



Preparing people to lead extraordinary lives

Loyola University Chicago
Assurance Argument
2015

Introduction

Loyola University Chicago is honored to serve as a *Pioneer Institution* in the new Open Pathway process for maintaining accreditation.

As a Jesuit, Catholic university, we instill in our students the imperative to use their education in service to others and to the public good, which we support through academic and co-curricular learning opportunities for students. Our students are the future stewards of our communities, and our commitment to the life sciences and health care, environmental sustainability, children and families, and social justice are just a few of the many ways Loyola connects itself with challenges facing our city and our world.

At Loyola, the search for truth is carried out in an atmosphere of academic freedom and open inquiry. Our undergraduate programs offer a liberal arts education that advances practical knowledge as well as a sound philosophical understanding of our responsibilities to our fellow human beings. Our graduate and professional schools impart the specialized knowledge required of highly skilled doctors, lawyers, educators, business leaders, and other professionals within an ethical framework that is the foundation of a Loyola education.

Our students hail from all over the world, and we work to make our university a home for all faiths. As we grow more diverse, we also grow more inextricably connected to our Chicago community, which offers our faculty, staff, and students unparalleled research and service opportunities.

While none of the individual qualities above may be unique to Loyola, the way we integrate and prioritize our commitments to education to further the promotion of social justice gives our university a singular identity and character. We have worked hard to become the university that we are today, and we look forward to increased opportunities to expand knowledge in the service of humanity in the pursuit of a more just world.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

We are Chicago's Jesuit Catholic University – a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith. So reads [Loyola University Chicago's formal statement of mission](#).

As a Catholic and Jesuit University, Loyola University Chicago was founded--and still flourishes--as a result of a collaborative and sustaining set of relationships with our sponsors, the Jesuit Province and our [Board of Trustees](#). A Standing Committee of the Board of Trustees has the responsibility to periodically review and actively advance the mission of the University. In addition to allocating this responsibility to the Standing Committee on Jesuit and Catholic Identity, the [Board of Trustees Handbook](#) (2012) clearly describes each member's role in sustaining and advancing the University's mission. Since its incorporation in 1909, the University and its governing body have approved several iterations of the mission statement. The most recent iteration was [affirmed in 2009](#) when the Board of Trustees affirmed the mission statement as part of the Strategic Plan 2009-2014.

[The Strategic Plan 2009-2015](#) outlined a bold and challenging road map for applying and achieving the University's mission to provide a transformative education in the Jesuit tradition. The Plan clearly flows from our mission and addresses our promise to prepare people to lead extraordinary lives, which includes innovation, excellence, ethics, service and leadership.

A companion document written in conjunction with the Strategic Plan is [Transformative Education in the Jesuit Tradition](#). This document--which more fully discusses our mission in view of our latest strategic plan--integrates mission into the purpose of Jesuit/Catholic education at Loyola, and articulates our institutional purpose to serve as a transformative agent for Loyola students. Since its publication in 2009, *Transformative Education in the Jesuit Tradition* has been used during the interview process for new employees to the University, as a discussion and reflection piece in faculty meetings, and within staff meetings in divisions across the university.

[The Faculty Handbook](#), approved after analysis, dialogue and reflection in 2009, clearly situates Loyola's mission, vision and promise as the foundation for the educational and transformational

responsibilities of our faculty (Chapter 1). The Handbook's first chapter opens with the University's statement of mission, vision and promise, inviting faculty to commit to excellence, the promotion of justice, the service of faith, and values-based leadership.

Additional evidence of how Loyola understands and integrates mission into procedures and programs can be found in the 2012 document, [Positioning Loyola for the Future](#). Like most of America's colleges and universities during the years 2009-2012, Loyola faced the perfect storm of dwindling financial resources and increasing costs. In 2011 Loyola University's administration created a Task Force to study how Loyola was positioned to address ten challenges representative of the changing landscape of higher education. Over eight months and in consultation with constituent groups across the University, Loyola engaged in holistic analysis and creative problem solving that included using our mission as a competitive advantage for the University's success.

Loyola University Chicago's programs for students are steeped within the [University's Mission, Vision, Values and Promise](#). Our [Core Curriculum](#), adopted in 2004 and revised in 2012, promotes a breadth of learning in 10 knowledge areas; reinforces the development of such skills as critical thinking and ethical awareness; and integrates three mission values as essential to a Loyola education: diversity, justice, and spirituality. In addition, a requirement for engaged learning was specifically designed to support the mission of Loyola to "expand knowledge in the service of humanity through learning, justice and faith."

In [Loyola's Student Promise](#), a student generated reflection piece, the components of our mission are delineated and expanded upon in terms of the lived experience of our students. Throughout their four-year experience at Loyola, students promise to reflect on their growth as persons of compassion and integrity, as leaders, and as those who strive for excellence in all they do. They promise to care for others, to value human dignity, and to embrace diversity. And they promise to aspire to be a person for others committed to working toward a more just world.

Loyola University Chicago's mission inspires and shapes the way in which the University is governed and administered, the way in which its members interact with various and multiple constituent groups and, most importantly, the way in which we form our students as "men and women for others." Our mission directs us to shape the frontier of our services as we develop challenging and bold Strategic Plans and it is one of the 'bottom lines' we use when developing budget priorities. More extensive analysis of how our mission impacts our budgeting priorities is addressed in Criterion 5.C1.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

The University's mission statement embodies Loyola's aspiration to be a Jesuit and Catholic University positioned at the intersection of the service of faith, the promotion of justice, and the discovery and application of knowledge in service to the global community. Plaques with our mission statement engraved on them are installed in many of our campus buildings and a [web page dedicated to 'Mission and Identity'](#) serves as an information resource to the Loyola community. Academic and student development units have used the University mission as the basis for the development of their own mission statements and strategic plans. Documents pertaining to mission are public and are pervasive in the university. For example, the mission statement can be found on our [university website](#), in key documents such as the Faculty Handbook, Strategic Plan, Transformative Education in the Jesuit Tradition, employment postings, and many other media.

Twice a year, the President of the University, Reverend Michael Garanzini of the Society of Jesus, presents a [State of the University Address](#) in which he delineates how we are advancing the mission and the strategic plan. In these addresses, he also challenges us to face new issues arising from our external and internal environments and with a unique Loyola response.

As a Catholic university, Loyola is encouraged to reflect on its mission from not only an internal perspective, but from that of its Catholic and Jesuit heritage. For example, Pope John Paul II wrote and disseminated an apostolic constitution on Catholic Universities, [Ex Cordia Ecclesia](#). As a Jesuit University, Loyola is assisted in more deeply examining its mission from the writings of the Superior General of the Society of Jesus, Adolfo Nicolas, S.J. [In April of 2010, Fr. Nicolas](#) set forth an agenda for Jesuit higher education across the globe. He challenged Loyola University Chicago and other Jesuit institutions of higher education to frame their missions with the best characteristics of Jesuit education: depth of thought, imagination, moral passion and spiritual conviction. The [Association of Jesuit Colleges and Universities](#) also develops documents that are helpful in maintaining a fresh and vibrant mission. In its document [Some Characteristics of Jesuit Colleges and Universities](#), the Association proposes a set of dynamic characteristics that speak to challenges and opportunities facing Jesuit higher education today. In so doing, the document also serves as a tool for self-assessment and growth.

Closer to home, the [Jesuit and Catholic Identity Committee](#) of the Loyola Board of Trustees regularly informs and advises the Board on matters relating to the mission of the University; offers oversight to the University's efforts to maintain and strengthen the University mission as Jesuit and Catholic; and

orients and educates the Board of Trustees on the University's mission as Jesuit and Catholic. In fact, each new Trustee is assigned to this committee for their first two years of service on the Board of Trustees. And [Loyola's Office of Mission and Identity](#) continues to engage all constituent groups across the University in reflection and discussion of what our [mission](#) means, how we can more deeply understand it, and dialogue on where we see intersections and ambiguities of our practice of the mission. Mission discussions are present in our recruitment of faculty. All faculty search committee chairs attend a [workshop on hiring for mission and diversity](#) conducted by the Provost and [new faculty orientation begins with an examination of how our mission can be reflected in the work of our faculty](#).

Looking at some of the mission statements of various units throughout the University also provides insight into the depth and breadth of mission integration. [The College of Arts and Sciences mission](#) "...is dedicated to the Jesuit tradition of a Transformative Education in the disciplines encompassed by the humanities, natural sciences, and social sciences. We encourage our students to acquire, experience, and reflect on knowledge, and then decide what it means for them in terms of individual choice, action, commitment, and service to others." In the [Niehoff School of Nursing](#), one learns that "Consistent with the university's educational mission, the School of Nursing community strives to embody the Jesuit ideal of living and caring for others." [The Catholic Studies Minor](#) mission invites "students from all cultural and religious backgrounds to study Catholicism's rich intellectual and artistic heritage." [The Center for Experiential Learning's](#) mission is to "advance Loyola's Jesuit Catholic mission of expanding knowledge in the service of humanity." [The Center for the Human Rights of Children](#) pursues "an agenda of interdisciplinary research, education and service to address critical and complex issues affecting children and youth, both locally and globally." [The Faculty Center for Ignatian Pedagogy](#) promotes excellence in teaching and learning as it engages faculty in the development of teaching strategies that encourage transformative education.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Loyola University's mission statement clearly supports the advantages of diversity from a Jesuit and Catholic perspective as evidenced by the phrase, "a diverse community seeking God in all things." We understand and value the benefit brought by multiple cultures and multiple perspectives in our search for truth. Understanding the challenges faced by the University to add talented members of under-represented demographic groups to our leadership, faculty, staff, and student body, [Loyola University's Strategic Plan, 2009-2015, Strategy 2, Tactics 1-6](#) intentionally addresses the desire to achieve a multicultural university by recruiting and retaining a diverse faculty and staff who are committed to the principles of Jesuit education; who are excellent in teaching, mentoring, research and service; and who are increasingly international in background and interest. The tactics to achieve this goal are comprehensive and actionable and have, for the most part, helped diversify our Loyola community.

An initiative that underscores the serious commitment of the University to increase our diversity was the President's commissioning of an ad-hoc Diversity Task Force in 2013. The Diversity Task Force, chaired by the Dean of the School of Social Work, and consisting of representatives from multiple demographic groups across the University, completed its work with recommendations to University Leadership that included annual data collection and reporting on the profile of the University community as well as to commission a comprehensive quantitative and qualitative diversity study of the University.

[The 2014 Annual Report on Diversity](#) demonstrates that one of the greatest strengths of Loyola is its commitment to diversity. In terms of overall campus diversity, the percentage of Loyola's ethnic/minority population has steadily increased over the past five years from 25.6% to 31%. From 2008 to 2013, the percentage of undergraduate minorities increased from 29.6% to 35.2%. At the graduate/professional level for students, the percentage of minority students has increased from 22.1% to 28.1%. A [2013 report from the National Survey on Student Engagement \(NSSE\)](#) indicates that in comparison with other institutions, Loyola generally exceeded all benchmark peer groups. Specific areas to be noted are [inclusion of diverse perspectives in coursework, discussions, and assignments](#); [better understanding of someone else's point of view](#); [discussions with people from different economic background](#); [discussions with people from different ethnic/race background](#); and [discussion with others holding different religious beliefs](#).

The Division of Student Development underscores the University's commitment to diversity with its own [Diversity Statement](#). The statement clearly promotes diversity as a characteristic of excellence and as an expression of the University's mission to promote diversity. Within the Division, the [Office of Student Diversity and Multicultural Affairs](#) (SDMA), whose mission reinforces the commitment to "foster the success and community building of historically underrepresented student populations through mentorship, multicultural education, academic support, and celebration of our unique shared

experiences. SDMA facilitates intentional reflection on the intersectionality of identities and critical social analysis of systems of privilege and oppression. The vision of SDMA establishes a focus that seeks to enhance the experience of all members of the Loyola community by cultivating culturally competent agents of social change.

Among the Centers of Excellence that address diversity, [The Gannon Center for Women and Leadership](#) has been a resource to promote innovative and interdisciplinary research shaping leadership practices for women on campus and throughout the city and nation. One of its signature programs, the [Gannon Scholars](#), has educated future women leaders who are committed to influencing every sector of society to develop a more just world.

The mission of Loyola University also motivates and commits us to deepening a robust theological and religious pluralism with dialogue among members of diverse faiths and humanistic traditions. The [Executive Summary of our work with the Interfaith Youth Core](#) delineates how Loyola engaged in a process to survey our campus constituents, develop an asset map, and frame strategic action to enhance interfaith initiatives throughout the University. Loyola began implementing strategies for campus engagement in [interfaith programming](#), and we were invited by the US Department of Education, the White House and the Corporation for National Community Service to participate in the [President's Interfaith and Community Service Campus Challenge](#). The Office of Campus Ministry has embraced its lead role in facilitating interfaith programs.

The schools in the University believe that a diverse community of students, faculty, and staff enhances the educational experience. The [College of Arts and Sciences](#) has many interdisciplinary and diverse educational programs that promote learning in diverse settings. And two examples of the professional schools' dedication to increasing excellence and diversity are found on the [Stritch School of Medicine's web page for Diversity and Inclusion](#) and the [School of Education's Diversity Committee](#) website.

To round out our University's commitment to diversity, it is important to note three programs that assist underrepresented demographic groups to succeed at Loyola: the [Bridge to Loyola, Achieving College Excellence](#) (ACE), and [McNair Scholars](#) programs. Bridge to Loyola is a full-year program of academic support that combines an intensive summer workshop and is followed up with programs during the academic year which include academic success workshops, academic advising, peer mentoring, service projects and social activities. The ACE program is designed to help first generation college students, students with documented disabilities and children from low-income families to succeed at Loyola. This program provides academic, financial, co-curricular, mentoring and career resources to eligible students throughout their four years. And the McNair Scholars program is designed to motivate and support students from disadvantaged backgrounds empowering them with the information, knowledge, and resources necessary to successfully apply and enter Graduate School and complete their PhD degree. The goal of the McNair Scholars Program is to enhance the attainment of graduate degrees awarded to students from underrepresented segments of society.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Loyola University Chicago's educational and research mission is clearly focused on ensuring that the knowledge generated by its members has significant impact on the major issues facing our communities and the world. Loyola serves the common good through a variety of programs that connect faculty, staff, and students with in public service. [The Center for Experiential Learning](#) collaborates with over 400 [community](#) and [campus partners](#) to promote and implement academic experiential learning through teaching, research and service. [The Center for the Human Rights of Children](#) represents, coordinates and stimulates efforts to understand, protect, and apply the human rights of children. The Center has been recognized as a national and international resource on identification, prevention and intervention in human trafficking. [The Center for Urban Research and Learning](#), through its research and partnerships, creates innovative solutions that promote equity and opportunity in the metropolitan Chicago community. The [Institute of Environmental Sustainability](#) is charged with advancing knowledge of environmental problems and developing sustainable solutions through research, teaching, and community outreach.

Through our research enterprise, the University actively promotes and supports a range of scholarly activities engaged in by its faculty and students. These research activities have a significant positive impact, whether by advancing knowledge across a range of disciplines or by contributing to the search for solutions to societal ills. Loyola's Office of Research Services reports both [quarterly](#) and [annually](#) on the scholarly work of Loyola's faculty and student researchers.

We also partner with major organizations in the Chicago community to shape public policy debates and to impact services to those in need. For example, Loyola is a regular presence in key public policy fora, such as the City Club of Chicago, where, in 2012, Loyola President Michael J. Garanzini, S.J., presented on "[Why college costs so much....](#)". We also regularly host research symposia, conferences, and workshops on topical social issues such as "Food Deserts: Social Innovation and Design," "Climate Change: Responding to the Global Climate Change Crisis," "Advancing Healthy Homes/Healthy Communities," and "The Child Migrant: Children Crossing Borders," to name a few.

Our professional schools also promote the public good. [LU-CHOICE within the School of Education](#) is a two-year service program for college graduates to teach within under-resourced elementary schools in Chicago. The Law School sponsors several institutes which address the need for policy research and development reflecting ethics, equity and justice. [The Beazley Institute for Health Policy](#) shapes the health law leaders to transform health disparities and generate health justice. [The Civitas ChildLaw Center](#) is an award-winning program for training law students, lawyers and

child-serving professionals to be ethical and effective advocates for children and their families. [Stitch School of Medicine](#) is the first medical school in the nation to accept applications from undocumented students and is also dedicated to raising sufficient scholarship monies to fund the education of DACA-eligible medical students.

In addition to being agents of social change, countless members of the Loyola University Community participate in direct service to many under-resourced areas in Chicago and throughout the world. The [Office of Campus Ministry](#) provides hundreds of students with [Alternative Break Immersions](#) (ABI) each year. ABI's involve a combination of direct service and cultural immersion in a host community. Through its [Labre Program](#), hundreds of Loyola students build relationships of solidarity with Chicago's homeless and feed their hearts as they prepare food and host dinners for the poor. [Community Service and Action](#), also originating from the Office of Campus Ministry, engages hundreds of Loyola students, faculty and staff in a variety of direct service programs, ranging from on-going volunteer work in local social service agencies to one-time service projects. The [Office of Mission](#) engages faculty and staff in [Ignatian Days of Service](#), collections of school supplies and family Christmas gifts every year. Our Community Partnerships office supports the social service needs of the Chicago community through its direct work with Catholic Charities of Chicago and Misericordia. [The Marcella Niehoff School of Nursing](#) sponsors [health fairs at many under-resourced schools](#) throughout the Chicago area and its community nursing program provides direct nursing intervention for many chronically ill persons who are home-bound. [The Stitch School of Medicine](#) exercises its profound commitment to the underserved through three nationally recognized programs: [HPREP](#); [Maywood Youth 4 Change and Community Health Clinics](#). Through HPREP, youth from under-represented demographic groups and/or from disadvantaged backgrounds are mentored with an eye for careers in a health related area. Maywood Youth 4 Change volunteers deliver a weekly workshop wherein youth from suburban Maywood, Illinois develop leadership skills, express their creativity, and learn non-violent ways to resolve conflicts while they have fun and relax in a safe environment. Loyola medical students and physicians run free clinics in two underserved Chicago areas on a weekly basis.

Loyola's focus on delivering excellent and transformative education that develops men and women for others has at times in the past posed financial challenges. With disciplined cost containment, smart investing and prudential leveraging of its resources, the University has been able to fund much needed capital development of the campus, provide competitive salaries for talented faculty and staff, generate scholarship dollars for financially needy students and keep tuition within reach for many families. Summary pages of the University's Form 990 tax disclosures clearly indicate that the primary responsibility of the University is in conducting educational programs for undergraduate, graduate and doctoral students within the framework of the mission, and not for any other purpose.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

At Loyola University Chicago our mission is broadly understood--it defines our historic roots, our Catholic tradition, and our Jesuit heritage. With the continued support of our Board of Trustees and the engagement of our University community, Loyola's mission to work to expand knowledge in the service of humanity provides clarity of focus and priority for our ways of proceeding and the outcomes we strive to achieve as an institution of higher learning.

