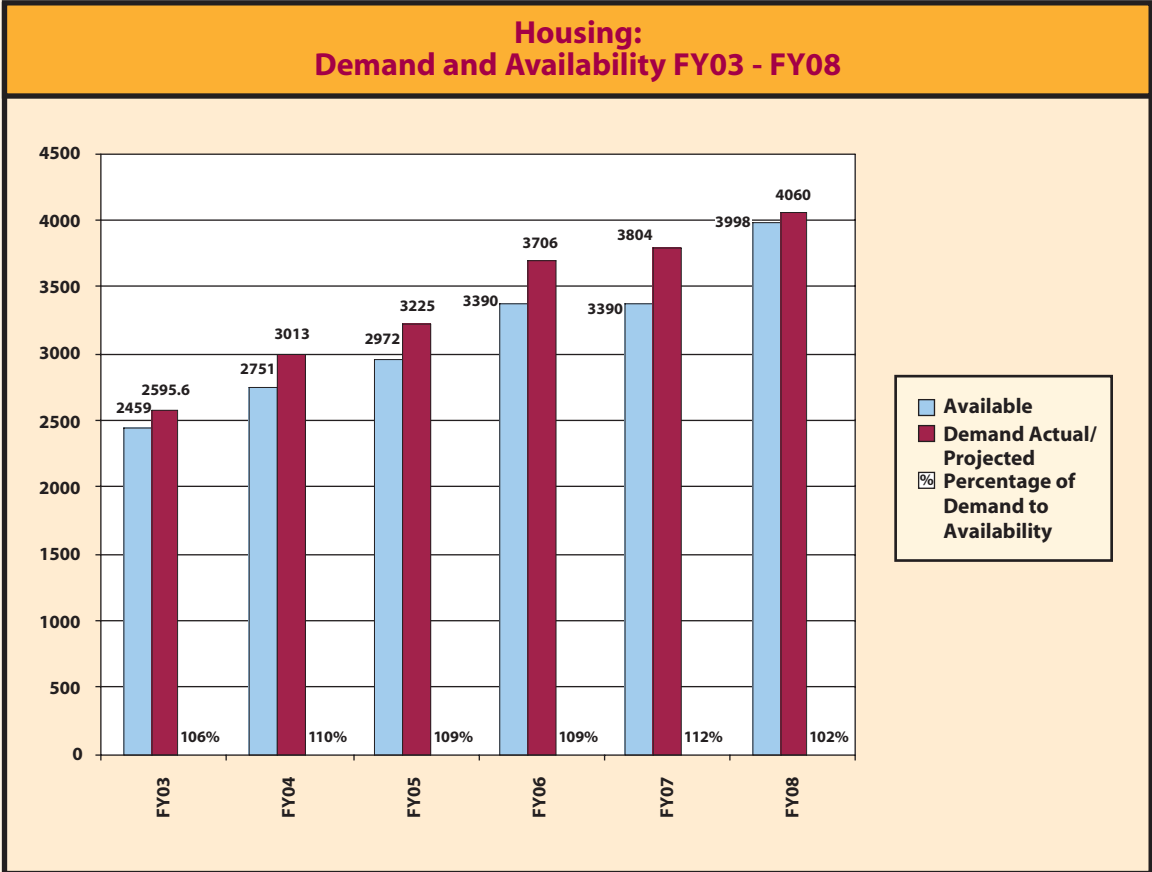
The FTE of the entering undergraduate classes each Fall semester over the same years show enrollments of 6,478 in the Fall of 200 up to 8,224 in the Fall of 2004 (see chart above).

The size of the freshman class has now reached what the University feels is an appropriate level. Beginning with the recruitment of the Fall 2004 class, the focus shifted from growth to shaping that group of new freshmen. The objectives were to meet sub-targets by campus and school, while also increasing diversity, improving quality, and better managing the use of limited financial aid resources. The enrollment management objective at the doctoral level is to maintain a suitable and stable number of strong students in each of the Ph.D. programs, to hold stable the enrollments in professional doctorates such as the MD, the JD and the ED.D, and to allow enrollments to move with market factors in each profession. At the masters level the overall objective is to build robust enrollments of high quality professional students in the professional school masters degrees, including the MSW, MSN, MBA, MJ, MEd., MEd., MDiv, MAPC, and MPS.

The positive impact of these many enrollment management efforts aimed at recruitment and retention of quality students in sufficient numbers to achieve our budgetary and educational quality goals is perhaps most dramatically portrayed in the chart of FTE student enrollments. The 11,558 for Fall 2004 represents an all-time high and further illustrates an equally significant shift from part time to full-time student enrollments.

The University's requirement that freshmen and sophomores live in University housing unless with parents was a strategic decision. This requirement was seen as important in supporting the University's efforts to educate the "whole person," to build a sense of place and community, and to help establish strong bonds between the student and the university. Over the past three years we have undertaken a complete review of our residence hall inventory. Some small, older units, too costly to maintain, staff and keep secure were decommissioned. Other units were redesigned and refurbished, and still other campus buildings were redirected to residence hall uses. Today we have thirteen residence halls operating at the Lake Shore Campus and a 205 bed residential facility at our Rome Center. Completing a new residence hall at Lake Shore Campus and launching construction for a new residence hall at Water Tower Campus will enable the University to further expand its student housing stock and insure that the residence life auxiliary operates on a sound fiscal basis (see chart below).

At this point in its renaissance the University is covering operating expenses primarily through tuition, although fees, gifts, endowment income, rent and other revenues, and grants do account for a percentage of the total annual institutional



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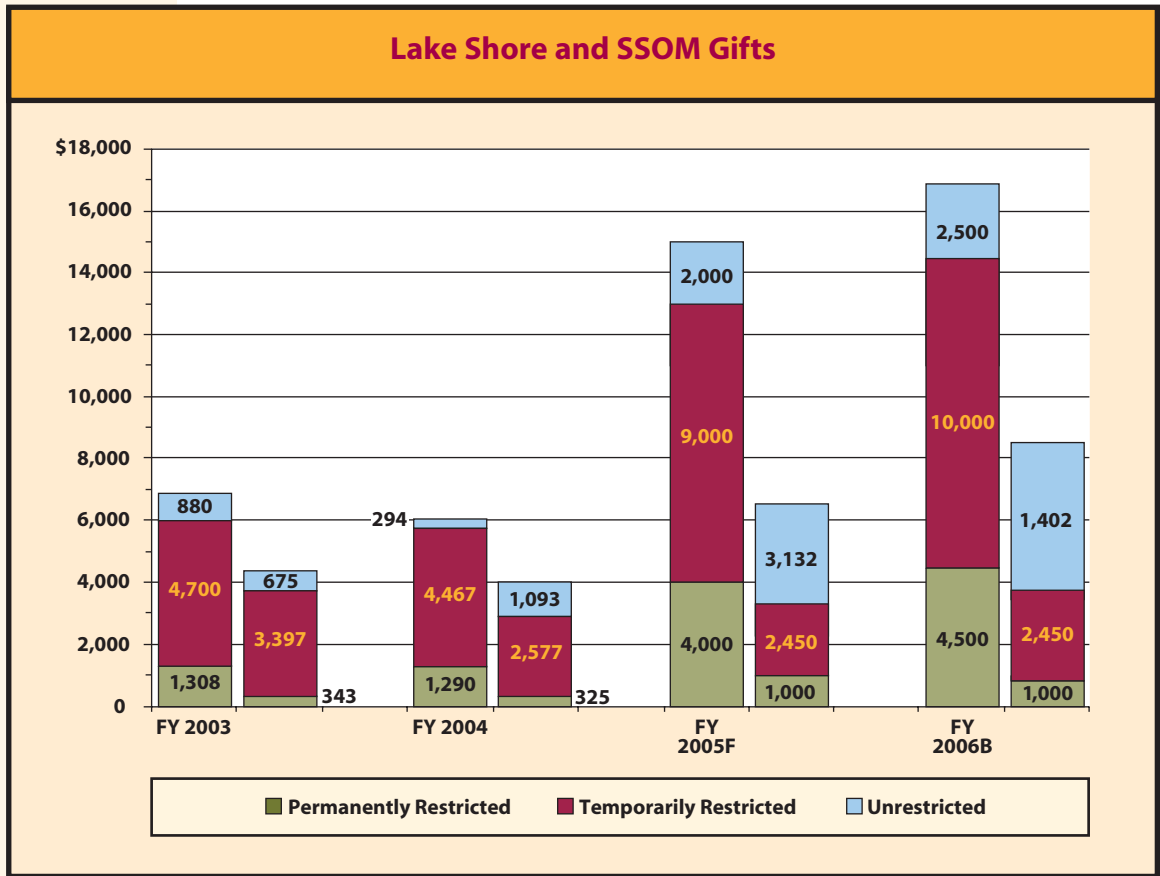
Tuition by School/Division (per year)							
Division	1990-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Undergraduate Current and Continuing Students	\$17,750	\$18,266	\$18,814	\$19,472	\$20,544	\$21,780	\$23,100
New Students (after Spring, 2005)							\$23,900
Graduate School	\$500/hr	\$514/hr	\$529/hr	\$548/hr	\$578/hr	\$606/hr	\$640/hr
Business	\$2,124/course	\$2,186/course	\$2,252/course	\$2,331/course	\$2,550/course	\$2,672/course	\$2,835/course
Law (Day)	\$22,990	\$23,660	\$24,370	\$25,224	\$26,612	\$28,210	\$29,900
Medicine	\$28,800	\$29,660	\$30,500	\$31,400	\$32,800	\$33,500	\$34,500
Social Work	\$493/hr	\$507/hr	\$522/hr	\$540/hr	\$570/hr	\$585/hr	\$620/hr

Total Student Financial Aid by Source (Dollars in Thousands)					
Academic Year	Federal	Illinois	University	Other	Total
1998-99	\$ 66,001	\$ 9,908	\$ 50,146	\$ 1,400	\$ 127,456
1999-00	69,376	9,549	47,911	1,607	128,443
2000-01	71,109	9,488	47,494	1,900	129,992
2001-02	72,646	10,390	52,319	3,245	138,600
2002-03	72,807	8,934	52,178	3,331	137,250

revenue. Tuition is charged at different rates, depending on the college or school in which the student is enrolled. The table (above, top) sets forth the tuition charged by the principal colleges and schools of the University in the current and previous four academic years.

Approximately 79% of the University's full-time students received some form of financial aid. The sources of these funds were: the State of Illinois (7%), Federal programs (53%), University Funds which include scholarships and grants (38%) and direct awards to students from various donors (2%). The above table presents total student financial aid by source.

The table (on p. 37) sets forth the amount of gifts and private bequests received by the University for the four fiscal years ended June 30, 2005. Amounts shown are calculated based on generally accepted accounting principles as set forth in the University's audited financial statements and therefore reflect the amount accrued at the time a gift or bequest is made. Actual cash payments may occur over several-year periods.



Institutional Advancement

With new leadership in the division of Institutional Advancement and a realignment of staff and resources, the university has been building its capacity for launching more targeted campaigns and for building the infrastructure for a larger more comprehensive campaign. Certainly Loyola intends to continue to develop its advancement efforts in order to increase the University’s visibility in the community; contribute more support to academic programs, and extend and expand relationships with key constituencies such as alumni, foundations and corporations, and friends in Chicago and beyond.

Focused campaigns to build the Life Sciences Building and to complete renovations of Piper Hall and Madonna Della Strada Chapel are underway. The University will also soon launch a focused campaign for the Law School and the Rome Center. It is also anticipated that the university will launch a major capital campaign at some point within the next five years to increase the number of funded endowed professorships, to expand funding for student scholarships, to expand library facilities at Lakes Shore Campus, and to support the further development of strategic centers and programs of distinction. This will enable the University to accomplish its goals more strategically, heighten alumni development and relieve many projects and plans from heavy reliance on funding from tuition.

The market value of the University’s cash and investments at June 30, 1998, through June 30, 2004, and the total return generated for the fiscal years ended are set forth in the following table (at top, p.38).

The book value of the land, buildings and equipment of the University (net of depreciation) as of June 30 in the years 1999 through 2004 (at right, p. 38).

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Market Value of Cash and Investments and Total Return (\$000's)						
FY Ended June 30	Real Estate & Other	Cash and Equivalent	Bonds and Other Fixed Income	Equity Investments	Total Cash and Investments	Total Return
1998	24,689	33,808	78,761	201,727	338,985	49,253
1999	28,006	35,343	72,796	204,751	340,896	30,823
2000	16,680	46,035	75,519	276,911	415,145	70,015
2001	16,637	44,290	114,089	149,323	324,339	(11,494)
2002	19,602	55,034	86,823	125,571	287,030	(23,168)
2003	19,459	116,408	60,143	115,417	311,427	(250)
2004	17,584	113,722	60,497	155,154	346,957	39,266
2005F	17,500	79,935	60,000	189,157	346,592	19,000
2006P	17,500	92,375	60,000	209,970	379,845	21,000

Book Value of University: Land, Buildings and Equipment (\$000's)	
FY Ended June 30	Land, Building, Equipment (Net of Depreciation)
1999	\$ 288,732
2000	331,031
2001	318,710
2002	300,250
2003	286,934
2004	310,812
2005F	366,008
2006P	396,694

Strategic Capital Planning

President Garanzini established a new vice-presidential position to support strategic capital planning. Coinciding with the establishment of this office, a new Board of Trustees committee on Facilities and Capital Assets was established. Renewed attention was also given to developing the academic vision and the physical plant master plans for Lake Shore and Water Tower Campuses.

In 2003, Loyola engaged campus planning consultants Dober, Lidsky, Craig to address overall campus design, traffic flow, and facilities. One of the key elements envisioned for the Lake Shore Campus master plan is the consolidation of the libraries and the reuse of the Sullivan Center as a single student-service center for academic and financial needs. This responds directly to the consistent criticisms

expressed by our undergraduate students on such instruments as the National Survey of Student Engagement (NSSE) with regard to the quality of student academic and support services. President Garanzini also instructed a student services task force to integrate Loyola's long-range vision for new and improved library facilities on the Lake Shore Campus into its planning. This project will provide long-term storage of lesser-used materials as well as enhanced study space and move Loyola toward a significant upgrade in library services.

Other planned projects include: Mundelein Center renovation and enhanced dining and residence hall facilities. Loyola also is encouraging residential and retail improvements to the Rogers Park neighborhood through the strategic use of a TIF with the City of Chicago.

The master plan for the Water Tower Campus integrates new programs and services to this campus. The new School of Communication, Technology, and Public Service will be housed in space provided to the university in The Clare, a new, full-service, continued-care retirement community. The School of Education was relocated to the Water Tower Campus joining the Schools of Business, Law, Social Work, Professional Studies, and the Institute for Pastoral Studies. This collection of professional schools and institutes gives our Water Tower Campus its distinctively downtown professional school feel. In addition to the new residence hall for undergraduate and graduate students, planning is underway for an executive development center and an array of support services from retail to parking facilities.

The master plan for the Medical Center Campus will include a major research facility for molecular biomedical research and advanced core laboratory resources, a Cardiac and Vascular Medicine Center, expanded surgical facilities and operating suites, enhanced emergency medicine and burn care facilities, growth in out-patient service sites, and replacement of the Medical Center's information systems platform to better support patient care as well as basic and clinical research.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Program Evaluation and Planning

Academic Program Review: In the summer of 2004 the university launched its new academic planning and review process (AP&R). The overall purpose of the AP&R process is to evaluate the quality and effectiveness of each unit and of its various programs, to stimulate program planning and improvement, and to encourage the strategic development of the unit in directions that reflect the University's priorities and the unit's capabilities. The program is also intended to be an aid to the academic leadership of the University. Since the Deans and Provost have leadership responsibility for the health and vitality of academic programs, they initiate and help sustain the review process. At the same time, to assure availability of the most useful information, the process is highly consultative, utilizing the experience and insights of administrators and faculty and also the perspectives of reviewer consultants external to the unit.

The process of program review is both iterative and ecological. To say that it is iterative is to say that it makes maximum use of all previous projects of self review and evaluation. To say that it is ecological is meant to highlight that the process is designed to review, and support planning of, this unit in *this* University with

***In the summer of 2004,
the University launched
its new academic planning
and review process.***

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approximately *this* quantity of available resources. It is not designed to discuss the functioning of the unit in a vacuum or against some universal standard. Rather, it is intended to measure the operations of the unit against the mission of the University, the goals of the University's strategic plan, and the level of institutional support that is realistic at this time and place. It is designed to look at the unit in its real Loyola ecology. The academic planning and review process is a one year process, with plans to repeat it with each unit every five years.

Ongoing Review of University Non-Academic Operations: Over the next five years, Loyola has committed itself to a disciplined and complete review and self-study of all our service processes that will be completed by 2008-2009. At LUMC, the Loyola University Health Systems program in continuous quality improvement, which has been in operation for a number of years, has made noticeable improvements not only in the quality of the services patients receive and in the ratings they give to our clinics and hospitals, but to the morale of the staff and faculty working in the health center as well. The "Quality and You" program, operated by the Center for Clinical Effectiveness, hosts an annual fair at which departments display posters describing the projects they have undertaken in the spirit of CQI.

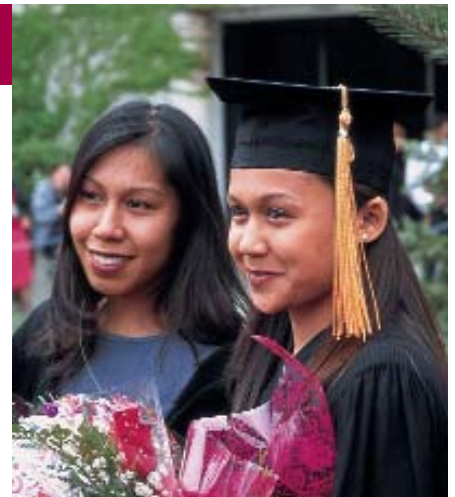
Noting the successes at LUMC, at the Lake Shore campuses the 2003-04 Strategic Planning Task Force on Continuous Quality Improvement recommended that very similar programs and goals be established. The co-chairs of that Task Force—the Vice President for Human Resources and the Vice Provost—have been appointed by the President to lead the group responsible for studying and recommending ways of improving the client-service orientation of all the departments and operational areas at the Water Tower and Lake Shore Campuses. The process began in 2004 with a review of student advising, University business and financial management systems, institutional research, and security, and continuing through all other services on a timetable based upon university needs and identified areas of service shortfalls. The libraries will participate in the next national LibQUAL + Library Service Quality Survey, in cooperation with the Association of Jesuit Colleges and Universities, in order to identify areas for service enhancement. These initiatives` will be enhanced by the scheduled work of our internal audit department, results of student satisfaction surveys, and more systematic employee feedback.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

As was indicated above, by the beginning of academic year 2003-2004, it was clear that the goals of the Strategic Agenda had been substantially achieved and that Loyola had established a realistic basis on which to build creative plans for enhancement and growth. It was time for a true Strategic Plan.

The Strategic Plan 2004-2009

September 24, 2003 marked the beginning of the strategic process for the formulation of a Strategic Plan that would take the University up to its 2009 centennial celebration. In the President's State of the University address two weeks prior to this date, he emphasized the importance of a careful strategic planning process as the University moved into the future with strong enrollments and significant opportunities for the university to find new ways to fulfill its historic mission and promise. The nine goals of the 2001-2004 Strategic Agenda had been the guide through the necessary retrenchment, stabilization, and management of new but limited growth. Now the



To ensure that Loyola graduates are well-prepared for careers in today's changing society, the university continues to add new academic programs that are responsive to emerging needs. Recent programs have been added in such areas as journalism, human services, math and science education, and bilingual/bicultural education.

University was in a situation that held hope for a more dynamic and entrepreneurial institution, but this required new skills and a new mindset.

The strategic planning process provided for wide discussion and broad input into the formulation of recommended goals. Seven Task Forces, detailed throughout this report, were formed to guide this process and were guided by the work of the Strategic Planning University Policy Committee. As has already been mentioned, the work of these Task Forces coincided with much of the work done in preparation for this NCA accreditation. Hence, each chapter of this Self Study presents the focus of the individual Strategic Planning Task Forces and shows how they contributed to our consideration of the Five NCA Criteria. Now, the important thing is to describe the outcome of all this effort: over the last year Loyola has developed a pyramid of documents designed to guide the University's forward movement over the next five years.

At the top of the pyramid are the clear concise proclamations of the University's Mission and the University Promise which upholds that mission. Both statements were discussed in more detail in Chapter One of this self-study.

The second level of the pyramid is an Academic Charter. This somewhat unique document has the virtue of articulating in more detail Loyola University Chicago's educational vision and commitments regarding undergraduate education, graduate and professional studies, and research and service. The strategic plan includes, as well, the visions for each of the campus master plans which were developed in parallel with the academic charter. The Academic Charter is cited fully in the chapters that follow.

The third level of the pyramid is a set of 10 strategic goals. These goals, expressed in broad but bold and directive language, are meant to shape our work and focus our resources going into the future. Here we present in detail the goals that comprise Strategic Plan 2004-2009.

The language of these goals and the objectives below each is intentionally broad. The purposes are to focus our attention, energy, and decision-making on the goals, but to allow the latitude and flexibility to adapt as may be necessary to the ever changing circumstances and conditions we will encounter in the years ahead.

In order to prepare students to lead extraordinary lives, Loyola will:

1. Enrich its rigorous academic programs to better integrate the unique strengths and characteristics of a Jesuit and Catholic education by:
 - Highlighting academic rigor, service and leadership
 - Providing opportunities for spiritual development and exploration, ethical decision making and the promotion of social justice
 - Emphasizing awareness and sensitivity to diversity and the global dimension of issues and problems in all Loyola programs
 - Implementing a learning outcomes-based Core Curriculum and assessment plan that will ensure that the above characteristics are an integral part of the educational experience
 - Linking each undergraduate major and graduate program to a similar program of student learning assessment;
2. Increase its overall student enrollment at the undergraduate and graduate levels through the development of new academic programs by:
 - Increasing the number of students serviced from 13,000 to 15,000

A set of 10 strategic goals comprises the Strategic Plan 2004-2009.

NCA Criterion Two

- students with an array of new programs for undergraduates and for graduate students
- Developing programs for adult students returning to complete a bachelor's degree, new interdisciplinary master's degree and professional programs
 - Creating new applied arts and sciences programs to better meet new students' needs and markets.
3. Enhance the quality of campus life for resident and commuter students by:
- Renovating existing residence halls and facilities for such areas as dining, athletics, student space and learning environments;
 - Adding a new residence hall at the Water Tower Campus and additional housing opportunities at the Lake Shore Campus for undergraduate, graduate and professional students;
 - Investing in a more competitive intercollegiate athletics program to enhance campus life.
4. Strengthen the internal dimensions of its programs and outreach by:
- Developing increased opportunities for faculty immersion experiences;
 - Increasing study abroad opportunities and immersion experiences for undergraduate and graduate students, and taking better advantage of the Rome Center;
 - Enhancing the global dimensions of its academic programs and opportunities for research collaborations;
5. Improve the academic quality of incoming students and academic programs by:
- Increasing student quality through more rigorous admission standards and expanded scholarship opportunities;
 - Increasing retention and satisfaction through a program of academic advising and coordination of student services;
 - Enhancing teaching and research through a comprehensive program of faculty development;
 - Evaluating the quality of academic programs through a rigorous and ongoing system of program review.
6. Promote multidisciplinary collaborations by:
- Taking greater advantage of its strength as a comprehensive academic university by encouraging and supporting curricular, scholarly and public service collaborations across the university, and between and among its programs in the sciences and the humanities.
7. Expand its investment in research and scholarship in order to take full advantage of its academic strengths by:
- Reorganizing and enhancing research services;
 - Developing strategic centers of excellence in such areas as health science education, policy and management, social justice and applied ethics, religious faith and human spirituality, bio-medicine and the health sciences, integrity and leadership, children and families studies, policy and urban studies, the environment, and race, gender and class in America.
 - Increasing its externally funded research activity in ways that are consistent with its mission and strategic goals.
8. Strengthen its relationship with the City of Chicago and the neighborhoods of the Water Tower, Lakeshore and Medical Center Campuses by:
- Strengthening its connection to key cultural, educational, social, economic, religious and civic institutions.



While Loyola's Rome Center in Italy is the most popular study-abroad destination, students also may choose an opportunity from 53 other programs in 29 countries.

- Supporting student internships, service opportunities, research and other collaborations through specific outreach initiatives and joint projects involving faculty and students;
 - Developing the Rogers Park TIF district.
9. Promote a culture of service excellence at all levels by:
- Improving faculty and staff orientation;
 - Offering continuous staff development opportunities;
 - Developing a managerial training and support program;
 - Measuring service improvement empirically and on a regular basis.
10. Enhance its development efforts and alumni engagement by:
- Achieving targeted campaigns for financial resources;
 - Preparing for and launching a comprehensive development campaign by 2009;
 - Enhancing alumni relations and services to increase outreach to alumni and friends;
 - Fostering alumni engagements in and support of the University's mission and goals.

In the activities of the last four years Loyola has demonstrated its pragmatic yet aggressive and clearheaded approach to programmatic planning for the future. In the components of Strategic Plan 2004-2009, the University has also enumerated in a realistic way its agenda for that future.

Recommendations

In light of the findings emerging from our self-study of our planning and budgeting processes, we have formulated institutional recommendations (below) regarding ways to improve and projects to undertake. These self-recommendations have been reviewed and refined by the president, the vice-presidents, the deans, and many other individuals and faculty, staff, and student groups.

Criterion Two: Self-Recommendations		Administrator
1.	In order to implement continuous quality improvement procedures, the university should monitor and assess the effectiveness of the new academic program review process and the internal audit program of review for the non-academic operations.	Provost CFO AA-UPC
2.	In order to assure the implementation of the 2004-2009 Strategic Plan, the university should expect the Strategic Planning University Policy Committee to monitor and measure the progress of the Plan.	VP Planning & Admin SP-UPC
3.	In order to assure that sound decision-making is based on sound data and sound analysis, Office of Institutional Research (OIR) should provide regular, annual reports on the following: enrollment trends, core and learning outcomes, student satisfaction, faculty productivity, internal and external factors impacting university operations. A regularized alumni survey is also needed.	Provost Institutional Research
4.	In order to continue progress in effective financial management of the University's financial resources, the university should develop and monitor programs for debt reduction, housing and residence life, for effective school management, for sound investment of the endowment and reserves, and for sponsored programs.	CFO BF-UPC
5.	In order to improve the quality and diversity of undergraduate students, the university must set realistic goals for recruiting a more diverse student body, develop and monitor a comprehensive plan.	Provost Enroll Mgmt

Student Learning and Effective Teaching

- NCA Criterion Three and Loyola's Strategic Planning Processes
- Refocusing on Learning
- The Academic Charter and Jesuit Learning Outcomes
- Learning Outcomes Assessment Support Services
- What the Data Say about Student Learning at Loyola
- The Renewal of the Undergraduate Core Curriculum
- Learning Outcomes and Assessment – A School-by-School Review
- The Students Know That the Faculty Care
- Teaching Evaluation is About Effectiveness
- Faculty Support Services
- Student Support Services
- Recommendations

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.



At Loyola, undergraduates are taught by senior faculty—recognized scholars, scientists and researchers. 97% of full-time faculty holds a Ph.D. or the highest academic degree in their fields.



Loyola's new Core Curriculum emphasizes development of the skills students need for lifelong success while preparing its graduates to give back to their communities, promote global justice and make a tangible difference in the lives of others around them.

NCA Criterion Three and Loyola's Strategic Planning Processes

In this chapter we speak of Loyola's renewed university-wide undergraduate core curriculum. Loyola has moved away from a "distribution model" to a set of requirements shaped around learning outcomes, with focus not only on knowledge and skills but also on values that harmonize with Loyola's mission: this is especially noteworthy for a research extensive university. The chapter will also provide evidence of learning outcomes assessment in the various arts and sciences majors and professional school programs. Attention will also be given to the ways in which we promote more effective teaching and how we support and address the enhancement of the institution's many learning environments.

As indicated in the previous chapter of this self-study, the 2003-04 strategic planning process produced a guiding Academic Charter, in addition to its ten goals and campus master plan visions. That the focus of the charter was academic demonstrates the central importance of teaching and learning for Loyola University Chicago. Our self-study of teaching effectiveness and our students' successes in learning connects directly to the work of two of the 2003-04 University's Strategic Planning Task Forces: The Task Force on the Jesuit Character of the Loyola Educational Experience and the Task Force on Service Excellence.

The Task Force on the Jesuit Character of the Loyola Educational Experience engaged four questions:

- Are there essential features of a Jesuit education that we could commit each academic and co-curricular program to strive to encompass?
- What learning assessment mechanisms will be used to help us determine our success in our academic and co-curricular programs?
- What should a program review process look like for the graduate and undergraduate programs?
- What co-curricular experiences are needed to ensure that each program can claim to educate the whole person? That is, how do we promote growth and development in areas that the curriculum can't deliver alone?

The Task Force on Service Excellence engaged four additional questions:

- What is still needed to improve the delivery of student service at Water Tower Campus and Lake Shore Campus?
- What should a staff development program look like for the next five years at Loyola?
- What management information systems are needed to support Loyola's infrastructure?
- What technical and library support is needed to support new learning systems at Loyola?

