



LOYOLA
COLLEGE IN MARYLAND

*2002-2007 Strategic Plan
Great Resolves, Great Desires Status Report
September 2007*

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Introduction

For the last five years, Loyola College has been guided by its Strategic Plan, *Great Resolves, Great Desires*. The Board of Trustees adopted the Plan in March 2002, after an 18-month planning process that involved the entire university community. Initial phases of the planning process included campus-wide focus groups, which provided input and suggestions from the entire College community. Building on the ideas generated by the focus groups, several topic-specific working groups met to draft goals and objectives along with specific strategies for their assigned topic; for example, one group focused on undergraduate academic excellence. A draft plan was prepared using the recommendations of these topic-specific working groups. This draft was revised and refined based in part on budget considerations. Key factors in the development of the plan were that it be ambitious, achievable, and affordable. Participating throughout the entire planning process were the Board of Trustees, the President's Executive Council, the Academic Senate, and the Loyola Conference, which served as the steering committee.

During the development of the plan, Loyola adopted Vision and Core Values Statements. The preparation of these statements produced significant discussion and clarification about the College's Jesuit, Catholic identity. As a result, these statements are being used in a variety of ways across the university. For example, the Core Values are reflected in the Undergraduate Educational Aims and Graduate Learning Goals, which address the expectations of all graduates of Loyola's baccalaureate and graduate programs, respectively.

As was the case with the 1996-2002 strategic plan *Magis*, the development of *Great Resolves, Great Desires* was closely linked to the budget process. In the final stages of the planning process, the appropriate office or division assigned cost estimates to each strategy. These estimates were allocated according to particular years of the plan so that not all strategies would begin in the first year of the plan. Pro forma budgets over the life of the plan were prepared, with new strategic initiatives listed in a separate section so as to be easily identified. Each year the Budget Committee, which is a committee of the Loyola Conference, considered the budget in light of the Strategic Plan. Funding plans for individual strategic initiatives were reviewed and modified, as necessary. This was especially important for this Strategic Plan, because the State of Maryland significantly decreased its support to private higher education in Spring 2003. For the 2003-04 academic year, Loyola experienced a \$3 million cut. As a result, many strategic initiatives that had been planned for that year had to be delayed. While most of the State funding has been restored, the College adopted a more conservative approach to the use of this money. Consequently, the amount of money allocated for the Strategic Plan was less than originally planned. On the other hand, some initiatives were funded by reallocating current operating funds.

The Strategic Plan has seven overarching goals, each with corresponding strategies: Student Body Excellence; National Prominence in Undergraduate Student Engagement; Academic Excellence; Strengthen Faculty, Administration, and Staff; Graduate Programs that are Premier in their Markets; Campus of the Future; and Resources, External Relations, and Communications. In addition to these goals, three cross-cutting themes were identified and woven throughout the goals and objectives: Jesuit-Catholic Identity, Diversity, and Community. A copy of the plan is available from www.loyola.edu/academics/academicaffairs/strategic.html.

This Status Report, which follows the plan's organizational structure, summarizes the accomplishments and challenges of the past five years. Each of the major divisions of the College, which includes Academic Affairs, Administration, Enrollment Management, Development and College Relations, Finance, and Student Development, contributed to the report.

As detailed in this report, the entire Loyola community can be proud of the College's accomplishments. Progress was made in each of the Strategic Plan's seven areas. Significant improvement was made in the area of undergraduate admissions with the appointment of a Vice President for Enrollment Management in the final year of the plan. Loyola's programs for first-year students remain innovative and have achieved national recognition. Student Development, with support and assistance from Academic Affairs, developed and continues to refine programs for sophomore students. The new Graduate Center in Columbia opened with great fanfare and the Loyola Clinical Centers expanded and

moved to Belvedere Square. Reports by external consultants for academic program reviews and accreditation agencies attested to the outstanding quality of the College's academic programs. Loyola continues its support of faculty members, administrators, and staff members through orientation programs, enhanced compensation and benefits, and professional development opportunities. Renovation and expansion of the Loyola College/Notre Dame Library is in progress and the *Preparing Tomorrow* Capital Campaign exceeded its \$80 million goal.