At Loyola, we actively support our mission in many ways. Each year, we welcome new students, faculty, and staff to learn and understand our university mission, the story of who we are, and the reason that we exist today. First-year students are introduced to the mission during orientation activities and a formal convocation, while faculty and staff take part in orientation workshops on becoming Partners in Mission. Throughout the year many programs and resources are available to learn more about the Jesuit mission and the ways in which the mission is enacted in a university setting.

At Loyola, we embrace the diversity of our university community and that of the city of Chicago, the nation, and the world. Our students must have an educated awareness of society and culture, a sense of being interrelated and interconnected, and a commitment to act for the rights of others, especially the disadvantaged and the oppressed. Secure in our Jesuit Catholic identity, we also understand Loyola University Chicago as a home for all faiths. We encourage each person to celebrate their personal faith and to respect and learn from other people of faith within our Loyola community.

Loyola's mission demonstrates a commitment to the public good. Consistent with this standard, Loyola's mission is to address critical areas of need in both our local and global communities in ways that only a university can. Additionally, believing that the real measure of the achievement of our educational mission lies in who our students become, Loyola engages the real-world implications of promoting social justice through numerous academic and co-curricular service opportunities for students. Faculty and staff are invited to take part in similar experiences as well as in University-wide conversations on Catholic social thought and social responsibility.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As a private Jesuit, Catholic university, Loyola University Chicago is governed by a [Board of Trustees](#) as established in the [Bylaws of Loyola University Chicago](#). The Board is responsible for establishing the policies and procedures that govern its operation, which are delineated in the Bylaws as “all powers necessary or convenient to effect any and all purposes of the University.” The [organizational chart for the University](#) outlines the divisions of the University, both academic and non-academic.

[University-level policies](#) are posted on the [President’s Office website](#). Appearing on this site are policies covering almost every area of the university, including general university policies, financial policies, human resource policies, information technology service policies, academic policies, and policies specific to the John Felice Rome Center, and the Stritch School of Medicine. Additionally, various units such as the office of [Faculty Administration](#) provide easy access to [policies](#) relating directly to faculty affairs.

Policies and procedures regarding academic standards and regulations for undergraduate students are outlined in the [Undergraduate Studies Catalog 2014-15](#) posted on its own page on Loyola's website and linked from the [Academic Affairs site](#) under '[Curriculum and Research](#).' Policies and procedures regarding academic standards and regulations for graduate students are posted on the [Graduate School](#) website, as well as on the websites for Loyola's individual professional schools.

As stated in the [Human Resources Code of Conduct Policy](#), “the University is committed to the highest ethical and professional standards of conduct as an integral part of its mission, the promotion of learning.” The code delineates behavioral expectations of employees, and well as outlines [procedures for reporting](#) concerns or suspected policy violations, and provides assurances of confidentiality and whistleblower protection.

Loyola operates with integrity in its personnel and auxiliary functions, establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, staff, and students. Any member of the Loyola community is able to report issues of concern related to academic and student affairs, accounting and financial matters, athletics, human resources, information technology, medical, research, and risk and safety matters via the web-based [EthicsLine](#), a resource accessible 24/7 to all constituents affiliated with the university to anonymously report any misconduct, policy violations, or other suspected acts of unethical behavior to appropriate university personnel. Chapter 5 of the [Faculty Handbook](#) outlines the academic rights, duties, and responsibilities specific to faculty

and provides the Senior Academic Officers with a mechanism for addressing issues of professional misconduct.

Expectations regarding student behavior and conduct are communicated to all current students via a student handbook known as the '[Loyola University Chicago Community Standards](#),' posted on the University's website. The [welcome letter from the Vice President for Student Development](#) calls students to rise to a high standard of ethical behavior as members of the 'Rambler Community.' The Community Standards define the Rambler Community, articulate the values imparted to Loyola students embodied in the [Student Promise](#), and delineate the rights and responsibilities of students as members of the Loyola Rambler Community, whether in Chicago or during study abroad experiences. This document also outlines reporting, hearing, and disciplinary processes related to student misconduct. The University also ensures the highest standards of ethics, including the ethic of care and responsible conduct as explained in the [Student Promise](#), through the implementation of the [Behavioral Concerns Team](#); a coordinated body chaired by the Dean of Students that addresses issues related to students in distress.

The eighth edition of the [Loyola University Chicago Faculty Handbook](#), was approved by the Board of Trustees at its quarterly meeting of June 5, 2009. The Faculty Handbook is an example of “extensive and productive collaboration among university administrators, an array of faculty individuals and groups, and members of the Office of General Counsel for Loyola University.” It is viewed as a contract between the University and its various faculty: full-time tenured, tenure-track, non-tenure-track; faculty with special appointment; faculty with courtesy and honorific appointments; and part-time faculty across all campuses. As such, the Handbook delineates expectations and procedures for all facets of faculty life at Loyola, and contains several sections regarding fair and ethical policies and processes for faculty including the following:

- [Chapter 5, Section A](#) which describes academic freedom
- [Chapter 5, Sections B and C](#) which describe the academic and other duties and responsibilities of faculty and includes a general Conflict of Interest Policy
- [Chapter 5, Section D](#) which describes research and scholarship policies and a special policy regarding Conflicts of Interest in Externally Funded Projects
- [Chapter 5, Section I](#) which outlines Promotion and Tenure procedures.
- [Chapter 7, Sections D and E](#) which include the Faculty Grievance Procedure and the Faculty Appeals Procedure

The [Employee Staff Handbook](#) outlines faculty and staff benefits, compensation, employee responsibilities, career opportunities, service and recognition, available services, work life at Loyola, and expectations not covered by the Faculty Handbook, including the EthicsLine Reporting Hotline. Additionally, the [Human Resources website](#) is a portal to information for staff regarding training and development opportunities, administrative resources that support managers, and news regarding important employee events and announcements.

Loyola is committed to following fair and ethical practices, and as such posts the [Equal Opportunity, Affirmative Action & Non-Discrimination Policy](#) on the Human Resources website. The Senior Vice President for Administrative Services & Chief Human Resource Officer (CHRO) is the University's Affirmative Action Officer and Title IX Officer. The policy, harassment reporting procedures, and responsibilities of managers at all levels are outlined on the site. The University commitment to equal opportunity and affirmative action hiring is indicated in all faculty [position descriptions](#). Search chairs are [trained annually](#) in implementing fair and ethical practices during the hiring process. The Community Standards contains a statement of compliance with the [Clery Act](#) and refers students to the full [Clery Act Safety Bulletin](#) on the Campus Safety website.

[In compliance with Title IX](#), Loyola University Chicago prohibits discrimination in all educational programs and activities on the basis of sex. Programs and activities under Title IX include: academic programs, admissions, athletics, recruitment, financial aid, housing and employment. Under Title IX, discrimination on the basis of sex can include sexual harassment, unwelcomed sexual advances or sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Loyola is not only in full compliance with federal laws, but also aspires to provide a survivor-friendly environment that is rooted in the University's Jesuit traditions of justice and respect for others. As part of this commitment, all faculty and staff who become aware of incidences of dating violence, sexual assault and stalking are [mandated reporters](#) and required to notify the University, via the EthicsLine Hotline.

The University adheres to the Family Educational Rights and Privacy Act (FERPA) and communicates this to students via the [Community Standards](#) and the [Office of the Registrar's](#) website. The division of Information Technology Services oversees the university's [Data Classification Policy](#), which categorizes both FERPA and HIPAA data as Loyola Protected Data and implements measures, such as frequent mandatory scans of all university-owned technology devices, to assure that the policy is enforced. As a part of the new-hire paperwork for all university employees, both faculty and staff, the individual must sign a [Confidentiality Agreement](#).

The Board of Trustees adopted a [Conflict of Interest Policy](#) on March 8, 2002 and all trustees complete annual disclosure statements. Similarly, Human Resources adopted a [Conflict of Interest Policy for faculty and staff](#), and many employees with significant administrative responsibilities, including faculty, are asked to complete annual disclosure statements in connection with the Conflict of Interest Policy applicable to employees. The Faculty Handbook includes a section on [Conflict of Interest](#) related to faculty obligations, as well as a section related to externally funded projects.

The university's business and financial operations are governed by [key budget policies](#) that demonstrate integrity by employing prudent, disciplined and conservative budgeting practices. Loyola evidences transparency in its financial operations by openly disclosing on its website various information of [interest to investors](#), including audited financial statements, credit reports from bond rating agencies, and continuing disclosure of information reported in bond prospectuses. [Loyola's Purchasing Department's philosophy](#) supports ethical, fair, and competitive practices in dealing with suppliers. The university also operates openly and with integrity in its [financial transactions](#) with students.

Loyola operates with integrity in its financial operations as demonstrated by its policies on standards of ethical behavior that apply to [employees' purchasing activity](#). Loyola adopts financial policies that promote proper [stewardship and fiduciary](#) responsibility. Loyola demonstrates integrity in its fiscal and operational handling of externally awarded funds, including federal financial aid and federally-funded research, evidenced for the past several years in its ["low-risk auditee"](#) status as defined by the federal Office of Management and Budget. There have been no instances of audit findings related to compliance or internal controls for the past ten years.

Starting at the level of the [Board of Trustees](#), new members of the university community—trustees, administrators, faculty, staff, and students--participate in onboarding activities designed to inform them of policies, procedures, responsibilities, expectations, and opportunities. Each year new faculty participate in a two-day [Orientation Program](#) that introduces them to the university's mission, policies and procedures, university benefits package, and the university's commitment to [teaching and learning](#). All staff new to the university participate in an orientation program known as [Loyola 101](#). As administered by the division of Human Resources, Loyola 101 introduces new employees to the University's history, mission, culture and policies. Just prior to the start of a new academic year, the

office of Student Development conducts [Welcome Week](#), a [ten day experience](#) designed to welcome new first-year and transfer students, and to fully integrate them into their college experience. Parents participate during the initial activities and say farewell during a family picnic at the end of the first day.

The University places a high value on transparency, open communication, and engaging internal and external constituents in its shared mission, which further demonstrates a commitment to assuring the integrity of the institution. Minutes from the twice-monthly meetings of the [President's Cabinet](#) are posted on the web, as are bi-annual [State of the University](#) addresses by Loyola's President. Loyola begins each academic year with a [Faculty Convocation](#) at which the [President and Provost](#) welcome new faculty, recognize current faculty, celebrate the achievements of the previous year, and share institutional goals for the new academic year. A variety of communication tools and channels facilitate University-wide communications, such as the twice weekly [Inside Loyola](#) which appears on all university communication devices, providing instant updates on university-related activities; more than 35 digital screens--positioned in key locations at the Lake Shore and Water campuses--which increase daily communication to faculty, staff, students, and visitors to Loyola; and [Loyola Magazine](#), which provides extensive in-depth articles on Loyolans carrying out the mission and values of the university.

Loyola values the input of external stakeholders in all areas of the university. Each individual school within the University has established an Advisory Board that includes a combination of Loyola alumni, community members, and professionals, such as the [School of Communication](#) and the [Quinlan School of Business](#). Executive advisory groups such as the [Benefits Advisory Committee](#) and the [President's Council of Regents](#) provide regular advice, feedback and recommendations to the President and his senior leadership regarding strategic and mission-related University initiatives.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

[Loyola University Chicago's website](#) and embedded social media represent the primary media outlets for conveying to the public a wealth of information about Loyola, including academic matters, campus life, admission, and institutional resources, as well as information regarding Loyola's mission, identity, and its Jesuit, Catholic heritage. Loyola's website utilizes social media communication technologies such as Facebook, Twitter, Flickr, LinkedIn, YouTube, and Instagram. Other communication channels include internal publications such as Loyola Magazine, Inside Loyola, E-blasts, E-Newsletters, and E-News Alerts via Loyola's division of University Marketing and Communication.

The [undergraduate studies catalog](#) provides information to students and the public on academic policies, school/college information, major program and degree requirements, course offerings, the university Core Curriculum, engaged learning opportunities (research and internships, service learning, study abroad), special academic offerings, and Loyola's accreditation status with the Higher Learning Commission. In addition, [Loyola's web portal for undergraduate studies](#)--available to prospective, admitted and enrolled students--explains admission requirements, [tuition and fees](#), the application process, and information on financial assistance, including the [Loyola Guarantee](#).

Loyola also presents itself clearly and completely to prospective post-baccalaureate students via the [Loyola website](#). The [academics landing page](#) provides links to robust websites for each academic unit—college, school, institute, or department--while the [admission landing page provides access to the application process for both graduate and professional programs](#). Loyola's relationship with the Higher Learning Commission is described on the University's website, which includes the Commission's [electronic mark of affiliation](#). Loyola also publicizes where, as appropriate, individual academic programs (e.g. law, medicine, education, social work) have achieved and maintain [specialized accreditation](#).

Loyola utilizes its website to make information about its more than 1,300 faculty and their qualifications readily accessible to all publics--both internal and external. Each academic unit--schools, departments, institutes, and programs--maintains and publishes [pertinent information regarding its faculty on its site](#). Faculty names, contact information, academic specializations, degrees earned, courses taught, research interests, publications and so forth are generally no more than one or two clicks away from a unit's landing page. Likewise, [information regarding professional staff in academic and student support services](#), their contact information and qualifications also appear on Loyola's website.

Loyola's [Office of Institutional Research \(OIR\)](#) provides annual data updates pertaining to [institutional characteristics](#) such as student enrollment and demographic information, attrition, retention, and graduation. OIR also publishes regular reports of institutional research projects on topics as varied as student satisfaction, student engagement, and student interaction with Loyola faculty. Loyola's [College Scorecard](#) provides transparency with current data regarding tuition costs, loan default rates, and graduation rates. Loyola demonstrates transparency related to college costs, for

example, by communicating openly and directly to students information and decisions regarding [tuition increases](#) in a letter from the President.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Loyola University Chicago's governing board is its Board of Trustees. Article IV, Section 1 of the [Bylaws of the University](#) provides that the Board of Trustees has all powers necessary to effect the purposes of the University, but that certain powers are specifically reserved to the Board of Trustees to ensure that these significant areas--areas related to the preservation and enhancement of the institution--are prioritized by the Board, including the following:

- Determining tuition charges and major fees
- Conferring all certificates and degrees, academic and honorary, and bestowing all honors
- Approving the annual budget
- Creating or eliminating colleges, schools or departments

The Board meets quarterly (September, December, March, June); during its annual meeting in June, Trustees and Officers of the Board are elected and Committee members are appointed. Minutes of the Board's meetings are housed on the [Board of Trustees secure website](#), accessible to all Board members and Officers.

The Board of Trustees has established eleven committees organized by key Board responsibilities, and faculty, staff and students are invited as 'resource members' to participate in the meetings of most of these [Board Committees](#), providing perspective and feedback on relevant matters. For example, the Student Development Committee of the Board of Trustees regularly invites representatives of the Student Government Association to present at its meetings; similarly, the Academic Committee of the Board regularly invites the Chair of the University Senate, faculty, Deans, and other academic administrators to present at its meetings.

The Board of Trustees adopted a [Conflict of Interest Policy](#) on March 8, 2002, and Trustees complete annual disclosure statements. The Board of Trustees adopted an ["Expectations of the Board of Trustees"](#) document on December 7, 2012 which includes as an expectation that trustees adhere to the 2002 Conflict of Interest Policy, and if any particular circumstance may adversely affect the University, disclosure should be made to the President or Board Chair.

The "Expectations of the Board of Trustees" document adopted by the Board of Trustees on December 7, 2012 specifically states that the trustees provide oversight to management, but should

refrain from intruding on administrative issues that are the responsibility of management, except to monitor the results. The [Bylaws of the University \(Article VI, Section 1\(b\)\)](#) provide that Officers of the University, including the President (but excluding the Chairman of the Board and the Vice Chairman of the Board) are ordinarily elected at the annual meeting of the Board each June.

On September 7, 2012, the Board of Trustees adopted a Board Policy on [Annual and Comprehensive Presidential Assessment](#) which states that the Board has a strategic responsibility to assess the performance of the President on an annual and comprehensive basis to ensure the health and progress of both the President and the University. A Comprehensive Presidential Assessment was conducted in the spring of 2012. [Officers of the University](#), including the President, are reviewed on an annual basis by the Executive Compensation Sub-Committee of the Executive Committee of the Board of Trustees Board as part of setting compensation.

As directed by the Board of Trustees, the President is the Chief Executive Officer of the University and as such, supervises and manages the day-to-day operations and business of the University. This is accomplished in the spirit of shared governance, a system that functions at Loyola with the support of [extensive advisory and consultative bodies](#). The management of University operations is facilitated by the [Officers of the University](#), members of the [President's Cabinet](#), the [administrations of the Lakeside campuses](#), the [Health Sciences Campus](#), and the [University Senate](#), all working together on significant issues of governance related to faculty, students and staff. Academic program review and academic approval processes at the lakeside campuses are conducted by the [Board of Undergraduate Studies](#), the [Graduate Studies Coordinating Board](#), and by the [Central Curricular Authority](#) at the Health Sciences campus.

Since its last comprehensive evaluation by the Higher Learning Commission in 2005, Loyola has modified its shared governance system in the direction of a more inclusive, efficient and effective system of governance. In 2010 Loyola President Michael J. Garanzini, S.J. initiated a collaboration with Loyola faculty, staff, student and administrative leaders to consider and discuss a senate model to replace the former shared governance system known as the University Policy Committees (UPCs). In consultation with a faculty task force and other working groups, a [proposal for a 'Provisional University Senate'](#) was drafted during the 2011-2012 academic year, and approved by both the President's Cabinet and Board of Trustees in the spring of 2012. The inaugural selection of senators and officers, and a retreat and orientation took place in August of 2012. A set of [provisional by-laws for the University Senate](#)--effective for a period of two years--was established and approved in November of 2012; [current University Senate by-laws](#) were ratified and approved in October/November of 2014.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Chapter 5 of the [Faculty Handbook](#) describes the academic rights, duties and responsibilities of Loyola's faculty. The chapter leads off with a statement of academic freedom which reads, "*Academic freedom guarantees that the university shall not abridge the right of faculty to speak, write, teach, create art and conduct research. All faculty have the right and the duty to participate freely in the search for and expression of knowledge and truth. It is the policy of Loyola to protect and encourage the academic freedom of all faculty, and to protect faculty members from pressure or influence that would restrict their academic freedom.*"

The University's commitment to freedom of expression and the pursuit of truth for all members of the Loyola community is additionally espoused in its [vision statement](#), which reads, "*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.*" This statement holds true for faculty and students, as well as staff.