The fruits of the work of these Committees, and in particular their expression in Loyola's newly enacted University-wide Core Curriculum and in components of the University's Strategic Plan 2004-2009, along with other ongoing university activities, were brought into conversation with the NCA's expectations by the Work Group on Learning and Teaching Effectiveness.

Refocusing on Learning

As a Jesuit university, a focus on developing students as whole persons and an emphasis on quality teaching as the responsibility of every faculty member have always been hallmarks of a Loyola educational experience. As Loyola evolved from

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its traditional focus on liberal arts and sciences to the research university with six professional schools that it is today, quality teaching remained at the heart of the institution. The University's mission, "to expand knowledge in the service of humanity through learning, justice, and faith," directs the university's explicit and tacit commitment to the idea that learning can and must translate into deepened understandings, skills, and action. That said, however, an intentional shift has been occurring at LUC in the ten years since the last NCA visit in 1995. This shift is characterized by a change in focus from faculty and teaching-centered concerns to learner-focused programs and the creation of effective learning environments. Even as the University grappled with limited resources, the academic community engaged bold new visions for its academic programs.

The pace of change quickened with the arrival in 2001 of President Michael Garanzini, S.J., who spearheaded a planning process leading to the adoption and implementation of the Strategic Agenda 2002-2004. This ambitious nine point agenda was anchored by a deliberate focus on the goals and outcomes of the undergraduate programs and the support and regular evaluation of the graduate and professional programs (See Strategic Agenda Goals 1, 2 and 3 presented in Chapter 2). Adding further fuel to the engine of curricular renewal was the bold plan, launched in the Fall of 2002, to reform the Core Curriculum by reframing it in terms of student learning outcomes. In December 2002, The Board of Trustees endorsed the broad high level educational goals for undergraduate education at Loyola. Over the next eighteen months, faculty from every department and school grappled with the articulation of consensus learning outcomes. In June of 2004, recommendations emerged from the multi-layered, iterative consultative processes for a new University Core and were approved by the Board. The target date established for initial implementation is Fall of 2005. We will describe the Core Renewal in greater detail below. However, the important point from the perspective of the Loyola story is the unprecedented shift of focus: from describing core requirements for all undergraduate degree-seeking students in terms of subjects to be covered by faculty in their departmentally-based courses, to describing them in terms of skills, dispositions, knowledge, and values to be gained as outcomes of the educational process.

Some might suggest, not unreasonably, that the pedagogical and curricular renewal which is enabled by the shift of perspective to a learning outcomes approach was "jump started" at Loyola by the remarkable success of being able to reform the Core Curriculum. What was a strange and obscure way of talking about the curriculum only a few years ago at Loyola has become the way questions about curriculum planning, instruction, and assessment are now easily framed and readily understood:

- What are the learning outcomes agreed upon by the faculty for this program?
- How will you organize the students' educational experience in this course, as well as your use of class time, and the assignments and examinations, to bring about these outcomes?
- What data might be gathered, and how will we gather it, in order to help assure ourselves that our students as a group are achieving the outcomes we faculty intend?

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The Academic Charter and Jesuit Learning Outcomes

As mentioned in the last chapter, Loyola's Strategic Plan 2004-2009 includes an unusual document, an Academic Charter, which gives focus and direction to our instructional programs and our activities in research and service. The elements of that Academic Charter which speak to undergraduate education and to graduate and professional education are presented here:

ACADEMIC CHARTER

Preeminence in Undergraduate Education

Throughout the world, Jesuit, Catholic education is recognized for building a student's capacities for critical thinking, effective communication and ethical decision-making. In this tradition, an undergraduate education at Loyola seeks to expand the horizons of our students' understanding of themselves in relationship to the wider world, while achieving depth of knowledge in a particular field of study.

A baccalaureate education at Loyola will:

- Promote awareness of the evolving realities of the 21st century
- Emphasize the significance of a faith tradition in shaping life-long actions and decisions
- Encourage a student's commitment to building a more just and humane society

Preeminence in Graduate and Professional Studies

As a Jesuit, Catholic university, Loyola has long been a leader in providing graduate and professional education in service to Chicago and beyond. At Loyola, graduate degree programs afford students the opportunity to engage in advanced professional study and research in an intellectually rigorous and collaborative learning environment.

Students who earn a Loyola graduate or professional degree will have:

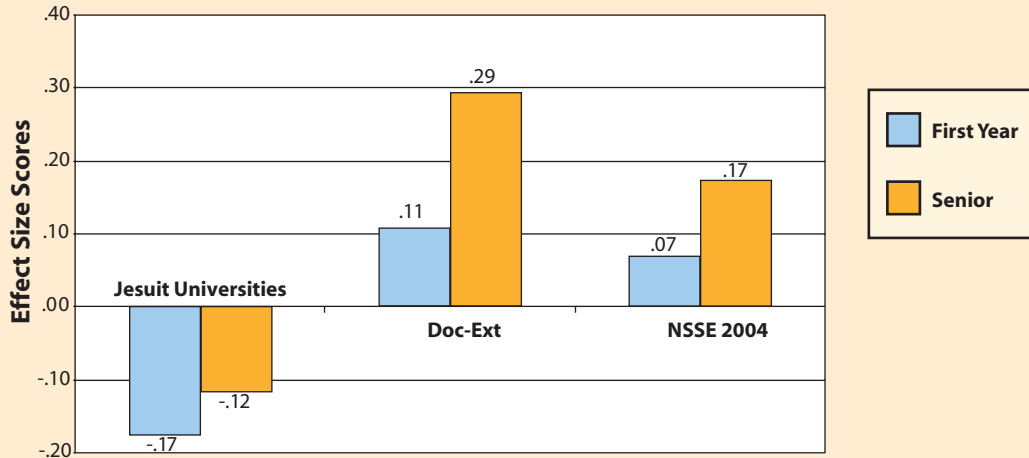
- A deep understanding of their chosen field of study
- An appreciation of their ethical duty to promote the well-being of those they serve
- A commitment to using their specialized training to contribute to the betterment of their own communities and the larger society

Our Academic Charter challenges all of our curricular programs, departments, and schools to examine the learning which our students will achieve in those programs. The bold, if not daunting, goals affirmed in this Charter clearly connect with our historical mission and identity as a Jesuit Catholic research university offering an extensive array of programs in one of the world's leading cities. The 2004 NSSE data affirm this, showing that our undergraduates value the broad liberal education Loyola provides and experience a growth in their critical thinking skills to an extent that exceeds that self-reported by the students at our doctoral research peer institutions (although to a somewhat lesser extent than our Jesuit peer institutions).

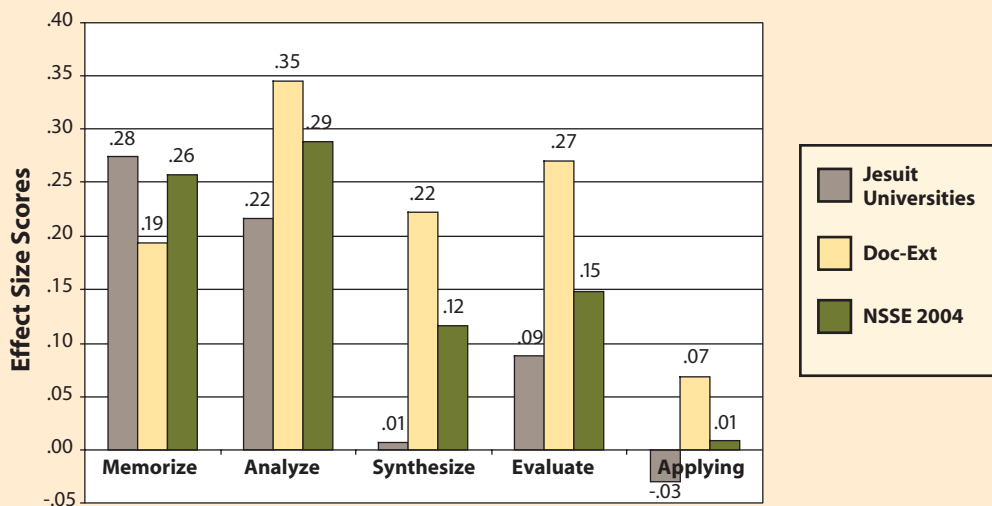
Our Academic Charter challenges our programs, departments and schools to examine the learning which students will achieve.

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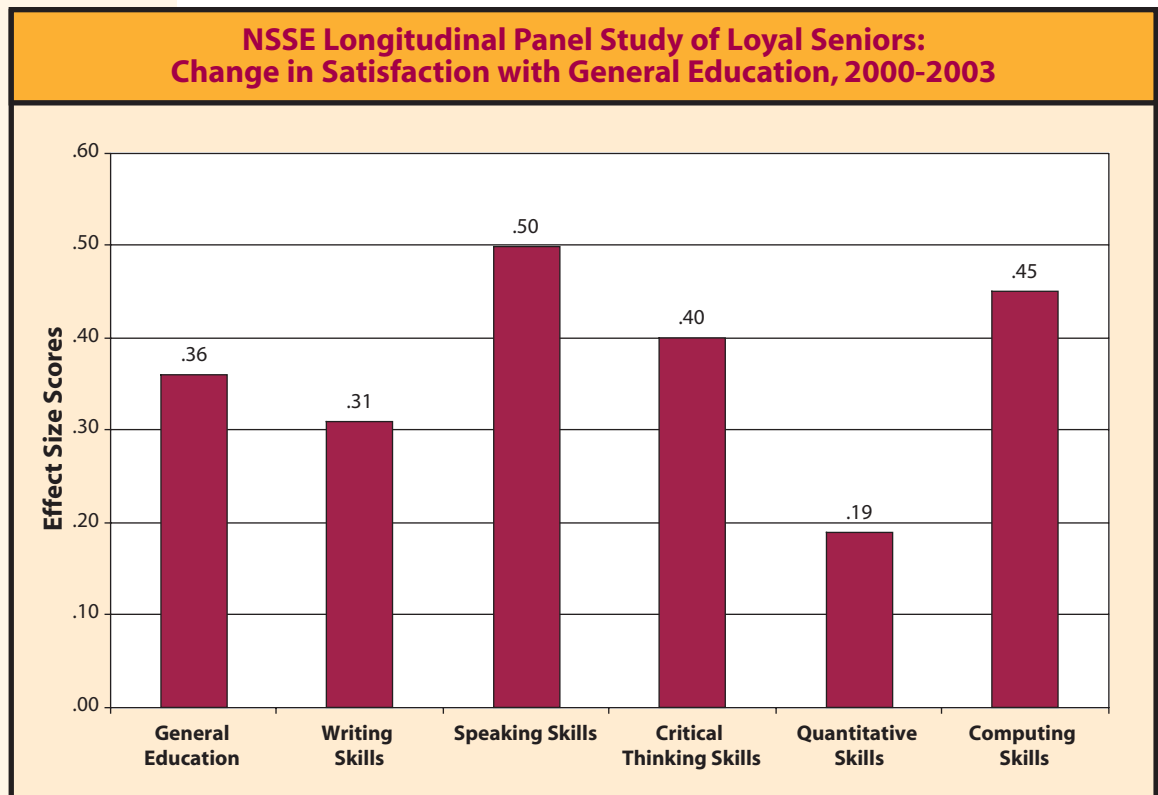
NSSE 2004: Value of General Education Curriculum: Loyola Seniors Compared to Peer Institutions' Seniors



NSSE 2004: Critical Mental Skill Development: Loyola Seniors Significantly Higher than Peer Institutions' Seniors



The NSSE data shown above is cross sectional. And although it is very encouraging to see that our seniors value the general education program more than the freshmen, one cannot help but wonder what the longitudinal data would be like. If we asked the same students four years later whether his or her views had changed over the time since freshmen year, what would they tell us? The NSSE offers some insight into this by providing responses from 43 Loyola students who took the NSSE as first-year students in 2000, and were resurveyed four years later as seniors in 2003. The effect size scores shown in the following graph (on p. 49), all positive, are for mean differences in responses from 2000 to 2003.



The new Academic Charter challenges us to pursue important learning outcomes and to remain true to Jesuit educational ideals in all programs, including our doctoral and professional masters programs. The implications of our response to this challenge go far beyond the reality of a new undergraduate Core. How Loyola, as a Jesuit, urban university, enacts the challenges embodied in the Academic Charter will be part of the NCA self-study story in 2015. But our mandate—articulated out of the broadly consultative 2003-04 Strategic Planning process, expressed in the Academic Charter and its related 2004-2009 Strategic Goals, and affirmed by the Board of Trustees in June 2004—is clear.

Learning Outcomes Assessment Support Services

In concert with the strategic plan, the office of Academic Affairs has established a learning outcomes assessment plan with specific steps to support these activities within academic units. Schools, departments, and programs receive learning outcomes assessment and related program evaluation training from three key units within the provost's office.

First, the Center for Faculty Professional Development (CFPD) provides guidance to academic unit leaders and faculty. Its role is developmental, providing the training, planning support, and simple encouragement needed for creating and maintaining learning outcomes assessment capacity within the unit. In addition to individualized consultations with the director, who is an internationally respected consultant and expert in testing and outcomes assessment herself, the CFPD conducts periodic seminars and workshops on learning outcomes and assessment and arranges for external consultants to visit campus and work with groups and individuals on outcomes and assessment plans. The CFPD has developed a cadre of Loyola Faculty Mentors—faculty from throughout the university who are respected by their peers as teaching-scholars and generous colleagues—who can assist other

*Schools, departments and programs receive **learning outcomes assessment** and related **program-evaluation training.***

NCA Criterion Three

faculty with learning outcomes and assessment planning. In the past two years, the CFPD and the Provost's Office have covered the expenses for several dozen faculty and academic administrators to attend regional and national professional development conferences on student learning, assessment, and accreditation sponsored by AAHE, AAC&U, AJCU, and the Higher Learning Commission.

Second, the Associate Provost for Curriculum oversees the school by school and program by program development and implementation of learning outcomes and assessment plans in all academic units. This office establishes a cycle of assessment and reporting; collects and maintains data on learning outcomes and assessment; oversees implementation and evaluation of the University Core Curriculum and the undergraduate "Values Across the Curriculum" requirements; and provides assistance to faculty and staff responsible for the articulation or assessment of their unit's learning outcomes. The Faculty Director of the University Core, along with the newly formed University Core Curriculum Committee, is responsible for soliciting and recommending courses for the Core from various academic departments and for organizing the assessment of the learning outcomes. The Faculty Director reports to and is assisted by the Associate Provost for Curriculum.

Third, the Office of Institutional Research provides technical support and data analysis services to academic units. A learning assessment specialist joined the IR staff in October 2004 and is assisting academic units with the design of learning outcomes assessment tools, data gathering protocols, the development of valid and reliable measures, the collection and analysis of data and, in some cases, with the interpretation of the educational significance of the results.

What the Data Say about Student Learning at Loyola

The NSSE information, some of which was cited above, reflects positively on both the processes and outcome of the undergraduate educational experience at Loyola. In 2004, both first-year students and seniors report having higher levels of engagement than doctoral extensive peers on: engaging in mental activities, including analyzing, synthesizing, making critical judgments, applying theory to practice, and memorizing; preparing for class; developing clear and effective writing skills; and having serious discourse with students of diverse backgrounds and those of different religious, political, or personal values.

Our first-year students report more learning activities, in most cases significantly more than our doctoral-extensive peers, on: asking question in class, discussing ideas from readings/courses outside of class with non-class members and with faculty outside of class, integrating ideas/concepts from different courses when doing assignments or class discussion, writing more papers of shorter length (fewer than 5 pages) (but not necessarily for purposes of revising drafts and resubmitting), and participating in community-based learning as part of a regular course.

Our seniors report having higher levels of engagement than doctoral-extensive peers on: acquiring a broad general education, number of books read for personal enjoyment/enrichment, developing critical thinking skills, quantitative analytical skills, effective oral communication skills, and developing a personal code of values and ethics.

When we compare 5 years of NSSE cross-sectional data, we learn that our students—both first-year and seniors—had more positive educational experiences in 2004 than students surveyed in 2000 in the areas of: required preparation for classes, challenging examinations, and preparing multiple drafts of papers. The self-reports

of seniors on the development of mental skills and habits of mind (e.g. analyzing, synthesizing, making judgments, and applying theories to practice) were also more positive in 2004 than in 2000.

According to data from our own university's common Graduating Senior Survey, begun in 2003, we find additional support for the quality of the educational experience at Loyola. Among the top ten highest areas of satisfaction for seniors were: the quality of learning in small classes, general satisfaction with their major, the development of effective oral, visual, and written communications skills, critical thinking skills and dispositions, and the capacity to apply ethical principles.

On the Senior Survey of Undergraduate Experiences (SSUE), a 59-item on-line survey completed by all graduates, the National Survey of Student Engagement (NSSE), and Noel/Levitz Student Satisfaction Inventory (SSI), Loyola students report that they have experienced intellectual growth. For example, on the 15 items on the SSUE which survey graduate perceptions of core learning outcomes, our students' average response on these items ranges from 3.5 to 4.0, corresponding to "well met to very well met." On the SSI, students consistently rate the satisfaction items, "I am able to experience intellectual growth here" and "There is a commitment to academic excellence here" above 5 on a 7 point scale (with 7 equal to "very satisfied").

Much of the attention in this chapter is directed toward undergraduate education, which is the level enrolling 8,500 of our 14,150 students. However, the next largest group, the roughly 3,800 students enrolled in graduate level professional programs at the masters and doctoral level, are reasonably well ensconced in programs long shaped around learning outcomes, given the nature of professional school accreditation requirements. Such programs include nursing, education, social work, counseling, medicine, business, clinical psychology, and law. For the remaining roughly 950 students enrolled in those doctoral programs or adult part time programs which are not subject to professional accreditation, the articulation of learning outcomes and their assessment vary from program to program, ranging from those just beginning to think in terms of learning outcomes to those which have developed more mature systems for continuous program improvement. We will address the graduate and professional school learning outcomes in a moment. But first we return to the articulation of the new University Core.

The Renewal of the Undergraduate Core Curriculum

From January 2003 and on through the Fall of 2005, Loyola will have been involved in an historic project, renewing and revising the Undergraduate Core Curriculum. A full description of the renewal process and a discussion of its implications for various university curricula will appear in Chapter Four. At this point, however, one very important point must be highlighted: the entire process was built on the foundation of a commitment to learning outcomes and outcomes assessment.

The Board of Trustees in December 2002 articulated four broad goals for undergraduate education at Loyola. One of these three applied most directly to achieving depth of learning in a given major field of study; the others addressed skills, breadth of learning, and values dimensions which related to students in all undergraduate majors and schools. Through the consensus building process of faculty consultation that took place during the spring, summer, and fall of 2003, and the spring of 2004, the Core Renewal Committee was able to articulate a set of learning outcomes appropriate for each of the three goals outside of the students' major.

Loyola has been involved in an historic project, renewing and revising the Undergraduate Core Curriculum.

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Goals of a Loyola Undergraduate Education

Goal 1: Build students' capacities for effective communication, critical thinking, and ethical decision-making.

The outcomes for Goal 1 are:

- Demonstrate effective written, oral, and visual communication skills and sensitivities
- Demonstrate effective critical thinking skills and dispositions
- Demonstrate ethical awareness, the ability to do ethical reflection, and the ability to apply ethical principles in decision-making
- Demonstrate information literacy

Goal 2: Expand the horizons of students' understanding of themselves and the world through a breadth of learning in the liberal arts and sciences.

The outcomes for goal 2 are:

- Demonstrate knowledge of, or experience in, artistic and literary traditions and expressions
- Demonstrate cultural, historical, and societal understanding
- Demonstrate an understanding of quantitative and qualitative analysis
- Demonstrate scientific and technological literacy
- Demonstrate an understanding of philosophical, theological, and religious questions and traditions

Goal 3: Providing students with a genuine depth of learning in at least one discipline or professional field.

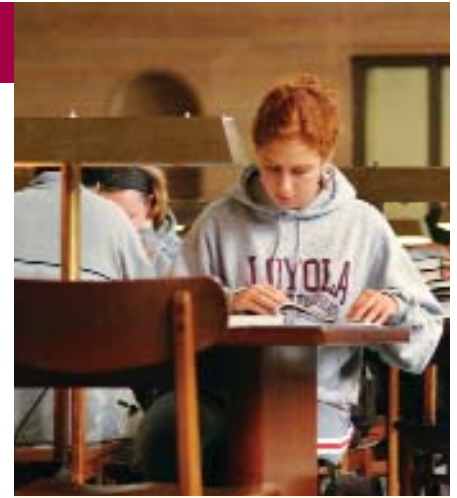
To be addressed in major and minor fields of study. No core learning outcomes.

Goal 4: Ensure that students complete their baccalaureate education with an understanding of the realities of the 21st century, the significance of faith traditions in life-long actions and decisions, and a commitment to building a more just and humane society.

The outcomes for goal 4 "Values Across the Curriculum" are:

- Demonstrate an understanding of diversity in the United States and the world
- Promote economic, environmental, political, and social justice
- Evaluate the significance of faith traditions and spiritual formation in life-long actions and decisions
- Promote leadership development and civic engagement

Each of the 13 broad learning outcomes was then fleshed out with descriptions of connected competencies. These in turn were articulated in terms of (1) knowledge, (2) skills, and (3) values. In June of 2004 the Board of Trustees approved the recommendation that the University Core Curriculum requirement be comprised of fifteen courses. Approved courses for the core would address a skill outcome and a knowledge outcome. They might also address a values outcome. During academic year 2004-05 departments and schools have been proposing courses which are designed to address the outcomes. At the same time, detailed examples of objectives within each learning outcome have been provided by the University Core Curriculum Committee (UCCC) to assist departments in course design. The Faculty Director of the Core and the UCCC have prepared appropriate outcome assessment rubrics to further advance the effort. The new requirements will apply to students entering in the Fall of 2005. All current students will be individually



The most frequently declared fields of study for undergraduates are: biology, business and psychology; for graduate students: business, education, social work and psychology.



Loyola students compete in more than a dozen varsity NCAA Division 1 sports: men's and women's basketball, cross-country, golf, soccer, indoor and outdoor track and field, and volleyball; and women's softball.

advised with regard to the new university core and the previous school-by-school general education requirements. We anticipate most will transition willingly into the new core.

Learning Outcomes and Assessment – A School-by-School Review

Work on better articulation of learning outcomes and fuller development of assessment strategies for the undergraduate curricula at the department and program level began in earnest in 1997 and is ongoing at the level of majors and minors in the College of Arts and Sciences and professional programs, i.e., Nursing, Business, and Education. Currently, disciplines/majors of the College and all of the professional preparation programs have identified learning outcomes. These learning outcomes and assessment strategies are published in department literature on websites, within the specific school catalogs (e.g., Education, Nursing, and Business) as well as on course syllabi.

However, the reform of the core has prompted aggressive review of the manner in which departmental and program learning goals are articulated and assessed. Currently, most programs rely for assessment on a mixture of traditional tools such as grades and more competency based measures. Much of the assessment taking place within the College is indirect, with departments and programs moving toward more direct assessment rubrics for student learning. Examples of departments that are using some form of direct assessment of learning outcomes with rubrics that range from portfolios to standardized knowledge tests to performance include the following: Anthropology, Biology, Criminal Justice, Fine Arts, International Studies, Political Science, Psychology, Sociology, and Theatre.

For examples of indirect assessment of learning, many departments rely upon data from student entrance or exit surveys and interviews, often collected at the course-level, whereas others attempt to conduct summative evaluations from graduating seniors or alumni. The departments using such forms of indirect assessment include: Communications, Classical Studies, Computer Science, English, Environmental Studies/Sciences, Philosophy, Physics, Theology, Women's Studies, and the Asian Studies and Black World Studies minors.

Within many College of Arts and Sciences departments, the outcome assessment of student majors has focused on content knowledge, traditional exams and grades, and student performance on GRE, MCAT, or LSAT exams, admission to graduate study, and employment as evidence of learning outcomes. For example, the Biology department follows their graduates and looks to medical school or type of employment as good indicators of student learning and provide that data to students considering matriculation.

Within the College of Arts and Sciences there remains variability between programs with respect to the manner in which goals are articulated and assessed. A few departments have assessment protocols that examine areas that are important, but may not be directly related to learning outcomes. These areas include advising (Philosophy), choice of major (English), instructors (Honors Program), syllabi (Theater), plans for post-baccalaureate study (Biology, English), placement tests (Mathematics and Statistics), and practica, internships, or community service (Criminal Justice, International Studies, and Theater). Most units are moving in the direction of supplementing direct assessments of learning with these other aspects of program evaluation.

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The School of Business Administration submits a yearly report to their accrediting body, AACSB, providing program effectiveness data such as pass rate on the CPA exams, placement of graduates, and information from focus groups with alumni. The School's web-site is used to provide public information on placement reports, student course evaluations and the number of faculty whose teaching is rated good to excellent. These measures are reviewed annually by the school's leadership to improve the curriculum. The Undergraduate Curriculum Committee of the School is in the process of identifying learning outcomes for undergraduate business students and expects to complete this process in Spring, 2005. The curriculum committee will concurrently work to create assessment rubrics and plans for measuring these outcomes and incorporating the results into a continuous improvement loop. The shift to a focus on core competencies in the School of Business Administration is illustrative of both the progress and difficulties that most departments confront as they re-orient their processes with a focus on learning outcomes.

Examples of mature program level assessments are found in the School of Nursing, which provides clear statements of expected student outcomes derived from the School's mission, philosophy of nursing, and program objectives. Outcomes include: meeting terminal curriculum objectives, passing the national licensure exam, employment as a nurse, ethical practice, continuing study (lifelong learning), and leadership in the community. Data about each of these outcomes are reviewed on a regular basis by the undergraduate policy committee and utilized to modify courses and curriculum. For example, clinical feedback recently identified student needs to understand medications in their earliest clinical experiences and a new one-hour introduction to pharmacology was placed in the same semester.

The School of Education has a defined unit assessment system that links learning objectives for each of its programs to performance outcomes and leads to curriculum improvement. The four elements of the School's conceptual framework—professional knowledge, skills, ethics, and service to social justice—guide the core outcomes for each program. Student performance on these elements, specified for each program, is assessed at a minimum of four points in each program; at admission, annual progress reviews, at graduation, and the first three years of practice, i.e., teaching, counseling, etc. Assessment data is aggregated on the program and unit level and reviewed by the School's Advisory Council, the leadership team, and the council of program directors. Much of this aggregated data, including licensure pass rates, are posted on the Illinois State Board of Education web-site as a school report card and on the School of Education Web pages.

The Graduate School coordinates and is responsible for the M.A. and Ph.D. programs in disciplines addressed in the College of Arts and Sciences working with departments, and in the Schools of Nursing, Education, Social Work and Medicine. The Deans of the professional schools are responsible for the specific courses and faculty that support these M.A. and Ph.D. programs as well as for respective professional degrees: M.B.A., M.Ed., Ed.D., J.D., M.D., M.S.N. and M.S.W. The Graduate School Council reviews all course and program proposals and provides policy for assessments such as dissertation and exam policies. The Graduate School regularly collects data that contribute to evaluating the effectiveness of individual programs. These data range from application and acceptance rates to measures of student and faculty productivity and outcomes such as job placement. In addition, many individual programs have formal procedures for annual evaluation of graduate student progress and productivity.

The professional schools are all accredited by their respective professional accreditation bodies. The most recent accreditation studies document the comprehensive and cutting-edge goals, learning outcomes, and assessment strategies of these schools. All schools have extensive documentation that speaks directly to the abilities of the school's graduates and the desired professional learning outcomes. Each professional school assesses student learning in multiple direct and indirect methods and is creating or has created a system for using assessment data to strengthen the masters and doctoral preparation.

The Schools of Business, Education, and Nursing utilize school-wide measures covering both graduate and undergraduate students and were described above in the section for the undergraduate programs. In addition, the Graduate Curriculum Committee of the School of Business Administration conducts surveys and focus groups with students, alumni, and recruiters to determine their views on appropriate learning outcomes for the MBA Program. Consistent among the constituent groups was the view that the MBA curriculum should enhance communication and leadership skills, critical thinking skills, and global awareness. In the fall 2004 term, the Graduate Curriculum Committee identified measurable learning outcomes consistent with the feedback and faculty opinion.

The School of Law completed a strategic review and planning process in 2003 which examined courses, curricula, and teaching environments for law professionals. The School evaluates the effectiveness of its programs for student learning on an annual basis by collecting student attrition data, data on employment of graduates, and bar passage rates. This data and other information about learning facilities are printed annually in the *Official Guide to ABA-Approved Law Schools*, published by the American Bar Association.

The School of Social Work is preparing for re-accreditation review by the Council on Social Work Education in 2006. The School has just completed a strategic plan for educational advancement and program development. With a newly appointed dean, the School looks toward extending student learning assessment in a more systematic manner. Presently, the undergraduate major has clearly identified learning goals for the social work field experiences, and the M.S.W. degree program has stated program goals and objectives. In both of these programs these specified student outcomes are measured and evaluated during field experiences. The School has developed a new approach for obtaining alumni and recent graduate feedback on the program through focused interviews conducted with twenty first-year and twenty second year graduates. The results are compiled and presented to the curriculum committee and the faculty as a whole for feedback and program changes on a regular basis.