In the last five years, the most significant events affecting the future of Loyola were completely unexpected and, hence, not part of the Strategic Plan. On January 18, 2005, Loyola's President Fr. Harold Ridley, S.J., died suddenly. For more than a decade, Fr. Ridley resolutely guided the College toward his goal of establishing Loyola as a Jesuit Catholic university of national standing. *Great Resolves, Great Desires* is a reflection of his passion and vision for Loyola. It is a tribute to Fr. Ridley that the College's leadership team of interim president, vice presidents, deans, and other senior administrators continued carrying out his vision and initiatives during Spring 2005. In July 2005, Fr. Brian Linnane, S.J., became Loyola's twenty-fourth President. The entire College community joined in welcoming him to campus and celebrating his inauguration. In his inauguration address, Fr. Linnane proclaimed the following year as the Year of the City. As an expression of Loyola's mission as a Jesuit Catholic university, the Year of the City provided a time for the campus community to think critically about the current social realities of urban life in Baltimore city as well as to reflect upon the role of a Jesuit Catholic academic community in an urban environment. The Year of the City initiatives contributed greatly to fulfilling the goals of this Strategic Plan.

I. Student Body Excellence

Increase Selectivity as well as the Freshman Applicant Pool

The Strategic Plan aims to increase the freshman applicant pool by 1,000 students to a total of 7,600 applications, to maintain a strong enrollment base, and to keep the financial aid discount below 29 percent. These specific goals were met. In addition to these goals, the Plan also calls for continuing to enroll students who demonstrate seriousness of purpose, depth of preparation, variety of perspective, and multiplicity of talent. Some progress was made in this area, especially during the last year of the Plan under the leadership of the new Vice President for Enrollment Management.

Freshman Applicants

The goal of the Strategic Plan was to increase the applicant pool by 1,000 students to a total of 7,600 applications, while maintaining quality. This goal was achieved with the class that entered in Fall 2005. While the outlook is still positive, in the last two years, the College experienced significant declines in the number of applications with SAT scores above 1200 and in the average SAT of the incoming class. The College Board has attributed the national decline in SAT scores to changes that increased the rigor and length of the test. In addition, significant drops in average SAT scores in the College's primary feeder states of New York, New Jersey, Pennsylvania, and Maryland impacted the average SAT of incoming first-year students.

The yield rate, which is the percentage of accepted students who enroll, has declined significantly and is below 20 percent. During the first few years of the Strategic Plan, the Admissions Office did not engage in the sort of yield activities that are prominent at other institutions. Instead, the Office focused its energy on increasing the application pool in the belief that more applications would result in a strong freshman class. However, Loyola's yield rate is very low in comparison to competitor and other Jesuit institutions. New efforts to increase yield were begun in Spring 2007.

An additional challenge has been managing over-enrollment in the freshman class. Different approaches were taken throughout the life of the Strategic Plan. In one year, Admissions used a conservative initial acceptance plan, with waitlist admissions made gradually. In another year, a large number of the waitlist students were admitted at once. Beginning in Spring 2007, the approach of

admitting the desired number of students initially and then using the waitlist only if necessary was successfully implemented. The Class of 2011 was closed on May 1 and only a handful of VIP waitlist acceptances were extended.

To address various admissions challenges, in Fall 2005, the consulting firm Maguire and Associates was engaged to review and make recommendations about the undergraduate admissions process. A plan to implement their recommendations was developed. In addition, the Board of Trustees approved a new diversity recruitment plan. Throughout 2005-06, modest changes were made in the admissions process.

In Summer 2006, Loyola hired its first Vice President for Enrollment Management. Under the leadership and guidance of the Vice President, Undergraduate Admissions has begun implementing new processes and procedures. These changes include implementing a multi-year, multi-class recruitment plan; shifting to a “territory management” recruitment model; creating a more appealing, interactive web presence; personalizing correspondence; and redesigning current brochures and literature. Undergraduate Admissions is also exploring a revised admission review process that would place greater weight on a student’s individual talents and attributes as envisioned in the Strategic Plan. In addition, new Admissions Technology positions were created and new software was installed and implemented. The Datatel Colleague admission module is being fully implemented to support the prospect management and communication strategies for both undergraduate and graduate students.

Freshman Applications and Enrollments	FA 01	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07*
Applications	6,579	6,369	6,613	6,979	7,717	7,889	8,594
Applications with SAT \geq 1200	48%	52%	56%	57%	56%	50%	
Acceptance rate	61%	61%	71%	71%	64%	65%	60%
Incoming freshmen	880	901	915	953	905	946	990
Yield	23%	23%	20%	19%	18%	18%	19%
Average SAT of incoming freshmen	1214	1217	1223	1215	1220	1203	1204
* Estimate based on data as of August 15, 2007 Source: Admissions Office (estimates) and Factbook							

Discount Rate and Financial Aid

Loyola’s goal to keep the financial aid discount rate at or below 29 percent over the life of the Strategic Plan was achieved. However, there are concerns about the effect of this strategy on the academic quality and yield rate of the freshman class, as well as the retention of current students. After two years when acceptances of aid offers were lower than anticipated, the College decided to fund financial aid more aggressively; that is, to allocate additional funds for scholarship increases and improvement in some need-based aid packages in an attempt to stabilize the decreases in yield. A major milestone for the university was realized in Spring 2007 when, for the first time in its history, the full demonstrated financial need of the Class of 2011 was met. The Admissions and Financial Aid Offices continue to examine the enrollment patterns of scholarship and need-based aid recipients.