Loyola University Chicago is classified as a Carnegie Research University/High Research Activity (RU/H), recognizing the quality of research and scholarship by its exceptional faculty. Within this classification, Loyola is one of the largest Catholic research university in the United States.

The [Carnegie Foundation also designates Loyola as a Community Engagement institution](#) due to the high level of effective collaboration between the University and its larger communities.

[During academic year 2013-14, faculty of the Graduate School alone submitted \\$71 million worth of research funding requests](#) to Federal agencies and private foundations such as: the National Science Foundation, National Institutes of Health, National Institute of Justice, National Endowment for the Humanities, Arthur Foundation, Arthur. J. Schmitt Foundation, John Templeton Foundation, Helen Brach Foundation, McCormick Foundation, Spencer Foundation and William T. Grant Foundation. The [Health Sciences Division also reports its grant funded research expenditures](#) by funding agency for Fiscal Year 14 at \$39.9 million and during the first quarter of Fiscal Year 15, [faculty of the Health Science Division received more than \\$13.9 million in new or competing renewal awards](#).

Loyola's research enterprise is evident in its nationally ranked graduate programs in Biological Sciences, Clinical Psychology, Counseling Psychology, English, Education, Nursing, Public History, Philosophy, Social Work, and Sociology. [Loyola's Centers of Excellence and Institutes](#), a key initiative in [Loyola's Strategic Plan, 2009-2015](#), serve as vehicles to foster interdisciplinary collaboration among graduate programs, advance cutting-edge research, promote global awareness, address societal concerns and advance the mission of the University. These Centers and Institutes reflect Loyola's mission, areas of academic strength, and strategic emphases.

- Center for the Human Rights of Children
- Center for Science and Math Education
- Center for Urban Research and Learning

- Hank Center for the Catholic Intellectual Heritage
- Gannon Center for Women and Leadership
- Institute for Environmental Sustainability
- Institute of Public Health
- Neiswanger Institute for Bioethics
- Neuroscience Research Institute
- Oncology Research Institute

Loyola's research enterprise is also supported by the outstanding contributions of its [endowed chairs and professors](#), experts in their fields who add vibrancy to Loyola's shared faculty life and to the transformative education provided to its students. The distinguished scholars who hold these chairs and professorships support the University's efforts to build scholarly strength in areas of strategic emphasis and mission alignment.

Along with academic freedom, membership on the faculty at Loyola carries with it [academic duties and responsibilities](#), such as those associated with teaching, research and scholarship, professional practice, service to the University, and educational advising of students. These expectations for faculty are described in the Faculty Handbook.

Loyola also has a robust student research enterprise, at both the graduate and undergraduate level. For example, the [Loyola Undergraduate Research Opportunities Program \(LUROP\)](#) offers fellowships for mentored research, guides to external research opportunities, travel grants for conference presentations, workshops on research and presentation skills, a spring symposium and more. For graduate students, Loyola offers a wide array of opportunities in traditionally defined disciplines, as well as in interdisciplinary programs. Approximately 1,500 graduate students are enrolled in 27 Ph.D. programs and 44 master's programs, working with more than 600 graduate faculty members. Along with its commitment to the discovery and application of knowledge, Loyola upholds the Jesuit ideal of knowledge in the service of humanity. Linking theory to practice, students at all levels are encouraged to use their intellectual talents to improve the lives of others and meet the needs of their society.

Similar to faculty, freedom of expression for students confers both rights and expectations for responsible conduct and behavior, as outlined in Loyola's [Community Standards](#). All students are also expected to uphold standards for academic integrity, that is, to know, respect and practice personal honesty as members of a learning community. [Definitions of plagiarism, its various forms, and possible sanctions](#) are described in the Undergraduate Studies Catalog and in the school-based statements of academic standards and regulations for all graduate and professional schools.

In the case of disputes regarding academic rights and responsibilities, grievance procedures are available to both faculty and students alike. Faculty grievances and faculty appeals are outlined in [Chapter 7, sections D and E of the Faculty Handbook](#). Academic grievance policies and procedures for students are included in the [Undergraduate Studies Catalog](#), and are available from the Dean's Office of individual schools, such as the [Graduate School](#).

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Loyola's [Office of Research Services](#) (ORS) is charged with assisting faculty, students and staff at the Lakeside campuses with externally and internally funded research, training, and compliance. Likewise, the research activities of Loyola's Health Sciences Division are supported by the [Office of Research Services for the Health Sciences](#). Support is provided in the HSD, for example, for clinical research trials, grant administration, student research, protection of human subjects review, and institutional animal care. In addition, across both the Lakeside Campuses and the Health Sciences Campus, administrative offices, processes and professional and support staff are in place to assist faculty with grant administration, compliance, and all pre- and post-award matters.

Loyola University Chicago's Lakeside [Institutional Review Board](#) (IRB), is an administrative body established by the University to ensure the protection of the rights and welfare of human subjects who are recruited to participate in research activities sponsored by the University, as is the Health Sciences Division [Institutional Review Board](#). Loyola's [federally mandated responsibilities](#) come from the Department of Health and Human Services (DHHS), and are outlined in Title 45, Part 46 of the Code of Federal Regulations (45 CFR 46). These regulations mandate that all institutions engaged in research with human subjects provide the dual protections of Institutional Review Board for the Protection of Human Subjects (IRB) review and informed consent.

In January 2010, the University implemented the [Responsible Conduct in Research and Scholarship](#) policy to ensure all faculty, students, and staff are properly trained in the ethical and responsible conduct of research and scholarly integrity and are held to the highest possible ethical standards. It is required training for all masters and doctoral level students enrolled in thesis-oriented programs. In addition, faculty and students involved in research, or supervision of research, are required to maintain certification at or above 80% in the [Collaborative Institutional Training Initiative \(CITI\) Program](#), an online training course provided by the University of Miami. The policy on [Misconduct in Scholarship](#), located on the ORS website, outlines procedures to be used to investigate allegations of scholarly misconduct, and thereby help ensure the integrity of research and scholarly practices at Loyola. In [chapter 5, section D, the Faculty Handbook](#) describes research and scholarship policies and a special policy regarding conflicts of interest in externally funded projects.

Students, faculty and staff are offered guidance in the ethical use of information resources in a variety of ways and numerous venues. Loyola's division of [Information and Technology Services \(ITS\) website](#) contains policies and guidelines for ethical use of information resources, as well as sanctions and penalties for misuse. Once a month the university information security officer sends an [electronic newsletter](#) to faculty, staff and students updating the university community on ethical use of electronic sources of information. Students at all levels and in all programs are regularly guided in the ethical

use of information in the acquisition and transmission of knowledge in accordance with Loyola's [academic integrity policy](#). For example, all first year students are required to enroll in [University 101](#), a semester-long extended orientation that focuses on academic success and the transition to college. The University 101 curriculum includes a review of academic policies, including Loyola's academic honesty and integrity policy. In addition, many faculty include the academic honesty and integrity policy in their course syllabi and review it with students at the start of each semester. Loyola's academic integrity policy defines for students plagiarism in its various forms, provides specific examples, and indicates possible sanctions for a violation of this University standard. In addition, the [Undergraduate Studies Catalog 2014-2015](#) and the [Graduate School](#) outline grievance procedures available to students in cases where academic honesty and integrity are in dispute.

Expectations for faculty regarding teaching, research/scholarship, professional practice and service are described in [Chapter 5 of the Faculty Handbook](#). Loyola faculty must follow ethical guidelines, University policies and applicable laws in the conduct of their research and scholarship, including policies involving academic honesty and integrity. In instances where matters of academic honesty and integrity may be in dispute, both grievance and appeals processes are available to faculty, as outlined in [Chapter 7, sections D and E of the Faculty Handbook](#).

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Loyola University Chicago takes seriously its obligation to its stakeholders to operate with integrity and transparency, to exercise responsible stewardship of its resources, and to enact the values of justice, fairness, and care for others that it espouses in its mission. The organizational structures of the University support effective management of the institution and its programs, operations, personnel, and finances, within a framework of accountability. Loyola's Board of Trustees has delegated the management of the institution to its President and his leadership team, reflecting trust, confidence, and the University's long tradition of collaboration with engaged Trustees, committed to Loyola's mission.

Since its last comprehensive evaluation Loyola has invested time and talent in the development of more and more effective communication channels, such as its website, in order to present itself clearly and completely to current and prospective students, as well as to other external audiences.

As an institution of higher education, Loyola values freedom of inquiry and the pursuit of truth in teaching and learning. As a Jesuit university, Loyola emphasizes excellence and ethical conduct in the pursuit of these endeavors, and strives to foster in all members of its community--students, faculty, and staff alike--a commitment to expand knowledge in the service of humanity through learning, justice and faith.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Loyola University Chicago offers multiple [degrees](#) at the bachelors, masters, doctoral, and professional levels, as well as certificate programs. Program expectations are reflected in course syllabi which clearly distinguish differential requirements across undergraduate and graduate programs. For example, the [College of Arts and Sciences](#) and professional schools, such as the [School of Education](#), routinely post current or recent course syllabi on their respective school's website for easy student access. In addition to its [institutional accreditation](#), individual academic programs and academic units hold [specialized accreditation](#) where applicable, further evidence of high quality programs and expectations for students. Performance data for professional schools that require state or national exams for entry into the professions indicate that candidates are well prepared and in some instances can be found on Loyola's website. Loyola's [School of Law](#), as an example, posts on its website information concerning Bar Passage Data for first time test takers. Loyola's [School of Social Work](#) publishes on its website competency benchmarks established by the Council on Social Work Education, the accrediting agency for social work education in the U.S.

All academic programs undergo a rigorous internal review process at the departmental, school and university levels. New programs and courses, as well as substantive revisions to existing programs, are reviewed and approved by academic governance bodies, including the [Board of Undergraduate Studies](#), the [Graduate Studies Coordinating Board](#), or the Health Science Division's [Central Curricular Authority](#). A detailed scheme of the review and approval process is illustrated by the [Chart of Reviews and Approvals for Academic Matters](#). The University defines and differentiates learning outcomes for its undergraduates in the [Undergraduate Studies Catalog 2014-15](#), and in program information specific to all graduate and professional schools. For example, the Stritch School of Medicine has curricular goals developed along [competency based outcomes](#), and ensures that learning outcomes are met through three [licensure examinations](#) prior to matriculation.

The quality of programs and learning goals are consistent regardless of delivery modes and locations. Online and hybrid courses are designed, approved, and delivered according to standards that ensure consistent quality by setting [minimum responsibilities](#) for development and delivery. An [online](#)

[certificate program](#) prepares faculty to teach online or hybrid courses. Syllabi reflect the rigorous nature of either synchronous or asynchronous [online courses](#) which are taught by the same faculty who teach [face-to-face](#) courses on campus. Loyola's international programs (Rome, Beijing, and Ho Chi Minh City) adhere to the same standards, systems, and procedures that are followed at the home campus in Chicago. Course development processes are the same for [courses taught at international locations](#) as they are for courses developed in Chicago. Likewise, faculty hiring and evaluation processes are the same, regardless of the campus or location for instruction and are governed by policies published in the [Faculty Handbook](#). Likewise, at Loyola's two additional degree locations, students enrolled in the [Master of Social Work program offered at Carthage College in Wisconsin](#) and the [Master of Laws program in the Rule of Law in Rome](#) are governed by Loyola's academic policies, as are the faculty governed by policies established in Loyola's Faculty Handbook.

Loyola's [Memorandum of Understanding for a Dual Credit Partnership](#) clearly outlines the roles and responsibilities for high schools that wish to partner with Loyola to offer dual credit courses to their students. High schools wishing to participate in Loyola's Dual Credit Program must adhere to standards for excellence related to teacher qualifications, curricular sequence, curricular rigor, and the student selection process. Students enrolled in Loyola's Dual Credit Program are held to the academic standards and policies outlined in the [Undergraduate Studies Catalog 2014-15](#). Faculty approved to teach dual credit courses must be appropriately credentialed in their discipline as indicated in the Higher Learning Commission's guidelines for evaluating dual credit programs.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

The University's mission and strategic plan call for a Core Curriculum that is "coherent, authentically humanistic, and developmental in nature, providing core academic experiences that are common to all undergraduates." Revised in 2012, Loyola's Core Curriculum introduces students to key concepts in ten [Knowledge Areas](#) as outlined in the [Core Curriculum Guide](#). In six of these 'Knowledge Areas,' students complete two sequential courses to deepen their understanding of the field. In addition to discipline specific learning outcomes, Core courses emphasize the skills that we believe every college-educated person should possess: communication, critical thinking, ethical awareness and decision-making, information literacy, quantitative and qualitative analysis and research methods, and technological literacy. Among these skills, the development of student writing occupies a position of central importance. All undergraduate students complete a [writing seminar](#) in their first year of study and must demonstrate proficiency in writing.

The general education program is grounded in Jesuit values and pedagogy. A required course in foundational ethics gives students tools to explore questions of social justice and moral responsibility, and all Core courses integrate and advance understanding of diversity, justice, and spirituality. In the Ignatian view, transformative education is a method designed to foster continual growth in the hearts, minds, and will of students. A broad program of study educates the whole person, allows students to discover their talents and passions, and provides a framework for learning and reflection throughout the undergraduate years. Loyola's [report to the American Council of Trustees and Alumni](#) describes in depth the rationale for the Core Curriculum and its roots in the Jesuit educational philosophy.

As outlined above, Loyola's Core courses focus on the development of specific competencies such as critical thinking, information literacy, quantitative and qualitative analysis and research methods, technological literacy, and oral and written communication. To ensure that students continue to give attention to writing as an essential component of their education, undergraduates in the College of

Arts and Sciences must also complete two writing-intensive courses. The [Interdisciplinary Honors Program](#) challenges high-achieving students to further develop their analytical and writing skills and to deepen their understanding of the Core Knowledge Areas. The sequential curriculum begins with a rigorous [Core course](#) in Western literature, history, politics, art, theology, and philosophy. The interdisciplinary approach demands that students synthesize information across disciplines and can apply their knowledge to scientific questions, social issues, and public policy.

All undergraduate students are required to complete at least one [Engaged Learning](#) course prior to graduation. Through service-learning, internships, field work, research, public performance, or capstones in the major, students are able to learn and apply skills outside of the classroom; relate the experience of engaged learning to intellectual, personal, professional, and/or civic development; and connect the engaged learning experience to Loyola's mission to "expand knowledge in the service of humanity." Approved courses meet strict [criteria](#) based on research and best practices in experiential learning, and student learning outcomes are assessed using a standard [assignment and rubric](#).

We note here that as part of the preparation required for its comprehensive evaluation within the new Pathways model, Loyola completed a Quality Improvement Project via its participation since early 2011 in the Higher Learning Commission's Academy for the Assessment of Student Learning. Loyola's improvement project focused generally on assessment of undergraduate experiential learning, and more specifically on the culminating/capstone experiences in the major. Case studies in six disciplines from across the curriculum were generated for the identification of common student learning goals across the capstones. [An executive summary of the project provides more detail regarding the disciplines selected and the assessment methods utilized in the project.](#) Moreover, [Commission feedback regarding the project, which was completed in the Fall of 2014](#), indicated 'outstanding progress' by Loyola in the Academy and in its capacity to develop a common assessment instrument across the capstones, providing a model for future assessments of experiential learning at Loyola.

The [Center for Experiential Learning \(CEL\)](#) also provides an important opportunity for students to document their curricular and co-curricular learning opportunities via the Center's [ePortfolio Program](#). [Digital portfolios created by students](#) can be used for individual student reflections, as well as an individual assessment of student learning.

At the graduate level, Loyola engages its students in higher level skills with [support for travel and research](#), [academic and professional development workshops](#), and a [teaching effectiveness seminar](#). In the Health Sciences Division, the core educational competency *Lifelong Learning and Improvement* requires students to evaluate their own learning needs, utilize self-directed learning, and develop the habits needed for lifelong skills acquisition and application in a changing environment. For example, students in the required course [Patient Centered Medicine 1](#) take learning style and career inventories, prepare formal reflections on their mentoring by physicians, and begin to form a "gap analysis" to identify their learning needs.

As articulated in Loyola's mission statement, we are "a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith." Loyola's commitment to human and cultural diversity is evident in curricular and co-curricular offerings, efforts to create an inclusive campus environment, and in our vision for the University's future.

Loyola's [four-year plan](#) for student development outlines developmental and sequential learning outcomes that include the experience of diverse ideas, world views, and people; demonstration of cross-cultural or multicultural understanding; and an understanding of learning in the context of the

larger community and world. These outcomes are achieved, in part, through the [Core Curriculum](#); numerous [degree programs](#) and [courses](#) that include the study of non-Western or non-dominant languages, cultures, or regions; and [study abroad opportunities](#) coordinated by the Office of International Programs in twenty-seven countries. These international learning opportunities include programs at the Beijing Center for Chinese Studies, the Loyola Vietnam Center, and the John Felice Rome Center. Recent highlights from the [Overview of Undergraduate Study Abroad Participation](#) indicate that the number of undergraduate study abroad participants increased by 18.6% overall, from 602 students in 2012-13 to 714 students in 2013-14.

The goals of the four-year plan also are achieved outside the classroom. In partnership with the Division of Student Development, curricular and co-curricular experiences enrich these student outcomes. [Student organizations](#) representing a wide spectrum of cultural identities, political viewpoints, and faiths promote cultural enrichment, serve various campus communities, and provide fellowship and a welcoming environment. The Department of [Student Diversity and Multicultural Affairs](#) (SDMA) provides support and mentoring for historically underrepresented student populations and cultivates cultural competency through training, programming, and signature events. The Division of Student Development's 2013 [Annual Report](#) and 2014 [Annual Report](#) detail SDMA's current goals and assessment findings. The [Office for International Programs](#) also supports Loyola's diverse, [increasingly international student body](#) with English Language Learning programs and services for international students and scholars who study, work, or research at Loyola.

Internationalization—in student and faculty recruitment, and in study abroad and exchange opportunities—differentiates Loyola from its peers and is an area of strategic importance to the University. Loyola has also prioritized the maintenance of a diverse enrollment mix through financial aid, pricing strategy, and the recruitment of more non-traditional students. To keep education affordable for students with limited financial resources, Loyola hopes to open [Arrupe College](#) in Fall 2015. The Arrupe College program for local, under-served students of limited means will offer a liberal arts curriculum leading to an Associate's degree. Arrupe students who complete their studies will graduate with little or no debt and with the academic preparedness to transfer to a four-year institution.

[Loyola University faculty are actively engaged in a wide range of scholarly and professional activities](#). Faculty may deposit their scholarly publications in Loyola's [eCommons](#), an open-access institutional repository created to preserve and freely disseminate the scholarly and creative works of the Loyola community. To date, the collection has received and assembled over 441,000 downloads by students and scholars worldwide. The Office of Research Service's [Research Update](#) and its [Annual Report](#) highlight recent grant awards to Loyola researchers as well as programs and symposia hosted by the University's interdisciplinary Centers of Excellence. The Office of Research Services also periodically features [in depth stories detailing Loyola faculty research and scholarship in its magazine *Endeavors*](#).