The Stritch School of Medicine (SSOM) holds an enviable reputation for its medical curriculum which is defined around measurable learning outcomes, for integrating an ongoing assessment program, and for utilizing the resulting information for program enhancement. Stritch's competency-based objectives are medical knowledge, communication skills, patient care, professionalism, patient-based and lifelong learning, and the social and community context of healthcare. The major outcomes in the classroom and small-group instructional format of the first two years of the curriculum are in medical knowledge. Some courses use elements of small-group and other innovative formats to provide evidence of student mastery of appropriate competency-based objectives.

The Stritch School of Medicine holds an enviable reputation for its medical curriculum.

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In the clinically based instructional courses of the first two years, competency-based outcomes are assessed regularly through the use of standardized patients, focused clinical examinations using standardized patients or learning simulators, and direct faculty observation. During the third and fourth years of medical school, when students serve in a learning and apprentice role with graduated responsibility for direct patient care, competency-based evaluation is done in all the required clinical clerkships. Fourth year electives are continuing to develop valuable outcomes as part of an ongoing process of curricular improvement and reinvigoration.

Three organizational features ensure the effectiveness of student learning at SSOM:

- The curriculum is centrally managed. Multidisciplinary, integrated courses have replaced department-based courses. Course goals and objectives are defined for the overall undergraduate medical curriculum. Central curricular management also allows a committed group of faculty to provide oversight and input throughout the curriculum.
- The Central Curricular Authority is the faculty committee charged by the dean to work with the Education Program in curriculum management. The Committee has three subcommittees: evaluation, design, and implementation. The Evaluation Subcommittee regularly reviews all courses and clerkships. It uses evidence of attaining competency-based objectives, student evaluations, course/clerkship director review, and other data to evaluate effectiveness, consider change, and make recommendations to the Central Curricular Authority. Approved curricular changes receive further planning in the Design Subcommittee and then are made operational by the Implementation Subcommittee.
- Course and clerkship directors evaluate individual faculty with attention to the faculty member's teaching ability and responsiveness to the learning needs of our students.

In the Stritch School of Medicine, outcome evaluation and dissemination of the results occur through a variety of pathways, including traditional course and clerkship examinations, and specific measures tied to benchmarks such as licensing pass rates. For example, the Clinical Skills Center provides robust measures of competency achievement by the use of standardized patients and objective structured clinical examinations. The United States Medical Licensing Examination (USMLE) has introduced a separate Clinical Skills Examination in its Step 2 test. It is anticipated that the intensive experience with standardized patient exercises that is part of the Stritch program will result in continuing success of students in passing this examination. Stritch graduates have consistently high pass rates on these examinations with scores above the national mean for Step 1. A recent survey of 2002 graduates and their residency program directors on a variety of topics related to the School's competency objectives found that medical knowledge, communication skills, professionalism, and patient care were strongly rated as acquired performance competencies. This survey had a 48% response rate from our graduates and a 60% response rate from their program directors.

Core Component 3b: The organization values and supports effective teaching.



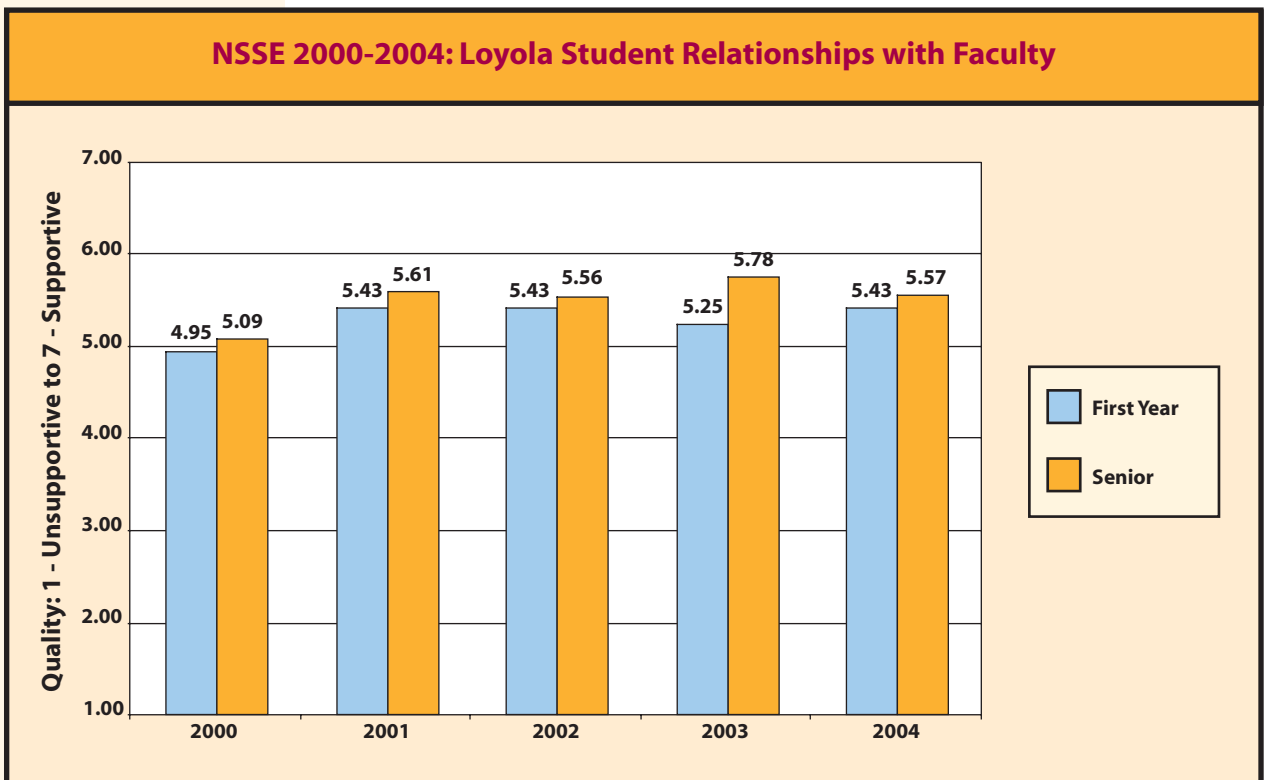
Loyola students examine Sue, the world's largest, most complete and most famous T. rex at Chicago's Field Museum. Chicago's cultural and arts institutions, ranging from the Art Institute to the Planetarium, serve as rich resources for learning beyond our campuses and classrooms.

The Students Know That the Faculty Care

One way to understand the commitment Loyola’s faculty has to teaching excellence is to let our students do the talking. In their responses to the 2004 National Survey of Student Engagement, both first-year students and seniors reported more, in most cases significantly more, effective teaching experiences than students at our peer institutions in the areas of: more rigorous assignment of readings in courses, integrating diverse perspectives in class and written assignments, and receiving prompt feedback on academic performance from instructors.

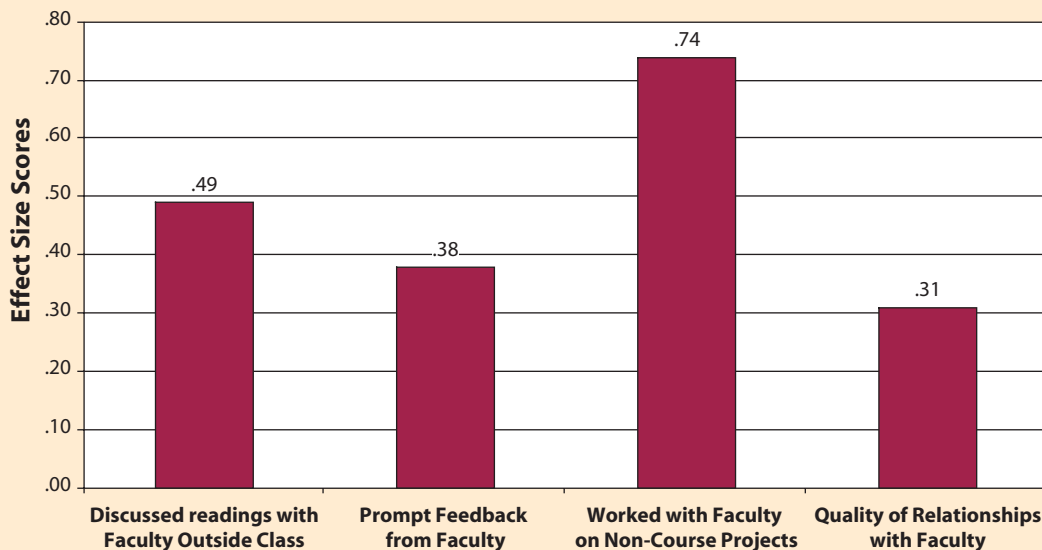
Our first-year students reported more (in most cases significantly more than doctoral-extensive peers) experiences related to effective teaching in the areas of: being asked to write papers or reports of shorter length and to be able to revise drafts, and being assigned papers/projects that required integration of information from various sources. Our seniors reported more (in most cases significantly more) effective teaching experiences than students at our peer institutions, in the areas of: using email to communicate with instructors, discussing grades or assignments with instructors, seeking career advice from faculty, taking exams that challenged them to do their best work, and being assigned the writing of papers and reports between 5-19 pages.

When we compare 5 years of NSSE cross-sectional data, we learn that our students (first-year and seniors) had more positive evaluations of teaching in 2004 than students in 2000 on questions related to communications and relationships with faculty (see chart below). The 43 students who responded to the NSSE as freshmen in 2000 and as seniors in 2003 report positive changes in their academic connection with the teaching-scholars who were their faculty. The effect sizes reported are comparisons of the 2000 mean and the 2003 mean (see chart on p. 58).



NCA Criterion Three

NSSE Longitudinal Panel Study of Loyola Seniors: Change in Faculty-Student Engagement from First to Senior Year (2000-2003)



In the common Graduating Senior Survey 2004, the 10 best areas of the academic experience at Loyola included communication between faculty and students, faculty availability to students outside of class, and the fairness of the grading system. The Noel/Levitz Student Satisfaction Inventory for 2004 demonstrated significant improvements on the index of "instructional effectiveness" from previous years.

Loyola is an organization that strongly values and supports excellent teaching. Emphasizing effective teaching as a core value in the academic culture is a product of the organization's Jesuit heritage and philosophy of education that emphasizes knowledge, critical thinking, reflection, and a vocation to teach. Surveys of LUC alumni and current students—including the Senior Survey of the Undergraduate Experience, the National Study of Student Engagement instrument, the College Student Report, the Noel/Levitz Student Satisfaction Inventory, and the Educational Benchmarking Institute (EBI) Alumni Surveys for Teacher Education and Nursing—all reveal good to very good ratings of the program faculties' ability to foster intellectual development. In addition, on the Noel/Levitz Student Satisfaction Inventory in the general category of "instructional effectiveness" students consistently endorse an average above 5 on a 7 point scale (with 1 equal to "not satisfied at all" to 7 equal to "very satisfied"). Faculty at Loyola can pride themselves on being accessible and providing individual attention to students, which they believe contributes to effective teaching. Formal evaluation of this accessibility and culture of mentorship is less easily quantified than other aspects of teaching.

The Princeton Review, writing about academics at Loyola in August 2004, in its most recent report on the nation's best colleges, has this to say:

Students at Loyola University Chicago "love the accessibility in the curriculum, the richness of our core courses, and the availability for outreach of the professors." And as far as the undergraduate student academic experience goes, it is that last element – the instructors – who receive the lion's share of

Loyola is an organization that strongly values and supports excellent teaching.

the praise from students. “The professors are great,” writes one enthusiastic student. “They are always willing to go the extra mile to help you out with a paper or with something you don’t understand. They also do a lot of research and writing in their own fields so it’s exciting to see what they have accomplished.”

Loyola students report that their professors are knowledgeable in the content they teach. Ninety-three percent of LUC faculty hold an earned doctorate. To remain current, faculty members actively participate in professional organizations and LUC supports and encourages travel for professional development. Accreditation reports cited earlier for each of the professional schools contain data that indicate a large majority of the faculty belong to relevant professional societies and attend professional meetings to present and learn new research. Each School and College has institutional operating budget items to support faculty travel. Approximately a fourth of the faculties in professional schools hold leadership roles in the state, regional and/or national levels of their professional societies.

Loyola faculty members have always had the academic freedom to use their own best professional judgment and disciplinary expertise in determining curricular material to cover, the teaching strategies to employ, and the grades they assign. The College and the professional and graduate schools have longstanding Academic Councils and well defined curriculum development procedures. With the implementation of the University Shared Governance system in 2003-2004 described in Chapter One, these school-based faculty bodies were integrated into a more strategic structure wherein they forward recommended curricula changes and proposed academic policies about teaching to the Academic Affairs and the Faculty Affairs University Policy Committees. This new structure for review of curriculum development and evaluation will allow for the important interdisciplinary collaboration and coordination that is required to move the university forward academically.

Teaching Evaluation is About Effectiveness

All colleges and schools evaluate faculty annually on teaching, research, and service. There are mid-probationary reviews for tenure eligible junior faculty which count teaching effectiveness and the quality of research produced as the two most important considerations for reappointment. Tenure and promotion considerations always include teaching effectiveness as an essential component. At Loyola the evaluation of teaching effectiveness is understood in a broad and reasonably sophisticated way. In November 2002 the Provost articulated existing policies and understandings in a seven page message to faculty entitled, “Considerations pertaining to the Evaluation, Promotion, and Tenure of Tenure Track Faculty” This document, which has been widely used to assist faculty, department chairs, and deans to prepare for successful evaluations says this about teaching:

Effectiveness in leading students to learn is the most important element in the evaluation of teaching. The more directly the data relates to the achievements of students, the more valuable those data are. Indirect evidence, such as data concerning instructor activities and the quality of the learning materials one has produced, like data regarding student satisfaction, is lesser value. The thoughtful interpretation by experienced colleagues of the quality and effectiveness of one’s teaching, when supported by high-quality evidence, is an essential element in the evaluation of one’s effectiveness in teaching. It is helpful to remember that even after achieving a reasonable level of proficiency, one’s approach to teaching continues to mature over a teaching

*At Loyola the **evaluation of teaching effectiveness** is understood in a broad and sophisticated way.*

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scholar's professorial career. In addition to listing one's teaching, advising, and student mentoring activities, one should provide direct or indirect evidence of one's teaching effectiveness. This evidence may include:

- Data demonstrating that one's students achieve the learning outcomes of the one's courses.
- Data that one's students experience success in subsequent studies or areas of practice or research.
- Samples of one's course syllabi, learning outcomes, course objectives, exams, and assignments
- A personal statement expressing one's pedagogical approach to one's teaching assignments.
- List of one's teaching development or course development activities.
- Samples of instructional materials produced for one's own use or the use of other faculty.
- Listing of undergraduate and graduate student research projects that one guided or mentored.
- Listing of undergraduate and graduate clinical or internship projects that one guided or mentored.
- List of contributions to program development activities and the campus culture of learning.
- Peer evaluations of one's teaching based on colleagues' observational visits to one's classes.
- Student self-reports of the extent to which they achieved intended learning outcomes.

In 2002-03, the Provost relieved schools and departments of the obligation of using only one single tool to solicit evaluative information about teaching from students. This decision was prompted by concerns about the relevance of the university-wide professor course evaluation form to individual course learning outcomes, the variability of appropriate pedagogies across a broad range of disciplines within the institution, and other technical concerns. Departments and schools were encouraged to approach teaching evaluation in more sophisticated, discipline-specific, and pedagogy-specific ways. Open-ended commentaries were invited, course visitations, examinations of learning materials and syllabi, and learning outcomes focused professor course evaluation tools were strongly suggested as alternatives to the "one-size-fits-all" method of prior years. To further assist faculty with the evaluation of teaching, a teaching evaluation rubric (see page 61) was developed in consultation with the relevant faculty governance committees and the council of deans. This rubric is now used throughout the Lakeside schools as a means for establishing clear expectations and for communicating effectively about the quality of a faculty member's teaching.

Teaching Evaluation Rubric

1 Below Expectations	Problematic classroom performance or sub-standard clinical supervision; unreliable advising; inability or unwillingness to make effective contributions to teaching at both the lower and upper division of the undergraduate curriculum offered by one's department; or unwillingness or inability to meet departmental teaching standards or curricular goals.
2 Marginal	Fulfills all assigned teaching responsibilities to a level of quality that satisfies basic departmental, college/school, and university expectations for effective teaching; provides acceptable and accurate academic advising; stays up to date in one's discipline; engages in acceptable levels of curricular or pedagogical development; and behaves toward students in ways that show respect for them as persons and learners.
3 Satisfactory	Given one's specific instructional assignments, consistently renders solid and effective work in the classroom and / or clinical settings; enjoys success in maintaining or improving one's teaching effectiveness and /or clinical or professional expertise; provides reliable, accurate, and effective student advising and mentoring; develops useful instructional materials for one's own courses and students; personifies for students a commitment to disciplined and rigorous inquiry, professionalism, truth-seeking, academic excellence, intellectual integrity, and concern for justice and the common good.
4 Excellent	Satisfactory teaching combined with evidence of successful integration of one's scholarly work with one's teaching; successful engagement of students in research or in appropriate professional activities; and contributions to the enrichment of the campus culture of learning.
5 Outstanding	Excellence in teaching combined with leadership at the departmental, school, university, regional, or national levels in curricular improvement; and a consistent generosity of spirit in sharing one's pedagogical expertise with one's colleagues.

Faculty are formally recognized for teaching through annual teaching awards such as the "Master Teacher" designation in the Stritch School of Medicine and the "Graduate Faculty Member of the Year" and "Faculty Mentor in Teaching" designations for the Lakeside Campuses. There are also numerous department and school level awards. Graduating medical students select clinical and basic science teacher awardees each year, which are presented at graduation.

Faculty Support Services

In 2003 the University established the Center for Faculty Professional Development (CFPD). The CFPD has a number of goals and objectives in its comprehensive strategic plan. The first of these addresses faculty success as teaching scholars:

Provide a significant resource to assist faculty to meet their expectations for making superior contribution as a teaching scholar at Loyola.

Objective 1: Assist Chairs and Deans to mentor faculty in the development of individualized strategic plans for career development.

Priority projects:

- New Faculty Program
- Meetings with Deans to develop faculty mentoring within the schools for all ranks of faculty

Objective 2: Facilitate faculty activities that provide objective evidence of high-quality teaching, scholarship and service for all faculty across the career trajectory.

Priority projects:

- Collaborate with School and Departmental programs aimed at faculty development
- Junior faculty-leave program
- Research fora to discuss strategic planning
- Teaching, Research and Publication Mentor Program

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Objective 3: Assist with efforts to track the objective evidence demonstrating the quality of teaching, funded research, published scholarship and mission-focused service to the campus and world community in our tenured and tenure-track faculty.

Priority projects:

- Assessment task force
- Assessment workshops for core curriculum and program level assessment

Objective 4: Strategically address the faculty workload issue.

Priority projects:

- Proposal on time-scheduling for faculty research
- Collaborate with the Faculty Affairs UPC

The CFPD's programs which directly support faculty development for effective teaching include:

- New Faculty Program, offering teaching workshops and resources on effective teaching and learning to newly hired full time and part time faculty;
- Junior Faculty Program of individualized mentoring for new tenure track faculty, providing ongoing support in teaching effectiveness throughout each faculty member's probationary period;
- The Faculty Mentor program, providing individual evaluation and consultation from peer faculty with recognized teaching expertise to assist faculty in improving their teaching effectiveness.

Faculty are encouraged and expected to incorporate teaching methods appropriate to their specific courses and student backgrounds. Examples are the use of active learning strategies in the School of Medicine, the use of multimedia in teaching and student assignments in the School of Education, and faculty involvement of undergraduates in active research in the College. Loyola is an urban research university with a student body diverse in race, ethnicity, religion, and prior educational experience. An important aspect of teaching effectiveness is adapting to the needs of diverse learners in each course. The use of small classes in key courses such as writing intensive courses (limited to 19 students per section), the growing use and support of Web-based instructional tools such as Blackboard/Prometheus, and the shift in course planning and teaching from teacher focus to a learner-focus are specific ways that faculty demonstrate the use of effective teaching approaches for diverse learners.

Loyola faculty are encouraged to try new forms of teaching and are provided support for these endeavors. Currently 540 faculty have user accounts for CourseConnect (aka Prometheus), our current Web based course platform. Over the last three years, most faculty have received some form of training, either via classes or one-on-one with Librarians or Information Services staff. For the upgrade currently in process to the new BlackBoard product, training is available to all faculty through scheduled training provided by BlackBoard, Information Services, and the Libraries.

The Center for Faculty Professional Development has a number of goals and objectives in its comprehensive strategic plan.



Loyola's master's degree in nursing program, offered through the Niehoff School of Nursing, is ranked by U.S. News & World Report among the top 8% of programs nationally.

Examples of alternative teaching approaches and the unit(s) that provide training and/or resources to faculty include:

- Integrating service learning in courses: Mission and Ministry, the Magis Program which promotes community-based service learning for all undergraduates and graduate students, and the Center for Urban Research and Learning;
- Preparing a course or unit for on-line instruction: Information Services and the Center for Faculty Professional Development;
- Selecting, implementing, and supporting web-based course management systems: Information Services, Libraries, and the Center for Faculty Professional Development;
- Organizing and teaching the annual Faculty Technology Workshops: Information Services, Libraries, and the Center for Faculty Professional Development.

This commitment to teaching excellence extends to the preparation of our graduate students. The Graduate School has policies and programs to enhance the training of graduate students as teachers and to ensure their effectiveness when they teach classes at Loyola. The Graduate School requires all programs that use graduate assistants as instructors of record to have an approved program of teacher preparation in place. "Teacher preparation" is expected to include formal training in a course or seminar on teaching in the discipline, as well as a mentorship component for ongoing supervision and support of new teachers.

Core Component 3c: The organization creates effective learning environments.

Responding to the Strategic Agenda, 2002-2004, the University has been heavily engaged in the evaluation of campus facilities and support services as well as subsequent planning and changes to improve the learning environment on all Loyola campuses. Areas of internal and external evaluation and study since 2002 include student development programs, campus physical facilities, safety, the libraries, technology services, student ministry programs, registration and records, advising, and student business operations. The Noel/Levitz Student Satisfaction Inventory is one measure that has been used to identify and track student perception of campus facilities and support services in recent years. In 2004, after identifying and focusing effort on improving in this area, we were pleased to see statistically significant positive change in students' perceptions of the learning environment including Campus Climate, Student Centeredness, and Recruitment and Financial Aid.

Student Support Services

Shortly after President Garanzini's arrival, he convened the first President's Quality of Student Life Retreat. Annually, for four years now, he invites a large cross section of Loyola students, faculty and staff to assemble and to review particular aspects of student life and services, seeking ways to improve them. One year the topic addressed was alcohol abuse; the following year's retreat examined library and food service hours and availability, along with places to study on campus; the third year considered the concept of service learning and leadership in the Jesuit tradition.

In spring 2003, the Division of Student Affairs administered the self-evaluation tool available from the Center for the Advancement of Standards in Higher Education. The recommendations and reports from evaluative processes such as these and the system-wide review of student affairs in 2001 resulted in significant service changes.

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Some examples are:

- A Wellness Center now provides a multi-disciplinary evidence based approach to student wellness issues and includes health education, short term treatment of emotional and physical illnesses and a referral system that utilizes community resources.
- Expanded hours of service in the library, evening dining halls, and the recreation center
- Campus food service concessions have been expanded at the LSC and the cyber-café at the WTC campus was warmly welcomed by students.
- New leadership training is now provided through the Office of Student Leadership Development.
- The Safety Net initiative addressing alcohol and other drug (AODF) related problems have been initiated at the university. Loyola received an award for outstanding commitment to prevention efforts from the Illinois Higher Education Center for Alcohol and other Drugs and Violence Prevention, February 2004.
- The residence halls enhanced learning environments with internet connections, study rooms, classrooms, and computer labs.
- Campus recreation has expanded programming to include cardiovascular training, more intramural activities, and enhanced fitness programming. Also, Halas Center now has remodeled locker rooms, weight room, and basketball courts.
- The athletic program has increased staffing, scholarship opportunities and capital improvements. The Athletic Program is also concluding its self-study for NCAA recertification.

These changes benefited graduate and undergraduate students at both Lakeside campuses. Similar analyses of student learning needs resulted in facilities upgrades, including expanded computer labs, for our Rome Center.

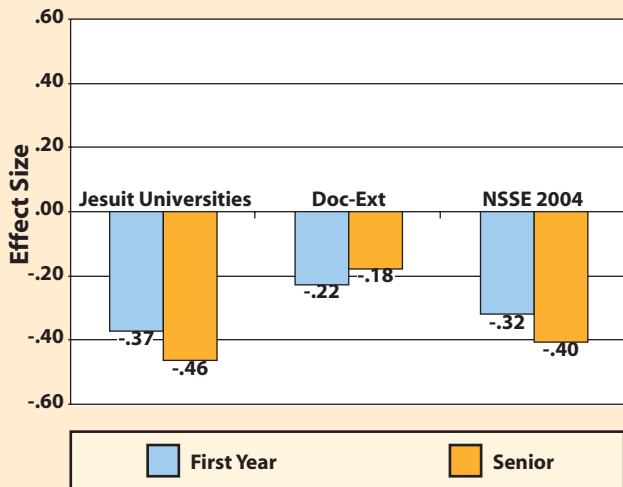
One example of the use of evaluative data to improve learning environments is the effort we are making to improve student academic advising and integrate student support services. Undergraduate student satisfaction data collected since the last NCA visit in 1995 consistently indicated that students were less satisfied with advising than they were with courses and faculty interaction. In response to this data, major initiatives have taken place.

In a first response, the duties of the College of Arts and Sciences Freshman Dean were expanded to include all first-year students, were redefined under the title of the Office of First-year Students, and were directed toward all advising services and other activities with implications for student retention. Subsequently, the School of Business, Education, and Nursing similarly refined their orientation and advising of freshman, new transfer, and continuing students by designating Associate Deans with this precise portfolio.

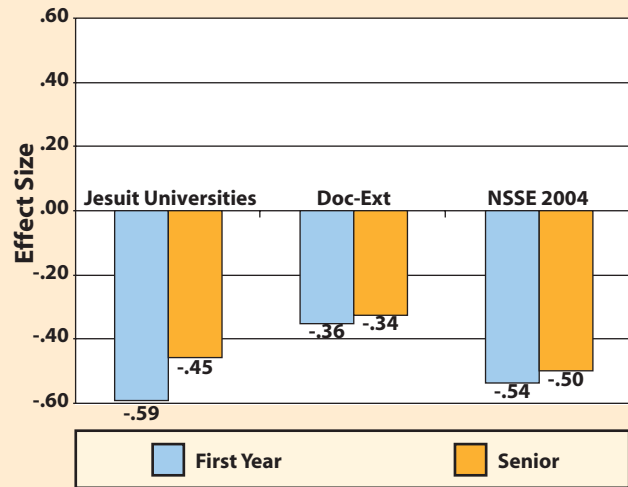
However, the results of the 2004 NSSE survey still showed Loyola students as far less satisfied with their advising and with their relations with “administrative” personnel than at peer institutions. Our analyses of comparative effect size variances are shown on the charts on p. 65.

A Wellness Center provides a multi-disciplinary approach to student wellness issues.

Advising Satisfaction, 2004



Quality of Administrative Relationships, 2004



As these comparisons indicate, we rated lower than our doctoral extensive peers, and lower than our Jesuit university comparison group, as well in the eyes of our students, on the item relating to the overall support provided to succeed academically. The other findings about the student advising and support services and the relationships with support administrative staff are worrisome, to say the least.

In response to these and similar data indicating that our efforts to date had not been sufficiently successful, the decision was made to expend considerable energy and financial resources to address the problem in a more comprehensive way. The Sullivan Center on the Lake Shore Campus has been designated to become the student academic support services center for that campus, with a parallel set of services being offered at the Water Tower Campus. During 2004 a number of draft proposals for an integrated approach linking advising, tutoring, learning assistance, study abroad, Magis, internships and career services, summer visiting student services, along with the registrar's office, financial aid, and the bursar's office were proposed. In the end, for 2004-05 we were not able to move forward with the fully integrated model. Part of the concern was that we learned it would take a year to relocate the Sullivan Science Library collection into Cudahy Library and to renovate the Sullivan Center for disabilities access and related office needs of the new integrated student support and advising center.

For 2004-05, plans go forward on preparing the building. Money is being spent now to relocate the library and to renovate the building. New resources have been dedicated and additional academic advisors were hired in the Fall of 2004. The Freshmen Seminar program has been brought under the supervision of an assistant provost and a team of academic leaders from the provost's office are working with the enrollment management experts to plan for offering a much fuller set of integrated advising and student services in 2005-06. In all, we estimate that this project will require the expenditure of \$4 million.

As the Division of Academic Affairs became more student learner focused, the Division of Student Affairs did also, moving to promote in a deliberate manner

The Division of Student Affairs promotes services that enhance student learning.

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services that enhance student learning and make the Lakeshore campus a better place to live. Examples include the shift in the orientation of student health and counseling services to promote wellness rather than treating illness, and the challenge in all aspects of student affairs—from recreation to housing—to demonstrate how they contribute to student development.

While these changes provided improvement, particularly for freshman and professional students, other needs and problems remained. For example, many students experienced difficulty accessing the information, support services and learning resources needed to implement the goals established with their departmental advisor. Similarly, difficulties remained in responding to needs related to learning disabilities, particularly in the rush of the first days of a new semester. Review of practices at peer institutions led to exploring creation of a unified office for meeting many student needs.