Tuition Discount Rate	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Undergraduate discount rate	25%	25%	25%	26%	27%	27%	28%
Source: Financial Aid Office							

Undergraduate Enrollment

The size of the undergraduate student body, the number of student credit hours, and the number of degrees conferred have remained relatively constant over the life of the Plan.

Undergraduates	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06*	2006-07
Number of undergraduate students per fall semester (headcount), including students studying abroad	3,476	3,477	3,488	3,413	3,441	3,556	3,502
Number of undergraduate student credit hours per fall semester	53,038	53,243	53,547	52,914	53,280	54,967	54,432
Number of undergraduate degrees conferred	782	786	854	802	766	815	793
* Includes 72 visiting students from New Orleans							
Source: Factbook and Degree File							

Increase the Diversity of the Undergraduate Student Body

The Strategic Plan aims to increase the diversity of the undergraduate student body, with the goal that between 13 and 15 percent of undergraduates are students of color. This strategic goal was not achieved; however, some progress has been made in increasing the percentage of Asian and Hispanic Americans in the freshman class.

The percentage of students of color in the freshman class has increased from 7.7 percent in Fall 2001 to an estimated 12.2 percent for Fall 2007. This increase is due to an increase in the number of Asian and Hispanic American students. The percentage of African American students over the life of the Plan did not change. During the last year, under the leadership of the Vice President for Enrollment Management, Undergraduate Admissions has begun to explore ways to recruit more effectively students of color.

Percentage of Full-time First-Year Students	FA 01	FA 02	FA 03	FA 04	FA 05	FA 06	FA 07*
Total Number	880	901	915	957	898	946	990
African American	4.8%	4.7%	3.5%	5.3%	4.0%	4.5%	5.0%
Asian American	1.7%	1.8%	2.1%	2.1%	3.1%	3.6%	2.9%
Hispanic American	1.1%	2.3%	1.6%	2.6%	3.2%	3.4%	4.2%
Native American	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Non-resident Alien	0.2%	0.6%	0.9%	1.9%	0.7%	0.2%	
Unknown/Other	1.6%	4.0%	4.9%	3.2%	4.6%	1.5%	
White	90.5%	86.7%	87.0%	86.8%	84.3%	86.5%	
Percentage of First-Year Students of Color	7.7%	8.8%	7.2%	10.0%	10.4%	11.6%	12.2%
* Estimate based on data as of August 15, 2007							
Source: Factbook							

Percentage of Undergraduate Students	FA 01	FA 02	FA 03	FA 04	FA 05	FA 06
Total Number	3,477	3,488	3,413	3,441	3,556	3,502
African American	5.2%	4.7%	4.8%	5.0%	5.0%	4.7%
Asian American	1.6%	1.5%	1.6%	1.8%	2.2%	2.7%
Hispanic American	1.4%	1.7%	1.8%	2.1%	2.6%	2.8%
Native American	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Non-resident Alien	0.9%	0.9%	0.9%	0.8%	1.0%	0.7%
Unknown/Other	2.4%	2.4%	3.1%	3.3%	3.9%	1.45%
White	88.4%	88.6%	87.7%	87.0%	85.2%	85.8%
Percentage of UG Students of Color	8.2%	7.9%	8.3%	8.9%	9.9%	10.3%

Source: Factbook

II. National Prominence in Undergraduate Student Engagement

Continue to Enhance Learning in the Freshman Year

Programs for first-year students were well established in 2001, the start of the Strategic Plan. Hence, the Strategic Plan calls for continued enhancement of learning in the freshman year. Some progress has been made on this strategic objective.