The Stritch School of Medicine (SSOM) is home to a number of [multidisciplinary research institutes](#), and faculty participate in a number of industry-sponsored clinical studies. NIH-funded research increases yearly: in fiscal year 2013, NIH grants for all Loyola medical departments totaled \$19,451,796. Health Sciences faculty serve as members of national study sections or committees, journal editors, and Primary Investigators on extramural grants. [Research opportunities for SSOM students](#) include the Student Training in Approaches to Research (STAR) and MD with Honors Research programs. More than one-third of Stritch students participate in formal research programs, but many more are engaged in other, less formal research.

Loyola students are engaged in research activities in all schools and disciplines. The [Loyola](#)

[Undergraduate Research Opportunities Program](#) (LUROP) offers fifteen funded fellowship programs that provide students the experience of conducting research with a mentor, who may be a faculty member, graduate student, or community partner. The annual [Undergraduate Research and Engagement Symposium](#) features the work of over 300 Loyola students. [The Graduate School Quarterly](#) newsletter and [Annual Report](#) lists [recent presentations, publications, and awards](#). And Loyola's [Weekend of Excellence](#)--now in its fifth year--is an annual spring event, co-sponsored by Academic Affairs and Student Development, that [celebrates students' accomplishments both inside and outside the classroom](#). Throughout the Weekend of Excellence students are recognized for their scholarly and creative excellence, as well as for demonstrated leadership in such areas as service-learning, community service, research projects and student organization initiatives.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Because Loyola emphasizes the importance of quality faculty in providing its students with an outstanding education, the University's [Strategic Plan](#) includes as a key objective to "Recruit and retain a diverse faculty and staff who are committed to the principles of Jesuit education, who are excellent in teaching, mentoring, research and service, and who are increasingly international in background and interest." The University is an [affirmative action, equal employment opportunity employer](#) and all candidates for faculty positions, whether tenure-track or non-tenure track, are assessed on [similar criteria](#). To ensure a fair and equitable process, search committee members receive [training](#) in [Loyola's hiring procedures](#) as well as in [hiring for diversity](#) and [mission](#).

According to [IPEDS data](#), in 2012-13, Loyola University Chicago employed [813](#) full-time faculty and 748 part-time instructors. Of the full-time professors, 70.4% are [tenured](#) or [tenure-track](#), a majority of our instructional faculty. [Faculty/student FTE ratios](#) demonstrate sufficient numbers to carry out the classroom and non-classroom roles of faculty. Part-time, adjunct faculty are hired according to [policies](#) and [procedures](#) which require a terminal degree for teaching graduate level courses and is preferred for undergraduate classes. All degrees are verified via official transcripts submitted during the application process. With regard to Faculty Roles and Qualifications, the University follows the assumed practices as outlined by the Commission Assumed Practice B.2.a-c. All faculty are held to these rigorous criteria, regardless of course location or method of delivery of instruction.

Faculty are expected to teach, do research, and contribute service to the university as described in the [Faculty Handbook](#). Their workload varies by discipline and department and is guided by "[Faculty Instructional Responsibilities](#)."

At the Stritch Medical School, students are taught by clinical and basic science faculty, as well as affiliate clinical faculty from the Loyola University Health System. All instructors receive a written copy of the [course/clerkship objectives](#) and clear guidance from the course/clerkship director about

their roles in teaching and evaluation medical students.

Loyola faculty play a central role in [curriculum matters](#) at both the undergraduate and graduate levels. New courses or changes in course and degree requirements originate in academic departments or professional schools. Such proposals are then reviewed, approved, and recommended to the Provost by the [Board of Undergraduate Studies](#) or the [Graduate Studies Coordinating Board](#). A well-defined and clearly delineated [grading system](#) governs all students at Loyola University Chicago, whether undergraduate or graduate, for all types of courses.

The Faculty Handbook prescribes an [annual performance review](#) of each full-time professor. Recently, the University determined that the policy should be enhanced to address faculty workload and to incorporate course objectives and outcomes. Therefore, beginning in the fall of 2014, a new [policy](#) was implemented emphasizing the importance of teaching and student engagement, intellectual contributions, and service for members of the faculty. The policy places an individual faculty member into one of three categories: Teaching-Intensive; Research-Active; and Research-Intensive and assigns different weights to each for teaching, research, and service. The evaluation gives the faculty member the opportunity to describe pedagogical innovations utilized and efforts to increase student engagement.

Professors and their courses are also evaluated by Loyola students using an online tool, "[Individual Development and Education Assessment](#)." IDEA is utilized every semester for instruction in all locations and modalities—on campus, off-campus, online, and international. This course evaluation system assists faculty in assessing their teaching in the context of course/curricular goals and articulated student learning outcomes. The data from IDEA is automatically incorporated into the faculty performance appraisal described in the previous paragraph. At the Health Sciences Campus, students in the Stritch School of Medicine play an integral role in the evaluation of individual faculty and programs, undertaking a formal review of courses and clerkships and submitting a report to the [Course Director](#) and to the Central Curricular Authority for incorporation into its own review.

Faculty on the tenure track have ranks of Assistant, Associate, and Full Professor; non-tenure track faculty are generally categorized as Instructors. [Criteria and guidelines for Promotion and Tenure at Loyola](#) are described in the Faculty Handbook, which includes a timetable for application and decisions. Individual departments, schools, and colleges have written guidelines with specific criteria unique to the discipline and established practices of the unit. After review by a department/school committee, and the dean or director, decisions are forwarded to the [University Rank and Tenure Committee](#). The Provost makes final decisions after the Committee has completed its work. Faculty may appeal the decision in writing to the President of the University. A [Faculty Appeals Committee](#) is sanctioned to review the decisions of the Senior Academic Officers. Faculty on the tenure track receive a [mid-probationary review](#) also governed by the Faculty Handbook.

Every year the Office of Faculty Administration organizes a [comprehensive orientation](#) for new faculty. This required two-day event introduces new professors to Loyola departments, strategic initiatives, approaches to teaching and learning, and Ignatian philosophy and values. There is an opportunity to meet colleagues at a luncheon and reception and each department or school also has its own orientation.

The University is committed to providing tenured and tenure-track faculty with opportunities to pursue [professional growth](#). During orientation, resources available for research, conference participation, and other forms of professional activity important to receiving promotion and tenure and beyond are presented. The [Faculty Development Leave Program](#) provides three categories of faculty leaves: paid leaves, subventions, and unpaid leaves. Each school or college has a [Faculty](#)

[Development Review Committee](#) charged with reviewing leave applications and making recommendations to their dean. The [Summer Research Stipend Program](#) provides competitive summer grants of \$7,000 for research. Every school and department has a faculty development budget to support presentations and participation in national and international conferences.

The [Faculty Center for Ignatian Pedagogy](#) (FCIP) encourages excellence in teaching and learning by facilitating the role of faculty in the formation of the student as a whole person. The Center promotes the implementation of creative teaching and learning strategies that reflect the intellectual, social, and spiritual context of today's students. The FCIP hosts regular [discussions](#) with faculty and staff that contextualize, introduce, and/or deepen understanding of the document "[Transformative Education in the Jesuit Tradition](#)." To prepare faculty to teach online, the Center offers an [online teaching course](#), an eight-unit course which covers the pedagogy and best practices of teaching and learning in the virtual world. Center staff also provide resources for faculty wanting to learn more about using [technology in the classroom](#). Co-sponsored by the Faculty Center for Ignatian Pedagogy, the University Libraries, and Academic Technology Services, the twice-yearly [Focus on Teaching and Learning](#) program provides an opportunity for Loyola faculty to share and learn about best practices.

The Stritch School of Medicine's [Leischner Institute for Medical Education](#) has as its mission 1) the development of faculty into exemplary medical educators, 2) the design, model, and dissemination of novel and innovative curricula, and 3) the advancement of knowledge through the scholarly pursuit of measuring medical education outcomes and researching medical education techniques. The Stritch [Division of Continuing Medical Education](#) facilitates and promotes the process of lifelong learning to help healthcare professionals at all points in their professional development to acquire and maintain the knowledge, skills, and attitude necessary for contemporary medical practice.

As stated in the [Faculty Handbook](#), "All faculty members are responsible for holding regular office hours and publishing those hours for their students. A reasonable effort should be made to accommodate students whose schedules conflict with the faculty member's normal office hours." Students may also contact their instructors by email, through the Sakai Learning Management System, and through social media.

All staff members providing student support services must possess relevant degrees, certifications, and experience appropriate to their positions. Minimum qualifications are determined by departments in consultation with Human Resources and are [outlined](#) in [job descriptions](#) for every position.

Loyola supports all staff in their professional development through formal [mentoring](#) opportunities, staff retreats, and training programs offered by [Human Resources](#) and [Information Technology Services](#). Student support staff participate in state, regional, and national meetings of their respective professional associations. Their activities include participation in topical interest groups, committees, and task forces that deepen their knowledge of their particular fields of endeavor. Sample curriculum vitae from the [Division of Student Academic Services](#) and [Office of International Programs](#) detail staff members' credentials and professional development activities.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

The University offers a full spectrum of support services to help students succeed during their time at Loyola and as they transition to the next stage in their education or career. To provide them with a centralized, one-stop resource, the [Sullivan Center for Student Services](#) consolidates more than a dozen University offices, including Academic Advising, First Year Experience, Financial Aid, International Programs, and Career Development.

Based on data from their admissions applications, incoming undergraduate students may be required to complete [placement assessments](#) prior to [New Student Orientation](#). At Orientation, students meet in small groups with their assigned academic advisor to review University and program requirements. In one-on-one conversation, advisors review with each student their incoming credits, placement assessment results, and the student's interests in order to recommend courses for which the student is adequately prepared.

For students who may need additional support, the year-long [Bridge to Loyola program](#) begins with an [introductory summer class](#) and offers specialized advising, peer mentoring, and social activities that strengthen students' learning strategies and promote meaningful relationships with peers, faculty, and advisors. Designed to help at-risk students reach their academic potential, [CIEP 112: Strategies for Learning](#), teaches time management skills, study strategies, and familiarity with campus resources. Bridge students, first and second year students with a cumulative GPA lower than 2.5, and students on academic probation complete this course.

The First Year Seminar, also known as [UNIV 101](#), taught by academic advisors, is an undergraduate degree requirement that provides a comprehensive, extended orientation with a central focus on academic success and the student's transition to college. The [UNIV 101 course outline](#) and [student learning outcomes](#) are consistent across all sections of UNIV 101, but sections may be tailored to specific student populations such as pre-Health students, Honors students, or [student-athletes](#). A [survey to measure the learning of student-athletes](#) during their first semester showed gains in a number of areas including the establishment of a support network and increased familiarity with institutional resources. Resources available to all students include academic skills workshops, the Writing Center, technology training and support, English Language Learning classes, and tutoring for

over seventy courses in small groups and drop-in study halls. Loyola's faculty are committed to student success as evidenced by data from the [2010 Boston College Questionnaire](#). Over 75% of graduating seniors reported having a faculty mentor during their time at Loyola.

Loyola is also committed to admitting and graduating first-generation and low-income students, and a number of programs provide additional support for these populations. Funded in part by a grant from the U.S. Department of Education's TRiO Student Support Services, [Achieving College Excellence \(ACE\)](#) is a retention program that provides academic, financial, co-curricular, mentoring, and career resources to first generation and low-income undergraduates, as well as students with documented disabilities. ACE Peer Tutor-Mentors are responsible for leading one-on-one and group study sessions; the [ACE Peer Tutor-Mentor Handbook](#) provides detailed information about the program's philosophy, practices, and training methods. The [Cristo Rey Scholars program](#) extends holistic support to students from Cristo Rey Network high schools with scholarships, job sponsorship, summer enrichment opportunities, and a four-year program of advising and mentorship. "First-Gen Connex" is a networking and community-building program for all of Loyola's first-generation students and alumni. The [McNair Scholars Program](#) prepares qualified undergraduate students for graduate study at the doctoral level. Thirty sophomores and juniors who demonstrate strong academic potential are selected annually to participate in scholarly activities throughout the academic year and over the summer. The McNair Scholars Program is rigorous and represents a sustained commitment to high levels of academic study and achievement.

An integral component of the McNair Scholars Program is the Summer Research Internship where students conduct research under the tutelage of a faculty mentor. Program participants must be committed to being enrolled in a graduate program the fall following the attainment of their bachelor's degree. The program tracks students throughout their graduate education and towards the successful completion of their doctoral degree, which is expected to be obtained within 10 years.

[Services for Students with Disabilities](#) (SSWD) fosters an accessible learning environment and coordinates housing and academic assistance for students with disabilities. Services include note takers, procurement of course texts in alternative formats, and testing accommodations. A [survey of SSWD users](#) indicated high satisfaction with the office, its staff, and services.

Loyola University Chicago offers [academic advising services for undergraduates](#), coordinated through the Office of First and Second Year Advising, which assists students with course enrollment, academic plans, and timely degree completion. The Office is staffed by professional advisors. Upperclassmen are advised by professional staff and faculty in each school or college, and specialized advising is available for international, pre-Health, pre-Law, and non-traditional students, as well as athletes and students with disabilities. Each of Loyola's graduate and professional schools provide academic advising to incoming and current students. Each graduate program has a [Graduate Program Director \(GPD\)](#) who is responsible for overseeing student advising. Depending on the program, the GPD may assume responsibility for all advising or may share responsibility with selected faculty members. In programs with comprehensive examinations, theses, and dissertations, additional faculty serve as advisors and mentors for those elements. In addition, academic support services tailored to the specific programmatic and disciplinary needs of these student populations are also provided. For example, the Graduate School provides a range of services to improve student retention and degree completion, including [workshops](#) and [support for dissertating students](#).

The [Wellness Center](#) delivers primary care, preventive services, and wellness programming to Loyola students by licensed and certified [professionals](#). Its integrated model of medical, mental health, and health promotion services allows seamless intervention and coordination of care. In the 2013-2014 academic year, the Wellness Center provided 4,418 individual students with clinical services for a

total of 13,513 medical visits and 5,459 mental health visits. Key education and prevention initiatives include [peer education](#), [support and wellness groups](#), the [Campus Coalition for Alcohol Initiatives](#), and the [Coordinated Community Response Team](#) (CCRT) to address gender-based violence. The [Behavioral Concerns Team](#), comprised of members from the Wellness Center, Campus Ministry, Residence Life, Student Development, and Campus Safety, allow for early identification of high-risk students.

[Campus Safety](#) ensures a secure living and learning environment for students. Campus Police Officers are graduates of a state certified Police Academy who have successfully completed 400 hours of training and have passed the Illinois Law Enforcement Examination. Officers regularly patrol campus by car, bicycle, and on foot, and practice Community Oriented Policing strategies in collaboration with Loyola's residence halls.

The [Department of Residence Life](#) manages housing for over 4,000 students in twenty traditional and apartment-style residence halls. Each residence hall is staffed by a full-time, professional Resident Director and student Resident Assistants who plan and oversee community-building activities and ensure a safe living environment. Because residing in campus housing allows students to form deeper connections to the institution, more fully use campus support resources, and develop sustaining relationships, Loyola has instituted a two-year [residency requirement](#) to facilitate student transition and retention

Campuses and Additional Locations

Loyola University Chicago encompasses multiple campuses and locations. [The Water Tower Campus](#) in downtown Chicago is home to the University's professional schools while the [Lakeshore Campus](#) in Chicago's Rogers Park neighborhood houses the College of Arts and Sciences, the Graduate School, and the Institute of Environmental Sustainability (IES). The Stritch School of Medicine and Marcella Niehoff School of Nursing are located at the [Health Sciences Campus in Maywood, IL](#). The [John Felice Rome Center](#) provides study abroad opportunities for students from Loyola and other universities around the globe. The Rome Center location features its own residence halls, Information Commons, and medical staff and services. Additional international locations include [The Beijing Center in China](#) and the [Vietnam Center in Ho Chi Minh City](#). Located in Vernon Hills, Illinois, the [Cuneo Mansion and Gardens](#) is home to the Cuneo family collection of fine art and furnishings, set in a beautiful 100-acre estate. In 2009, the Cuneo Foundation, the family foundation of John Cuneo Jr. and his wife, Herta, gave the estate to Loyola University Chicago. The \$50 million gift, one of the largest in Loyola's history, included the museum's extensive collection of art and furnishings. Since receiving the estate, Loyola has completed a number of renovations and added a meeting and event pavilion for courses, lectures and special events. Finally, the [Loyola University Retreat and Ecology Campus \(LUREC\)](#) in Woodstock, Illinois provides unique field education opportunities for students of IES and other schools to study agriculture, restoration, biodiversity, conservation, and ecology.

Over the past ten years, the University has made significant capital investments in each of its campuses and facilities to support teaching and learning and to improve the student experience. In keeping with our commitment to sustainability, Loyola has committed all new construction and renovations to at least a Silver rating by the U.S. Green Building Council's LEED standard.

Scientific Laboratories

Opened in fall 2013, the [Institute of Environmental Sustainability](#) (IES) incorporates a clean energy lab for the production of biodiesel fuel, agricultural greenhouse, geothermal complex, and aquaponics

system showcase, as well as classrooms and teaching laboratories. The [Quinlan Life Sciences Education and Research Center](#) features teaching and research labs, a digital-imaging facility, an insectary, aquatic simulation laboratory, and an accredited and staffed small animal quarters. The departments of [Chemistry](#), and [Physics](#) are also amply equipped with instructional and research facilities and instrumentation. At the Health Sciences Campus, the [Center for Simulation Education](#) allows medical and nursing students, residents, and health care professionals to learn basic and advanced clinical skills without risk to patients. Scheduled to open in 2016, the [Loyola University Center for Translational Research](#) will include open laboratory and support space for seventy-two principal investigators plus space for 40 lead scientists engaged in desktop research in fields such as public health, health services, bioinformatics, and epidemiology.

Fine and Performing Arts Facilities

The recently renovated [Mundelein Center for the Fine and Performing Arts](#) provides practice and studio space for Loyola's dance, music, theatre, and fine arts programs. A variety of performance space--including the [Newhart Family Theatre](#) and Mundelein Auditorium--showcase the works of students, faculty, and visiting artists. With a storefront-style gallery space and ceramics, metals, and sculpture studios, the [Ralph Arnold Fine Arts Annex](#) serves as a combination exhibition and work space. The [Loyola University Museum of Art \(LUMA\)](#) is accredited by the American Association of Museums and is dedicated to exploring, promoting, and understanding art and artistic expression that illuminates enduring spiritual questions of all cultures and societies. The museum offers educational programming for the community at large and provides internship opportunities for Loyola students in museum administration, education, and development.