As one more response to data that suggested Loyola had a way to go before fully responding to the students' expressed concerns, President Garanzini, in Fall 2004, appointed a Student Services Excellence Commission, composed of twenty-five administrative and academic leaders from across the University. The charge to the Commission is clear:

- Seek broad input from students on difficulties encountered in accessing our services, both on and off campus;
- Evaluate policies and procedures for their potential to hinder or enhance service;
- Inquire about the importance and relevance of policies currently in place, especially when policies differ from school-to-school or department-to-department;
- Ensure that the tools and programs in PeopleSoft available to students, faculty, staff and administrators are fully implemented and utilized;
- Make public those recommendations for change that are being sent to appropriate policy bodies for adoption;
- Move us systematically toward a one-stop center for services within the Sullivan Center. (Funds are being set aside to do necessary upgrades and maintenance of the facility over the coming academic year and throughout next summer.)
- Develop measures for evaluating and improving service delivery;
- Recommend in-service programs for faculty and staff that will assist them in carrying out their advising, and other support responsibilities.

The Commission will report to the President's Cabinet on a bimonthly basis throughout academic year 2004-05.

The Strategic Plan 2004-2009 includes strategic initiatives to provide library expansion and the Life Sciences Education and Research building at the Lake Shore Campus, new academic spaces and a student service center at Water Tower Campus and a major research facility at the Medical Center Campus. All of these initiatives will include new technologies to support student learning. The philosophy at Loyola is that technology must be of proven value in support of research and instruction to warrant purchase. This helps ensure that technology investments are driven by need rather than novelty. In addition, IS collects multiple indicators of user need and service including help desk call-log databases, items on student satisfaction surveys and survey groups, and an IS/Student group formed to monitor technology services to students.

Thus, it is clear that broad systems of quality assurance to ensure an effective student learning environment are in operation. The President's Leadership Team of Vice Presidents, Academic Deans, and Campus Directors meets a minimum of two times a year to review actions and outcomes for the Strategic Agenda, 2002-2004 and now the Strategic Plan, 2004-2009. During these meetings there is substantial focus on student learning. Loyola's system of shared governance through University Policy Committees includes policy committees on Academic Affairs, Student Affairs, and Faculty Affairs which examine and make recommendations for changes in systems which support student learning. The UPC structure provides a collaborative and formalized forum for faculty, academic units, and administrators to directly bring policy concerns and system improvements to the attention of administration. The Education Committee of the Faculty Council also plays an active role in monitoring and bringing forth both student, faculty and system level impediments to effective learning, as does the student council, and the many college specific bodies focused on academic matters.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

The Vice Provost for Academic Affairs is responsible for the academic budgets that sustain learning environments. While budgets have been reduced or at best been steady-state in the past five years, academic resources have been central in budget priorities. Student satisfaction surveys include questions about the quality of specialized labs, the library, and technology support, often within the cluster of questions titled "campus environment". For this cluster Loyola students rate the university above a 5 on a 7 point scale. These scores have improved steadily as we have used data from surveys to target areas of the learning environment for attention. Students in professional programs likewise rate their field and clinical sites as good or very satisfactory on the EBI or similar instruments.

The university provides access to specialized learning environments to all students at the Lake Shore and Water Tower Campuses during scheduled class times and lab hours. These are frequently open at other designated times for student practice. Performance spaces, computer labs, science labs, and professional school labs are adequately staffed. All residence hall rooms are wired for internet use. Student and faculty criticisms of the existing life science labs were a major impetus for the fund-raising and construction of the Life Sciences Building, the first new instructional building at the Lake Shore campus in over 10 years. Most recently faculty and students have voiced concerns about performance space at LUC and conversations about how to best meet this identified need are just beginning.

The Loyola University Libraries have instituted systems to respond to rapid changes in technology and to identified student academic needs. The Libraries engage in several forms of ongoing evaluation, including annual analysis of on-site and remote use of Library resources by faculty and students. The Libraries evaluate Loyola's print and online resources in comparison to peer institutions and to national benchmarks. Gartner Group of Gartner, Inc., a research and advisory firm that helps clients understand and use technology, has commended the Library Web site for design and ease of navigation. The Libraries developed an online instrument to gather data on its Web presence and implemented it twice; this tool is being adapted in order to capture responses to broader library services. Evaluation is built into the Libraries' Instruction Program through faculty evaluations of the more than 600 instruction sessions taught annually. The Core Renewal process places increased emphasis on the development of skills that are integral to

**Loyola University Chicago's
libraries have instituted
systems to respond to
changes in technology and
in student needs.**

NCA Criterion Three

the Libraries' mission and central to its initiatives: information literacy, technological literacy, and critical thinking. The Loyola Libraries have joined others in the Association of Jesuit Colleges and Universities group in participating in the next national LibQUAL+ Library Service Quality Survey. This Web-based survey was developed by the Association of Research Libraries and Texas A&M University to help research libraries gather information on their patrons' service expectations and their perception of how well their libraries were meeting them.

Recommendations

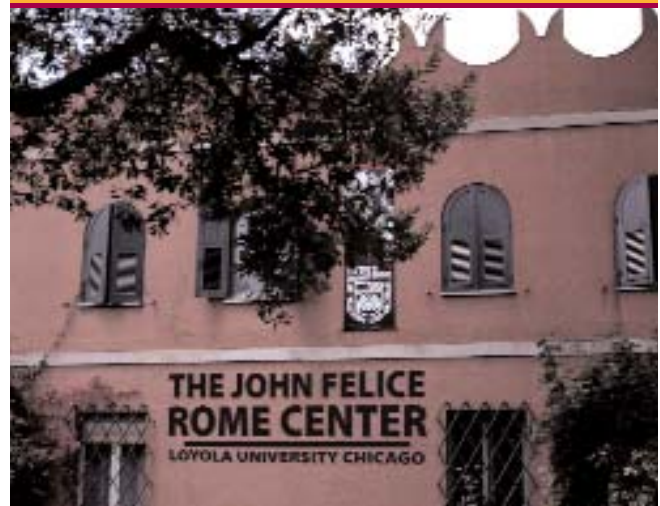
In light of our self-study of student learning and teaching effectiveness, we have formulated institutional recommendations regarding ways to improve and projects to undertake (see chart below). These self-recommendations have been reviewed and refined by the president, the vice-presidents, the deans, and many other individuals and faculty, staff, and student groups.

Criterion Three: Self-Recommendations		Administrator
1.	In order to administer a successful learning outcomes assessment program, the university should designate an assessment coordinator, and provide the necessary resources for coordination of outcomes assessment in each school and college. Each program should also tie its assessment goals to the four values articulated in the core curriculum. (e.g., civic engagement & leadership, diversity, justice, and spirituality & faith in action)	Provost
2.	In order to improve the learning environment and faculty teaching effectiveness, the university should provide on-going workshops and assistance for faculty, should continue to invest resources in information technology, should develop strategies to capitalize on the convergence of e-learning with traditional learning, and provide feedback to faculty through teaching evaluation program in each school and department.	Provost CFPD
3.	In order to improve our intercollegiate athletic program, the university should strongly consider the recommendations made for the March 2005 NCAA review.	VP Student Affairs
4.	In order to enhance the international experiences of students and increase their appreciation of global issues and diverse cultures, the university should encourage the Office of International Programs, student affairs, and university ministry to coordinate and develop programs that encourage study abroad and also provide opportunities for sharing the resulting experience.	Provost VP Student Affairs VP Mission & Ministry
5.	In order to improve the quality of student services and the academic advising program, the university should develop a single center for delivery and coordination of personnel and policies in and among these offices and departments.	Provost Enroll Mgmt
6.	In order to improve the number and quality of interdisciplinary programs, the provost, VP for health sciences, and VP for research should convene a task force to examine obstacles to and regularization of funding for interdisciplinary programs, including guidelines on the review of interdisciplinary teaching and research for purposes of merit, tenure, and promotion.	Provost VP Health Sciences VP Research AA-UPC
7.	In order to improve the quality of library facilities at the Lake Shore Campus, the university should address the need for new library space.	Provost VP Capital Planning

Acquisition, Discovery, and Application of Knowledge

- NCA Criterion Four and the 2003-2004 Strategic Planning Process
- The Loyola Culture of Learning and the Life of the Mind
- Resources for Research and Learning
- Balancing Teaching and Research
- Faculty and Staff Professional Development
- Research for Institutional Improvement
- The Core Renewal and Breadth of Knowledge
- Program Review
- The Rome Center and International Study Opportunities
- Water Tower Campus Initiatives
- Recommendations

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.



One of the largest American university programs in Western Europe, Loyola's Rome Center offers undergraduate liberal arts studies throughout the year, as well as various summer graduate programs. Recently, the campus was renamed to honor John Felice, who founded the Rome Center in 1961.

NCA Criterion Four and the 2003-2004 Strategic Planning Process

As Criterion Four makes clear, a university promotes a life of learning for its students, faculty, staff and community by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission. While maintaining its concerns for research and scholarly excellence as a doctoral extensive university, the recent years have provided Loyola an opportunity to reemphasize the bedrock centrality of its Jesuit commitment to undergraduate education. Curricular developments, along with carefully tailored reallocations of resources, have supported this. In recent years, this emphasis has been complemented by increasing support for scholarly research through such things as the summer research stipends and faculty research leaves programs. In times of limited resources Loyola has committed itself to focused excellence.

The self-study work for this report grew out of several projects relating to scholarly excellence and the integration of research with teaching. One was the curricular renewal efforts described in the preceding chapter. We believe strongly that excellence in research is a necessary condition for effective teaching over the long run of a faculty member's academic career. More directly, however, work on this self-study connects in an immediate way with the deliberations and subsequent recommendations from the 2003-04 Strategic Planning Task Force on the Renewal of Research and the Integration of Undergraduate, Graduate and Professional Education: The Role of Centers of Excellence. This task force engaged three questions:

- What criteria should be used to evaluate graduate programs for enhancement and university support?
- What processes, procedures, and policies should be developed for supporting and establishing Centers of Excellence?
- What current and new Centers of Excellence should be enhanced or developed in order to better integrate research into all academic sectors, enhance the reputation of Loyola, and generate additional resources?

Loyola's Strategic Plan 2004-2009 includes an Academic Charter which sets forth both the ideals and the challenges for Loyola as a research extensive university within a thriving metropolitan area. The Academic Charter addresses research and service together because of the close link these two dimensions of university life have always had in the Jesuit educational tradition.

ACADEMIC CHARTER — RESEARCH & SERVICE

Preeminence in Research and Service

Loyola derives its distinctive identity from the Jesuit, Catholic tradition of linking the courageous pursuit of truth for the purposes of advancing knowledge and serving humanity. Research, service and scholarship are valued because of their powerful potential to enrich human lives and respond to the most pressing problems in our society and in the world, and to enhance the teaching in all our programs.

Opportunities for making a genuine difference as an institution of higher education increasingly lie in:

- Multidisciplinary efforts
- Building stronger partnerships with other organizations and institutions
- Integrating research into the academic life of the university

*The **Academic Charter** addresses research and service together because these two have such a close link in the Jesuit educational tradition.*



Loyola students are encouraged to contribute to research, working alongside their professors, participating in professional conferences, helping to expand scientific horizons and becoming integral agents of social change.

The Loyola Culture of Learning and the Life of the Mind

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.

From the discussion in the introduction of this self-study regarding Jesuit education, through the examination of the mission statement in chapter one, to understanding the role of the teaching-scholar in shaping student learning addressed in chapter three, one sees clearly the Jesuit commitment to the integration of learning, scholarly research, and service. The mission statement makes explicit the University's commitment to "expand knowledge in the service of humanity through learning, justice and faith." Loyola strives to create a diverse learning community that "values freedom of inquiry, the pursuit of truth and care for others." The statement reaffirms Loyola's longstanding history of promoting open and unfettered discourse and scholarly inquiry. Strategic Plan 2004-2009 speaks of a commitment to seek truth by enhancing the rigor of our academic programs; to provide additional opportunities to enhance the intellectual and spiritual development of our faculty, students, and staff; and to expand our investment in research and scholarship.

Evidence of the Board of Trustees' support of the open exchange of ideas and intellectual inquiry is demonstrated by the freedom our faculty, students, and staff experience to pursue their lines of research and scholarship wherever it may take them. The scholarly pursuits of the faculty, students, and staff are broad and dynamic. The intellectual life of the university is enriched by the wide-ranging coursework offered by our faculty, as well as by stimulating, thought-provoking speakers, conferences, clubs, artistic performances, and special events offered on all of our campuses by all of our academic, campus ministry, and student support divisions every semester of each year.

Cultivating a culture of learning and life of the mind on a university campus is challenging, especially if that university has four campuses and not just one; if its campuses are in a major metropolitan area and not some bucolic, secluded part of the nation; if the programs offered extend to multiple professional fields, and serve transfer students, part-time students, and adult students, many of whom have jobs and family responsibilities. But Loyola University Chicago seems to be finding a way to do that, at least according to what our students report on the 2004 National Survey of Student Engagement. According to NSSE reports, our students report higher levels of engagement on these items: developing a deepened sense of spirituality, reading books not assigned for academic enrichment or personal enjoyment (seniors), and attending an art or cultural exhibit or performance (first year) as compared to our doctoral-extensive peers. The Noel/Levitz Student Satisfaction Inventory for 2004 demonstrated significant improvement from previous years on the question of "commitment to academic excellence on campus."

A commitment to cultivating the life of the mind manifests itself in what our students report about their general education experience. According to NSSE reports, our students report higher levels of engagement on these items: development of effective skills for analysis, synthesizing, making judgments, and applying theories in practice. Seniors report more positive experiences than students at doctoral peer institutions on: acquiring a broad general education and developing effective communication, critical thinking, and quantitative analytical skills. Note that these

NCA Criterion Four

comments come to us on the basis of the students' experience of our current Core Curriculum, and not the new, stronger Core we are implementing in the Fall of 2005.

Resources for Research and Learning

Over the last three years, the university has worked diligently to regain its financial health by closely examining and revising its business model and how it allocates its resources. Although this three-year process entailed budgetary retrenchment across most areas of the university, support for our academic programs and faculty and student research continued to remain a priority for the university. Now that financial equilibrium has been retrieved, the university immediately allocated additional resources to promote the delivery of our curricula and research. Among the examples of this, several should be noted:

- The Center for Faculty Professional Development was created to assist faculty in further developing their course instruction and scholarly/research skills. Faculty mentors, specifically focusing on research, publication, and grant writing, work through the CFPD. The Center hosts research workshops and drop-in hours to assist faculty at all career levels.
- The number of paid leaves-of-absence authorized for faculty research and scholarship activity increased in 2003-04 and increased again in 2004-05. This competitive awards program was never abandoned, even during the most difficult budget years; recent initiatives are bringing it back to historic participation levels.
- The Summer Research Stipend Program, also a university wide competitive award program, was expanded in 2003-04 over the previous year's level, and funding for this program was doubled for 2004-05.
- The discretionary budget for the support of small internal grants to researchers at the Lake Shore and Water Tower Campuses (administered by the Associate Provost for Research) was more than doubled going into 2004-05.
- The Faculty Market Equity Program, which moved the salaries of faculty to the 60th percentile by discipline and rank as compared to our benchmark private urban peer doctoral level institutions, was implemented over a two-year period affecting FY05 and FY06 salaries. This program is intended to assist the University in rewarding and retaining its best teaching-scholars.
- After a hiatus of about three or four years, depending on the school, tenure track faculty hiring resumed at a more normal pace across the University in 2003-04, which was the first year of balanced budgets. The pace continues to be normal, if not a bit ahead of normal, in 2004-05 as we seek to build new programs, respond to growing enrollments, and promote building interdisciplinary research teams focused on our areas of distinctive excellence.
- Staff positions directed to support research services have been added in the reorganization of pre-award / compliance and post-award/accounting areas.
- The Provost's Office assisted existing major centers—including the Center for Urban Research and Learning, the Center for Ethics and Social Justice, the Gannon Center for Women and Leadership, and the Parmly Hearing Institute—with bridge funding and other institutional support so that each can establish for itself a firmer base with external grants, contracts, and endowment investment revenues.



The Aquatic Simulation Laboratory located on the penthouse floor of the new Michael R. and Marilyn Quinlan Life Sciences Education and Research Center, which opened for classes in January, features six ponds and artificial streams that allow students to replicate any weather environment and gain insight into the behavior of aquatic life.

- In addition to the several research centers extant and funded within the various schools and at LUMC, (e.g. three in the School of Law, four at LUMC, and those in Nursing, Education, etc.), the Provost and the deans have set aside special funding designated to support the exploration of distinctive new collaborative centers of research and service at the Lakeside campuses, e.g. a possible center for child and family, a possible center for Catholic intellectual heritage, a possible center for media and documentary film studies, etc.

As the year of our first balanced budget drew to a successful close, a major new initiative to facilitate research was announced by President Garanzini. For many years the leadership for the academic research enterprise was provided by two individuals, along with their respective staffs. In the Stritch School of Medicine there was a Senior Associate Dean for Research. And at the Lakeside campuses there was an Associate Vice President for Research. What is more, the latter position was integrated with the post of Dean of the Graduate School, and resided in a single person. However, this structure was clearly not adequate to the needs and aspirations of this research extensive university. Recommendations from the Strategic Planning Task Force echoed recommendations which had emerged from the deans and the faculty in recent years that both a new organizational structure and an infusion of funding would greatly assist the University's research mission, given a new period of growth and balanced budgets.

Thus, in June of 2004, President Garanzini announced a major series of initiatives:

- Separating the post of Associate Vice President from that of the Dean, renaming it Associate Provost for Research, and filling the position immediately by appointing an Interim incumbent.
- Establishing a new position, Vice President for Research, who will report directly to the President, whose primary office will be at the Medical Center, and who will supervise the work of the Senior Associate Dean and the Associate Provost. A national search for an incumbent for this position is currently underway.
- A reorganization of support services for faculty involved in research. Henceforth, pre-award support will reside with the Associate Dean and the Associate Provost; however post-award administration will reside with a Sponsored Program Accounting unit within the division of Financial Services.
- An ongoing project to use a more sharply focused research support program to facilitate better alignment of the educational and research activities of the University's various health sciences programs.

In his announcement, the President made clear that this decision was grounded in the work of the Task Force on the Renewal of Research and the Integration of Undergraduate, Graduate and Professional Education, described at the beginning of this chapter. The decision also embodied a rapid implementation of elements of Goal 7 of Strategic Plan 2004-2009: "Expand its investment in research and scholarship in order to take full advantage of its academic strengths." Thus, the announcement stands both as an accomplishment of the present and a commitment for the future.

Balancing Teaching and Research

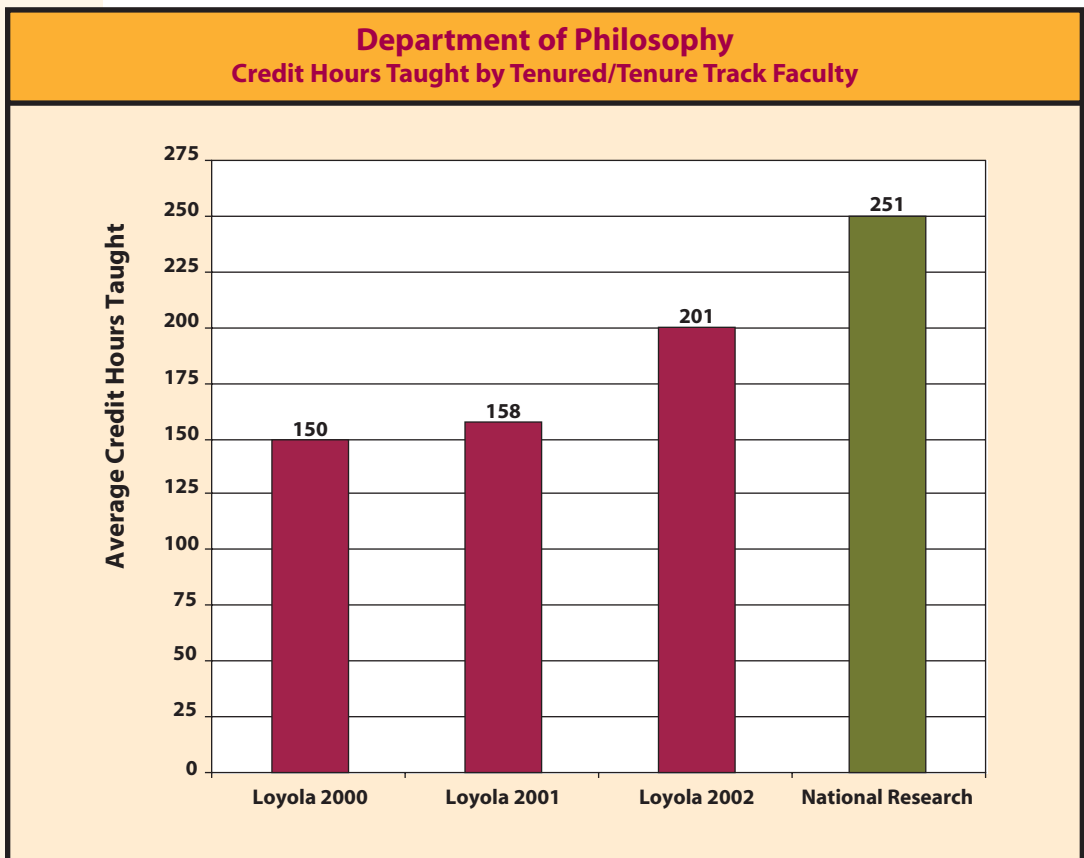
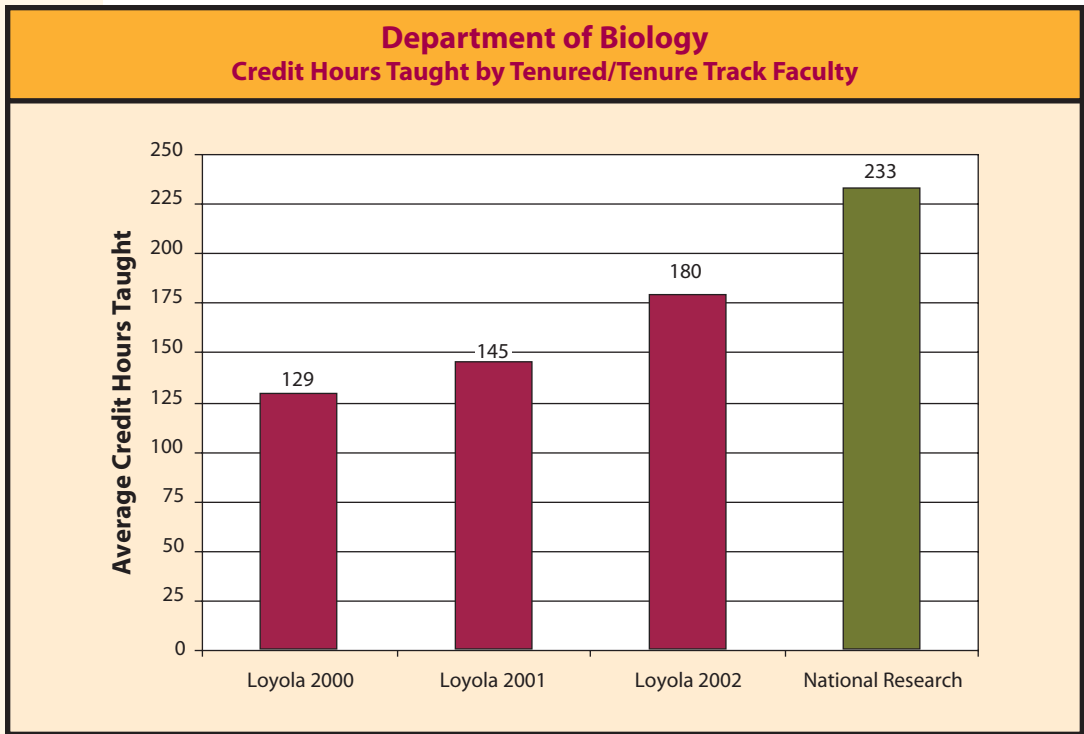
Teaching loads and flexibility are factors which impact directly the potential of faculty to pursue their research programs and to secure competitive external grants. Somewhat to our own detriment, for a number of years teaching loads for tenured and tenure track faculty were conceived of as a one-size-fits all proposition, and, worse, were imagined in terms of the number of organized sections a person was assigned in a given academic year. Faculty concern regarding teaching loads resulted in the appointment of a task force on faculty responsibilities in 2001. This group of faculty and academic administrators undertook a research-based approach to the question of how much teaching is the right amount to expect for the departments and schools of a research-extensive university.

Consistent with its research-based approach, the task force recommended Loyola's participation in the University of Delaware's National Study of Instructional Costs and Productivity, also known as the Delaware Study. This allowed us to benchmark teaching responsibilities department by department with like units in like universities. (As an example, if our department of Physics has no graduate programs, then the teaching loads for our unit could be compared to similar Physics departments at other universities.) We discovered that, in the aggregate, although we may teach as many sections, the number of student credit units we generated in 2001-02 and in 2002-03 were both below the benchmarks for our peers. But this should be no surprise. Budgets were not balanced in those years and relative to the number of faculty, we had too few students. Classes were not full. However, an analysis of the data for 2003 revealed much improvement. The results of these annual comparative analyses are now published on the Institutional Research webpage for review by all faculty in all schools and departments.

We came to realize that we could establish teaching expectations for departments based on student credit units generated. We then linked these metrics to our budget allocation process for faculty positions, using the Delaware Study data as benchmarks for schools and the College of Arts and Sciences. This gave us a reasonable baseline for predicting the number of full time tenure track and full time non-tenure track and part time faculty FTE a given school should need to generate a given number of student credit units. Budget preparation using this metric became the basis for the allocation process going into the 2004-05 fiscal year. The sense on the part of the faculty that resources were being distributed arbitrarily could not easily be sustained given the realization that external benchmarks were being used to establish teaching load expectations.

The following charts (on pages 75 - 77) illustrate changes from 2000 to 2002 in the number of credit hours taught by tenured and tenure-track faculty for five departments in the College of Arts and Sciences, compared with Delaware national benchmarks for 2002.