Programs for First-Year Students

The College offers three programs designed specifically to provide strong communities for first-year students: Alpha, Collegium, and FE100: First-Year Experience. The Alpha program matches experienced faculty members with first-year students in small, seminar-style classes, which encourage students to challenge themselves academically. The Jesuit educational tradition of careful reading, critical writing, scholastic conversation, and self-reflection is central to the Alpha Seminars, which are at the heart of the program. The Collegium program is a living-learning community of students who learn collaboratively, share questions about study methods, and challenge each other's intellectual assumptions and abilities. Collegium students live in the same residence hall and are co-enrolled in two core courses and FE100. The First-Year Experience Program (FE100) is a 1-credit seminar designed to help students make a smooth and successful transition to college by helping them with the unique challenges of residential college life. Each FE100 section is team-taught by a faculty member, an administrator in Student Development, and a student leader.

Participation in these first-year programs is voluntary, with more than half the freshman class electing one of the three options. In the past six years, participation in FE100 has increased while enrollments in Alpha have declined. Since Alpha seminars are 4-credit courses meeting an extra hour a week, finding faculty members who are willing and able to make the necessary time commitments has proven to be difficult. Indeed, for Fall 2007, there were not enough Alpha seminars to meet the interest expressed by first-year students.

Although the percentage of students participating in first-year programs did not increase, enhancements and improvements were made. One new initiative was the Alpha House, which provides an opportunity for students enrolled in the Alpha Program to live in a common community and encourages Alpha faculty members to become more involved with their students in a residential setting. In 2006-07, the Alpha Program sponsored an Alpha Program Poster Presentation, which featured the work of Alpha students.

Programs for First-Year Students	01-02	02-03	03-04	04-05	05-06	06-07
Number of students in freshman class	880	901	915	953	898	947
Number of freshmen in Alpha	398	365	311	343	294	295
Percentage of freshmen in Alpha	45%	41%	34%	36%	33%	31%
Number of Alpha sections	31	33	27	24	24	24
Number of freshmen enrolled in Collegium (and FE100)	53	72	67	71	67	63
Percentage of freshman class in Collegium (and FE100)	6%	8%	8%	8%	7%	7%
Number of Collegium clusters (2 courses + FE100)	3	3	3	3	4	3
Number of freshmen enrolled in FE100, excluding Collegium	78	111	173	152	150	158
Percentage of freshman class in FE100, excluding Collegium	9%	12%	19%	16%	17%	17%
Percentage of freshman class enrolled in a first-year program	60%	61%	61%	59%	57%	55%

Source: Dean of First-Year Students

Research on First-Year Student Learning

The College continues to assess and improve its first-year programs. Significant progress was made with the hiring of a Coordinator of First-Year Research, within the Office of Institutional Research. This position is supported by the Alpha Program Endowment, which was established by the Loyola Jesuit Community. Integrated relational databases have been established to track the developmental progress of first-year students and to conduct longitudinal student retention and engagement studies. Student and faculty assessment data were analyzed and used to improve programs. Assessment reports show that first-year programs provide a structure that enables students to make a good beginning to their academic careers and to become contributing members to the College community.

Center for Teaching and Learning Excellence

The Alpha Program Endowment provided money to support a Center for Teaching and Learning Excellence. In Spring 2007, the Vice President for Academic Affairs appointed a tenured faculty member as the part-time Director of a future Center for Teaching and Learning Excellence to explore the feasibility of such a center. The director visited several centers at other universities and will develop a proposal for such a center at Loyola.

Freshman Orientation

Freshman Orientation Programs, which include Summer and Labor Day sessions, play an important role in helping new students become acclimated to college life. Through these programs, the campus community welcomes incoming first-year students and helps them to better understand the academic options and requirements, the living environment in the residence halls, the opportunities for involvement in clubs and organizations, and the procedural issues such as registering for classes. The Summer Orientation sessions include programs for parents of incoming students that focus on both the social and academic aspects of college life. Faculty members ensure that a strong and consistent message about the College's core and educational values is sent to incoming students and their parents.

Both the Summer and Labor Day Orientation Sessions were improved and enhanced over the life of the Strategic Plan. The Summer program was refined to include area-specific presentations on the core curriculum. These presentations are designed to help students understand the importance of the core to their intellectual, personal, and spiritual development as well as the central role of the core curriculum to a Loyola education. Incoming freshmen meet in small groups with faculty advisors who expand on the area-specific talks and prepare the students for individual registration meetings on the second day of orientation. During 2006-07, the Honor Code presentations to parents and students were enhanced. One component of the Labor Day sessions focuses on the Common Text Program. Special Common Text

Workshops for faculty facilitators were featured at the Fall Teaching Enhancement Workshop in 2006 and 2007.