Libraries

Libraries are located on each of Loyola's main campuses. Together, the [University Libraries](#), [Law Library](#), [Health Sciences Library](#), and Rome Center Library provide more than 1,200 seats and hold over 1.4 million volumes, 39,000 journals, and 422 research databases. Materials that are not held in Loyola's collections can be requested through interlibrary loan. The [Klarchek Information Commons](#) on the Lakeshore Campus is open twenty-four hours, five days a week and offers spaces for both quiet and collaborative study, as well as ample access to computers and related technology. [University Archives and Special Collections](#) house rare materials and original documents, giving students and faculty access to primary sources. Funding for the libraries has steadily increased over the past five years, allowing the University to enhance print and electronic collections, maintain subscriptions, and provide the research resources necessary to support teaching and learning.

Technological Infrastructure and Support

Loyola's Information Technology infrastructure supports learning and instruction and is continually upgraded to remain current, secure, and reliable. As of this writing, the campus infrastructure includes over 120 physical enterprise class servers and 300 virtual servers; 1,825 wireless access points covering 95% of Loyola's buildings; over 475 terabytes of online storage; 6,095 computer workstations with approximately 30% available for student use; a Research Data Center to secure computational clusters and related equipment; 300 electronic classrooms; and fifty technologically equipped conference spaces. Web-based applications that support learning and instruction include Adobe Connect and the Sakai learning management system. Campus computer labs provide common desktop applications and advanced multimedia workstations. An equipment loan program ensures that students and faculty can access the tools they need to create multimedia assignments, course content, and presentations.

Clinical Practice Sites

Loyola's advantageous location in the city of Chicago provides plentiful clinical practice and field work opportunities in government, business, and non-profit organizations. The Center for Experiential Learning's [Impact Report](#) highlights just a few of Loyola's community partners which, it should be noted, also include Chicago Public Schools, Chicago Archdiocese Schools, and the Loyola University Health System.

Inspired by the Jesuit philosophy of service to others, [Loyola's seven legal clinics](#) encourage School of Law students to contribute to society while gaining vital practical experience. For example, faculty and students in the [Life After Innocence](#) clinic work with recent exonerees to obtain expungement of their records, find housing and employment, and obtain counseling.

Research and Information Resources Support

Loyola's Core Curriculum learning outcomes include information and technological literacy. The University Libraries collaborate with the Writing Program to deliver research and information literacy instruction to all first-year students in the required [Writing Seminar](#). All sections of the Seminar have at least two class meetings with a librarian, who provides instruction on finding, evaluating, and using information sources. Library instruction is also offered to sophomore, upper division, and graduate classes upon request. Librarians offer drop-in [workshops](#) on research tools, methods, and strategies and are available for one-on-one consultations at the library's reference desk or by appointment. [Research guides](#) and tutorials are available on the library's website.

The Information Technology Services Department provides students and faculty with multiple modes of [technology training](#) and services, including on-demand support for personal devices and applications, self-paced tutorials, drop-in support for classroom and teaching technology, and consultations for multimedia project planning and execution. Support is also available for [specialized statistical, survey, and other research applications](#).

In 2010 Loyola implemented a [Responsible Conduct in Research and Scholarship \(RCRS\) program](#), administered by the [Office of Research Services](#), that incorporates ethics education into the curriculum for students. Among the goals for the RCRS program are to:

- Increase LUC faculty, student, and staff awareness of professional standards and codes of responsible conduct related to sponsored research.
- Ensure that graduates from Loyola are well equipped in core areas of research integrity and ethics to enter their respective professional fields.
- Proactively minimize the potential for scholarly and research misconduct incidents at LUC by ensuring faculty and students are aware of ethical and professional research standards/norms.
- Contribute to the professional development of ethical reasoning and ethical maturity of the LUC community.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Loyola's co-curricular programs are mission-based and offer a wide variety of opportunities for students to develop interpersonal and leadership skills, expand cultural understanding, and pursue areas of passion, outside the classroom. The [Division of Student Development](#) oversees co-curricular programs, offering services that foster student engagement and integrate academic learning with opportunities for personal and spiritual growth. The Division's various departments and activities are outlined in its [annual report](#). Collectively, they provide a coherent and developmental student experience as described in the [Four-Year Plan for Student Transformation](#). Milestone events such as [Welcome Week](#), the [sophomore retreat](#), and [Halfway to Graduation](#) celebrate student achievement and prepare students as they progress to the next stage in their academic careers.

As a Jesuit, Catholic university, Loyola values faith and spirituality as essential components of education. Students' spiritual needs are given appropriate attention and support through [Campus Ministry](#) which welcomes students of all faiths. Students are invited to celebrate their faith and discover its depth and richness by connecting with others, engaging in service opportunities, and growing in spirituality. Among its programs are student retreats, interfaith activities, and alternative break immersions. [Sacramental Life](#), a unit of Campus Ministry, serves to promote our Catholic Identity through liturgical worship, the celebration of the sacraments, and training students to be future leaders in the Church.

Leadership development is an important element of Loyola's co-curricular efforts. In collaboration with other departments, divisions, and community partners, [Student Leadership Development](#) provides high quality workshops, retreats, and conferences, and resources. The [SLD program](#) supports institutional values and mission with its focus on social justice, values-based leadership, creating positive social change, and enhancing self-awareness through reflection. The [Leadership Development Certificate Program](#) consists of a series of workshops based on the Social Change Model of Leadership.

Loyola students participate and find leadership opportunities in an extensive variety of [student organizations](#). The [Student Organization Quick Guide](#) articulates learning outcomes for participants in "Recognized Student Organizations," outcomes which support the Loyola's mission as it relates to appreciation for diversity, ethical behavior, and social responsibility. [Fraternities and sororities](#) have been a part of Loyola University Chicago since 1924 and continue to play an important role in the lives of our students and alumni. More than 1,100 students are members of Greek organizations and contribute to the campus community through educational programs, service and philanthropy projects, and social activities.

The University also has a strong program of [intercollegiate athletics](#) which provides students with an opportunity to develop physical skills and understand the value of working with others for a common goal. The student-athlete experience extends beyond the limits of training and competition to incorporate academic support, social justice initiatives, and community involvement. The [athletics section](#) of the Student Development Annual Report for 2014 highlights the program's learning outcomes and key student achievements in academics, athletics, and spiritual development. The [Student-Athlete Advisory Committee](#) (SAAC) assembles intercollegiate athletes for the purpose of promoting camaraderie, school spirit, and opportunities to engage in community service.

The [Department of Student Diversity and Multicultural Affairs](#) advances the recognition and appreciation of our diverse community, promotes multicultural education across campus, works to ensure the retention and success of underrepresented student groups, and fosters a supportive, inclusive environment for all students, faculty and staff. Among its many programs are support for LGBTQI students; a [men's project](#); the [People's Institute](#), an experience designed to explore and reflect upon the interconnection between leadership and social justice, and STARS (Students Together Are Reaching Success), a peer mentorship and college success program that connects first-year students with successful upperclassmen for one-on-one and group mentoring.

All full-time first-year and second-year students are required to live in University housing meaning that a significant number of undergraduate students live in the University's 20+ residence halls managed by the Department of Residence Life, whose [vision, mission, and values](#) are rooted in the University's Jesuit heritage. An important part of the residence hall experience are the [learning communities](#), home to more than 1,000 Loyola students who share similar interests and live together in a residential community. Learning Community students participate in curricular and co-curricular activities that represent Loyola's mission and key institutional values, including social change, [wellness](#), sustainability, global perspectives, service and faith learning, and multiculturalism.

Assessment is integral to the development of Loyola's co-curricular programming, and the Division of Student Development uses a comprehensive, cyclical model of [assessment practices](#). The Division's [annual report](#) includes specific findings from each department that measure the impact of its various services and programs and also suggest ways to improve these.

A Loyola education includes opportunities for students to develop their abilities and gain experience which go beyond traditional classroom involvement. The [Center for Experiential Learning](#) (CEL) coordinates several programs to this end, including the aforementioned [Loyola Undergraduate Research Opportunities Program](#), [Undergraduate Research Symposium](#), and service-learning courses. Approximately two-thirds of the student body take at least one [service-learning](#) course by the time they graduate. The CEL's [Impact Report](#) demonstrates the involvement of faculty and students across various forms of experiential learning and its impact in the community. Another important opportunity under the umbrella of the Center for Experiential Learning is the [ePortfolio Program](#) in which students create digital portfolios of their co-curricular and curricular learning. The portfolios are tools for student reflection and assessment; [eportfolio examples](#) illustrate the experiential learning opportunities available at Loyola and students' successful synthesis of co-curricular learning with their programs of study.

Loyola students not only participate in various service and community engagement activities, but data show that they find this involvement worthwhile and beneficial. A [2014 survey](#) of graduating seniors found that they are quite satisfied with their Loyola education. Because Loyola's primary goal is to provide undergraduate students with a transformative education that promotes "development of the whole person through an integrated curricular and co-curricular program," it is important to note that the same survey suggests that graduating students find value in Jesuit philosophy and values which

are at the core of a Loyola University Chicago education. This is further bolstered by the results of the [Boston College Questionnaire](#) (BCQ) which found that students' Loyola education contributed to their personal and religious/spiritual growth.

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

In keeping with its educational mission, Loyola University Chicago provides post-secondary degree programs of the highest quality, a goal which is achieved through the schools, colleges, and institutes that comprise the university. Loyola administers degree programs at the baccalaureate, masters, and doctoral levels, as well as pre- and post-baccalaureate certificates. The quality of programs and goals for student learning are consistent, regardless of delivery modes or locations.

The Loyola University Chicago Core Curriculum plays a formative role in every Loyola student's undergraduate experience. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors. The Core Curriculum integrates the understanding and promotion of values essential to a Loyola education: understanding diversity in the US or the world; understanding and promoting justice; understanding spirituality or faith in action in the world; and promoting engaged learning. Graduate and professional programs deliver a transformative education in the Jesuit tradition in which students learn and develop as persons through rigorous learning, time for reflection, opportunities for engaged and experiential learning, and a compassion to act on what one has learned.

Loyola's mission of teaching and research is made possible by the contributions of its outstanding faculty who serve as role models and mentors to Loyola students. The scholarly pursuits of the faculty are broad and dynamic, and supported by the university's commitment to their professional development. In addition, student learning across modalities is augmented by both professional and support staff who deliver support services, particularly in the form of advising, that seek to ensure and enhance student success.

Loyola has made strategic and intentional investments in forms of active learning tied to courses, programs and majors that serve to enrich the educational environment for our students. These include a variety of engaged learning formats, such as experiential learning, service learning, study abroad, undergraduate research, and capstone experiences. Additional co-curricular learning opportunities are available to students via student development, leadership, and activities programs and services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Loyola University Chicago (LUC) is committed to offering high quality education in the Jesuit tradition to students from diverse backgrounds. The University has in place a number of processes to monitor, evaluate and improve the quality of its offerings

Program reviews are conducted on a regular basis for both academic and student support programs. During 2005-2009, all academic units participated in a University-wide [Academic Program Review](#). The overarching goals for this review model were to evaluate the quality and effectiveness of each academic unit and its various programs, stimulate program planning and improvement, and encourage units' strategic development in directions that aligned with the University's priorities and units' capabilities. This review entailed a multi-step process taking place over one academic year and included unit self-evaluation, site visit by external consultants, review and recommendations by an internal Review Leadership Team, and the development of a strategic plan by the

academic unit. By way of example are final reports from the [Department of English, College of Arts and Sciences](#), the [Center for Urban Research and Learning](#) and the [School of Social Work](#).

[Recommendations that resulted from this program review](#) impacted numerous areas including curriculum, new program development, undergraduate and graduate student support, assessment, faculty-related issues, research, marketing, and strategic planning. For example, as a result of this process (and other analyses conducted by LUC) the [University Core Curriculum](#) was revised, opportunities for [mentored research](#) and [academic internships](#) for undergraduates were expanded, and improvements were made in upper-division advising in the major. Several new multidisciplinary programs were also created including [Urban Affairs and Public Policy](#), [Public Health](#) and [Applied Statistics](#).

In addition to this cyclic review process, annual reviews are also required of all academic units. Assessment plans are developed and submitted to the Faculty Center for Ignatian Pedagogy (FCIP) that outline student learning outcomes and assessment strategies. FCIP provides both an [assessment protocol](#) for academic units to follow when creating their individual plans, and guidance in identifying strategic goals, developing appropriate assessments, and determining how results will be used to inform curricular reform.

In addition to the review of current programs, all new academic programs and modifications to existing programs are subject to an [extensive review process](#). This includes review by governance bodies internal to the College/Institute/School; review by university-level governance bodies, as required, [Board of Undergraduate Studies](#) or the [Graduate Studies Coordinating Board](#); review by the Office of the Provost and, if needed, review/approval by the President, LUC Board of Trustees and/or external agencies such as those required for the Schools of Nursing, Business, Law and Social Work.

Other University programs also conduct regular reviews designed to facilitate continuous improvement. For example, the [Office for International Programs](#) (OIP) organizes and sponsors a range of study abroad opportunities for students, including international courses, summer and short term programs, and semester long study abroad immersions. All aspects of study abroad programs are [evaluated](#) upon their conclusion. Particular attention is given to the international components, including the preparation of students, the quality of services provided locally and their appropriateness to the educational outcomes of academic courses, and the re-entry of students after such experiences. Loyola's [Student Employment Program](#), which helps students learn the language and job skills required to be competitive during the internship or post-graduate job search process, evaluates student skill development and general program effectiveness. Findings are used to further develop manager coaching tools and pre-employment training and development opportunities.

In addition to reviews conducted by the various academic units and programs, student support services also evaluate their programs. The 2009-2014 Strategic Plan for the Division of Student Development called for the creation and implementation of [Administrative Program Reviews](#) for all administrative units including [Student Diversity and Multicultural Affairs](#), [Residence Life and Learning Communities](#), the [Wellness Center](#), and [Athletics](#). Each review included examination of a unit by members of the unit staff and external reviewers considered experts in the field of higher education and/or assessment. The effectiveness of various aspects of each of these units is also reviewed on a recurring basis. For example, [Loyola's Learning Communities \(LC\)](#), which integrate learning, spiritual growth and development through student-centered programs, services and environments, are reviewed each year comparing [outcomes of students](#) in the Learning Community to non-LC students with regard to specific program goals.

Loyola University Chicago ensures that all [transfer credit](#) posted to a student's academic record has

been properly evaluated. [First-time freshman](#) may transfer a set amount of transfer credit (AP/IB/CLEP and/or course credit) toward their undergraduate degree requirements. Credit for college courses completed elsewhere is supervised by the Office of Registration and Records. Course equivalency is determined by the Office of Registration and Records along with the dean or chairperson of the appropriate academic department and/or designate, using course descriptions from the sending institutions and if needed, the actual course syllabus. Course equivalencies are available for student review on the webpage of the [Office of Registration and Records](#).

Loyola ensures that all credit by examination posted to a student's academic record has been credentialed and evaluated. Loyola subscribes to [four plans](#) whereby undergraduate students may obtain credit and/or advanced placement for college-level studies completed by examination: Advanced Placement Program (AP), College Level Examination Program (CLEP), International Baccalaureate (IB), and International Exams (such as the British A-Levels, German Abitur, and French Baccalaureate). [Course equivalency and threshold exam scores](#) for AP, IB and CLEP exams are recommended by academic departments, reviewed and approved by the Board of Undergraduate Studies and finally approved by the Office of the Provost. Incoming students who present International exam records/transcripts are directed to submit them to the foreign transcript evaluation service recognized by Loyola for a Catalog Match Evaluation (Educational Perspectives). This credential evaluation service determines: whether the credit was college-level, the number of equivalent U.S. credit hours awarded, the equivalent U.S. grade earned, and the Loyola-equivalent course.

Loyola has also partnered with the Council for Adult and Experiential Learning's [Learning Counts Program](#) to make it possible for students in the School of Continuing and Professional Studies to earn college credit for prior learning. The RN to BSN undergraduate program in the School of Nursing awards credit for prior learning following a [portfolio review](#) to assess prior learning experiences, as does the MSN graduate program in the School of Nursing.

Students who wish to take [courses elsewhere during the summer session](#) must obtain approval to take the course from an academic advisor/dean/chair or program director prior to enrollment, for the coursework to transfer to LUC.

Each academic unit is responsible for developing courses to support their majors and minors, and, in some instance, the University Core curriculum. Course rigor and expectations are determined during development and each course undergoes an [extensive review](#) that includes the academic unit curriculum development committee, departmental chair, internal review council (such as the [Academic Council of the College of Arts and Sciences](#)), and finally the Dean of the College/School/Institute. By way of example is the proposal for a new Reading Teacher Minor in the [School of Education](#).

Expectations for student learning are developed for each course and included as student learning outcomes in [course syllabi](#). Resources required for course delivery are also determined at this time, after consultation with various academic support services such as University Libraries, Academic Technology Services, and the Faculty Center for Ignatian Pedagogy, and included in the formal application process, as illustrated by the [College of Arts and Sciences](#).

Each academic unit is responsible for developing and enforcing course prerequisites as part of a developmental education process in each discipline. These pre-requisites are communicated to students via the [Course Catalog](#) and [course syllabi](#). Course prerequisites are submitted to Registration and Records at the time of [course approval](#) and enforced during the student registration process through [LOCUS](#), Loyola's student information system.

Faculty qualifications are established by each academic unit and consistently applied to ensure excellence of faculty across the University. Promotion and Tenure guidelines for the College, Schools, and Institutes specify criteria for initial appointments, as well as for promotion and tenure, during faculty members' academic careers, as illustrated in the promotion and tenure guidelines for the [School of Business](#), [School of Communication](#), [School of Education](#), [School of Law](#), [School of Nursing](#) and [School of Social Work](#). A [reporting roster of current full-time Loyola faculty is available here](#) and will also be available in the resource room. The roster lists faculty alphabetically, indicating their highest degree earned, degree granting institution, college or school in which their appointment is held, academic department or unit of which they are a member, rank, and tenure status. In addition, the roster indicates whether a faculty member also holds status as a member of the Graduate Faculty. Membership in the Graduate Faculty recognizes professional and scholarly accomplishments of faculty and affords certain privileges, including the chairing of thesis and dissertation committees.

Loyola's newly instituted [Dual Credit Program](#) requires that all courses included in the program meet the same rigorous standards as those delivered on campus and include similar learning outcomes. As an example, the syllabus for [Biology 101](#), to be taught at a participating Dual Credit high school, reflects the same content, rigor, and assessments as the course offered on Loyola's campus. High school faculty participating in the Dual Credit Program are held to the same [credentialing standards](#) as faculty teaching on campus. By way of example we include [application packets](#) for faculty who will be teaching [German](#) and [Spanish](#) in the Dual Credit Program during the 2014-15 academic year.