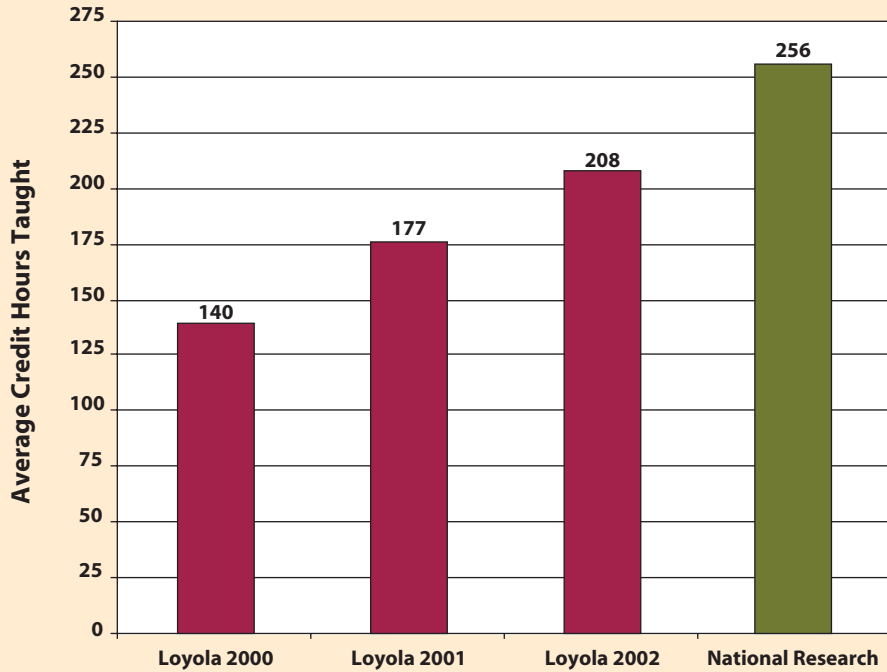
***Loyola participates
in the University
of Delaware's
National Study of
Instructional Costs.***



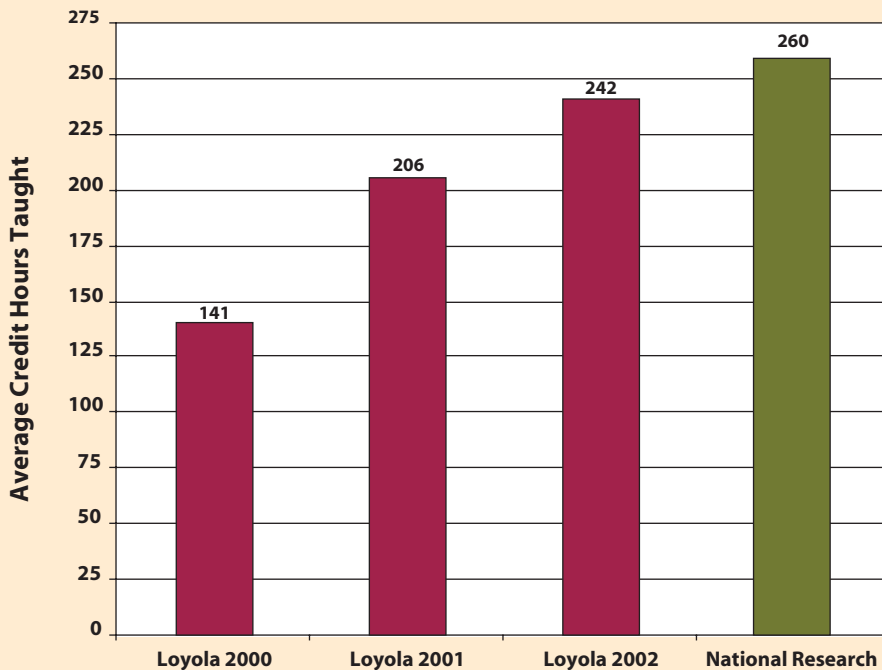
*Loyola 2000-02 Data Compared with
Delaware 2002 National Benchmarks by Carnegie Class*

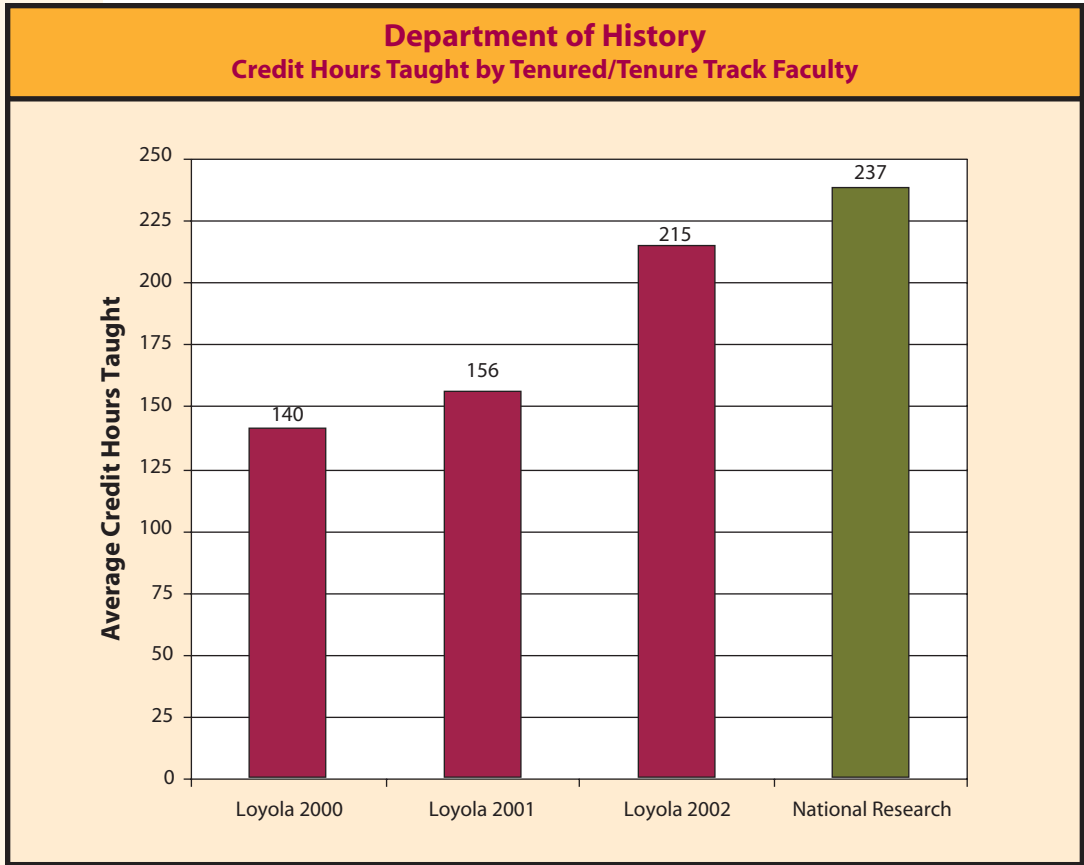
NCA Criterion Four

Department of Psychology Credit Hours Taught by Tenured/Tenure Track Faculty



Department of Political Science Credit Hours Taught by Tenured/Tenure Track Faculty





*Loyola 2000-02 Data Compared with
Delaware 2002 National Benchmarks by Carnegie Class*

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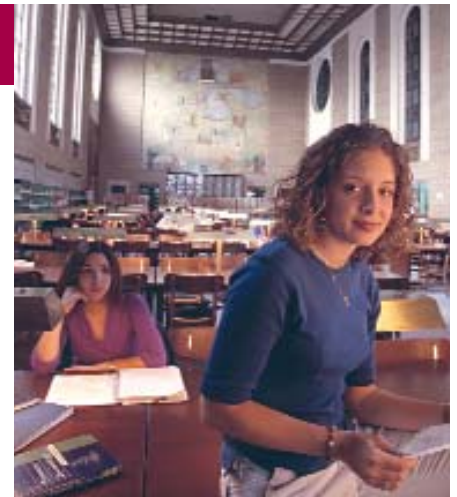
One outcome of this approach to research stimulation was that deans and department Chairs were granted much greater discretion in establishing the teaching responsibilities of the faculty of their units. Counting sections taught became less important than counting students served. Highly productive researchers could be assigned fewer sections than their colleagues who did not have active scholarly programs. Tenured and tenure track faculty could be assigned less teaching than full time non-tenure track faculty. Faculty with external funding for research might be assigned little or no teaching in a given term if the percentage of effort on the grant was supported by the external funding. From the perspective of persons more familiar with the practices of other research extensive institutions, these may not seem like radical ideas. However, this approach—to hold schools and department responsible for teaching loads associated with their budget allocations, allowing Deans and Chairs greater discretion in the assignments made to individual faculty—was new to Loyola. The full impact of this approach on research productivity is yet to be felt. The School of Nursing at Stritch is the furthest along in exploring the flexibility being granted and, on a per FTE faculty member basis, Nursing is also the most successful of the schools in achieving external funding for its programs of training and research.

Another outcome of this approach was that a fully funded faculty position control system could be developed. We are close to that now and expect to move closer in 2005-06. Academic Affairs is better able to allow deans to retain the use of those salary dollars which come free because faculty secure external research funding. Allowing these dollars to stay in the schools permits the deans, within the parameters of university policy, to cover classes and to stimulate research in a variety of ways. Such ways include, but are not limited to, providing research assistants, travel funding, equipment upgrades, course releases, additional support staff, replacement faculty for instructional needs, etc. Again, the School of Nursing at Stritch has demonstrated the most imagination in the use of these kinds of funds to stimulate additional grant writing and to support the professional travel and research of a large number of the school's faculty. Again, allowing salary freed by external grants to remain with the dean of the school in order to support and stimulate research is not a novel approach. But it was not possible to do this during the many years when the administration was wrestling with budget deficits. Under President Garanzini's leadership things have changed.

Faculty and Staff Professional Development

Loyola supports and encourages its administrators, faculty, and staff in the pursuit of excellence and life-long learning by providing them with numerous professional development opportunities. The following departments and centers at Loyola offer a range of services and training experiences to advance course instruction, the use of technology in the classroom and laboratory, research and scholarship, personnel management, and health promotion: Information Services, Instructional Computing, Center for Faculty Professional Development, Library Services, Research Services, Human Resources/Employee Assistance Program, University Ministry, the Division of Mission and Ministry and the Wellness Center.

Workshops for new Chairs are held annually by the College of Arts and Sciences. Administrative leadership retreats are held annually by the President. There are case study sessions for academic administrators from time to time. Loyola also invests its resources in sending administrators, faculty, and staff to conferences and workshops provided by the alphabet soup of national higher education associations, including the AAC&U, ACAD, AAHE, SENCER, CIC, ACE, AJCU, as well as discipline and profession-specific organizations, to promote their continuing professional development.



Described as a "cathedral of learning," the dramatic reading room in Loyola's main Cudahy Library on the Lake Shore Campus typically welcomes students from daybreak to midnight. The west wall features a 1930s mural honoring the early Jesuit missions in North America.

Academic and non-academic units of the university offer an extensive array of colloquia, conferences, workshops, and in-services that are open to the entire Loyola community and the general public, including: orientation programs for new and junior faculty, laboratory safety from the Facilities Division, public and residence hall security from the Campus Security Division, personal consultation programs (e.g., money management, employee relations, sexual harassment, self esteem), and diversity and leadership from the Division of Student Affairs.

In addition, a substantial number of employees take advantage of the free or reduced tuition benefits they have at the university to enroll in course work to complete undergraduate degree programs, pursue advanced study, or seek personal fulfillment. For example, in the past 5 years, an average of 435 staff per year have received tuition benefits. The university allocates nearly \$4.5 million per year to support tuition programs for its staff. Professional development for staff extends beyond the academic curriculum to excellent in-service programs. For instance, on average, over 30 professional development presentations and seminars are available to staff each year, covering topics ranging from stress management to customer service to communications and performance programs. The university has also offered to its staff an "Excellence in Leadership" Certificate Program in collaboration with two other universities.

Loyola is proud of the scholarly accomplishments of its faculty and students and takes every opportunity to acknowledge and promote their achievements. Several electronic and print publications allow us to highlight the work of the members of our academic community: *Inside Loyola*, *The Phoenix*, and *Loyola Magazine*. The Public Relations Department distributes press releases to media outlets that publicize the accomplishments of our faculty and their areas of expertise and, as a consequence, these individuals are often featured in the local and national press. The Center for Faculty Professional Development distributes electronic bulletins to the Loyola community that announce faculty accomplishments and achievements, e.g., recently awarded grants, fellowships, publication of books or monographs, awards, invited addresses. The libraries also maintain the faculty publications web page. Those summer research stipends are listed on the Academic Affairs website.

All of the academic units of the university celebrate the achievements of their faculty each year by giving awards that recognize excellence in the areas of teaching, research, and/or service. Recipients of these awards are often acknowledged at our commencement ceremonies and are invited to be the keynote speaker at these services. As yet another occasion for celebrating the accomplishments of faculty and staff, President Garanzini instituted an annual recognition event in Academic Year 04-05.

The accomplishments of our students in the areas of academic achievement, research/scholarship, and service are celebrated in a myriad of ways that range from posted Deans' Lists to Honors ceremonies that recognize graduating seniors. In addition, eligible students are invited for induction into learned honor societies and organizations such as Alpha Sigma Nu, Phi Beta Kappa, Psi Chi, Beta Beta Beta and, since 1996, Loyola's chapter of Phi Beta Kappa.

The university also sponsors two student awards events: the President's Medallion is awarded annually to an outstanding student in each of the nine schools. Recipients are recommended by their academic dean because they exemplify a wonderful combination of achievement in scholarship, leadership and service. The CHOICE event, "Celebrating and Honoring Outstanding Individuals, Clubs and

Several publications allow us to highlight the work of the members of our academic community: *Inside Loyola*, *The Phoenix* and *Loyola Magazine*.

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Educators," is also a student event that yearly honors outstanding programs, student leadership, school spirit and collaborative efforts.

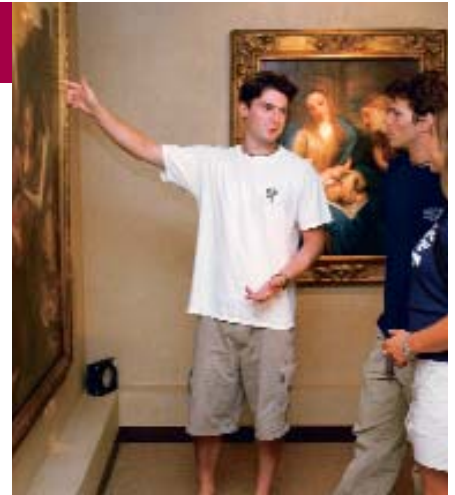
Research for Institutional Improvement

Loyola takes a scholarly and data-based approach in its evaluation and enhancement of its academic programs and support of faculty and student research and scholarship. Participation in the Delaware Study was cited earlier as one example. We are active members of the leading national associations of higher education such as AAC&U, ACE, and AAHE and we avail ourselves of the books, monographs, periodicals, and reports that are available through these organizations. When the process of Core Renewal was initiated, national experts on core curriculum development and civic engagement (Dr. Eric Hanson, Santa Clara University; Dr. Nancy Snow, Marquette University; and Dr. David Burns, AAC&U SENCER) were consulted. Members of the Core Renewal Committee also reviewed national reports and books on best practices, sent teams of faculty and staff to national conferences on curriculum development and teaching excellence, and utilized findings from studies conducted by our Office of Institutional Research to help guide the undertaking.

Additional evidence of the data-based approach can be found in Loyola's participation in two key national projects, the National Survey of Student Engagement, and the Student Satisfaction Inventory. These projects provide benchmark data on a host of variables ranging from faculty productivity to student satisfaction with the quality of academic programs, student services, co-curricular activities, and physical plant. These data allow us to empirically compare ourselves to peer and aspirational institutions and to make more precise and strategic budgetary decisions and develop better and more informed target goals for our academic programs, faculty productivity, and student services. Examples of our efforts to improve programs and service in the light of unfavorable findings from these sources, e.g. NSSE results, have been cited earlier as in the case of our newest efforts to improve academic advising and to integrate student support services. The discussion of learning outcomes assessment at Loyola is framed in terms of research questions: Would we as teaching-scholars not wish to know how well our students are doing in achieving the learning outcomes we intend? And given that we do care about this, how can we go about gathering valid and reliable data? This research-based approach fits with our culture in a way that is more authentic and rooted in our heritage than would any externally mandated demands or any regulatory-accountability approach.

As a research extensive institution, Loyola is firmly committed to the scholarly enterprise and to creating new knowledge. Loyola values freedom of inquiry, the pursuit of truth, and care for others, especially the young, the poor, and the sick. To perform its educational mission, Loyola stresses excellence in the complementary endeavors of teaching and research. To that end our faculty and students—graduate, professional, and undergraduate—are productive researchers, scholars, and artists who publish and present their work in the most highly regarded professional outlets and venues in their fields. They actively pursue, and are successful in securing, extramural funding to support their programs of research and scholarship.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.



The Martin D'Arcy Museum of Art, currently at Loyola's Lake Shore Campus, specializes in Medieval, Renaissance and Baroque art, and includes paintings, sculpture, decorative arts and furniture. Work is underway, however, to open the new Loyola University Museum of Art at the Water Tower Campus in 2005 to provide greater access to these distinctive works for both Chicago residents and tourists.

The Core Renewal and Breadth of Knowledge

Like many institutions with similar histories, Loyola's undergraduate general education goals have been embodied in a traditional Arts and Sciences departmentally based distributional Core Curriculum. The NSSE data cited above reinforces the high degree to which our students report valuing and being engaged in acquiring a broad education grounded in the liberal arts and sciences. For at least the past two decades, the professional schools were free to create their own undergraduate general education requirements, although by and large they adopted, or modified slightly, the general education curriculum of the College of Arts and Sciences. Over the decades control of the content of Core courses became increasingly departmental. As would be expected in a time when the disciplines acquired greater de facto hegemony, the learning outcomes of those courses, if not explicitly stated, soon mirrored the expectations of disciplines seeking to introduce students to the fundamentals of that discipline, rather than communicating broad and integrated core learning.

Seeking genuine renewal and a return to a collective faculty sense of expectations for all undergraduates, from December 2002 through 2004-05 Loyola has engaged in a major project to renew and conceptually rebuild from the ground up its undergraduate Core. In Chapter Three the learning outcomes orientation of this effort was featured. Here we wish to stress how the new Core affirms the traditional intellectual rigor and broad knowledge acquisition demands always correctly associated with excellence in Jesuit higher education.

For convenience, the salient events and ideas leading up to the Core renewal are reiterated. In December 2002 and June 2003, the Board of Trustees articulated the four goals for undergraduate education at Loyola, and the administration and faculty immediately began a collaborative process to develop a new university-wide Core Curriculum built upon knowledge, skills, and values learning outcomes.

Those goals, as we have seen, are to:

- Build students' capacities for effective communication, critical thinking and ethical decision-making.
- Expand the horizons of students' understanding of themselves and the world through a breadth of learning in the liberal arts and sciences.
- Provide students with a genuine depth of learning in at least one discipline or professional field.
- Ensure that students complete their baccalaureate education with an understanding of the realities of the 21st century, the significance of faith traditions in life-long actions and decisions, and a commitment to building a more just and humane society.

It was judged that the achievement of Goal 3 primarily occurs through the curricula of the various majors. Achievement of the other goals, however, must be undertaken by the University's Core Curriculum. During the succeeding two years, literally hundreds of faculty, staff, and students have participated in the process of en fleshing those goals into 13 learning outcomes, specifying those outcomes through an extensive list of describable competencies, and determining the shape of a curriculum that would facilitate achievement of the competencies, learning outcomes, and goals. The shape of the curriculum was impacted by envisioning the goals as involving a blend of knowledge, skills, and values outcomes.

Loyola has engaged in a major project to renew and conceptually rebuild its

Undergraduate Core Curriculum.

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The focus on knowledge is achieved by the requirement that a Loyola undergraduate complete 15 courses (45 hours) distributed across several areas:

- Artistic knowledge and experiences
- Historical knowledge
- Literary knowledge and experience
- Quantitative analysis
- Scientific literacy
- Societal and cultural knowledge
- Philosophical knowledge
- Theological and religious studies knowledge
- Ethics
- Writing

Although, clearly, some departments with expertise in these knowledge areas will be relied upon to generate most of the coursework to meet student demands in each of these areas, no single department can monopolize any one of them, and no department is automatically disqualified from proposing courses to respond to them. Instead, professional schools and departments of the College of Arts and Sciences are invited to propose courses which focus on one or another of the content knowledge outcomes. Detailed lists of objectives and examples relating to each outcome are available to all departments on the Core renewal Website. However, at the same time as the proposed course engages knowledge in the particular area, it must also reinforce at least one of the following skill outcomes:

- Critical thinking
- Ethical awareness
- Oral, visual, and written communications
- Information literacy
- Quantitative and qualitative analysis and research methods
- Technological literacy

Thus, every approved course will, in effect, do double duty by providing knowledge content and skill reinforcement. Together, the set of the student's Core courses will take each undergraduate through all of the skills and all of the content areas in the proportions intended by the faculty of the University as a whole and as approved by its Board of Trustees. We should note a point made earlier in this report: the NSSE data show that these skill outcomes are valued by our students, too. And they report quite favorably, as we saw in Chapter Three, on the faculty's ability to deliver on these expectations.

Perhaps the most innovative aspect of our new undergraduate requirements, especially for a doctoral-extensive university, is the commitment made to what we are calling "Values Across the Curriculum." The process will be the same, with departments proposing courses for the "Values Across the Curriculum" graduation requirement. Academic Affairs has already surveyed all courses currently being offered to determine which might already map well on to these values outcomes. The different departments and schools already offer courses in sufficient number and richness to give us confidence in moving in this direction. Thus, we fully expect that some of the courses proposed for use in fulfilling the requirements of the Core, some currently offered as electives, and some which are now required in the various undergraduate majors will be proposed and designated for use. By this means we plan to engage all our students with the four values targeted as having particular importance in a Loyola Jesuit education.

Perhaps the most innovative aspect of our new undergraduate Core requirements is the commitment to Values Across the Curriculum.

Thus, we believe that our response to the breadth of knowledge component of the NCA criterion is enriched by the inclusion of not only the content areas and fundamental skills, but these four additional values:

- Civic engagement and leadership
- Diversity
- Justice
- Spirituality and faith in action

The effective recommendation with regard to which courses to approve for the new Core and for our Values Across the Curriculum requirement will be made by the University Core Curriculum Committee, which is made up of six faculty selected from the College of Arts and Sciences and the professional schools with undergraduate programs. This faculty committee works under the leadership of the Faculty Director of the University Core Curriculum. In this way, the educational experience, while receiving its mission and identity from the University and its Board, receives its concrete enactment out of the faculty expertise of our teaching-scholars.

This new University Core is, in our judgment, an innovative response to the challenge of general education in our day. That it was produced collaboratively by faculty, staff, and students from across the University is both a demonstration of Loyola's culture and a promise of mission-faithful education in the future. That each step in the process was submitted to Loyola's Board of Trustees and affirmed by them—the goals in early 2003, the full array of learning outcomes in December, 2003, and the entire curriculum in June 2004—is also a noteworthy occurrence.

Program Review

We have already described Loyola's new program of Academic Planning and Review in Chapter Two, as part of the description of the University's efforts in strategic planning. Here we supplement that discussion by noting the long-standing system of curricular review that Loyola uses to assure academic quality.

The university conducted an internal study of all departments and programs in 1999-2000 under the leadership of an elected faculty Committee on Academic Review and Planning that yielded a useful comparison of the quality of academic programs benchmarked to standard criteria. New standards for academic program development, approval, and review have been instituted. The new university shared governance system established an Academic Affairs University Policy Committee as the primary reviewer of the curriculum.

Regular ongoing reviews occur under several rubrics. In the case of select liberal arts programs (e.g. Chemistry by the American Chemical Society, Theater by the National Association of Schools of Theatre), program review has promoted an evaluation of the courses in each curriculum and their continued currency for the needs of our students.

What is more, each graduate program at Loyola has been on a cycle of program review that involves self-study and external review, either for purposes of accreditation or continuous curriculum review and enhancement. For example, twelve Graduate School programs have been reviewed since 1995: Cell Biology, Cell and Molecular Physiology, Chemistry, Classical Studies, Computer Science, Criminal Justice, English, History, Microbiology & Immunology, Neurobiology & Anatomy, Nursing, Pharmacology, and Spanish. Significant changes in graduate programs have occurred as a result of these program reviews (e.g., the closure of the Classical

NCA Criterion Four

Studies graduate program, and reallocation of graduate assistantships based upon program effectiveness). In April 2001 the Council of Graduate School Programs suspended its review of graduate programs in order to have an opportunity to re-examine its review criteria and processes. The suspension remained in effect while the university developed plans for the comprehensive program of academic planning and review which we described in Chapter Two.

Review of professional graduate programs for accreditation also includes assessment of learning outcomes and leads to curricular changes to enhance the effectiveness of meeting learning outcomes. Recent accreditation reviews of professional and graduate programs include: School of Education, National Council for the Accreditation of Teacher Education, 2003; School Psychology Ed.S., 2001 and Ph.D., 2002, National Association of School Psychologists; Counseling Psychology Ph.D., American Psychological Association, 2004; Niehoff School of Nursing, 2002; Graduate School of Business, Association to Advance Collegiate Schools of Business, 2001; School of Social Work, Council on Social Work Education, 1998; School of Law, ABA Section on Legal Education, 1999; Stritch School of Medicine, Liaison Committee on Medical Education, 2002; Clinical Psychology Ph.D., American Psychological Association, 2004; Institute of Pastoral Studies, Association of Theological Schools of the United States and Canada, 2000. In all instances our programs received positive accreditation outcomes.

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

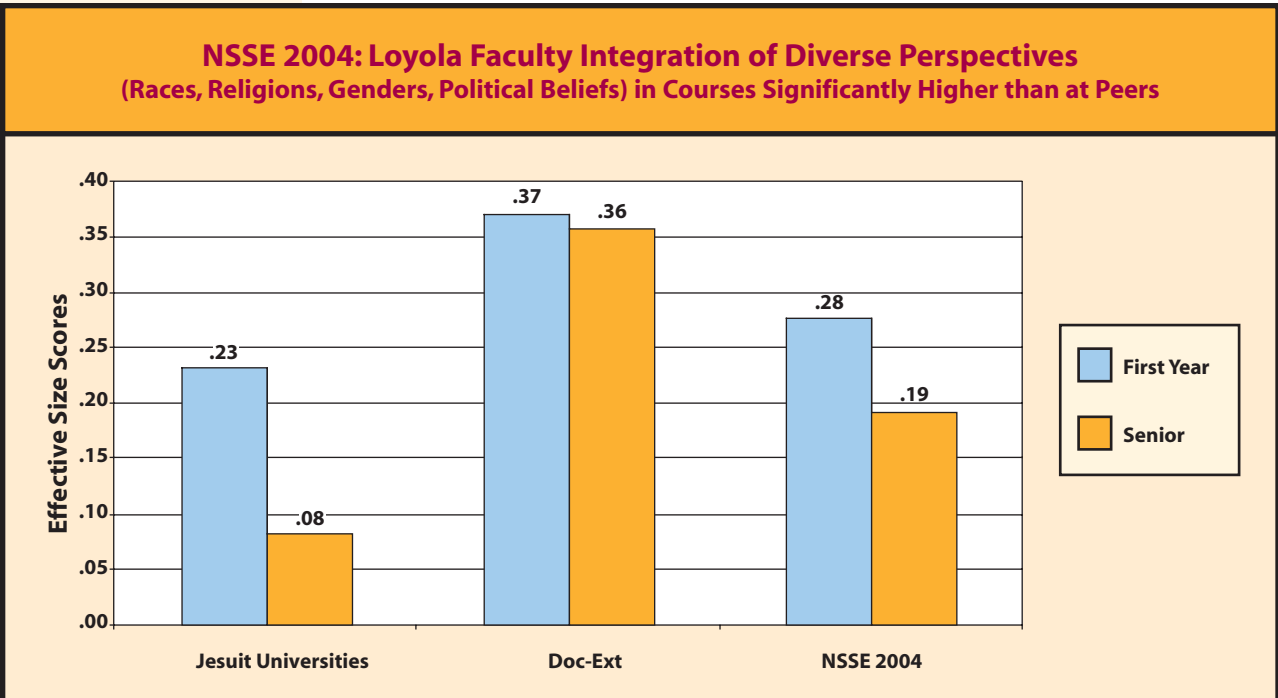
Again, our best evidence for our success in this area may be the endorsement of our students in surveys like the NSSE. According to the 2004 NSSE, our students report higher levels of engagement on these items: exposure to diverse perspectives in courses (see chart on p. 85), comfortable discussing ideas outside of class, having serious discussions with members of race or ethnicity other than one's own and with people of different perspectives, beliefs, and values, and understanding people of other racial and ethnic backgrounds.

The overall experiences with students of different backgrounds and belief systems were stronger in 2004 than among first year students in 2000. The graduating senior survey provides further evidence of the usefulness of the curriculum in preparing students to promote social justice in a diverse world and for leadership roles and engagement in the civic life of their communities. On that survey in 2004 our students report higher levels of engagement than at our peer institutions on these items: contributing to the welfare of your community and developing a personal code of values and ethics. First year students' means scores were higher than our peers on questions related to: enhanced spirituality activities, and engagement in community service or volunteer participation in a community-based project.

As we have seen, Loyola's new Core Curriculum explicitly integrates skill development in its core learning outcomes. Our ongoing review of the majors and professional fields is designed to reinforce skills within each disciplinary area. The skills listed earlier in this Chapter were defined in significant part because of their connection to living and working in today's world.



The Magis Initiative at Loyola offers students multifaceted service-based learning through coursework, campus activities and community projects.



At the graduate and professional level, the competences needed today are promoted through field-specific learning outcomes. For example, all graduate programs under the supervision of the Graduate School are required to include research methods and tools within the program of study. All courses in the professional graduate programs in the School of Education explicitly cover skills outcomes. Development of skills for appropriate professional competence is also explicit in the Schools of Law, Social Work, Nursing, and Medicine.

Loyola's distributed education programs have been developed with attention to the diverse needs of our student populations. Specific quantitative goals have been established for e-learning, Web-enhanced face-to-face courses, hybrid online and asynchronous courses and programs. Faculty development in the use of course management tools, such as BlackBoard and HorizonLive, and the development of select distance learning programs, enable the university to continue in its efforts to provide high quality and convenient programs of education for undergraduate, graduate, professional, and continuing education students. Responsibility for reaching these goals is headed by the Associate Provost for Curriculum and Program Development. In this he is aided by the Chief Information Officer, the Dean of the Libraries, the Director of the Center for Faculty Professional Development, and the deans of the schools. Progress reports are regularly provided to the Council of Deans and the Provost relative to the four specific e-learning goals we have established.

The university sees the importance of understanding what our graduates will know and be able to do, and how they will act in their communities, families, and the world. Data collected from a variety of sources support the view that our graduates are well-prepared. For example, alumni focus groups on current and proposed core learning outcomes show the value of the core curriculum and of the importance of broad knowledge and foundational skills. Exit surveys of seniors and data from NSSE demonstrate that our students believe that they have been well prepared.

The Rome Center and International Study Opportunities

The Office for International Programs (OIP) seeks to prepare “students to understand and to serve the needs and aspirations of the world community.” In order to support that mission and prepare students for the globalized world of the twenty-first century by spending a year, semester or summer in another country, the OIP coordinates study abroad opportunities for Loyola students. Additionally, the OIP offers services for international students and scholars coming to Loyola for study or research, and coordinates international education initiatives in cooperation with the colleges and schools of the University. Loyola offers programs to meet the needs of nearly every student, including reciprocal exchanges in England, France, Ireland, Japan and Mexico, affiliate programs in Chile, China and El Salvador, and the many opportunities of the University Studies Abroad Consortium (USAC), as well as the Institute for the International Education of Students (IES) consortium.

The OIP also operates the Chicago office of the John Felice Rome Center, the University’s campus in Rome, Italy. The Rome Center welcomed its first class of 92 students and a faculty of eight in 1962, making it the second oldest continuously functioning American study abroad program in Italy. Today, the annual undergraduate student enrollment during the academic year totals close to 400 students from Loyola and nearly forty other U.S. colleges and universities. Under new leadership since 2003, the Rome Center is developing a strategic plan to parallel the University’s plan and a business plan to promote best practices at the University’s fourth campus.