In addition to comprehensive institutional accreditation, specialized accreditors evaluate particular units, schools, or programs within the University as required. The [Stritch School of Medicine](#) program to prepare physicians is accredited by the Liaison Council on Medical Education; the next full accreditation visit is scheduled for 2016-2017. In the Marcella Niehoff School of Nursing, the [baccalaureate and master's programs in Nursing](#) and the [Doctor of Nursing Practice Program](#) are accredited by the Commission on Collegiate Nursing Education, with upcoming accreditations scheduled for 2018 and 2016, respectively. Loyola's [School of Law](#) was reaccredited in October of 2014 by the American Bar Association and will be reviewed next in 2020.

The [baccalaureate and master's programs](#) in the School of Social Work are accredited by the Council on Social Work Education through 2015. In the Quinlan School of Business the Association to Advance Collegiate Schools of Business has accredited [undergraduate and graduate programs in business](#), as well as [undergraduate and graduate programs in accounting](#), with reviews scheduled for 2015-2016. The [School of Education](#) maintains accreditation by the National Council for Accreditation of Teacher Education. The next full accreditation visit for the School is scheduled for Fall 2018.

Individual programs are also accredited as required, such as the [PhD program in School Psychology](#), accredited by the American Psychological Association (APA) through 2018, and the [PhD programs in Clinical Psychology](#) and [Counseling Psychology](#), also accredited by the APA, both through 2017. The [Bachelor of Arts Program in Theatre](#) was accredited in 2014 for a period of 10 years by the National Association of Schools of Theatre. The [Dietetic Internship Program](#) in the School of Nursing is accredited by the Accreditation Council for Education in Nutrition and Dietetics through 2019. Finally, the [post-baccalaureate certificate program in Paralegal Studies](#) was approved by the American Bar Association in 2009, with its next review scheduled for 2016.

The [Office of Institutional Research](#) (OIR) is Loyola University Chicago's official source for academic and student institutional reporting and research activities, both internally and externally. OIR supports the University and its mission in myriad ways including collecting and analyzing data

regarding student success in all academic programs and providing this information to academic and administrative units in support of strategic initiatives. Loyola monitors and evaluates a number of indicators of student success, which can vary by academic unit and program.

The Career Outcomes Advisory Council was established in 2013 by the Office of the Provost to monitor students' career-related activities and advanced educational pursuits, providing university stakeholders with information required for strategic and policy decisions. The Council's membership includes representatives from the Career Development Center, Alumni Relations, Student Development, Institutional Research and each of Loyola's undergraduate schools. With the coordinated assistance of this Council, career outcomes data are collected from a number of sources including annual exit surveys, LinkedIn, [RamblerLink](#), Loyola Phonathan, student mailers, and pre-Law/pre-Health data-sets. The [Undergraduate Survey](#) is administered annually by the Office of Institutional Research (OIR) to collect feedback regarding student satisfaction with instruction, advising, internships, business services, student affairs, and university administration. For the 2014 survey multiple data collection points were added in compliance with the National Association of Colleges and Employers (NACE) to promote consistent, comparable, and reliable data points at the national level. [The resulting data were analyzed and the findings were presented to the Council for Student Success in February 2014.](#)

The OIR also conducts an annual [Graduating Senior Exit Survey](#) to compile data on students' post-graduation plans. Cooperative efforts between the Career Development Center, the Office of Institutional Research, the Center for Experiential Learning and the Quinlan Business Career Services in 2012 resulted in a [revised survey](#) that allowed for easier extraction of placement data.

In accordance with Federal guidelines, job placements and employment opportunities are in the process of being posted on the LUC webpage for each undergraduate and graduate certificate offered by the University.

In addition to University-wide collection of career and graduate school placement data, individual academic units also compile and monitor indicators that reflect program effectiveness. In the professional schools, a number of benchmarks are used as indicators of undergraduate student success. The School of Nursing contracts with Educational Benchmarking Inc. to conduct end of program assessments for both the [Bachelor of Science in Nursing \(BSN\) Program](#) and the [Master of Science in Nursing \(MSN\) program](#). Indicators of success that are measured include *Overall Learning*, *Overall Effectiveness*, and *Professional Standards* for both degree programs. As recommended by Educational Benchmarking, a goal of 75% is used to indicate performance has been met for a specific indicator. Successful completion of the [registered nurse licensing examination](#) (NCLEX), which is a prerequisite for licensure as a registered nurse, is an additional indicator of success for graduates of the BSN program. It is also a quality indicator for graduates of the MSN program as it is a prerequisite for licensure in most states for graduates who are preparing as nurse practitioners or clinical nurse specialists.

Indicators of student success and program effectiveness are also monitored and analyzed for the graduate and professional degrees offered by the University. For example, the [Ph.D. Program in School Psychology](#) offered by the School of Education compiles and publishes data on internship placement, doctoral licensure and certification, and employment outcomes. Similar parameters are compiled for the [Ph.D. Program in Clinical Psychology](#) offered by the Department of Psychology in the College of Arts and Sciences.

In the Graduate School, departments conduct graduate surveys of students in their Master's and PhD programs, which provide feedback on such dimensions as *Department and Curriculum Activities*,

Mentorship, Advice and Information Resources, Career Goals, Department Climate, and Graduate Student Retention, as well as student employment following graduation. Individual units report results to the Graduate School, as seen for the Ph.D. Program in [Philosophy](#).

Per NCAA guidelines, the Department of Intercollegiate Athletics also conducts a survey of all graduating student-athletes regarding their experiences at Loyola. In addition to determining student satisfaction in key areas such as “balancing academic and athletic success,” “student-life and well-being” and “campus and community engagement,” data are collected regarding students’ plans following graduation. In the [2012-13 survey](#), 94% of the athletes polled had definite plans following graduation: 49% working/student teaching; 33% graduate school; 12% professional sports.

The number of graduating students who enter into post-graduate service programs (ranging from Peace Corps to Jesuit Volunteer Corps) is collected by the office for [Community Service and Action](#). This information is added to an archive of student volunteers, dating back to 2002, and is shared with the Career Development Center for tracking purposes.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Assessment of student learning across the University is overseen by the [Faculty Center for Ignatian Pedagogy](#) (FCIP), which was established in 2011 when the Office of Learning Technologies and Assessment (created in 2005) was combined with the Center for Faculty Professional Development. FCIP supports excellence in teaching and learning through faculty professional development, recognition of teaching excellence, support for the use of classroom technology, and implementation and evaluation of assessment strategies.

In its [Learning Outcomes and Assessment Protocol](#), the FCIP sets forth the importance of assessment at Loyola and includes operational goals for conducting assessment, while the [Assessment Plan Template](#) provides a model for academic units to follow as they create their department or program assessment plans. All assessment plans must include explicit student learning outcomes derived from the program mission as well as specific knowledge and skill indicators, as illustrated by the assessment plans for the [MA and PhD Programs in Philosophy](#), the [PhD Program in Nursing](#), and the [Bioethics Minor](#).

The University Core Curriculum, designed to provide both breadth and depth to a student's program of study, also includes clearly defined student learning outcomes. In particular, the Core introduces students to ten central [Knowledge Areas](#) of university learning, with a consistent focus on learning outcomes/competencies for those areas.

Student learning outcomes are also explicitly stated at the course level, being included in both the [University Course Catalog](#) and syllabi for all courses, undergraduate and graduate. By way of example are syllabi for the [College of Arts and Sciences](#), the [School of Education](#), and [study abroad courses administered by the Office of International Programs](#).

During the 2013-14 academic year, Loyola implemented the use of the [Individual Development and Educational Assessment \(IDEA\) course evaluation system](#) as one component of instruction and student learning assessment. Supported by national norms and data-based research on validity and reliability, IDEA assists faculty in evaluating teaching in the context of course/curricular goals and student learning outcomes. Summary reports provide faculty with specific recommendations for addressing areas for improvement, along with normative comparisons. This University-wide initiative has institutionalized the process of assessment allowing it to be more systematic and consistently administered.

All academic units must also submit annual assessment reports to FCIP that are aligned with the LUC Assessment Report Template. This model is intentionally created to follow good practice in assessment, i.e. to encourage the ongoing nature of assessment, the use of sound methodology, involvement of the majority of faculty, reflection on findings, and determination of how assessment results can be used to drive improvement of student learning and student experiences within the program. Examples of assessment reports include the [Center for Experiential Learning](#), [Department of Modern Languages and Literatures](#), [Department of Criminal Justice and Criminology](#), and the [School of Law](#).

Additionally, as reported previously in Criterion 3, Core Component B, we note here that as part of the preparation required for its comprehensive evaluation within the new Pathways model, Loyola completed a Quality Improvement Project via its participation over the last few years in the Higher Learning Commission's Academy for the Assessment of Student Learning. Loyola's improvement project focused generally on assessment of undergraduate experiential learning, and more specifically on the culminating/capstone experiences in the major. Case studies in six disciplines from across the curriculum were generated for the identification of common student learning goals across the capstones. [An executive summary of the project provides more detail regarding the disciplines selected and the assessment methods utilized in the project](#). Moreover, [Commission feedback regarding the project](#), which was completed in the Fall of 2014, indicated 'outstanding progress' by Loyola in the Academy and in its capacity to develop a common assessment instrument across the capstones, providing a model for future assessments of experiential learning at Loyola.

A number of academic units are also using ePortfolios as part of their overall program assessment efforts, including the [Department of Classical Studies](#), [Department of Criminal Justice and Criminology](#), many of the degree programs in the [School of Nursing](#), and the Freshmen Seminar offered by the Office of First Year Experience. For ePortfolio review, [students post outcomes-based artifacts in TaskStream, Loyola's ePortfolio platform](#).

Many graduate programs have also developed and implemented the use of rubrics to assess various curricular elements in the Masters and Doctoral programs. For example, graduate programs in Biomedical Sciences use rubrics to evaluate achievement of learning outcomes for the [qualifying examination](#) and [dissertation oral defense](#), and the Department of Theology, utilizes them for [comprehensive examinations](#).

The University Core Curriculum is currently being assessed for attainment of stated learning competencies in each of the ten [Knowledge Areas](#). During the academic year 2012-13, Scientific Literacy was assessed using the Foundational course, *UCSF 137: The Scientific Basis of Environmental Issues*. This team-taught course crosses scientific disciplinary boundaries with faculty participating from the Institute of Environmental Sustainability, Department of Physics, Department of Chemistry, and Department of Biology. Each course section includes the same clearly articulated course objectives/ learning outcomes. Pre- and post-tests were administered across all class sections to measure progress on student learning outcomes. The [results of the first stage of this initiative](#) were presented to the Board of Trustees in November 2013. During 2014-15, four additional Knowledge Areas will be assessed using a similar assessment approach: Philosophical, Literary, Historical and Quantitative Analysis.

Each year the Faculty Center for Ignatian Pedagogy delivers an [assessment status report](#) to the University Board of Trustees Committee on Enrollment, Retention and Assessment that summarizes assessment efforts and outcomes for academic programs and units for the preceding year.

All co-curricular programs also have clearly defined student learning outcomes as illustrated by [Office of First Year Experience](#), recognized student organizations, [sororities and fraternities](#), [Alternative Break Immersions](#), [Student Leadership Development](#), [Second Year Experience](#), and [Community Service and Action](#).

Co-curricular programs are regularly assessed across the University as well. The Strategic Plan of the Division of Student Development has a stated goal to “develop and utilize systematic assessment of Divisional programs to enhance the quality of the student learning experience.” Partial fulfillment of this goal is accomplished by gathering assessment data for compilation in a Divisional [Annual Report](#) that is shared with University stakeholders. This assessment process is illustrated by four examples. UNIV 101: Freshmen Seminar, a required class for new freshmen, is assessed using [ePortfolios](#). Each portfolio, which is built over the course of the semester requires students to set goals for their undergraduate experience and engage aspects of the mission by sharing their Values. The [Wellness Center](#) uses an assessment matrix to ensure an ongoing assessment cycle of all of its key services and programs. The [Leadership Certificate Program](#), designed to enhance students’ leadership capabilities via a series of seven workshops, is assessed to determine how well students meet the desired learning outcomes. Finally, during the course of the year, Campus Ministry offers multiple [Alternative Break Immersion \(ABI\) trips](#). ABI are designed to achieve four goals: live simply, build community, deepen faith, and do justice. All aspects of each trip are evaluated including the assessment of the program’s learning outcomes.

As delineated in the [Nine Principles of Good Practice for Assessing Student Learning](#) that guide assessment at Loyola, “Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.” Loyola’s commitment to assessment and improvement is supported at every level of oversight from the Board of Trustees to the Office of the President, Office of the Provost, through to the academic departments and individual faculty members. This commitment can be seen in the assessment standards and requirements that have been institutionalized at Loyola.

The [assessment report](#) that is submitted annually to the Faculty Center for Ignatian Pedagogy (FCIP) by each academic unit includes four assessment components including, “How results will be used to improve student learning.” Each report addresses this aspect of assessment, and includes tangible measures being taken to respond to assessment results. For example, in 2013 the [Department of Philosophy](#) developed curricular improvements following the analysis of their assessment data which included having students reflect on and assess their own research papers, and to more intentionally teach the use of texts and formulating arguments in capstone courses. The [Department of English](#) assessment efforts were instrumental in the development of new courses, enhancing the capstone experience, and implementing curricular mapping to assure that all student learning outcomes were addressed.

In the professional schools, assessment outcomes are consistently used to facilitate program and course improvements. For example, the [Continuous Improvement Progress Report](#) (CIPR), which is required for the Bachelor of Science in Nursing and Master of Science in Nursing programs in the School of Nursing, includes an accreditation standard that requires the use of aggregate student outcomes to inform improvement. In 2013, the CIPR noted that class size would be decreased to 30 in the RN Program as a strategy to improve faculty-student engagement after reports of a decrease in RN licensure pass rates.

The [End of Semester Student Survey](#) from the John Felice Rome Center is an example of surveys conducted for students who study abroad through LUC programs. The survey provides data to local program leadership and international programs staff in Chicago to assess the learning outcomes stated

for its curricular and co-curricular programs. Subsequent to each survey staff discuss approaches to improve student learning for subsequent semesters.

Co-curricular programs have applied lessons learned through assessment as well. In 2013 the [Department of Intercollegiate Athletics](#) identified and made several changes as a result of assessment and evaluation exercises including developing a new survey to assess learning in the UNIV 101 course and implementing a specific four year planning protocol for student-athletes that addresses both academic and athletic requirements.

The [Annual Report](#) of the Division of Student Development requires that each department summarize changes it has made in programming and support services in response to assessments within the Department and/ or the broader University. For example, undergraduate students' health related behavior is assessed biennially using the [American College Health Association National College Health Assessment](#) and findings used to plan programs and interventions to address health needs and academic impediments. Such programs include mindfulness meditation programs, flu clinics and sleep workshops.

The [2014 Annual Report of the Graduate School](#) highlights key performance indicators associated with graduate student educational outcomes. Among these are [master's level completion rates](#), [retention of PhD students](#), [time to degree completion for doctoral students](#), and [student scholarly and research activities](#). [Career outcomes of recent Graduate School alums across disciplines](#) are also noted in the Annual Report.

The FCIP oversees assessment for the University and uses [The Nine Principles of Good Practice for Student Learning](#), developed by the American Association for Higher Education, as a guiding document to inform all assessment efforts. Assessment occurs at the course, activity and program level and involves the participation of many members of an academic or administrative unit. Each program or school has an official [assessment contact](#) who oversees assessment efforts for that unit.

The FCIP offers a number of opportunities for units to develop and improve their assessment activities including an [assessment workshop for faculty](#), a [Rubrics Workshop](#) open to all Loyola faculty and staff, and an assessment protocol segment in the [Online Teaching Course](#). Although developed as preparation for those planning to teach online, the material in this unit is applicable to both face-to-face and online courses, including the material for planning assessment both at the course and the program level. The Online Teaching Course has been offered since 2010 with over 140 faculty, staff, and graduate students completing the course.

Units within the Division of Student Development also have specific assessment protocols that outline good practice for their area. The [Wellness Center](#), for example, uses a variety of scientific methodologies to evaluate student learning in their educational programs that vary depending upon the item being assessed. The Division of Student Development has a [Divisional Assessment Working Group](#) of 13 professionals with assessment expertise from across Student Development and Academic Affairs. responsible for identifying gaps in data collection, recommending methods to assess the student learning experience, and coaching departments to implement regular assessment strategies. One committee member is the Assessment Coordinator from the Faculty Center for Ignatian Pedagogy, who acts as an advisory to the committee and helps coordinate assessment in the Division with the standards set for academic programs.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

In keeping with its Jesuit mission, Loyola University Chicago seeks to create the premier undergraduate experience in Chicago that is characterized by the pillars of the Core Curriculum, Engaged Learning, and a commitment to the holistic development of students. In support of that goal, Loyola demonstrates a commitment to student success and educational improvement through the selection and tracking of [Key Undergraduate Performance Indicators](#), all of which are aligned with both the University's mission and its Strategic Plan. These performance indicators are grouped into six strategic areas including selectivity, common learning environment, persistence, engaged learning, outcomes, and campus. Indicators are measured each year and compared over three years, as well as to the University's Planned Target. Regular updates are presented to the [Office of the Provost](#) and [Board of Trustees](#).

The Office of Institutional Research (OIR) maintains an extensive database of all students (from 1983 to the current) used for tracking, reporting, and analyzing student progress towards degree completion, on a term by term basis. Enrollment, attrition, and graduation rates of our new freshmen and transfer students are tracked yearly to monitor changes in [retention and graduation](#). Over the years, OIR has developed a [Multivariate Reiterative Predictive Statistical Model](#) that identifies "at-risk" students prior to each term of enrollment. Results are forwarded to administrators responsible for academic advising and student affairs for intervention strategies and efforts.

Graduation rates are also monitored by each academic unit. For example, [graduation rates for students in the Bachelor of Science in Nursing, Master of Science in Nursing, and Doctor of Nursing Practice programs](#) were included in the midterm progress report for accreditation, submitted to the Commission on Collegiate Nursing Education.

Co-curricular opportunities are an important component of the Loyola experience, contributing to both student satisfaction and retention/persistence. A number of parameters are tracked and analyzed regularly including [student satisfaction with residence life](#) which is monitored yearly and also [analyzed for long-term trends](#), and [first year student satisfaction](#).

In 2008 the Offices of the President and Provost established the Council on Student Success (CSS) to serve as a standing committee to review progress on delivering a Transformative Education to Loyola undergraduates. The CSS monitors Loyola's retention efforts, research on student persistence, graduation rates, academic programs that foster success (i.e. First Year Experience, Learning Communities), academic support services, and student development.