The Rome Center’s liberal arts curriculum of about 40 courses in the humanities and social sciences is increasingly focused on the Roman, Italian, European and Mediterranean contexts within which it exists. The faculty, largely locally hired to promote curricular stability and cultural enrichment for the students, is augmented by a few visiting professors from Chicago each year. On-site courses, program-sponsored study trips, specially arranged on- and off-campus cultural events, an Italian language requirement, and conversational partnerships with Italians in the Rome Center’s English Language School also help to bring students into meaningful contact with their host community. New internship and human rights courses taught in Rome and group travel to select destinations abroad are permitting students to learn through service to others in a diverse array of societal settings.

Water Tower Campus Academic Initiatives

Of particular note, however, is a current initiative designed to reach out to a new cadre of prospective Loyola students: talented and committed people, but people who may also have needs for particular programming that will prepare them for viable careers.

Utilizing the unique assets of the University’s Water Tower Campus, a new division has been established within the College of Arts and Sciences, to be known as the School of Communication, Technology, and Public Service. During Academic Year 2004, departments were invited to shape curricula that would complement current Loyola programming and harmonize with it, but not duplicate it. The shape of the new programming was to emphasize clear career focus and practice-based learning, while remaining faithful to the Loyola traditions embodied in the Core Curriculum and the University’s scholarly culture.

The Office of International Programs coordinates study abroad opportunities for Loyola students.

Several proposals were forthcoming. Already, new programs in Journalism and Human Services have been approved. Other proposals are in process. And in October 2004, following a successful search, a Dean of the new School joined the Loyola community.

It is likely that this initiative will have major impact on the university over the next several years. Elements of it are visible at several points in Strategic Plan 2004-2009, from the call for new applied arts and sciences programs to better meet new students' needs and markets to plans for a new residence hall at the Water Tower Campus. Not to be out done, however, a number of new undergraduate and graduate programs are being launched at the same time by the School of Business, the School of Education, the Institute for Pastoral Studies, and the School of Social Work at the Water Tower Campus.

Core Component 4d: The organization provides support to ensure that faculty, students and staff acquire, discover and apply knowledge responsibly.

The university has a number of important programs that contribute in key ways to the promotion of social responsibility and the responsible use of knowledge. For example, we promote the development of Jesuit values through our curriculum and through the Magis scholars and leaders programs, which will be described in detail in Chapter Five. Staff programs on understanding Jesuit ideals, care for others, and the acquisition of knowledge and professional development are conducted by our Human Resources Division. Work Study opportunities place students in key administrative areas where they learn responsibility and reinforce appropriate dispositions. For instance, our libraries and information services areas employ over 130 students who have opportunities to develop as individuals in service to others. Our NSSE data on student involvement, shown in Chapter Five, reflect positively on the university's effectiveness in this regard.

The Division of Mission and Ministry promotes understanding for the diversity of faiths and faith development, and has more than 70 student leaders engaged in this work. The School of Business Administration has a Strategic Consulting Group of students who learn through practice. The School of Law conducts an externship in public interest law for undergraduate students. The School of Education prepares students to tutor in the disadvantaged areas of Chicago through its project Gear Up and the Teacher Prep program. The Nursing School's community practice curriculum mandates placement of students in diverse settings so future nurses will be able to provide responsible care to their clients.

The Division of Student Affairs offers a number of co-curricular programs and activities designed to promote social responsibility. As such, the division's programs cover a wide spectrum of programs: personal health and safety issues, alcohol misuse, sexual issues, health lifestyle choice, respect for others, diversity training, cross-cultural relationships, and team building. It should be noted that within the context of our Jesuit and Catholic identity, social responsibility is often equated with social justice. Loyola student commitment to social justice is exemplified by the work of Students Against Sweatshops, a registered student organization, which resulted in Loyola being the first Jesuit University to sponsor fair trade coffee at all coffee outlets on campus. Local community involvement is facilitated by invitations to become active in neighborhood projects such as tutoring, meal programs, Chicago neighborhood safety programs. And on the international level, students are urged to become involved in global issues such as the environment, AIDS and peace.

The Division of Student Affairs offers a number of programs and activities designed to promote social responsibility.

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The University provides support to all faculty and student research, funded and unfunded, as well as sponsored projects, to ensure that the acquisition, discovery, and application of knowledge is carried out effectively, ethically and responsibly, in compliance with federal regulations.

Full-time Research Compliance Officers are trained in federal regulations that dictate regulations on the ethical use of human subjects, animal subjects, radioactive isotopes, and hazardous materials in research activities, and we have developed explicit university policies and procedures to ensure all research is carried out in accordance with these strict regulations. As a part of the infrastructure that supports research compliance, we have staff and University standing committees that review all proposals for the use of humans, animals, radiation, and laboratory practices, and we are presently developing protocols and standing committees for the implementation of new federal regulations of biohazardous materials.

Research at Loyola University Chicago must follow a strict code of conduct which promotes ethical practices behavior. We have developed a policy on misconduct in scholarship that is posted on our Website and has been approved by the Federal Office of Research Integrity. Our procedures for implementing this policy include peer review and reporting of misconduct to the Misconduct Policy Officer, the Associate Provost for Research, and an *ad hoc* committee, which then reviews the case and takes action in accordance with the Office of Research Integrity guidelines.

To ensure the enforcement of policies on practices involving intellectual property rights, Loyola University Chicago has developed explicit policies on five components of intellectual property. These policies include 1) classified research, 2) conflicts of interest, 3) closure of invention, 4) copyright policy, and 5) a patent policy, which are all posted on our Website. The Associate Provost for Research serves as the Misconduct Policy Officer for all issues concerning intellectual property rights; these issues are then reviewed by an *ad hoc* committee with input and guidance from General Counsel. The Stritch School of Medicine and the other schools have standing patent committees that review and handle all patents on both campuses.

Recommendations

In light of our self-study of the acquisition, discovery, and application of knowledge at Loyola, we have formulated institutional recommendations regarding ways to improve and projects to undertake (see p. 89). These self-recommendations have been reviewed and refined by the president, the vice-presidents, the deans, and many other individuals and faculty, staff, and student groups.

**Information from the
Office of Research Services
ensures full compliance with
standards of research ethics.**

Criterion Four: Self-Recommendations		Administrator
1.	In order to improve the leadership skills of students, the university should request an integrated educational plan from Student Affairs, Academic Affairs and University Ministry that emphasizes among other areas service learning, volunteerism, internships.	VP Student Affairs VP Mission & Ministry Provost
2.	In order to enhance the ability of faculty to do research, the university must address the issue of faculty workload, offer assistance in grant funding, and provide opportunities for professional travel.	Provost VP Health Sciences VP Research
3.	In order to improve the university's competitive stance in the acquisition of patents and technology transfer, the university should coordinate/combine the Stritch School of Medicine and Lake Shore Campus efforts in this regard.	VP Research
4.	In order to improve the involvement of undergraduates in faculty research, the university should find ways to foster a climate of serious inquiry and discovery that a research university requires. Programs such as the Mulcahy Scholars need to be expanded and departments need to explore mechanisms for encouraging this effort, including senior synthesis or capstone experiences with this goal.	Provost VP Research
5.	In order to facilitate the implementation of the new core curriculum, the provost and deans should undertake a thorough discussion of the intellectual, pedagogical, and resource implications of this new curriculum.	Provost Council of Deans CFPD
6.	In order to enhance the international experiences of students and increase their appreciation of global issues and diverse cultures, the university should encourage the office of international programs, the Rome Center, student affairs, and university ministry to coordinate and develop programs that encourage study abroad and also provide opportunities for sharing the resulting experience.	Provost VP Student Affairs VP Mission & Ministry RC Director
7.	In order to increase its service to the Chicago area and the wider community, and to enhance its academic reputation, the University should develop and support centers of excellence that take advantage of traditional strengths and propel involvement and research in enduring critical questions and concerns.	Provost VP Health Sciences VP Research

Engagement and Service

- NCA Criterion Five and Loyola's Strategic Planning
- The Magis Initiative
- CURL and Other Loyola Partnerships
- Serving Chicago Respectfully and Responsively
- Neighbor and Alumni Relations
- Recommendations

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.



The Stritch School of Medicine is in a contemporary physical facility, located at the Loyola University Medical Center campus in west suburban Maywood, Ill. The Stritch facility was specially designed to support the small-group active learning approach to medical education, a curriculum style embraced for almost a decade.



During the Pilsen Plunge, a service-immersion trip Chicago's Southwest Side, Loyola students sort clothing at St. Procopius Church.

NCA Criterion Five and Loyola's Strategic Planning

The introduction to the self-study sketches the historic commitment to partnership and to Chicago that the University, which carries the name of its city within its own name, has lived since its founding. This chapter highlights some of the many ways the University is connected to, partnering with, and engaged with its surrounding community. Through service learning activities, volunteerism, clinical services, and community partnerships the University continues to serve and enjoy the benefits of a rich and abiding relationship with Chicago and beyond. Our faculty and our students in medicine, nursing, education, law, business, the natural and environmental sciences, the arts and literature, the social and behavioral sciences, social work, and pastoral studies connect with the city and the region in tens of thousands of ways, providing service and learning from each of these person-to-person and group-to-group encounters. It is a two way street. Loyola serves the wider community both through its educational programs and its clinical services; at the same time Loyola structures educational opportunities to enable its students to learn from and be influenced by those important relationships. Loyola characterizes itself as "Chicago's Jesuit University," and each of those words carries significance for us.

It is no wonder that President Garanzini organized the University's Strategic Planning to include a Task Force on Loyola's Urban Resource and Location. He invited this task force to investigate these three questions:

- How can Loyola better leverage its own resources to partner with other institutions to service the needs of the Chicago area?
- What educational programs not currently offered by Loyola University would build the Chicago workforce and contribute to its vitality? That is, what ought we to be doing for Chicago by way of new educational programs?
- What should be the strategic actions to fulfill this charge for each of our three Chicago area campuses?

As indicated in Chapter One, Loyola's mission statement directs Chicago's Jesuit Catholic University to be a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith. The Loyola Promise, "preparing people to lead extraordinary lives," promotes the ideals of engagement and service by challenging students to serve generously. The Promise has as its hallmark that faculty staff and students at all levels are engaged in the discovery and use of knowledge in the service of humanity. Loyola's *Academic Charter* calls for linking learning in all our curricular programs with a set of skills and values which point students toward civic engagement, justice, leadership, and ethics. The *Academic Charter speaks*, as we saw in Chapter Four, to engaging the powers of this research extensive university to undertake scholarly projects and to present intellectual events characterized by the courageous pursuit of truth for the purposes of advancing knowledge and serving humanity.

Goal Eight of Loyola's Strategic Plan for 2004-2009 draws together the themes of institutional academic excellence, partnership, engagement, and civic responsibility as follows: "In order to prepare students to lead extraordinary lives, Loyola will strengthen its relationships with the City of Chicago and the neighborhoods of the Water Tower, Lake Shore and Medical Center Campuses by:

- Strengthening its connection to key cultural, educational, social, economic, religious and civic institutions

NCA Criterion Five

- Supporting student internships, service opportunities, research and other collaborations through specific outreach initiatives and joint projects involving faculty and students
- Developing the Rogers Park tax increment financing district (TIF)

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Magis Initiative

Magis, meaning “more” in Latin, is the name we have given to our program which supports, facilitates, and promotes the development of well-rounded students who understand their strengths, their relationship to society, and their responsibility to the world. Loyola established the Magis Initiative in 1999 to begin a closer integration of its curricular and co-curricular offerings. Designed to enhance the learning environment, Magis connects curricular learning at the undergraduate and graduate level offered through the division of Academic Affairs with co-curricular programs in the divisions of Student Affairs and University Ministry to promote five mission-related values among students:

- Collaborative leadership
- Community engagement
- Spiritual exploration
- Diversity
- Global perspectives

The central tenet of the Magis Initiative with regard to learning is learning from the communities we serve. We often talk about community-based learning instead of using the more common expression, “service-learning,” because we want to remind our students and faculty and staff that the richness in these educational experiences comes from the wisdom of the community.

The Magis Initiative is intended to help fashion a student body that is made up of individuals committed to civic engagement and to social justice. It is intended to broaden the horizons of the students at the university and engage them with Loyola’s Jesuit Catholic tradition. Magis supports, facilitates and promotes the development of well-rounded students who understand their strengths, their relationship to society, and their responsibility to the world. Students are engaged in courses and programs that emphasize and foster their leadership role in a participatory democracy, in critical thinking about civic responsibilities, and in their commitment to citizenship, service to others, and social responsibility.

Each semester there are a minimum of 35 community-based, service-learning classes and internships available to students. The Magis Scholars and Leaders programs provide a framework for students’ involvement in academic and co-curricular programs including service learning classes, cultural, political and community organizations, and volunteerism. For example, an undergraduate internship/seminar in Public Interest Law gives students the opportunity to work in the Public Defenders Office or the State’s Attorney Office and to meet with Law School faculty specializing in different fields of public interest law.

Co-curricular service learning immersion trips to domestic and foreign sites are being connected to a course that provides a rigorous examination of the immersion experience in light of scholarship and practice. Seminars and convocations for first-year students promote critical reflection on the integration

Magis promotes the development of students who understand their responsibility to the world.

of Loyola's mission-based values and the curricular and co-curricular opportunities for student learning. For example, author Barbara Ehrenreich led the August 2004 first year student convocation, and students read and reflected on issues of justice and diversity raised by her book, *Nickel and Dimed*, during summer orientation and in first year seminars and composition courses.

Part of the Magis Initiative is the Magis Scholars program, a non-mandatory service-learning program focusing on two important values of the Magis mission: community engagement and collaborative leadership skills. Students who meet the Magis Scholars requirements offered in the division of Academic Affairs across all the colleges, and the co-curricular programs offered by Student Affairs and University Ministry, can graduate as Magis Scholars. This achievement is designated on their academic transcripts.

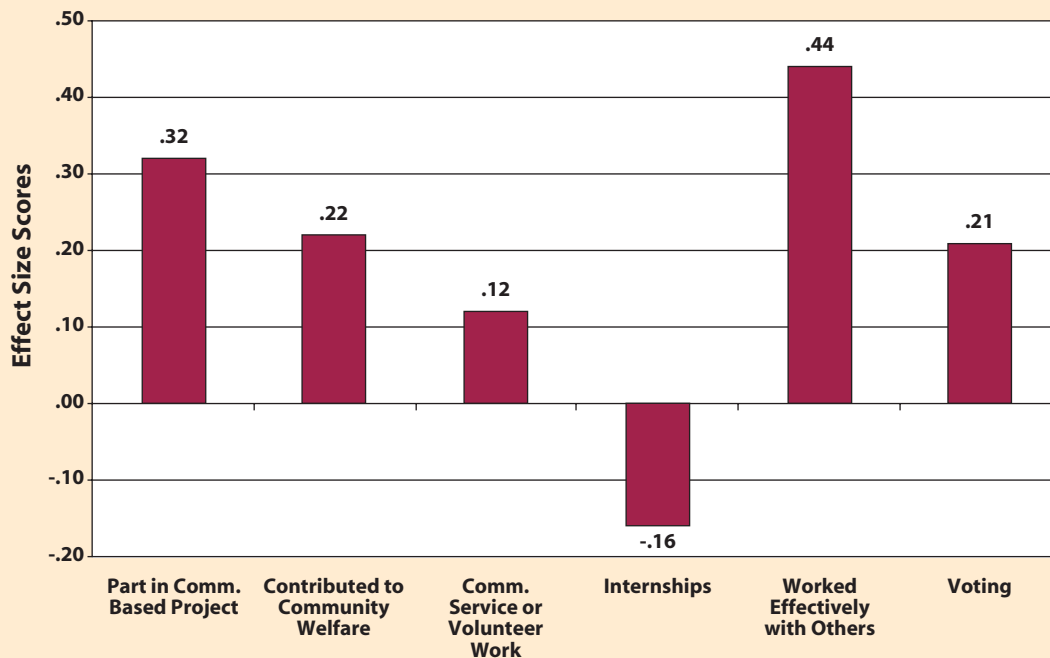
This initiative has become so popular with our students (more than 700 are pursuing a Magis Scholar/Leader track) that the university has decided to expand this connection in key ways for the future. For example, the courses that promote these values will now be required of all undergraduates in our new "values across the curriculum" requirement, discussed in Chapter Four.

According to NSSE, Loyola students report having higher levels of engagement and service activities than students at doctoral extensive peer institutions on questions related to: contributing to the welfare of your community, tutoring or teaching others, internships, and working off campus. Our first year students reported significantly more engagement than peers at other doctoral extensive institutions in the areas of: attendance at art or cultural exhibit or performance, enhancement of spirituality, and community service or volunteer work. Higher levels of engagement among first year students in 2004 compared to 2000 were evident on participation in community-based projects and developing a deepened sense of spirituality. Seniors also reported higher satisfaction than students at peer institutions in developing a personal code of values and ethics.

Looking longitudinally at the comments of the same students when they became seniors in 2003, compared to when they were freshmen in 2000, we find increases in almost every dimension of their educational experience in relationship to community engagement (see chart on p. 94). The effect size scores are for mean differences in their responses at those two different points in their undergraduate education. As one would expect, we are happy with the gains but now want to focus on an area, internships, which students highlight as still needing work. Internships—or their equivalent in terms of field-based learning experiences—are already mandatory parts of the undergraduate experience in Education, Nursing, and Social Work. We are now looking to Business, and the other Water Tower Campus undergraduate programs being planned, as further curricular areas where the requirement of a practicum or internship might make good sense.

NCA Criterion Five

NSSE Longitudinal Panel Study of Loyola Seniors: Change in Community Engagement from First Year to Senior Year (2000-2003)



Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

CURL and Other Loyola Partnerships

Students and faculty engage with the community through the Center for Urban Research and Learning (CURL). CURL is a non-traditional university research center that promotes an innovative model of teaching and learning that reaches beyond Loyola's campuses and classrooms to develop equal partnerships between the university and Chicago's communities. CURL is guided by a mission emphasizing research that addresses community needs and involves the community at all levels of research. By working closely with activists outside the university, the Center recognizes and values the knowledge and experience of individuals and organizations in non-academic settings.

CURL opened in January 1996 with a \$1.5 million grant and endowment from the McCormick Tribune Foundation. In 2000, the Foundation awarded a \$2.5 million challenge grant to establish the CURL Future Challenge Fund in support of CURL's research efforts. Among CURL's other major philanthropic partners is the John D. and Catherine T. MacArthur Foundation. In 2003 the University met the challenge and completed the CURL endowment, securing the future of the Center.

The Proviso East High School-Based Health Center was founded three years ago as a collaborative program between Loyola University's School of Nursing, Stritch School of Medicine, and Proviso East High School in Maywood, Illinois, serving the 2,000 culturally diverse students who attend the high school. This partnership is a

CURL reaches beyond Loyola to develop partnerships with Chicago's communities.



Nearly 120,000 Loyola alumni are located in all 50 states and 120 foreign countries. Among our many leading alumni: Actor/Comedian Bob Newhart (BUS '52); Mary Ann McMorrow (Law '53), Chief Justice of the Illinois Supreme Court (first woman to hold this position); and William M. Daley (A&S '70): former U.S. Secretary of Commerce.

learning experience for both the University and the targeted community, providing the high school with a full range of primary care and mental health services, along with training services. At the same time, the partnership affords graduate nurse practitioner students and RN and BSN students professional training and interaction with diverse populations and cultures.

The Elder Law Initiative was established by the Loyola School of Law in July 2000 to help address the growing need for attorneys who have an understanding of elder law issues. The primary goals of the Initiative are to acquaint students with the unique legal needs of the elderly and to prepare students to serve the legal needs of the elderly throughout their careers. In addition, the Elder Law Initiative, in collaboration with the Institute for Health Law, serves the elderly community in Illinois enhancing faculty expertise on elder issues by consolidating and further developing Loyola's existing strengths on elder issues. The Initiative prepares students to advocate on behalf of the elderly as well as to litigate.

This same spirit of connection and commitment is expressed in many other venues. In the interest of brevity we will highlight just a few more of the many:

- A Community Law Center is staffed by law students under the supervision of Law School faculty. This center has served over 3,350 clients in Chicago in its more than twenty years of existence and specializes in Family Law, Domestic Abuse, and Landlord Tenant cases. It is regarded as one of the most significant community engagement programs in the legal community.
- In cooperation with representatives from the criminal justice system, the courts, and the mental health and legal arenas, the Criminal Justice Department is working to enhance services for the mentally ill in the criminal justice system.
- The Neiswanger Institute for Bioethics and Health Policy, located at Loyola University's Medical Center, seeks to address issues of justice in health care and health policy as part of the University's commitment to education and service to others.
- Loyola University's Center for Science Education partners with the Chicago Public School system to implement the Science Education for Public Understanding Program (SEPUP). SEPUP is a research based training curriculum for 7th and 8th grade public school science teachers.
- Loyola's Executive Education Department has provided the Leadership Certificate Program to 100 leaders of community-based organizations through a grant from the McCormick Tribune Foundation. The first two years of the grant focused on community organizations in primarily Latino Chicago neighborhoods such as the Pilsen-Little Village Community Mental Health Center, the Resurrection Project and others; the last two years focused on agencies with early childhood populations such as Jane Addams Hull House, Lutheran Social Services of Illinois, Ada S. McKinley, and others. The grant is now in its fifth year.
- Loyola University's School of Education, the Hayt Elementary School in the Edgewater neighborhood of the Lakeshore Campus, and Illinois State University formed a partnership which is called the "Professional Development School." It is one of the few joint programs in the nation partnering two universities with an at-need elementary school to provide a quality urban, year-long internship of classes and student teaching for undergraduates.

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- Through the Office of International Programs, students studying at Loyola University Chicago's Rome Center have the opportunity to take part in an internship program that works with non-profit organizations, the Italian government, political organizations, and international organizations.
- Loyola partners with the University of Alberto Hurtado in Chile where our students work with local community development organizations as part of a course on Poverty and Development. These students get the joint benefit of an international experience and an opportunity for community engagement.
- The Jewish Education Leadership Institute (JELI) sponsored by Loyola's School of Education, allows Jewish Day School teachers from around the country to attend an intensive two-summer program to earn a master's degree in administration and supervision. The Institute is a partnership developed to fill a void in the Jewish day schools for well-educated and trained leaders.
- Loyola's Niehoff School of Nursing and Stritch School of Medicine, in cooperation with Evanston Hospital, the Rehabilitation Institute of Chicago, Northwestern Memorial Hospital, Rush North Shore Medical Center, MacNeal Health Systems, and the University of Chicago Hospitals, provides extraordinary opportunities both for students and faculty to engage in a variety of activities that ultimately support the health of individuals, families, and communities served by Loyola.
- The Neiswanger Institute for Bioethics and Health Policy pursues and shares its research to educate health-care professionals and students on the implications of bioethics and health policy for everyday clinical practice. The Institute serves the students and faculty of the Stritch School of Medicine, including participation in the school's bioethics and professionalism curriculum; the health-care professionals and patients of the Loyola University Medical Center; and professionals from the regional and national health-care community. Because of the high quality of their scholarship and research, Institute faculty members are also frequent contributors to the national and international dialogue in bioethics.
- Lead Safe Homes Initiative is an activity of Loyola's nationally recognized child law program, CIVITAS. This initiative identified the serious childhood health issue of lead poisoning and responded through a private-public partnership to eliminate childhood lead poisoning in Illinois by the year 2010. Over 12,000 children in Chicago, and 19,000 throughout the state, have been identified through blood tests as lead poisoned. The project brings together many community groups, the Chicago Public Health Department, professionals, and our law students in a partnership to respond in the service of humanity.
- The SENCER program is an NSF sponsored project working with teams of faculty at over 100 universities in the US and internationally. The aim is to develop undergraduate science courses which deal with rich and complex problems, like AIDS, all of which require a scientific understanding but also a social perspective. The name, "SENCER" stands for "Science Education for New Civic Engagement and Responsibilities." We have sent a team of faculty to the Summer SENCER Institute and in our new Core we will be using the SENCER course model to link our science knowledge outcomes with our values outcomes of civic engagement.
- Another large immigrant group in the Chicago area, the multicultural Hispanic-Latino Community, is served by the Institute for Pastoral Studies. Certificate programs are offered to persons without degrees to help them achieve the knowledge and skills to work in church ministries in their community.

The Neiswanger Institute for Bioethics and Health Policy serves both the students of the Stritch School of Medicine and the wider public.



Through programs, retreats and workshops, Loyola's Project Evoke (Eliciting Vocations through Knowledge and Engagement) strives to encourage, support and challenge the people of Loyola University Chicago to be true to their personal callings.

- The Office of Student Leadership Development provides high quality leadership education through programming and student organizations in an integrated academic environment. The Office works with faculty, students, staff, and the greater community to develop the habit of incorporating service to others in the personal and professional lives of students.
- The Office of Student Activities in the Division of Students Affairs coordinates and supports over thirty cultural and ethnic campus organizations that engage in community activities and focus on community and civic engagement. These organizations run the gamut from Big Brother Big Sister, Colleges Against Cancer, and the Volunteer Action Program to the Black Cultural Center, the Council of Pan-Asian Americans, Hillel, and the Rainbow Connection.
- The Division of Career and Internships sponsors a Social Service Job Fair for students interested in working in social service agencies as a volunteer or for a small stipend. These working opportunities are available both domestically and internationally.
- In the fall of 2002, the Division's Office of Judicial Affairs introduced a "Good Neighbor Policy." In addition to the policy, a full time staff member has enabled us to facilitate this new support system. The Program Coordinator for off-Campus Life is charged with helping students become connected to their off-campus living environment, educating students about their responsibilities as community members, assisting both neighbors and students in facilitating positive relationships, and engaging both students and neighbors in mutually beneficial experiences.
- University Ministry's *Loyola4Chicago* program develops the practice of solidarity in our students, provides student volunteers to several community organizations serving recently immigrated persons, including the Southeast Asia Center, the Vietnamese Association of Illinois, and Centro Romero. The program engages 75 students in 14 groups serving 12 neighborhood organizations. Students staff after-school programs and overnight shelters, teach ESL and GED classes, visit with the sick and the elderly.
- Each fall, spring and summer break, Ministry's Alternative Break Immersion program sends well over 100 students, accompanied by faculty and staff members, to ten domestic and three international community organizations for intense experiences of action for social justice. The First-Year Initiative invites first year students to bi-weekly service at the St. Thomas of Canterbury soup kitchen in neighboring Uptown. Loyola students have for years been the mainstay of volunteers for this community kitchen.
- EVOKE, a program housed in University Ministry, enhances the university's commitment to service and activism through reflection on values as part of the service and immersion programs. All of these initiatives and programs seek to increase constructive involvement by our students in community engagement and service to others, and to inspire and ground these commitments in our students so that they are part of their value system after they have left the university.
- University Ministry, in collaboration with the School of Education, has for years run a successful immersion program to Cuba. University Chaplains have developed a partnership with an ESL program sponsored by the Christian Brothers in Havana. Each summer, a delegation of graduate students and faculty members visit the school to teach English, train teachers and learn qualitative research methods. A recent \$464,000 grant from the US AID will continue this work.

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In response to the President's strategic planning challenge about what more Loyola might do by way of degree programs with internships that would benefit from and serve Chicago, we are launching a new School of Communication, Technology, and Public Service at the Water Tower Campus. Described in Chapter Four in terms of its curricular significance, it also represents a major commitment on the part of the University to outreach and partnership with the surrounding community. In one of the more dramatic partnerships contributing to the Water Tower Plan, Loyola is leasing a parcel of land at this campus to the Franciscan Sisters of Chicago Service Corporation, which will build and operate a high-rise senior residence, *The Clare*. The term of the land lease is 99 years, after which ownership returns to Loyola. This partnership connects service to seniors living in Chicago with the strategic academic initiatives of the University. The university will occupy the lower level and the first and second floors of this new high rise, using that valuable space for classrooms and academic offices for the new school and further contributing to the vitality of the downtown area by its educational programming. At the same time, the dedication of the remainder of the building to elder care responds to community need in a way that is singularly harmonious with the University's mission.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Serving Chicago Respectfully and Responsively

Whether Loyola students come from Chicago or elsewhere, the university has made great effort to assure their safety and enrichment while on campus. Committed to the safety and security of its students, faculty, staff, administrators, alumni and visitors, the university recently completed a careful study of university facilities and surrounding neighborhoods, security systems and equipment, and safety policies and operations. In response to this study, a five-point, multi-year plan to augment security operations at Loyola's lakeside campuses has begun and includes recruiting and training more personnel, upgrading security systems and completing a comprehensive safety education program for all students, faculty and staff.

As is evident from the long and growing lists of projects like those already mentioned, and as is clear from the hundreds of thousands of hours students spend each year in providing direct services through their professional school internships and clinical placements, what Loyola is able to offer is very well received by the multiple communities served. Programs associated with various schools and academic, student, and administrative departments providing service-learning courses, internships, volunteer programs, and community engagement and outreach programs, have been broad-based and inclusive. Many of these programs, ongoing and successful, receive the strong endorsement of their community partners.

Loyola provides direct collaborative services to the community, but also tangible services, including meeting rooms and program space for dozens of community organizations including the Rogers Park Youth Net, the Bosnian Youth Center, and the Hispanic Institute, to name just a few. The Office of Diversity has a history of engaging students in community activities for which it has received positive community feedback.

Since Chicago is one of the most diverse major cities in the country, where, it is estimated, there will be no one majority ethnic group by the census of 2010, it is not surprising that Loyola continues its commitment to addressing the needs of the City and the diverse constituencies of the suburbs. Reaching the needs of ethnic

Loyola has made great efforts to ensure the campus safety of all.

groups was, after all, one of the very reasons why Father Damen chose to found a Jesuit institution of higher learning. More than 75 distinct ethnic groups call Rogers Park and Edgewater their home, and nearly 80 different languages are spoken. One of the largest of these ethnic groups is Bosnian. To support this constituency, Loyola provided, for more than five years, rent-free space for a Bosnian community drop-in center, assistance in finding a permanent home, and a board member, recruited from the University's Mission and Ministry Department. Similarly, the University regularly supports the needs of organizations such as the Illinois Coalition of Immigrant the Refugee Rights, with meeting and event space, board and committee members, and student interns.

Loyola is proud of its many constituent partnerships, seeking always to be a good corporate citizen within the communities we serve, and seeking to be true to the integrity of our mission in all of our contractual obligations and corporate decisions. Over a year ago for example, Loyola University sought to sell a 60,000 square-foot parcel of property just south of the Lakeshore campus. The university was in a position to sell the property to whomever it wished, for the greatest possible financial return. Working through a neighborhood task force, however, the university solicited the community's input on the project, ultimately reflecting the community's wishes in our marketing materials and bid packets for the property. Community leaders also had the opportunity to meet the prospective buyer before the deal was closed. Not surprisingly, the new buyer is well respected by the community, and is himself already a positive change agent.

Corporately, Loyola supports community groups and organizations in the neighborhoods surrounding its three campuses through several means, including, but not limited to: offering its facilities for events and meetings, finding staff members to serve on their boards and committees; sponsoring and funding planning studies; serving as fiscal agent for community development grants; and through providing in-kind, special event, and cash charitable donations

Loyola University makes its classrooms, meeting rooms, and other facilities available to community groups and organizations on a very regular basis, and seeks to involve the public in these activities as much as possible. Constituents as diverse as the Chicago Police Department, the Organization of the North East (an umbrella of community organizations that supports issues such as immigrant rights, affordable housing, and community economic development), elected officials, chambers of commerce, local businesses, and community councils use Loyola facilities in a steady stream of activity. As a thank you to a local park, for example, which lets the university rent time and space for athletic practice, Loyola hosts an annual banquet for the park's own athletic teams and their families in our gymnasium.

Loyola also connects regularly with key decision-makers and local business leaders through the university's Council of Regents and individual school advisory councils. These institutional entities help to ensure the ongoing relevance and need for our academic programs, to gain support for these programs, and to identify new needs and directions for the application of the university's mission and vision.

University officials are aware that a key component of good citizenship is good communication. In this our purpose is presenting information to the public in a clear and accessible way, and providing a simple mechanism by which the wider community can express itself to the University. To assure this good communication, in January 2004 a new Division of Public Affairs was created, to be led by an individual at the Vice Presidential level. The new division incorporated a range of

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media and communications functions, along with government and community relations, in a manner that maximized their ability to serve the University as Citizen.

Core Component 5d: Internal and external constituencies value the services the organization provides.

Neighbor and Alumni Relations

The University, as a university, engages in community partnerships that are genuinely valued by our neighbors. One example was the process which led to the creation of a Tax Increment Financing (TIF) district in the Rogers Park community. Working through its Lakeshore Community Advisory Council, Loyola partnered with the local community development corporation, DevCorp North, to sponsor the most inclusive and open process in the history of Chicago. The two organizations created a TIF task force made up of community representatives, local business owners, and neighbors who would be most affected by the TIF. The City of Chicago's required process calls for one community meeting before a TIF proposal can be heard by the City's Community Development Corporation. Loyola, DevCorp North, and the local aldermen hosted four meetings prior to the City's official one. Loyola and DevCorp North's process has been nominated for an award by the Illinois Chapter of the American Planning Association.

Community leaders testify to the usefulness of Loyola's programs of engagement. Last fall, community leaders from Rogers Park and Edgewater did so when they traveled to City Hall and testified in favor of the Tax Increment Financing District which Loyola was sponsoring. In a remarkable display of support, nearly 20 executives and board members from community organizations, plus another dozen neighbors, praised Loyola's inclusive TIF process and pledged their support to the university's community-based programs. The Lakeshore Community Advisory Council has been so successful that Loyola has recently started a Water Tower Campus Community Advisory Council.

The Medical Center Campus interacts with communities throughout the western and southern suburbs, partnering with elected officials to assure open and free flow of communication. Needs assessment is also accomplished strategically through the office of Government and Community Relations at both the University and the Medical Center. The Directors of Community Relations serve on more than a dozen community boards, committees and task forces, where they are in an excellent position to assist and advise, and also to learn. These University Community Advisory Councils engage and serve Loyola's town/gown constituencies and communities on a monthly basis, providing excellent opportunities for dialogue, communication, and connection before problems arise. Loyola's approach to engaging community constituencies is to be as inclusive as possible, believing that the process of engagement is at least as important as the end result itself.

The Loyola Museum of Art (LUMA) is being built on the Water Tower Campus in Lewis Towers in view of Michigan Avenue. This welcome cultural contribution to the Chicago's Magnificent Mile will further enhance the quality of life of the many thousands of downtown Chicago's residents and visitors. It is one example of a distinctively "university" way of serving and enriching one's campus neighborhood.

A university bears a special responsibility to serve its alumni. Loyola takes that responsibility seriously, and its focus of service to alumni is demonstrated in several ways. Loyola's Alumni Relations office recently formed an alliance with the Career



Loyola's Alternative Break Immersions are domestic and international opportunities to do justice while serving and learning in communities. Among the immersions planned for Spring 2005 is a visit to the Pine Ridge Reservation in South Dakota, enabling students to work side-by-side with the Lakota Sioux community, while learning about the history, culture and spirituality of the reservation.

Transitions Center of Chicago (CTC) to enhance the quality of career services offered to graduates. A number of alumni have availed themselves of the services, which have included job search workshops and networking sessions, both on campus and at CTC. Opportunities for alumni education are a part of the university's lifelong learning outreach to its alumni and others in the community. Its facilities and teachers are easily accessible to alumni throughout the Chicago area and Loyola faculty have been highly responsive to invitations to offer educational programs to alumni. It is a priority to offer increasingly robust educational opportunities to alumni in the Chicago area and elsewhere.

Since it is clear that alumni chapters help to bring alumni together to share a common interest and ongoing education and networking, Loyola is developing a network of alumni chapters and clubs both in the Chicago area and elsewhere that will be responsive to these interests and needs of our alumni. This is a priority and we are investing in staff and budget resources to develop a vibrant chapter and club program. Other priorities included spiritual programming for alumni so that opportunities for spiritual retreat, reflection and liturgy are available throughout the year along with the use of the web and e-technology in order to stay connected to alumni.

It is also important to note that Loyola alumni and alumni organizations perform community service. In this way, the University's initiatives of service to alumni result in their participation in the University's mission of service to the wider community. Our Young Alumni provide Christmas celebrations and gifts for children in collaboration with Catholic Charities of the Archdiocese of Chicago. Young Alumni and other organizations are actively seeking volunteers to perform community service in other contexts. Alumni volunteers recently organized and participated in a community service project at Poder Learning Center and St. Procopius Elementary School in Chicago's largely Hispanic Pilsen neighborhood. Poder and St. Procopius have expressed appreciation for this volunteer service and its results.

Alumni also serve as mentors for current students. Our alumni program in this area, called Alumni Sharing Knowledge (ASK) enables alumni to serve as online career mentors to students and other alumni and to serve on career leadership and opportunity panels. Alumni serve as guest classroom speakers and lecturers and, in concert with Loyola's internship center, help to build the network of internships for students through alumni resources and contacts.

Finally, service to alumni and other external groups comes through Loyola's Department of Alumni and Special Events, which administers both alumni programs and university special events. The successful execution of annual events programming is extremely important to the service provided to friends and alums of Loyola. Over 75 events are held and attended by more than 10,000 alumni and community guests annually. These social and educational events provide opportunities for alumni and others to learn more about what Loyola is doing and to access programming of interest and benefit to them and their communities.

Recommendations

In light of the findings emerging from our self-study of our engagement with our communities and service activities, we have formulated institutional recommendations regarding ways to improve and projects to undertake (see chart on p. 102). These self-recommendations have been reviewed and refined by the president, the vice-presidents, the deans, and many other individuals and faculty, staff, and student groups.

***Loyola takes seriously
its continuing responsibility
to its alumni.***

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Criterion Five: Self-Recommendations		Administrator
1.	In order to improve connections with alumni, the university should enhance, and in some cases initiate, programs for regional chapters, enhanced ways to invite alumni back into the life of the university, and web-based communication systems.	VP Advancement
2.	In order to improve the opportunity for students to learn and interact in the business and professional world, the university should increased opportunities for internships and service learning experiences in every undergraduate degree program.	Provost
3.	In order to improve the quality of continuing education programs for the Chicago professional and business community, the professional schools, including the Medical School, should enhance continuing education programming, and especially summer and professional institute programming at the Water Tower Campus.	Provost
4.	In order to improve student participation in community-based activities, Student Affairs, University Ministry and Academic Affairs should enhance opportunities for the development of, as well as participation in, community outreach.	Provost VP Student Affairs VP Mission & Ministry
5.	In order to enhance the economic vitality, security and diversity of the neighborhoods surrounding each of the three campuses, the University should find ways to collaborate with neighbors and neighborhood groups seeking to improve the quality of life surrounding each of our campuses. A formal outreach effort should be developed for each campus.	VP Public Affairs VP Facilities VP Health Sciences

NCA Federal Compliance Program

- Credits, Program Length and Tuition
- Organizational Compliance with the Higher Education Reauthorization Act
- Federal Compliance Visits to Off Campus Locations
- Advertising and Recruitment Materials
- Organizational Records of Student Complaints



The Lewis Library at Loyola's Water Tower Campus features a dramatic two-story reading room with sweeping views of world-class Chicago.

NCA Federal Compliance Program

Credits, Program Length and Tuition

The semester hour is the standard for computing the amount of a student's scholastic work at Loyola University Chicago. A semester hour is normally defined as one lecture, recitation, or other class exercise of 50 minutes per week per semester. Two 50-minute periods of laboratory or studio work are frequently equivalent to one credit hour. Three or four 50-minute periods of clinical or fieldwork in some areas are equivalent to one credit hour. The undergraduate and graduate semester extends over 16 weeks, including final examinations. Currently, the academic calendar includes a fall and spring semester. The School of Law and the Stritch School of Medicine each operate on a semester system which extends over 17 and 20 weeks, respectively, including examinations.

The Graduate School of Business operates on the quarter system, with ten weeks per quarter. All Graduate School of Business courses carry three semester hours of credit. Internships carry between one and three semester hours of credit. Students may enter at the beginning of the autumn, winter, spring, or summer terms.

The summer sessions at Loyola University Chicago provide courses ranging from first-year college through graduate level. The courses offered during the summer sessions are equivalent in content and credit to those offered during the academic year and may be applied toward any appropriate degree conferred by the university. The faculty of the summer sessions is composed of members of the university teaching staff supplemented by visiting professors.

The minimum number of credits required for the bachelor's degree is 128. Program length, credit and other requirements vary across the University's colleges and schools for the master's and doctoral degrees. First professional degrees are offered in law and medicine. Details concerning credits and program length for the graduate and professional degree programs are available on the websites and catalogs of each school, available for inspection in the NCA resource room.

Earned credit hours are those received in the successful passing of a course. Attempted credit hours indicate the amount of work the student attempted without reference to grades received. The hours for any course with a final grade other than "W" (withdrawal) or "AU" (audit) are included in attempted credit hours. Attempted credit hours (with the exception of pass-fail courses) are used in computing a student's scholastic average or standing.

All current student permanent academic records of Loyola University Chicago (except for the Dental School prior to 1956 and the Medical School) are the responsibility of the Office of Registration and Records. This record contains cumulative class and grade history, including majors, minors, and degrees conferred. Students may inspect electronic displays of their records in either Office of Registration and Records, upon submission of identification, except during grade processing periods. Non-electronic records (prior to 1983) can be inspected only at the Water Tower Campus office.

Loyola University Chicago utilizes several different tuition rates. The relative rates are determined by market considerations and instructional costs, as well as the income expectations of graduates of the various programs. The following chart (on p. 105) provides a representative selection of current rates (on a per year basis).



Ranked among the top U.S. college and university libraries, Loyola's comprehensive multi-campus library system offers five campus libraries, specialized archives and virtual libraries, 1.7 million volumes, 10,000 periodical subscriptions and a variety of electronic resources.

NCA Federal Compliance Program

Division	1990-00	2000-01	2001-02	2002-03	2003-04	2004-05
Undergraduate	\$17,750	\$18,266	\$18,814	\$19,472	\$20,544	\$21,780
Graduate School	\$500/hr	\$514/hr	\$529/hr	\$548/hr	\$578/hr	\$606/hr
Business	\$2,124/ course	\$2,186/ course	\$2,252/ course	\$2,331/ course	\$2,550/ course	\$2,672/ course
Law (Day)	\$22,990	\$23,660	\$24,370	\$25,224	\$26,612	\$28,210
Medicine	\$28,800	\$29,660	\$30,500	\$31,400	\$32,800	\$33,500
Social Work	\$493/hr	\$507/hr	\$522/hr	\$540/hr	\$570/hr	\$585/hr

Organizational Compliance with the Higher Education Reauthorization Act

Loyola University Chicago maintains current copies of all documents required by the Higher Education Reauthorization Act. These include the Program Participation Agreement (PPA) and Eligibility and Certification Renewal (ECAR). All documents will be available for review in the Resource Room during Loyola's visitation.

As regards student default rate, Loyola is currently in the midst of a regularly scheduled external audit. Exact information on this topic will also be available for review by the visitation team.

The following charts (below and p. 107) provide the expected information on student one-year retention rates as well as time to degree completion.

New Freshmen One-Year Attrition/Retention Rates					
New Freshmen		Number		Rate	
Cohort	Cohort Size	Attrition	Retention	Attrition	Retention
1983	1,156	180	976	15.6	84.4
1984	1,080	190	890	17.6	82.4
1985	1,037	201	836	19.4	80.6
1986	1,028	176	852	17.1	82.9
1987	1,048	156	892	14.9	85.1
1988	1,074	195	879	18.2	81.8
1989	1,090	169	921	15.5	84.5
1990	987	141	846	14.3	85.7
1991	921	185	736	20.1	79.9
1992	985	195	790	19.8	80.2
1993	856	149	707	17.4	82.6
1994	1,105	197	908	17.8	82.2
1995	1,182	208	974	17.6	82.4
1996	1,063	181	882	17.0	83.0
1997	1,188	186	1,002	15.7	84.3
1998	1,340	252	1,088	18.8	81.2
1999	1,067	183	884	17.2	82.8
2000	889	130	759	14.6	85.4
2001	1,424	228	1,196	16.0	84.0
2002	1,623	253	1,370	15.6	84.4
2003	1,915	314	1,601	16.4	83.6

NCA Federal Compliance Program

Regarding the public reporting of crime statistics, the Clery Act, which outlines many of the crime reporting requirements for colleges and universities, and which is overseen by the U.S. Dept. of Education, does not have specific guidelines concerning the placement of campus safety bulletin boards, except that they should be in well-traveled areas of the campus. Loyola has campus safety bulletin board locations in Damen Hall, Granada Center, Halas Sports Center, Centennial Forum, and several other sites. These boards contain monthly on-campus crime statistics, maps of monthly criminal activity in the neighborhoods surrounding Loyola, and tips about staying safe.

In addition, Loyola's three-year crime analysis, a requirement of the Clery Act, is posted and publicly accessible online at www.luc.edu/depts/safety/clery. A scrolling crime alert on the University's Public Safety page is used to inform people quickly of relevant criminal activity.

Federal Compliance Visits to Off-Campus Locations

Loyola University Chicago offers two degree programs at off-campus sites, an Executive MBA program and a MSW program. Both are held at a site located on the campus of Carthage College in Kenosha, Wisconsin. At the time of the initiation of these programs, the Higher Learning Commission was notified. Return letters from NCA Executive Director Steven D. Crow confirm approval of these off-campus sites on August 7, 1998 (EMBA) and November 13, 2000 (MSW).

Professional Accreditations

Several of Loyola's degree programs hold professional accreditation, as indicated below. Recent accreditation self-study reports are available for examination in the NCA resource room. All of the University's accredited programs are in good standing with their respective accrediting agency. No single professional accreditation agency covers one-third or more of the University's offerings or its students, nor does Loyola University Chicago hold dual institutional affiliation with any other accrediting agency.

American Bar Association (School of Law)

American Psychological Association

(Ph.D. Program in Clinical Psychology; Ph.D. Program in Counseling Psychology)

Association to Advance Collegiate Schools of Business

(School of Business Administration)

Commission on Collegiate Nursing Education (Niehoff School of Nursing)

Council on Social Work Education (School of Social Work)

Liaison Committee on Medical Education (Stritch School of Medicine)

National Council for Accreditation of Teacher Education (School of Education)

Association of Theological Schools (Institute of Pastoral Studies)

Advertising and Recruitment Materials

Advertising materials currently in use that reference Loyola's affiliation with the Higher Learning Commission do not include the Commission's contact information. However, Loyola University Chicago is prepared to fully comply in new materials as they are prepared. Future statements of affiliation will read:

Loyola University Chicago is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Commission URL: www.ncahigherlearningcommission.org

Commission Phone: (312) 263-0456

Percent

New Freshmen Enrollment, Attrition, and Graduation Loyola University Chicago

Cohort		1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
	Entry	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
After....																							
Year 1 Term 1	Enrolled	95.3	93.6	94.5	95.3	95.5	95.5	96.9	96.0	94.2	92.6	94.3	94.0	95.0	93.5	95.5	93.8	94.5	94.9	94.0	95.6	93.5	
	Drop/Stop	4.7	6.4	5.5	4.7	4.5	4.5	3.1	4.0	5.8	7.4	5.7	6.0	5.0	6.5	4.5	6.2	5.5	5.1	6.0	4.4	6.5	
Year 1 Term 2	Enrolled	84.4	82.4	80.6	82.9	85.1	81.8	84.5	85.7	79.9	80.2	82.6	82.2	82.4	83.0	84.3	81.2	82.8	85.4	84.0	84.4	83.6	
	Drop/Stop	15.6	17.6	19.4	17.1	14.9	18.2	15.5	14.3	20.1	19.8	17.4	17.8	17.6	17.0	15.7	18.8	17.2	14.6	16.0	15.6	16.4	
Year 2 Term 1	Enrolled	80.4	79.3	76.3	79.7	81.5	80.2	80.6	83.2	77.3	77.4	80.5	78.6	79.7	79.7	80.2	75.9	79.1	81.6	79.0	78.6		
	Drop/Stop	19.6	20.7	23.7	20.3	18.5	19.8	19.4	16.8	22.7	22.6	19.5	21.4	20.3	20.3	19.8	24.1	20.9	18.4	21.0	21.4		
Year 2 Term 2	Enrolled	73.3	72.6	73.3	75.0	76.7	74.5	73.9	75.9	71.3	72.7	77.5	73.4	74.5	76.5	75.4	70.9	74.8	76.6	73.9	73.9		
	Drop/Stop	26.7	27.4	26.7	25.0	23.3	25.5	26.1	24.1	28.7	27.3	22.5	26.6	25.5	23.5	24.6	29.1	25.2	23.4	26.1	26.1		
Year 3 Term 1	Enrolled	71.3	71.4	71.1	73.4	74.3	72.1	71.7	75.0	69.6	70.9	76.1	71.8	73.6	74.7	73.3	69.6	72.4	75.5	72.5			
	Drop/Stop	28.7	28.6	28.9	26.6	25.7	27.9	28.3	25.0	30.4	29.1	23.9	28.2	26.4	25.3	26.7	30.4	27.6	24.5	27.5			
Year 3 Term 2	Enrolled	67.3	67.9	68.2	70.2	71.3	69.6	69.0	71.5	68.6	69.3	72.1	68.6	71.1	72.4	69.9	67.1	70.9	72.7	69.6			
	Drop/Stop	32.3	31.7	31.4	28.9	27.6	29.8	30.5	27.5	30.9	30.3	27.0	30.7	27.9	26.5	28.8	31.5	27.7	26.3	29.4			
	Graduated	0.4	0.5	0.4	0.9	1.1	0.7	0.6	1.0	0.4	0.4	0.9	0.7	1.0	1.0	1.3	1.4	1.3	1.0	1.1			
Year 4 Term 1	Enrolled	64.8	66.2	65.2	68.1	69.8	66.9	66.4	69.1	64.8	65.7	69.6	65.9	69.1	69.0	66.8	64.6	67.4	69.9				
	Drop/Stop	33.0	32.2	32.7	29.4	27.6	30.7	31.2	27.6	32.1	30.6	27.5	30.7	27.9	27.1	29.5	31.9	29.1	26.9				
	Graduated	2.2	1.6	2.1	2.5	2.6	2.3	2.4	3.3	3.0	3.8	2.9	3.4	3.0	4.0	3.7	3.6	3.5	3.3				
Year 4 Term 2	Enrolled	26.1	22.5	24.7	25.3	28.6	29.0	29.7	30.2	26.5	26.7	25.8	23.1	22.3	17.0	21.7	18.8	14.0	15.9				
	Drop/Stop	37.7	37.1	37.1	34.1	31.4	35.5	35.0	31.0	35.9	34.8	31.4	33.8	31.4	30.1	32.5	33.4	34.9	35.2				
	Graduated	36.2	40.4	38.2	40.6	40.0	35.6	35.3	38.8	37.6	38.5	42.8	43.1	46.3	52.9	45.8	47.8	51.2	48.9				
Year 5 Term 1	Enrolled	17.0	15.5	16.6	18.3	18.6	16.1	17.5	18.9	18.8	17.1	14.8	14.3	13.0	9.9	12.4	11.3	9.1					
	Drop/Stop	35.3	33.7	34.3	31.0	30.0	33.5	33.1	29.0	33.2	32.2	28.4	31.9	30.3	29.1	30.6	33.5	31.6					
	Graduated	47.8	50.8	49.1	50.7	51.4	50.4	49.4	52.1	48.0	50.8	56.8	53.8	56.7	61.1	57.1	55.1	59.3					
Year 5 Term 2	Enrolled	7.7	5.6	7.8	8.2	7.3	7.1	6.9	7.2	6.8	6.8	4.9	4.6	4.1	3.5	3.2	3.1	2.7					
	Drop/Stop	36.2	35.3	35.6	32.5	31.0	34.4	34.6	31.7	35.2	33.1	29.4	33.2	31.8	29.9	31.1	34.3	32.5					
	Graduated	56.1	59.1	56.6	59.3	61.6	58.6	58.5	61.1	58.0	60.1	65.7	62.2	64.0	66.6	65.7	62.5	64.8					
Year 6 Term 1	Enrolled	5.8	4.4	6.5	6.2	4.8	5.0	4.8	4.7	4.3	5.1	3.3	3.0	2.8	3.1	2.4	2.3						
	Drop/Stop	35.8	34.2	34.9	32.0	31.1	34.0	34.3	30.5	35.1	31.9	29.2	33.4	31.2	28.0	30.8	33.4						
	Graduated	58.4	61.5	58.6	61.8	64.1	61.0	60.9	64.8	60.6	63.0	67.5	63.6	66.0	68.9	66.8	64.3						
Year 6 Term 2	Enrolled	4.0	3.4	3.9	3.2	3.1	3.2	3.2	2.7	2.5	2.8	2.0	1.5	2.1	0.9	1.2	1.3						
	Drop/Stop	36.1	34.3	35.7	32.7	31.5	34.4	34.9	31.2	35.0	32.9	29.6	33.6	30.8	28.8	30.9	33.7						
	Graduated	59.9	62.3	60.5	64.1	65.4	62.5	61.9	66.1	62.5	64.3	68.5	64.9	67.1	70.3	67.9	65.0						

NCA Federal Compliance Program

Organizational Records of Student Complaints

Both responding to student complaints and record-keeping in that regard are undertaken by several offices at Loyola. The President's Office responds to complaints by systematically forwarding them to the appropriate academic or nonacademic office and keeping copies to assure a response. Records of the complaint and the response are kept in the form of photocopies of the correspondence. Academic Affairs keeps a file of all complaints. In some cases the response may come from that office, though more commonly it is referred to the particular college or school. The division of Student Affairs, usually through the office of the Dean of Students, responds to complaints and maintains files of relevant correspondence. Each college and school has a detailed procedure for responding to student complaints, as do the departments of the College of Arts and Sciences. In all cases, logs and/or files are open to inspection by the visitation team.



Four essential principles define a Jesuit-based education: care for the individual; giving one's best in every effort; finding the role of faith in our world; and fostering service to others.

NCA APPENDICES

- Roster of Self-Study Work Teams
- Strategic Planning Task Forces
- North Central Recommendations for Improvement
- University Organizational Charts
- Key University URLs



Loyola has more full-time students overall—11,588 on campus in the 2004-2005 academic year—than in the past 20 years. The university's total enrollment of 14,147 is the highest it has been in 10 years. Full-time undergraduates have increased 46.6% in the past five years.

APPENDIX A

Roster of Self-Study Work Teams

Phase One

Timothy E. O'Connell, Assistant Provost, Faculty Administration, (Coordinator)
Marian Claffey, Special Assistant to the Provost (Administrator)

Steering Committee:

Marjorie Beane, Vice President, Administration and Planning
Darice Birge, Sr. Associate Dean, College of Arts and Sciences
Margaret Bloom, Dean, School of Education
Noreen Facione, Director, Center for Faculty Professional Development
Frank Fennell, Chairperson & Professor, English
Jane Neufeld, Dean of Students

Consultants:

Linda Heath, Assistant Provost & Professor, Psychology
Richard Hurst, Director, Institutional Research
Mary Nowesnick, Executive Director, Marketing Communication Services
John Pelissero, Associate Provost, Curriculum and Programs
Lucien Roy, Vice President, Mission and Ministry
Myles Sheehan, SJ, Senior Associate Dean, Stritch School of Medicine
William Yost, Assoc. VP & Dean, Graduate School

Phase Two

Timothy O'Connell, Assistant Provost, Faculty Administration (Coordinator)
Marjorie Beane, Vice President, Administration and Planning (Administrator)

Work Group 1: Mission and Integrity

Lucien Roy, Vice President, Mission and Ministry (Co-chair)
Pamela Costas, Associate General Counsel (Co-chair)
John Neafsey, Project Consultant, Project EVOKE
Loretta Namovic, Executive Assistant to the President
Gerolyn Hudson, Executive Secretary, University Libraries
Steven Macksey, Assistant Dean for Information Service and Collections, Libraries
Anne Morgan, Asst Dean of Students, Chief Judicial Affairs Officer,
Student Life Office

Anthony Barbato, Vice President, Health Sciences, President & CEO,
Loyola University Health System
Mary Nowesnick, Executive Director, Marketing Communication Services
Wayne Silwa, Project Manager, Facilities
A. (Tassos) Malliaris, Interim Dean, School of Business Administration
Jeff Doering, Chairperson & Professor, Biology
Arthur Lurigio, Chairperson & Professor, Criminal Justice
Philip Hale, Vice President, Public Affairs
Frank Hogan, Board of Trustees

Working Group 2: Preparing for the Future

Steven Bergfeld, Special Assistant to the President (Co-chair)
Diane Geraghty, Interim Dean, School of Law (Co-chair)
Marjorie Beane, Vice President, Planning and Administration
Wayne Magdziarz, Vice President, Strategic Capital Planning



A baccalaureate education at Loyola promotes awareness of the evolving realities of the 21st century; emphasizes the significance of a faith tradition in shaping lifelong actions and decisions; and encourages a student's commitment to building a more just and human society.