The CSS membership includes the president, provost, and key personnel from the Divisions of Academic Affairs and Student Development. Presentations and discussions regarding [retention and graduation rates](#) and targeted intervention strategies occur regularly at these meetings. Numerous programs, developed to alleviate roadblocks to student completion, have been recommended by the Council and implemented by the University.

For example, the University has become very intentional about students who are recruited and admitted to Loyola. An analysis of student [recruitment and financial aid](#) was conducted in 2013 in an effort to provide financial aid at a level that assists students through graduation. In addition to the generous financial aid packages, the University has set aside \$2 million to help retain students who are experiencing financial difficulties. The [Hardship Fund](#) and the [Loyola Guarantee](#) budgets provide funds to students who would otherwise have to withdraw from the university because of financial reasons.

Two factors identified by OIR analyses to significantly impact study success – required credit hours for graduation and percentage of freshmen taught by full-time faculty - were targeted for improvement. Loyola's above average 128 credit hour requirement for graduation was found to negatively impact student persistence and completion. Based on extensive research, Loyola reduced the credit hour requirement from 128 to a more standard 120 credit hours in 2011 and over the past few years there has been a steady increase in Loyola's [four-year graduation rate](#) and a decrease in time-to-degree completion. Additionally, a study conducted by the Office of Institutional Research revealed a direct correlation between freshmen persistence and the percentage of students' classes taught by full-time faculty. Based on this research and its findings, a target of 75% was established for all Core Curriculum classes taught by full-time Loyola faculty, a target which has been reached. Overall, Loyola's [retention, persistence and completion rates](#) have increased during the past seven years with Loyola performing above the national average among private, four-year private institutions and at or above average among its institutional peer group.

Studies analyzing student satisfaction with various aspects of the Loyola experience have been used to implement both major and minor changes in an effort to improve student academic success. This includes the development of a major student support initiative in 2010 known as [The Loyola Experience: The Four Year Plan for Student Transformation](#). The Loyola Experience outlines a set of developmental goals, milestones tracked toward graduation, and co-curricular experiences for each phase or year of a student's undergraduate experience that provides opportunities for faculty, staff and students to collaborate in creating conditions for student success. The [RoadMap for Faculty Engagement](#) outlines recommendations for faculty participation in areas related to NSSE and other assessed outcomes relevant to the Loyola Experience. A parallel [Loyola Experience has been developed for students who transfer to Loyola](#).

Results of Loyola's annual surveys (showing student dissatisfaction with the availability of field experiences, undergraduate research and other experiential opportunities), and National Survey of Student Engagement (NSSE) studies demonstrating the positive impact of experiential learning on student success, spurred the creation in 2007 of the [Center for Experiential Learning](#) (CEL). The CEL collaborates with campus, community, and employer partners to promote, develop, and implement

academic experiential learning through teaching, research, and service. In [2013-14](#) the CEL supported 2321 Loyola students participating in 104,569 hours of community service; 1101 students engaged in academic internship courses; and 203 funded fellowships for mentored undergraduate research. The University further institutionalized its commitment to experiential learning in Fall 2012 with the requirement that all undergraduate students complete at least one 3 credit hour course approved for [Engaged Learning](#) in one of five areas: academic internships, service learning, field work, undergraduate research and public performance.

Select student populations are also monitored for successful completion of their academic programs and improvements implemented as warranted. In 2011 the [transfer student](#) experience was evaluated by both the Office of First Year Experience and the Office of Institutional Research to determine the extent to which these students' needs were being met and learning outcomes achieved. Improvements recommended and implemented included creating an Assistant Director of Transfer Support Services in the Office of First Year Experience and developing UNIV 201: Transfer Seminar, which parallels in content and purpose UNIV 101, Loyola's First Year Seminar.

A number of additional retention initiatives have been implemented to support student persistence and completion including: [early academic alerts](#) that identify students receiving a C- or lower in a class to provide interventions; a [mid-year non-enrolled student outreach](#); the [Student Employment Freshmen First Initiative](#) which increased job opportunities for freshmen who have qualified for and accepted a work-study award; and improvements in [first and second year advising](#). Results of these new strategies were presented during the year to the [Council on Student Success](#).

The [Office of Institutional Research](#) (OIR) is Loyola University Chicago's official source for academic and student affairs institutional reporting and research activities. OIR [supports the University](#) and its mission in myriad ways including collecting data regarding student success in all academic programs and providing this information to academic and administrative units in support of strategic initiatives.

The OIR is staffed with five professionals (three with Ph.D.s) with training and experience (average 18 years) in data analysis, led by a Director who has 30 years of experience in institutional data collection and analysis. The Office extracts, reconciles, and analyzes university data and is designated as the primary source of Loyola's internal and external official statistics. The OIR also oversees Loyola's participation in several national studies of higher education (e.g. NSSE, LSSE, UCLA/HERI Freshmen Survey, *U.S. News* Rankings, Delaware Study, and CUPA-HR) while at the same time complying with external reporting mandates from state and federal governments (Illinois Board of Higher Education and IPEDS) and other regulatory entities such as the Higher Learning Commission, bond agencies, and the National Student Loan Clearinghouse. OIR primarily relies on completion and use of the [Common Data Set](#) for nearly all external reporting.

OIR relies on standard data collection techniques (survey, focus, field, secondary, etc.) and the use of standard parametric and non-parametric statistics for analyses and predictive modeling utilizing a multitude of statistical software options. Every attempt is made by OIR to include trend analyses and comparative results (benchmarks, peer comparisons, and national norms). Also, OIR attempts to integrate research from multiple studies—such as retention research, NSSE, and Loyola's undergraduate survey.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Loyola University Chicago is committed to offering high quality education in the Jesuit tradition to students from diverse backgrounds. The University has in place a number of processes to monitor, evaluate and improve the quality of its offerings and students' overall educational experience. This includes strict oversight of the development and maintenance of academic programs and policies, and a commitment to continuous improvement through assessment of both student learning and selected student outcomes such as retention, persistence and graduation rates.

Program quality is evaluated using a number of approaches including cyclic academic program reviews, annual reviews conducted by individual academic units and student support services, and an extensive review process for consideration of new programs and policies, as well as modifications to existing structures. Loyola has defined policies in place for transfer credit, credit by examination and other experiential learning. Faculty qualifications are established by each academic unit and consistently applied across all disciplines and programs to ensure excellence of faculty. In addition to comprehensive institutional accreditation, specialized accreditors evaluate particular units, schools and programs across the University, as required. Recommendations arising from these reviews are integrated into both academic and student support programs to ensure continuous improvement of students' educational experience.

Student learning is monitored and assessed across the University in both academic and co-curricular programs. Student learning outcomes are developed for each undergraduate and graduate course and program, including the University Core Curriculum, and consistently assessed with the support of the Faculty Center for Ignatian Pedagogy. The information gained from assessment is used to inform improvements to both courses and programs. In addition, the Office of Institutional Research monitors selected student outcomes such as student retention, persistence and completion rates and uses this information to modify programs and provide services, as warranted, to continually improve student success.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Loyola's commitment to ensuring the strength and stability of the institution is critical to our ability to deliver a world-class education. The university is a large and complex multi-campus university which relies on and has benefited from strong management oversight of financial operations which have produced a consistently favorable operating surplus and cash flow as evidenced by a 13.3% average operating cash flow margin for FY 2011-2013 and a 21.9% operating cash flow margin in [FY 2013](#). The university has responded to student demand as an urban comprehensive university that is the Chicago area's only Jesuit Catholic university, with enrollment of nearly 15,000 full-time equivalent (FTE) students for [fall 2014](#).

The University operates three major campuses in the Chicago metropolitan area. The main campus known as the [Lakeshore Campus](#) is located in Chicago's Rogers Park and Edgewater Communities. It is the main undergraduate campus, and is headquartered by the College of Arts and Sciences, and the Graduate School. Approximately, 4,000 undergraduate students live in residence halls at this campus, which are staffed by 135 residence life employees and resident assistants. At the Lake Shore Campus, 4,665 students take classes in Arts and Sciences, Environmental Sustainability, and graduate studies in arts, social sciences and sciences. In addition, over 780 undergraduate Nursing students take all or part of their education at this campus. The Lakeshore Campus has a faculty that includes [450 full time and 353 part-time professors](#) and a staff of 770 to support instruction, student life, and facilities.

The downtown campus is known as the [Water Tower Campus](#) and is the primary home for the Professional Schools of Business, Communication, Education, Law, Social Work, and the adult division, Continuing and Professional Studies, as well as the Institute of Pastoral Studies. Approximately 400 students reside in [Baumhart Hall](#), which is staffed with ten residence life

employees at the Water Tower location. At this campus, we have nearly 3,785 students enrolled in degree programs and 732 in various Law School programs. The campus is staffed with 502 positions and has a faculty of 269 full-time and as many as 740 part-time instructors across the professional schools. The [Health Sciences Campus](#) is located in Maywood and is home to the Schools of [Medicine](#) and [Nursing](#), as well as the program in [Public Health](#). The campus provides instruction and experiential learning for the 1,700 nursing and medical, and biomedical students. There are 175 Medical, Biomedical, and Nursing faculty, augmented with 157 part-time instructors at the Health Sciences Campus, along with over 400 support staff.

The University also supports additional locations or course sites in [Carthage, Wisconsin](#); [Woodstock](#) and [Vernon Hills, IL](#); and two international locations in [Rome, Italy](#) and [Ho Chi Minh City, Vietnam](#). Each of these locations has a dedicated instructional faculty and support staff for academics, student life, and facilities.

The Budget Review Team (BRT) is comprised of senior administrators from the President's Office, Provost's Office, Enrollment Management Office, Finance Division, Health Sciences Division, Advancement Division, Capital Planning Division, and Administrative Services. The group meets bimonthly and regularly reviews updated forecasts of current year expenditures, budget requests for future fiscal years, budget projections for the upcoming fiscal year, housing occupancy plans, enrollment funnels, and the five year capital plan, etc. The BRT continually reviews any relevant issues that may result in budgetary impacts, and how to respond to changing factors such as enrollment forecasts and housing trends. [Tuition and fees for the next academic and fiscal year](#) are developed between July and November and then submitted for approval to the Board of Trustees at its December quarterly meeting.

Each fall all institutional units are sent a directive and schedule for submitting new spending requests, which must support the University's strategic plan and mission. Once new spending requests are received from each department, they are reviewed by the Budget Review Team and vetted against the next fiscal year's budget projections. Approved new spending requests are built into the budget base for the department and after final budget submissions are reviewed by the president and CFO, the new fiscal year budget is approved by the Trustees at the June quarterly meeting. The [Budget Application System](#) is an online tool that each unit uses for internally reallocating assigned base budget resources by account unit and code.

The university engages in a rolling [five year capital planning](#) process, with priorities established at bi-monthly Budget Review Team Meetings. Capital improvements are prioritized based upon campus infrastructure requirements, emerging technology improvements and upgrades, educational program delivery requirements, and student housing needs. Annual pools are allocated to the Facilities Department to fund deferred maintenance projects under the categories Mechanical, Electrical and Plumbing (MEP); Masonry, Roofing and Inspections (MRI); and Minor Renovations of \$50,000 or less. Over the past 5 years, the university has invested on average \$140M annually in capital improvements to our campus infrastructure, buildings and grounds. [Loyola's FY 2010-2015 Capital Schedule](#) shows that since 2010, we have demolished 6 buildings that had outlived their useful life; constructed 9 new buildings; gut-renovated 4 buildings; performed 3 major landscaping projects; purchased new residential buildings; and performed countless other renovations and mechanical retrofits that have improved the students' residential experience, academic environment, and co-curricular activity space. Due to conservative budgeting practices, the University has created a predictable capital budget that allows the University to plan its improvements 5 years into the future.

The University divides its budgets into various segments (e.g., programs funded by student tuition and fees, auxiliary enterprises, etc.) which are self-sufficient and are allowed to retain any surplus cash

flows generated, thereby ensuring that auxiliary units are self-supporting and do not rely on tuition dollars to balance their budget. This policy increases the operating flexibility in student fee-funded areas, such as science laboratories and general student activities while also ensuring that student fees are spent for the specified purpose.

The [Tuition Supported segment](#) represents all of the university's resources that are dedicated to the delivery of education and co-curricular activities, thereby ensuring that tuition dollars are never spent on an auxiliary enterprise. At the end of the fiscal year, the University's annual adjusted operating results are distributed first to provide an incentive fund for self-sufficient segments, second to provide for the carry forward items, and then any remaining funds are generally allocated between endowment and capital projects based on the University's highest needs.

The University has several tools available for monitoring performance vs. budget. The University's General Accounting department prepares a monthly packet of financial and [budget variance reports](#) that compare actual results to the forecast, budget, and prior year. There are a variety of reports issued, including P&L summaries, actual to budget expense summaries by VP and by School/Dean, endowment and gift spending, tuition revenue by term, etc. This packet is provided to the Budgeting & Financial Analysis department as well as other members within Finance. An abridged version of this report is periodically provided to the BRT, Audit Committee, and Executive Committee. In addition, budget administrators and managers have access to a web-based reporting tool, WebFocus, to run on-demand reports that show actual vs. budget expenses for all areas within their department.

In May 2012, [Moody's Investors Services](#) assigned an A2 rating to the University, which is rated as an upper-medium grade with low credit risk. Moody's rationale for the A2 rating includes Loyola's strong leadership with best practices for budgeting and operations at a time when the university undertook substantial increase of debt to fund a large number of capital project, including a new center for sustainability education and research; a new student complex; two new residence halls; and expanded the fitness center at the Lake Shore Campus. The rating was affirmed in [May of 2014](#).

Additionally, the university's financial planning includes an aggressive debt amortization schedule, with nearly \$160 million of debt to be repaid over the next five years from FY2015-FY2019, and no additional debt plans for the next few years. A Capital Asset Reserve and the budgeting of depreciation on the physical plant allows the university to manage its debt repayment schedule and ensure that the university is on track to repay debt and maintain our strong financial position. .

Over the past ten years the university's renewed focus on fundraising has proven fruitful, with Loyola receiving gifts of [\\$25.7 million in FY2013 and \\$28.2 million in FY2014](#). In 2011, LUC successfully completed its [\\$500 million comprehensive campaign](#), exceeding the goal by \$34 million, concluding two years early, despite launching the public phase of the campaign one week after the September 2008 economic downturn.

The ITS division ensures that Loyola students, faculty and staff are supported by a strong technology infrastructure. ITS provides infrastructure and support for all operations at the university and staffs a full-service Technology Help Desk. ITS provides teaching and research technology support (e.g. [Sakai LMS](#); [Taskstream ePortfolios](#)) and ensures that students, faculty and staff can use webinar tools such as Adobe Connect to conduct online meetings, classes, and conferences, and [Digital Media Services](#) provides one-on-one and online support for a diversity of digital media topics. Support from ITS is provided on each of Loyola's campuses, including the satellite locations.

The [Human Resources Division](#) has well-defined policies and protocols to ensure that all Loyola staff

are appropriately qualified and trained for their jobs, both before joining the university and during their employment, through a variety of [educational enrichment](#) and [professional development](#) programs. All Loyola faculty and staff positions are fed into an [applicant tracking system](#) which documents specific [educational requirements, work experience and minimum qualifications](#) required to do the job. The department's [Manager Resources, Recruitment and Hiring Guide](#) details the recruiting, screening and hiring process.

Programs that are offered to Loyola staff include the "[LUC and Me](#)" mentoring program which matches newly hired employees with experienced employee mentors; the [Emerge Program](#), which offers a variety of professional development programs throughout the year; and a robust [tuition benefit program](#) which offers employees the opportunity to matriculate in a variety of programs at the university for no cost.

Loyola is nearing completion of its [2009-2015 strategic plan](#) which was developed by a working group of administrators, faculty, students and staff. The plan detailed our institution's [three overarching goals](#) and identified six strategies to meet those goals. Each strategy included the financial cost to the university's annual budget, endowment, and/or new capital expenditures necessary to achieve our strategic efforts. The involvement of Loyolans from throughout the university in the planning process helped ensure that our goals were realistic and achievable.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Loyola University Chicago's [Board of Trustees](#) is fully engaged in and committed to its governance responsibilities. In the summer of 2011, the Board established a Governance Task Force (now the Governance and Trusteeship Committee) of Trustees to explore best practices and enhance governance issues at the University. The Governance and Trusteeship Committee has recommended the following policies, which have been adopted by the Board of Trustees and which promote effective leadership and collaborative processes:

- The University's Bylaws were amended and restated on September 7, 2012 to include recommendations of the Governance and Trusteeship Committee regarding governance best practices.
- A document regarding the [Expectations of the Board of Trustees](#) was adopted by the Board of Trustees on December 7, 2012. This document outlines expectations regarding attendance at Board of Trustees meetings and committee meetings.
- A Board Policy on [Annual and Comprehensive Presidential Assessment](#) was adopted by the Board of Trustees on September 7, 2012.

The Board of Trustees has established eleven committees organized by key board responsibilities; members of the administration, faculty, staff and students are invited to participate in the meetings of most of these [Board Committees](#).

Three of these eleven Board committees (specifically the Finance Committee, the Investment Policy Committee, and the Audit Committee) are directly involved in the institution's financial policies, including those regarding the institution's budgeting policies, endowment and quasi-endowment policies, document retention policies, whistleblower policies, conflict of interest policies, joint venture policies, and investment guidelines.

The University's Vice President and General Counsel provides a legal update to the Audit Committee of the Board of Trustees on a quarterly basis. Additionally, the Academic Committee and the Academic Health Sciences Committee provide oversight for the University's academic policies and practices and receive quarterly updates from the senior academic officers on developments in the academic units of the university.

Loyola trustees, administrators, faculty, staff, students, and alumni are actively engaged in both university governance and planning. The primary locus for shared governance is Loyola's [University Senate](#), established in September 2014 following a two-year experiment with a provisional senate. The University Senate consists of 34 members, representing faculty, staff, students, and administrators. It is a deliberative and consultative body which brings the major university constituencies together to discuss issues of mutual concern and to recommend University-wide policy. Subcommittees were formed focusing on academic affairs and research, budget and strategic plan, diversity, faculty and staff affairs, governance, and student development and success, which allow the senate to review and recommend various University policies and initiatives. An [Extraordinary Committee on Faculty](#) was established within the shared governance system to evaluate and recommend changes to the Faculty Handbook.

The [Senate Bylaws](#) and [flow chart of governance advisory groups](#) detail the university's commitment to shared governance.

Loyola has a several affinity groups that participate in shared governance. These include the [Faculty Council](#), [Staff Council](#), and [Student Government](#) at Loyola Chicago. Membership on these bodies is determined through a nomination and election process conducted by each group. These three groups are also represented on the University Senate.