William Laird, Chief Financial Officer
 Philip Kosiba, Vice President, Facilities
 Clare Korinek, Registrar, PeopleSoft Implementation Project Manager
 Warren Hale, Director, Residence Life
 Noreen Facione, Director, Center for Faculty Professional Development
 James Whitehead, Assistant Vice President, Government and Community Affairs
 Thomas Kelly, Vice President, Human Resources
 Jack Wall, Dean, Social Work
 Steven Slogoff, Dean, Stritch School of Medicine
 Alice Hayes, Board of Trustees

Work Group 3: Student Learning and Effective Teaching

Margaret Bloom, Dean, School of Education (Co-chair)
 Kim Dell'Angela, Chair, Faculty Council (Co-chair)
 John Frendreis, Vice Provost
 Fred Kniss, Interim Dean, Graduate School
 David Slavsky, Senior Associate Dean, College of Arts and Sciences
 Linda Heath, Professor, Psychology
 Patrick Boyle, Assistant Provost, Office of International Programs
 Richie Salmi, SJ, Vice President, Student Affairs
 Myles Sheehan, SJ, Senior Associate Dean, Stritch School of Medicine
 Jerry Sanders, Associate Provost & Chief Information Officer
 Noreen Facione, Director, Center for Faculty Professional Development
 Eric Apfelstadt, Dean, Rome Center
 John Pelissero, Associate Provost, Curriculum and Programs
 Sheila Haas, Dean, School of Nursing
 Elaine Athas, Board of Regents

Work Group 4: Acquisition, Discovery and Application of Knowledge

John Pelissero, Associate Provost, Curriculum and Programs (Co-chair)
 Isiaah Crawford, Dean, College of Arts and Sciences (Co-chair)
 Nancy Tuchman, Associate Provost for Research (Co-chair)
 Timothy O'Connell, Assistant Provost, Faculty Administration
 Dan Vonder Heide, Director, Information Services
 Anne Figert, Assistant Provost
 Alan Gitelson, Assistant Provost & Director, Magis Initiative
 Diane Geraghty, Interim Dean, School of Law
 John Kostolansky, Associate Dean, Graduate School of Business
 Christopher Murphy, Director of Lakeside Ministry, University Ministry
 Richie Salmi, SJ, Vice President, Student Affairs
 David Prasse, Interim Dean, School of Education
 Noreen Facione, Director, Center for Faculty Professional Development
 Elaine Schuster, Board of Regents

Working Group 5: Engagement and Service

Alan Gitelson, Assistant Provost & Director, Magis Initiative (Co-chair)
 Philip Hale, Vice President, Public Affairs (Co-chair)
 Jonathan Heintzelman, Vice President, Advancement (Co-chair)
 Jennifer Clark, Director, Community Relations
 Philip Nyden, Director, Center for Urban Research and Learning
 John Costello, SJ, Special Assistant to the President
 Jane Neufeld, Dean of Students, Student Life Office
 David Slavsky, Senior Associate Dean, College of Arts and Sciences
 Bren Murphy, Director, Women's Studies & Professor, Communication

Nina Appel, Dean Emerita, School of Law
Robert Hasenstab, Dean, School of Professional Studies
David Ozar, Director, Center for Ethics and Social Justice
Pamela Ambrose, Director, Cultural Affairs
William Cannon, MD, Medical Director, Loyola University
Medical Center Primary Care
Robert Ludwig, Director, Institute of Pastoral Studies
Gloria Jacobson, Associate Professor, Acute, Chronic and Long-Term Nursing,
School of Nursing
Arnie Duncan, Board of Regents

APPENDIX B

Strategic Planning Task Forces

Task Force 1: Mission and Vision

Marjorie Beane, Vice President, Administration and Planning (Co-chair)
Lucien Roy, Vice President, Mission and Ministry (Co-chair)
Trisha Cassidy, Senior Vice President, System Development & Strategy,
Loyola University Medical Center
James Faught, Assistant Dean, Law School
John Haughey, SJ, Professor, Theology
Thomas Hitcho, Assoc. Director, Athletics
Wayne Magdziarz, Vice President, Strategic Capital Planning
Bren Murphy, Director, Women's Studies & Professor, Communications
Cynthia Roberts, Executive Secretary, Office of the Provost
Thomas Tobin, SJ, Professor, Theology
Kim Williamson, Professor, Department of Biology
Joseph Walsh, Dean, School of Social Work

Task Force 2: Jesuit Character of the Loyola Educational Experience

Linda Heath, First-Year Dean (Co-chair)
John Pelissero, Associate Provost (Co-chair)
Mary Boyd, Associate Professor, Chemistry
Eric Apfelstadt, Dean, Rome Center
Mark Bosco, SJ, Assistant Professor, English
Jerry Doss, Undergraduate Student
Kim Fox, Assistant Director, Magis Initiative
Alan Gitelson, Associate Provost & Director, Magis Initiative
Asim Gangopadhyaya, Professor, Physics
Heather Happ, Advisor, College of Arts and Sciences
Patricia Hernes, Chairperson, Fine Arts, College of Arts and Sciences
Christopher Murphy, Director of Lakeside Ministry, University Ministry
Jane Neufeld, Dean, Student Affairs
Timothy O'Connell, Assistant Provost, Faculty Administration
Gwendolyn Purifoye, Advisor, First-Year Dean's Office
Phyllis Solari-Twadell, Visiting Assistant Professor, School of Nursing
David Stagaman, SJ., Chairperson, Theology, College of Arts and Sciences
Anne Sutter, Associate Professor, Psychology
Tassos Malliaris, Interim Dean, School of Business Administration



Loyola is among only 8% of all U.S. colleges and universities to host a Phi Beta Kappa chapter.

Task Force 3: Renewal of Research and the Integration of Undergraduate, Graduate and Professional Education: The Role of Centers of Excellence

William Yost, Department of Psychology (Co-chair)
 Isiaah Crawford, Dean, College of Arts and Sciences (Co-chair)
 Robert Parkinson, Dean, School of Business
 Frederick Wezeman, Director of Musculoskeletal Research,
 Stritch School of Medicine
 Kim Dell'Angela, Faculty Council Chair, Stritch School of Medicine
 David Ozar, Director, Center for Ethics & Social Justice, College of
 Arts and Sciences
 Susan Ross, Professor, Theology, College of Arts and Sciences
 Sheila Haas, Dean, School of Nursing
 Celeste Napier, Director for Research on Drugs of Abuse, Stritch School of Medicine
 David Prasse, Interim Dean, School of Education
 Scott Tindale, Chairperson, Psychology, College of Arts and Sciences
 Jamie Caldwell, Director, Research Services, Stritch School of Medicine
 Greg Gruener, Professor, Neurology, Stritch School of Medicine
 Charles Webber, Professor, Physiology, Stritch School of Medicine
 Fred Kniss, Interim Dean, Graduate School
 Nina Appel, Dean Emerita, School of Law
 Nancy Tuchman, Associate Provost for Research, Lakeside
 Leslie Fung, Professor, Department of Chemistry
 Ayana Karanja, Director, Black World Studies, College of Arts and Sciences
 Noreen Facione, Director, Faculty Professional Development
 John Frendreis, Vice Provost
 Daniel Lee, Professor, School of Social Work

Task Force 4: Loyola's Urban Resource and Location

Philip Hale, Vice President, Public Affairs (Co-chair)
 Margaret Bloom, Dean, School of Education (Co-chair)
 Philip Nyden, Director, Center for Urban Research and Learning
 Anne Figert, Assistant Provost, Office of the Provost
 Arthur Lurigio, Chairperson, Criminal Justice, College of Arts and Sciences
 Ann Morgan, Assistant Dean, Student Affairs
 William Honig, Chairperson, Computer Science, College of Arts and Sciences
 Mary Elsbernd, Director, Institute of Pastoral Studies
 Edward Gumz, Director, Undergraduate Programs, School of Social Work
 James Whitehead, Assistant Vice President, Government Affairs,
 Loyola University Medical Center
 Robert Hasenstab, Dean, School of Professional Studies
 John Bradarich, Director, Career & Internship Center, Student Affairs
 Jody Greenspan, Senior Assistant Dean, Career Resources, School of Law
 Susan Montgomery, Asst. Director, Alumni and Special Events
 Roberta Jannsen, Director, Executive Education, School of Business
 Paul Roberts, Associate Vice President, Graduate & Professional
 Enrollment Management
 Claire Noonan, Chaplain, University Ministry
 Lucy Martinez-Schollmoser, Assistant Professor, School of Nursing
 April Hansen, Director, Undergraduate Admission

Task Force 5: Campus Environment and Facilities

Wayne Magdziarz, Vice President, Strategic Capital Planning (Co-chair)
 Jennifer Clark, Director, Community Relations (Co-Chair)
 Philip Kosiba, Vice President, Facilities

NCA Appendices

Richie Salmi, S.J., Vice President, Student Affairs
Timothy McGuriman, Associate Vice President, Auxiliary Services
Thomas Hickey, Associate Vice President, Finance
Christopher Murphy, Director of Lakeside Ministry, University Ministry
Dave Slavsky, Senior Associate Dean, College of Arts and Sciences
Terri Wronski, Associate Dean, Student Affairs, Stritch School of Medicine
Ellen Munro, Vice President, General Counsel
Marian Claffey, Special Assistant, Office of the Provost

Task Force 6: Service Excellence

Thomas Kelly, Vice President, Human Resources (Co-chair)
John Frendreis, Vice Provost (Co-chair)
Dan Vonder Heide, Director, Infrastructure Services, Information Services
Karla Petersen, Dean, Libraries
Dixie Bennett, Director, Recreational Sports, Student Affairs
Clare Korinek, Registrar, PeopleSoft Implementation Project Manager
Diane Asaro, Director, Wellness Center
Steven DiBenedetto, Director, Financial Services, Student Business Office
Jennifer Haworth, Associate Professor, School of Education
Myles Sheehan, S.J., Senior Associate Dean, Stritch School of Medicine
Richard Hurst, Director, Institutional Research
Emil Posavac, Professor, Psychology
Stuart Donna, Clerk, Financial Assistance
Heather Happ, Advisor, College of Arts and Sciences
Greg Bodin, Undergraduate Student
Reema Kapur, Law Student
Sabrina Talorich, Undergraduate Student
Brian Fiorentino, Associate Professor, Fine Arts
Heather Happ, College of Arts and Sciences/Education Graduate Students

Task Force 7: Advancing the University: Public Communication and Development

Jonathan Heintzelman, Vice President, Advancement (Co-chair)
Mary Nowesnick, Executive Director, Marketing Communication Services (Co-chair)
Robert Ward, Director, Alumni and Special Events
Connie Knapp, Director, Gifts, Development: Planned/Major Gifts
Loretta Namovic, Executive Assistant to the President
Kent Stucky, Associate Vice President, Development: Planned/Major Gifts
John Costello, SJ, Special Assistant to the President
Beth Carona, Stritch School of Medicine
Bud Jones, Associate Vice President, Public Relations
Steven Bergfeld, Executive Assistant to the President
Eugene Grotbeck, Controller, Finance
Rebecca Edwards, Assistant Professor & Program Director, Rome Center
Carolyn Farrell, Associate Vice President & Director, Gannon Center for Women and Leadership
Pete Facione, Provost
Paul Roberts, Associate Vice President, Graduate and Professional Enrollment Management
April Hansen, Director, Undergraduate Admission
Terry Richards, Associate Vice President, Enrollment Management
Deborah Simpkins, Vice President, Marketing, Loyola University Medical Center
Larry Reuter, SJ, Assoc. Vice President, University Ministry, Loyola University Medical Center



Student athletes participate in Loyola's club and intramural programs, ranging from the traditional—baseball, tennis, volleyball, basketball—to the unconventional—women's rugby, Frisbee, polo and cycling.

APPENDIX C

North Central Recommendations for Improvement

Criterion One: Mission and Integrity

Recommendation		Administrator
1.	In order to improve the understanding and living out of Loyola's mission, promise and vision, the university should develop, support and measure the effectiveness of mission and promise strategies.	VP Mission & Ministry VP Public Affairs
2.	In order to improve internal and external communication processes, the university should regularly evaluate the effectiveness of written and web-based communications and marketing efforts	VP Public Affairs Provost
3.	In order to improve the gender, racial and ethnic diversity in the student body, faculty ranks, staff and administration, the university should determine workable strategies for increasing diversity within each of these areas; regularly review the effectiveness of the affirmative action plan and the office of diversity.	Provost VP Health Sciences VP Human Resources
4.	In order to improve the newly formed governance structure, the university should develop an objective evaluation review process commencing fall 2005.	President UCC

Criterion Two: Preparing for the Future

5.	In order to implement continuous quality improvement procedures, the university should monitor and assess the effectiveness of the new academic program review process and the internal audit program of review for the non-academic operations.	Provost CFO AA-UPC
6.	In order to assure the implementation of the 2004-2009 Strategic Plan, the university should expect the Strategic Planning University Policy Committee to monitor and measure the progress of the Plan.	VP Planning & Admin SP-UPC
7.	In order to assure that sound decision-making is based on sound data and sound analysis, Office of Institutional Research (OIR) should provide regular, annual reports on the following: enrollment trends, core and learning outcomes, student satisfaction, faculty productivity, internal and external factors impacting university operations. A regularized alumni survey is also needed.	Provost Institutional Research
8.	In order to continue progress in effective financial management of the University's financial resources, the university should develop and monitor programs for debt reduction, housing and residence life, for effective school management, for sound investment of the endowment and reserves, and for sponsored programs.	CFO BF-UPC
9.	In order to improve the quality and diversity of undergraduate students, the university must set realistic goals for recruiting a more diverse student body, develop and monitor a comprehensive plan.	Provost Enroll Mgmt

Criterion Three: Student Learning and Effective Teaching

10.	In order to administer a successful learning outcomes assessment program, the university should designate an assessment coordinator, and provide the necessary resources for coordination of outcomes assessment in each school and college. Each program should also tie its assessment goals to the four values articulated in the core curriculum. (e.g., civic engagement & leadership, diversity, justice, and spirituality & faith in action)	Provost
11.	In order to improve the learning environment and faculty teaching effectiveness, the university should provide on-going workshops and assistance for faculty, should continue to invest resources in information technology, should develop strategies to capitalize on the convergence of e-learning with traditional learning , and provide feedback to faculty through teaching evaluation program in each school and department.	Provost CFPD
12.	In order to improve our intercollegiate athletic program, the university should strongly consider the recommendations made for the March 2005 NCAA review.	VP Student Affairs
13.	In order to enhance the international experiences of students and increase their appreciation of global issues and diverse cultures, the university should encourage the Office of International Programs, student affairs, and university ministry to coordinate and develop programs that encourage study abroad and also provide opportunities for sharing the resulting experience.	Provost VP Student Affairs VP Mission & Ministry
14.	In order to improve the quality of student services and the academic advising program, the university should develop a single center for delivery and coordination of personnel and policies in and among these offices and departments.	Provost Enroll Mgmt
15.	In order to improve the number and quality of interdisciplinary programs, the provost, VP for health sciences, and VP for research should convene a task force to examine obstacles to and regularization of funding for interdisciplinary programs, including guidelines on the review of interdisciplinary teaching and research for purposes of merit, tenure, and promotion.	Provost VP Health Sciences VP Research AA-UPC
16.	In order to improve the quality of library facilities at the Lake Shore Campus, the university should address the need for new library space.	Provost VP Capital Planning

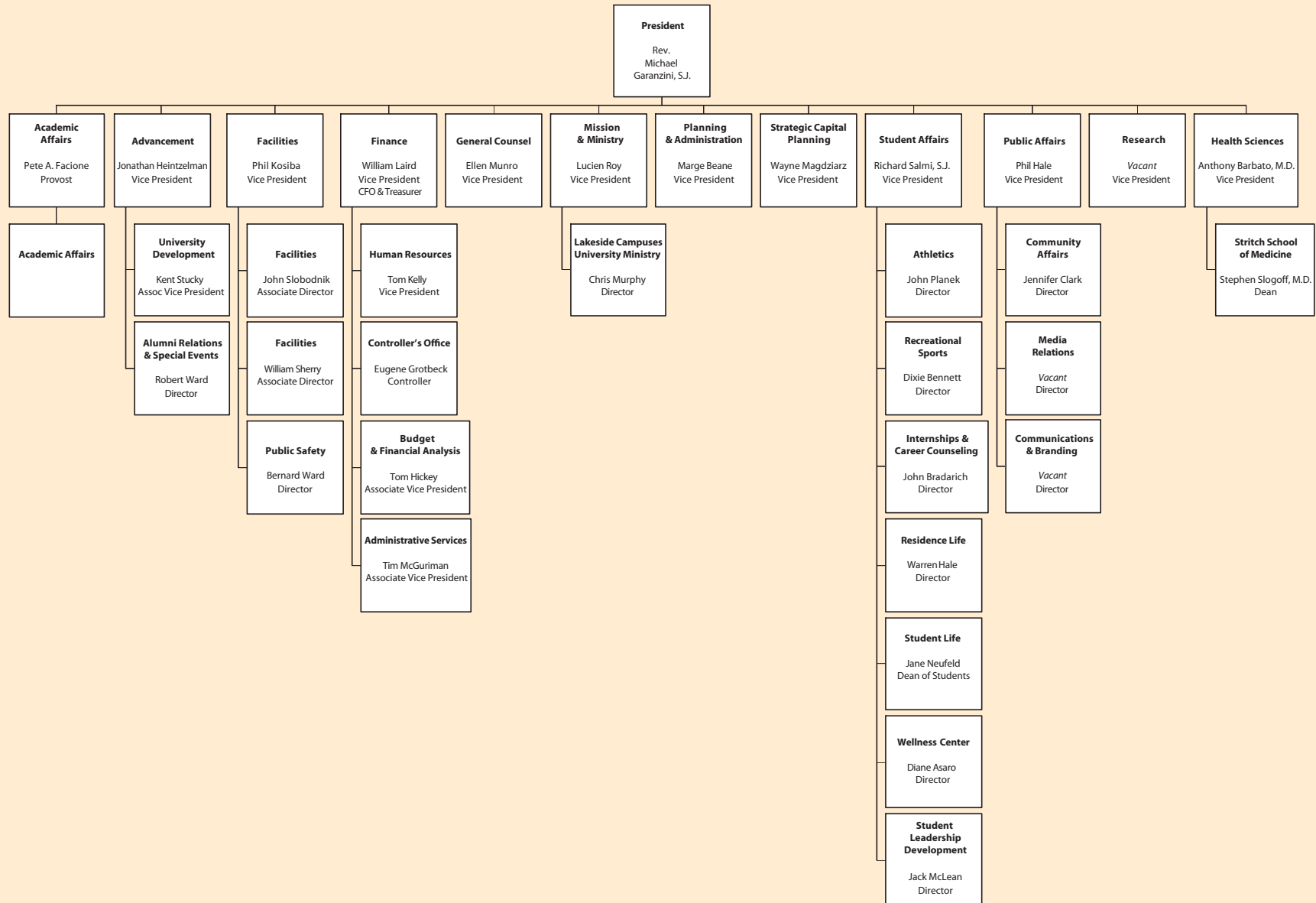
Criterion Four: Acquisition, Discovery and Application of Knowledge

17.	In order to improve the leadership skills of students, the university should request an integrated educational plan from Student Affairs, Academic Affairs and University Ministry that emphasizes among other areas service learning, volunteerism, internships.	VP Student Affairs VP Mission & Ministry Provost
18.	In order to enhance the ability of faculty to do research, the university must address the issue of faculty workload, offer assistance in grant funding, and provide opportunities for professional travel.	Provost VP Health Sciences VP Research
19.	In order to improve the university's competitive stance in the acquisition of patents and technology transfer, the university should coordinate/combine the Stritch School of Medicine and Lake Shore Campus efforts in this regard.	VP Research
20.	In order to improve the involvement of undergraduates in faculty research, the university should find ways to foster a climate of serious inquiry and discovery that a research university requires. Programs such as the Mulcahy Scholars need to be expanded and departments need to explore mechanisms for encouraging this effort, including senior synthesis or capstone experiences with this goal.	Provost VP Research
21.	In order to facilitate the implementation of the new core curriculum, the provost and deans should undertake a thorough discussion of the intellectual, pedagogical, and resource implications of this new curriculum.	Provost Council of Deans CFPD
22.	In order to enhance the international experiences of students and increase their appreciation of global issues and diverse cultures, the university should encourage the office of international programs, the Rome Center, student affairs, and university ministry to coordinate and develop programs that encourage study abroad and also provide opportunities for sharing the resulting experience.	Provost VP Student Affairs VP Mission & Ministry RC Director
23.	In order to increase its service to the Chicago area and the wider community, and to enhance its academic reputation, the University should develop and support centers of excellence that take advantage of traditional strengths and propel involvement and research in enduring critical questions and concerns.	Provost VP Health Sciences VP Research

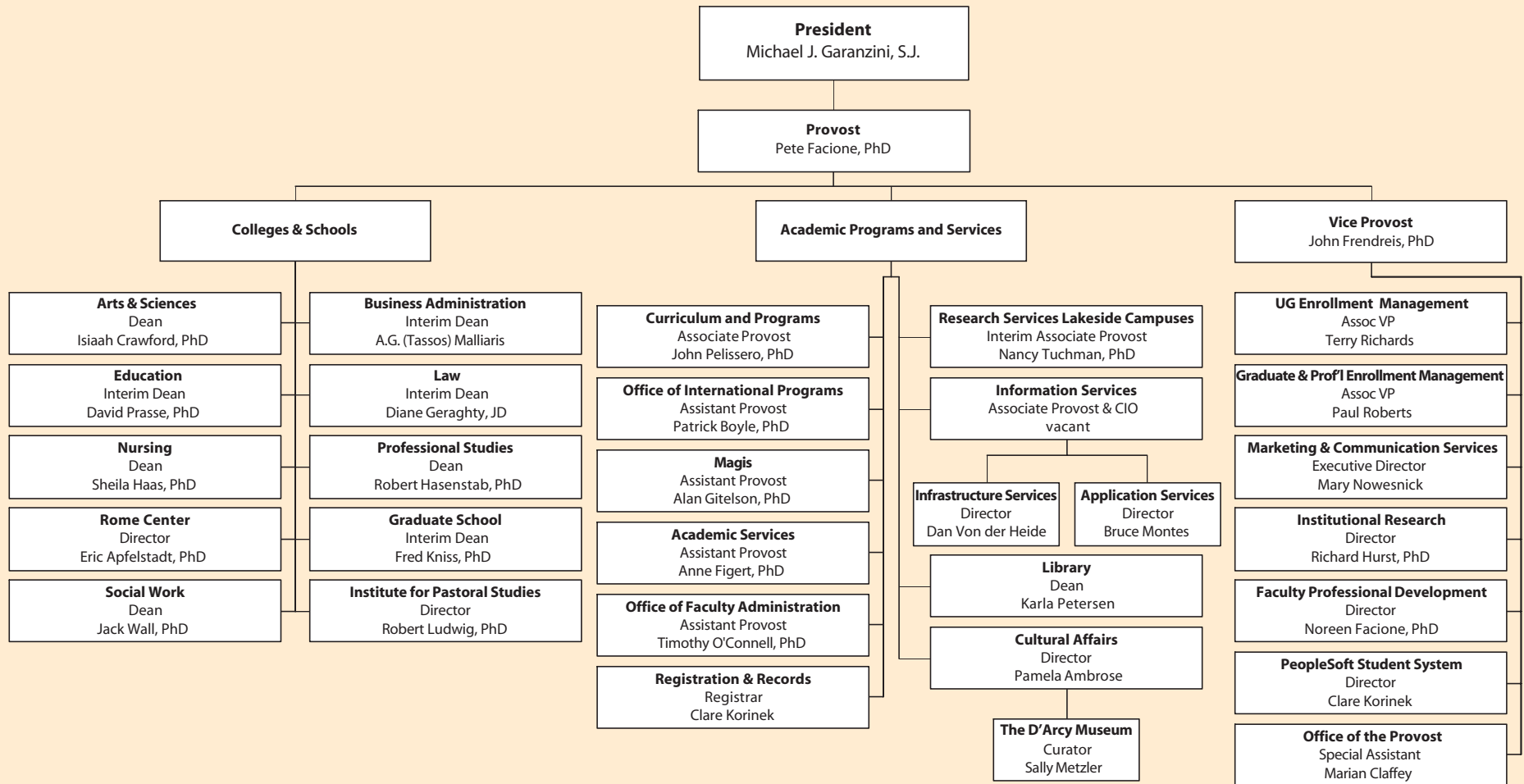
Criterion Five: Engagement and Service

24.	In order to improve connections with alumni, the university should enhance, and in some cases initiate, programs for regional chapters, enhanced ways to invite alumni back into the life of the university, and web-based communication systems.	VP Advancement
25.	In order to improve the opportunity for students to learn and interact in the business and professional world, the university should increased opportunities for internships and service learning experiences in every undergraduate degree program.	Provost
26.	In order to improve the quality of continuing education programs for the Chicago professional and business community, the professional schools, including the Medical School, should enhance continuing education programming, and especially summer and professional institute programming at the Water Tower Campus.	Provost
27.	In order to improve student participation in community-based activities, Student Affairs, University Ministry and Academic Affairs should enhance opportunities for the development of, as well as participation in, community outreach.	Provost VP Student Affairs VP Mission & Ministry
28.	In order to enhance the economic vitality, security and diversity of the neighborhoods surrounding each of the three campuses, the University should find ways to collaborate with neighbors and neighborhood groups seeking to improve the quality of life surrounding each of our campuses. A formal outreach effort should be developed for each campus.	VP Public Affairs VP Facilities VP Health Sciences

Loyola University Chicago Office of the President



Loyola University Chicago Office of the Provost



Appendix E: Key University URLs

About Loyola: <http://www.luc.edu/aboutloyola.shtml>

Academic Programs: <http://www.luc.edu/academics/programs.shtml>

Academics & Research: http://www.luc.edu/academics_research.shtml

Alumni & Friends: http://www.luc.edu/alumni_friends.shtml

Athletics: <http://www.loyolaramblers.com/>

Bursar's Office: <http://www.luc.edu/bursar/>

Board of Trustees: <http://www.luc.edu/about/trustees.shtml>

Campus & Community: http://www.luc.edu/campus_community.shtml

Campus Recreation: <http://www.luc.edu/depts/campusrec/>

Campus Safety: <http://www.luc.edu/depts/safety/>

Centers

Catholic School Effectiveness: <http://www.luc.edu/schools/education/ccse/>

Curl: <http://www.luc.edu/curl>

Ethics & Social Justice: <http://www.luc.edu/ethics/>

Faculty Professional Development: <http://www.luc.edu/cfpd/>

Women & Leadership: <http://www.luc.edu/orgs/gannon/archives/>

Colleges & Schools

Arts and Sciences: www.luc.edu/schools/cas

Business Administration: <http://sba.luc.edu/>

Business, Graduate: www.luc.edu/gsb

Education: www.luc.edu/schools/education

Graduate School: www.luc.edu/schools/grad

Law: www.luc.edu/law

Medicine: www.meddean.luc.edu

Nursing: www.luc.edu/schools/nursing

Professional Studies: www.luc.edu/sps

Social Work: www.luc.edu/socialwork

Core Curriculum: <http://www.luc.edu/newcore/>

Core Curriculum Renewal: <http://www.luc.edu/corerenewal/>

Council of Regents: <http://www.luc.edu/regents/>

Faculty Administration/Academic Affairs: <http://www.luc.edu/depts/acadaff/>

Faculty Council: <http://www.luc.edu/resources/faccouncil/>

Appendix E: Key University URLs

Financial Assistance: <http://www.luc.edu/finaid/>

Financial Services: <http://www.luc.edu/finance/>

Giving to Loyola: <http://www.loyolachicagoalum.net/makeagift.htm>

Graduate/Professional Recruitment: <http://www.luc.edu/gpem/>

Human Resources: <http://www.luc.edu/hr/>

Information Services Division: <http://www.luc.edu/is/>

Institutes:

Burn & Shock Trauma Institute:

<http://www.meddean.luc.edu/depts/bsti.htm>

Cardiovascular Institute:

<http://www.meddean.luc.edu/depts/cardinst.htm>

Neiswanger Institute for Bioethics & Health Policy:

<http://www.meddean.luc.edu/depts/bioethics/index.htm>

Neuroscience & Aging Institute:

<http://www.meddean.luc.edu/depts/neuroage.htm>

Oncology Institute:

<http://www.luhs.org/svcline/cancer/research/index.htm>

Paralegal Studies: <http://www.luc.edu/paralegal/>

Parmly Institute: <http://www.parmly.luc.edu/>

Pastoral Studies: <http://www.luc.edu/depts/ips/>

Institutional Research: <http://www.luc.edu/depts/ir/>

International Programs/Study Abroad: <http://www.luc.edu/studyabroad/>

Internship Services: <http://www.luc.edu/resources/career/intern.htm>

Lake Shore Campus: <http://www.luc.edu/about/visitor/visitlsc.shtml>

Libraries: <http://libraries.luc.edu/>

LOCUS (Loyola's Online Connection to University Services):
www.luc.edu/locus

Loyola Promise & Mission: <http://www.luc.edu/loyolapromise/>

Loyola University Health System (LUHS): <http://www.luhs.org/>

Maps & Directions: <http://www.luc.edu/info/maps/>

Medical Center Campus: <http://www.lumc.edu/>

Appendix E: Key University URLs

Mission & Ministry: http://www.luc.edu/missionandministry/
President's Office: http://www.luc.edu/president/
Provost's Office: http://www.luc.edu/depts/acadaff/
Public Affairs Division: http://www.luc.edu/news/media/index.shtml
Registration & Records: http://www.luc.edu/regrec/
Regents, Council of: http://www.luc.edu/regents/
Research Services: http://research.luc.edu/NET/
Residence Life: http://www.luc.edu/reslife/
Rome Center: http://www.luc.edu/romecenter/
Services & Resources: http://www.luc.edu/services_resources.shtml
Staff Council: http://www.luc.edu/resources/staffcouncil/
Strategic Plan, 2004 – 2009: http://www.luc.edu/planning/stratplan_04_09.shtml
Strategic Planning: http://www.luc.edu/planning/
Student Affairs Division: http://www.luc.edu/depts/studaff/ Student Activities: http://www.luc.edu/studentlife/ Student Newspaper: http://www.loyolaphoenix.com/
Undergraduate Admission: http://www.luc.edu/undergrad/
Unified Student Government: http://www.luc.edu/orgs/usg
University Calendar: http://www.luc.edu/calendar/
University Governance: http://www.luc.edu/governance/
University Publications/Media: http://www.luc.edu/news/media/
Water Tower Campus: http://www.luc.edu/about/wtc/

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