The University's shared governance model involves administration, faculty, staff and students in setting various academic requirements, policies and participating in processes that foster collaboration. For example, each school and institute has a series of advisory boards that include faculty, staff, and students to review curricular developments for that academic unit. The [Board of Undergraduate Studies](#) is responsible for academic policies, approval of new programs, and review of changes to existing programs, requirements, and courses. Similarly, at the graduate level these roles are assigned to the [Graduate Studies Coordinating Board](#). The [Council on Student Success](#) reviews programs in support of student retention and completion. The [Faculty Development Review Committee](#) evaluates proposals from faculty for leaves of absence or summer research and professional development support. The [University Rank and Tenure Committee](#) reviews all tenure and promotion cases and recommends actions to the senior academic officers. Special committees have been convened, as needed, to provide advice and collaborative development in such areas as strategic planning, school reorganization, and search committees for administrator positions.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Allocating resources in a strategic fashion has characterized Loyola's approach to fiscal management and strategic planning for over ten years. A critical component to meeting our academic strategic objectives has been having the physical and technological infrastructure to offer current and incoming students state-of-the-art facilities within which to live, study, and conduct research. Each fall all institutional units are sent a directive and schedule for submitting [new spending requests](#), which must support the [University's strategic plan](#) and mission. Once new spending requests are received from each department, they are reviewed by the Budget Review Team, compared to the goals of the Strategic Plan, and vetted against the next fiscal year's budget projections. Decisions on new budget allocations are approved based on the alignment between requests, mission, strategic priorities, and available resources. And, as discussed more fully in Core Component 5.A, at the end of the fiscal year, the University's annual adjusted operating results are generally allocated between endowment and capital projects based on the University's highest needs.

The [university's capital budget](#) is managed by the President and the CFO and reviewed by the Budget Review Team, which meets throughout the year. The capital budget is reviewed by the Budgeting & Financial Analysis and General Accounting departments, and any large variances require documentation and approval. It is then presented each year to the Finance Committee of the Board of Trustees for approval. Capital Budget funds are allocated to Academic Affairs, Information Technology, and Facilities for capital improvements or purchases (such as renovating buildings and funding laboratory start-ups and new technology).

The Capital Planning Division has created a list of priorities for the next five years that reflect the infrastructure and programmatic needs of the university, and are closely aligned with the master planning efforts. These are presented in the [university's capital budget](#). Recognizing that capital resources are tight in the coming years, this document serves as a guide that lays out the priorities which will meet our most urgent needs, such as academic space for the new Engineering Sciences program, the new building for the Quinlan School of Business, and an athletic practice facility.

Another important example of how Loyola allocates its resources in alignment with our mission is the amount of ["unfunded" financial aid](#) we give to our students each year. This aid is in the form of a tuition discount and is designed to help us meet our goals of educating a diverse student body who

oftentimes do not have the financial resources to pay their tuition charges. In fall 2014, about 25% of the incoming freshmen class are designated as Pell-eligible students and in order to assist these students with their matriculation at Loyola, we slightly increased our discount rate for the 2014-2015 academic year to 43.9% (from 43.4% in the prior year).

The University recognizes the importance of linking evaluation and assessment to planning and budgeting. All academic units conduct learning outcomes assessment and submit annual [assessment reports to FCIP](#) that are aligned with the LUC Assessment Report protocol. This model is intentionally created to follow good practice in assessment, i.e. to encourage the ongoing nature of assessment, the use of sound methodology, involvement of the majority of faculty, reflection on findings, and determination of how assessment results can be used to drive improvement of student learning and student experiences within the program. And in alignment with the strategy of the current [Commitment to Excellence](#), new tools to support assessment include the [IDEA course evaluation system](#) and the [ePortfolio system](#). Moreover, evaluation and assessment in particular units are augmented with tools from [LiveText](#) and [surveys](#) from the Office of Institutional Research. A complete summary of assessment and evaluation practices is presented in Core Criterion 4.B.

University planning processes rely on the active participation of Loyolans to collaboratively discuss, plan, and help fulfill the university's strategic goals. The University has undertaken two strategic planning efforts in the past ten years. In September 2008, the president asked two dozen administrators, faculty and staff to serve as "[university citizens](#)" on the [Strategic Planning Committee to develop the university's 2009-2015 plan](#). A draft plan was presented to the Board of Trustees in March 2009 for their input and review and the final plan, titled "[Our Commitment to Excellence: Loyola's Plan 2009-2015](#)" is a reflection of that collaborative planning process.

The 2009-2015 Loyola Plan details our mission to offer a transformative education in the Catholic, Jesuit tradition and the three overarching goals we established for ourselves, namely: (1) delivering the premier undergraduate experience in Chicago, (2) deliver high-quality professional education by leveraging health care, law and business as national ranked programs, and (3) develop the university's strengths in the life sciences and health care, ethics and social justice, and children and families.

The Commitment to Excellence Plan and the university's healthy financial position paved the way for two significant new academic programs during this time. The university planned and launched the [Institute of Environmental Sustainability](#) in 2013 with a new state-of-the-art teaching and research facility, B.A. and B.S. degrees in environmental study, and recruiting of new faculty and staff positions with expertise in global sustainability. A second new program will launch in Fall 2015--the first [Engineering Sciences program](#) at Loyola. With appointment of the first program director in Fall 2014 and new facility space for the program in Cuneo Hall, the program is actively engaged in curriculum development, faculty hiring, and build-out of a design lab for the first group of students that are being recruited to Loyola.

As part of Loyola's commitment to planning for the future, half way through the current strategic plan, a [Task Force comprising members of administration, faculty and staff](#) was assembled and collaborated over an eight-month period in 2011 to review the top 10 issues threatening higher education that was compiled by the Deloitte Consulting Firm. The resulting report, titled "[Positioning Loyola for the Future: Improving Educational Quality While Maintaining Costs](#)" made a number of recommendations including decreasing reliance on tuition revenue by growing endowment-funded scholarships; expanding the institution's strategy for online learning; and leveraging existing resources to meet our strategic goals. This tweaking of our strategy helped to accomplish goals and laid the pathway for the second strategic planning process of the past ten years.

Loyola University Chicago's 2015-2020 strategic planning process formally kicked off in the Fall of 2013 with a series of roundtable discussions among about 100 faculty and staff across all three campuses, which revolved around a book entitled *Transforming Ourselves, Transforming the World: Justice in Jesuit Higher Education*. At the conclusion of the roundtable sessions, there was general consensus that Loyola should begin to develop a strategic vision for the university that builds on the accomplishments of the current plan and focuses largely on social justice-related issues. The President and Provost convened an [18-member strategic planning steering committee \(SPSC\)](#) charged with reviewing the university's mission statement to determine if any changes were needed to reflect the current climate, developing an overarching framework of social justice to guide the strategic planning process, and creating a vision statement comprising a set of institutional priorities for the next five years. During the early part of 2014, the committee employed a concept mapping procedure to help generate ideas, perspectives, and consensus on social justice definitions and shape a new vision for the university, which then served as a basis for on-going discussions during a day-long retreat held in May 2014.

Subsequent to the May retreat, the SPSC met again to review feedback from committee members and begin a process for preparing mission and vision narratives for the President's Leadership Retreat held on July 28-29, 2014. At that retreat, leaders from various schools and academic divisions broke out into sessions and provided feedback on both the mission and vision documents, resulting in further modifications and refinements. The next logical step was then to get the Board of Trustees to weigh in, culminating in another retreat on September 4, 2014. The retreat was begun by revisiting the [accomplishments of Loyola's 2009-2015 strategic plan](#) (led by Provost Pelissero), and unpacking the mission and vision documents associated with the 2015-2020 plan. Later a panel of deans and directors presented their initial reactions to the documents and reflected on the challenges and opportunities they envisioned for their respective schools. After deliberation and reflection, members of the Board of Trustees reacted positively to the vision document and encouraged us to seek broad faculty and staff input.

Beginning in mid-September 2014, deans, directors, and division leaders were invited by the Provost to submit a list of 3-5 individuals internal to their units to serve on leadership teams. During October SPSC co-chairs convened informational sessions with [16 leadership teams](#), which were charged with three tasks: 1) Asset Inventory. In the spirit of ensuring continuity between the current and proposed strategic plan, leadership teams were asked to consult with their deans in developing an asset inventory that identifies key assets and strengths that can be leveraged to help realize Loyola's vision for the next five years; 2) Reflections on Social Justice and how the unit could contribute to a social justice vision and action plan by 2020; and 3) Develop ideas for the Institutional Priorities of the new plan. The results of this process were reviewed by a [university wide group of 60 individuals in January 2015](#). As we write this section of the assurance argument, our university community is in the final weeks of consultation and refinement of a plan that can be presented to the Board of Trustees at its Spring 2015 meeting.

External groups regularly are consulted on Loyola's plans. For example, beginning in 2004, Loyola began a concentrated effort of partnering with the City of Chicago to increase safety and stabilize the neighborhoods surrounding the Lake Shore campus. In 2008, Loyola launched a revitalized [University Assisted Housing Program](#) that provides forgivable loans to Loyola faculty and staff to purchase homes in the communities surrounding the university's Water Tower and Lake Shore campuses. Loyola's strong relationships with external partners have helped spark development in the surrounding neighborhood, particularly at the Lake Shore campus. Loyola's Community Relations department issues [surveys](#) to neighbors, nonprofit partners, business owners, and elected officials to help inform the university's planning. Community Relations works closely with our campus neighbors and staff in the department have taken leadership positions within the neighborhood

nonprofits that are delegate economic development agencies of the City of Chicago, including the Edgewater Chamber of Commerce, the Rogers Park Business Alliance, and the Magnificent Mile Association.

An important example of Loyola's partnership with our neighborhood was the March 2006 opening of the Loyola Granville Police Office, a unique public-private partnership between the university, the Chicago Police Department, and the Chicago Transit Authority. The opening of the Police Office has been central to our success in partnering with the City of Chicago to reduce crime in an important and emerging commercial corridor just to the south of Loyola's Lake Shore campus.

In 2011, Loyola built on its successful partnerships throughout the Chicago Board of Education system and began a collaborative project with [Nicholas Senn High School](#), which is located just west of Loyola's Lake Shore campus. This partnership serves the interests of the students at Senn High School by committing the University to a collaborative effort focused on improving the relevant academic benchmark measures of Senn. Loyola resources (both academic and support services), including the Schools of Education, Communication, Social Work, Nursing, and the Department of Fine and Performing Arts, help support the academic achievement of students and the professional development of the teachers at Senn, helping to make Senn a first-rate neighborhood public high school. Loyola and Senn continue to work together so that Loyola's secondary teacher candidates get important job training and experience and Senn High School students can achieve their academic goals.

Most recently, a completed renovated red line CTA station adjacent to Loyola's Rogers Park campus was opened in April 2014. Loyola's partnership with state and federal agencies and with the [Illinois Congressional delegation](#) helped secure the \$18.5M (including \$11M in federal funds) necessary to make major improvements, especially for pedestrian safety, to the station which serves Loyola faculty, staff, students, alumni and families as well as the great Chicago community.

Loyola's Vice President for Government Affairs chairs an internal higher education task force that includes the president, provost, chief financial officer, associate provost for enrollment management, director of financial aid, director of institutional research, communications director and others to closely monitor activity pertaining to federal and state student financial aid, including but not limited to appropriations, reauthorization of the Higher Education Act (HEA), and related policy developments. With the input of this group, Loyola has the ability to comment on proposals to reform the HEA, and we have also offered several suggestions for the State of Illinois' Monetary Assistance Program (MAP).

Loyola University Chicago administrators are especially attuned to the importance of internal management and the impact of external pressures on the institution's overall fiscal strength by having turned around the financially weak and poorly enrolled institution that Loyola was when the current president began his tenure in September 2001. At its low point in 1999, Loyola's operating deficit was \$51.7M and the shortfall stood at \$35.2M when Father Garanzini began his tenure. Today, Loyola is in the black and overall fall 2014 enrollment stands at nearly 16,000 students, in contrast to the university's low of 12,605 student in 2000. One example of Loyola's commitment to employing financial management policies that plan for possible fluctuations was the decision in 2013 to move faculty and staff merit increases to January from June after assessing our final fall enrollment numbers.

[The Office of Institutional Research \(OIR\)](#) is Loyola's official source for academic and student institutional reporting and research activities, both internally and externally. OIR supports the University and its mission in myriad ways including collecting and analyzing data regarding

enrollment (projections, comparison to budget forecasts, official enrollments, and graduation), student success in all academic programs, and provides this information to academic and administrative units in support of operations, fiscal planning, and strategic initiatives.

Information Technology Services (ITS) reports annually on significant accomplishments and improvements made to technology and related services. The [FY14 summary](#) includes metrics related to ongoing operations, investments to optimize performance, and transformative programs that fundamentally promote change as well as details initiatives that are planned for the coming fiscal year. Additionally, ITS shares an [annual technology briefing](#) with the institution to highlight emerging trends in technology and higher education. Where relevant, comparisons are made to what our institution is doing relative to the market, indicates our strategic direction regarding new technology acquisitions.

In 2005, there was no mention of a new building to house a new institute centered on sustainability, urban agriculture, energy, and water conservation. However, as the demands and interests of the student population grew in these areas, it became important to develop programs, majors and minors that met this demand. This quickly developed into the [Institute of Environmental Sustainability](#). The University's planning efforts have allowed it to respond quickly to shifts and trends in student's demands, which is made evident by this new program and building which only began in concept in early 2011 and opened in fall 2013.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

The University prepares an annual financial report, which is prepared in conformity with generally accepted accounting principles (GAAP) in the United States. The [Consolidated Financial Statements](#) present: 1) consolidated statements of financial position (balance sheet), 2) consolidated statements of activities and changes in net assets (P&L), 3) consolidated statements of cash flows, and 4) notes to the consolidated financial statements. The annual financial report is audited by an external accounting firm, Deloitte & Touche (Deloitte). Deloitte is responsible for expressing an opinion on the statements after conducting an audit, and in their opinion, the University's [consolidated financial statements](#) are presented fairly in all material respects.

Highlights from the FY14 consolidated financial statements include:

- Operating surplus of \$34.8 million in FY14 and \$30.9 million in FY13.
- Total increase in net assets of \$111.5 million in FY14 and \$87.6 million in FY13.
- Positive cash flow from operating activities of \$93.1 million in FY14 and \$98.5 million in FY13.

A [cash and investment report](#) is provided to the Finance and Executive committees on a quarterly basis. This report provides a high-level summary of the University's endowment and spending rate, investment pool performance, and cash available for designated projects.

In addition to tracking and improving our financial performance, Loyola is vested in the improved performance of our faculty and staff. We have established policies on [staff performance management](#), and we offer professional development for staff from [HR's Training and Development Department](#). Faculty began using a [new faculty appraisal system](#) in Fall 2014.

The University gives serious attention to tracking progress on the Strategic Plan. Key accomplishments of the 2009-2015 Plan for Excellence were communicated regularly to university stakeholders during meetings with the Board of Trustees, with the faculty, and at the State of the University address. The most recent updates were reported by the Provost in Fall 2014 in "[Our Commitment to Excellence: Key Accomplishments on the Strategic Plan.](#)"

For the past 11 years, we have conducted an [energy audit](#) of our physical plant to determine the energy performance of our buildings. Since 2003, 16 buildings on Loyola's Lake Shore campus have been renovated, resulting in significant and measurable energy and cost savings. Loyola has reduced our energy bills by about \$3.6M since 2009 and although our student population has increased over these years, our kbtu per student has gone down over the last five years. Our energy usage intensity has gone down 30% since 2009.

Over this same period of time, 10 new buildings have been constructed on campus in order to meet the needs of a growing enrollment and to offer state-of-the-art academic and co-curricular facilities to our students. [The Institute of Environmental Sustainability](#) (IES), dedicated in September 2013, is just one manifestation of Loyola's deep commitment to sustainability and energy efficiency. The IES brings together design, research, and behavior into one complex, allowing the occupants of the building to see how their behaviors impact the performance of the building, and thus energy consumption. It also houses the clean energy lab which looks at the future of clean energy; produces biodiesel which is sold and used in our shuttle buses and a dual-fuel biodiesel boiler that supplements the geothermal system on extreme cold weather days; encourages friendly competition among "neighborhoods" to strive for low energy and water use; and has a greenhouse which is used for research and food production.

As part of the university's overall sustainability planning, the institution garnered the support of our Lakeshore campus neighbors to permanently [close Kenmore Avenue](#) to vehicular traffic through a partnership with the Edgewater Environmental Sustainability Project. This street increases the safety of our student pedestrians, while simultaneously eliminating an outdated curb and gutter sewer system, replacing it with permeable pavers that send storm water back into the earth.

Sources

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Since its last comprehensive evaluation in 2005, Loyola University Chicago has exercised discipline, prudence and sound decision-making in stewarding the institutional resources that enable the University to fulfill its educational mission. With the support of the Board of Trustees, the leadership of Loyola's President, and in consultation with administrators, faculty, staff and students, two strategic plans spanning the past decade have guided Loyola to its current fiscal health and its vision for the future. Planning and budgeting at all levels are guided by strategic priorities which are in clear alignment with the University's mission. A solid resource base has enabled Loyola to recruit and retain a highly qualified faculty and staff who effectively deliver the institution's educational programs and services, and who support its Jesuit mission.

Loyola's governance processes and administrative structures are vital to the achievement of its educational goals and fulfillment of its Jesuit mission. Advisory groups representing Loyola's internal constituencies--faculty, students and staff--provide feedback and advice to the President and the Provost, and other administrators, on both academic and non-academic matters. In particular, faculty bodies, along with administrative bodies with faculty representation, recommend, approve and oversee the curriculum; academic and research policy decisions; and faculty promotion, rank and tenure decisions. A recently formed University Senate serves as a forum for addressing university-wide issues of interest, impact and concern to faculty, staff and students.

Over the past decade Loyola's work and achievements have been distinguished by a planning framework that has its source in the University's Jesuit mission and represents a coherent, integrated effort to deliver a transformative education in the Jesuit tradition to all our students. All aspects of Loyola's planning--resource allocation, ongoing assessment of student learning, evaluation of services and operations--are focused, systematic, and guided by a vision that emphasizes excellence and the desire to contribute to a just society and the greater good. Loyola not only gives its utmost attention to what is, but consistently looks to the future in anticipation of what could or ought to be. Loyola's next strategic plan has as its framework a particular focus on what ought to be: a more socially just world.

As an institution that values learning and is committed to excellence, Loyola has learned a great deal in the past decade and continually strives to improve its performance, aspiring to even greater accomplishments. For Loyola, continuous improvement has been the result of collaborative processes that include the establishment of strategic, achievable goals and benchmarks; periodic and systematic review of performance at all levels in the achievement of these goals; and the wisdom to make organizational changes that strengthen our effort and refocus our goals.

Sources

There are no sources.