Develop a Comprehensive Sophomore Year Initiative

Concerned about retention rates, particularly from freshman to junior year, the Strategic Plan calls for the development of a comprehensive sophomore year initiative to improve retention and to enhance the climate for learning. Much progress has been made. Sophomore year initiatives have been developed primarily by Student Development, although some initiatives have come from Academic Affairs.

Sophomore Year Initiatives

The CrossRoads Sophomore Initiative, established in Fall 2003 under the leadership of the Student Development division, consists of the following programs: RoadTrip, Ad Infinitum, and Major Declaration Celebration. RoadTrip is a 3-day retreat designed to assist students in understanding the concept of vocational discernment. Ad Infinitum is a sophomore living-learning community that supports students through their sophomore year journey, including concerns surrounding studying abroad, career and internship exploration, spiritual guidance, and vocational discernment. The Major Declaration Celebration is a celebratory event that acknowledges students and the importance of declaring their majors. The CrossRoads Sophomore Initiative also experimented with other programs that are no longer offered. Odyssey was a seminar for faculty and administrators to explore mentorship within the tradition of Ignatian discernment; it has been replaced by the RoadTrip orientation program. Turning Point was a weekend retreat designed to help students identify their niche on campus; it was eliminated due to lack of interest.

To provide additional support, the Student Development and Academic divisions created new positions, the Director of Sophomore Initiatives and the Associate Dean for Second-Year Students, respectively. Collaboration between these two positions resulted in a number of co-developed and co-sponsored programs, including Discovery, Discover Your P.A.T.H, Dessert and Discernment, and SophoMORE Week. The Dessert and Discernment program is a monthly discussion series, focusing on topics such as choosing a major, relationships, studying abroad, homesickness, and Ignatian spirituality. SophoMORE Week includes a series of academic and non-academic events for second-year students, highlighted by a Saturday conference called “Navigating Your Sophomore Year.” Session topics at the conference include choosing a major, experiential learning and internships, and decision making. Other activities during the week include Academic Open Houses, designed to make students aware of major advisor availability outside of registration.

Other programs sponsored by the Office of Sophomore Initiatives include Mystery Bus, Best of Baltimore, and Sophomore Adventures; these help sophomores develop and enhance relationships with their peers. Four times a year, sophomores and their parents receive *Sophomore News*, a newsletter that contains information about upcoming programs, events, and topics relevant to students in their second year. Also, the Office of Sophomore Initiatives and Associate Dean of Second-Year Students developed a Sophomore Planner that will be distributed to the Class of 2010 in Fall 2007. In addition, the Sophomore Initiatives website is another resource for students in their sophomore year.

To assess the needs of sophomores as well as the effectiveness of its programs, the Office of Sophomores Initiatives developed learning outcomes and rubrics for CrossRoads programs and conducted focus groups. During 2006-07, the Office tracked student participation and found that 34 percent of the Class of 2009 participated in at least one sophomore initiative program.

To date, most of the focus of the sophomore initiatives has been outside the classroom. A primary goal of the Associate Dean for Second-Year Student’s position was to explore ways in which the academic division can contribute to the sophomore initiative. In order to achieve this, the Associate Dean visited several colleges that have established sophomore programs. Currently, the Associate Dean for Second-Year Students position is being reexamined, considering the possibility of having faculty members serve as class deans who would follow a class through their four years at the College.

Sellinger Scholars Program

The Sellinger Scholars Program, established in 2002-03, targets rising sophomores majoring in business and combines enhanced academic courses with out-of-class active learning activities. Students enter the 3-year program as sophomores, taking three program-specific courses that are more challenging than the standard offerings. The Program has additional co-curricular features that are designed to enhance the Scholars’ learning experience. Students uniformly report that the development of an academically active peer group is the single most valuable element of the program.

Sellinger Scholars	Class of 05	Class of 06	Class of 07	Class of 08	Class of 09	Class of 10
Number of students in program	17	22	20	24	24	25
Source: Sellinger School						

Academic Advising

Continual improvement of advising was a priority throughout the life of the Plan and significant progress was made. The effectiveness of the university’s advising system continues to be assessed through student satisfaction surveys, including Core and Major Advising Surveys. Core Advising Surveys are administered at the time students declare their majors and are assigned academic advisors in their major departments. The results of these surveys are used to make changes in the core advising system as well as in the orientation and training of advisors.

A new publication, “Guidelines for Academic Advising at Loyola College in Maryland,” was developed in conjunction with department chairs and the Deans’ Student Advisory Boards. This document outlines mutually agreed upon expectations for the advisor-advisee relationship. Also developed was a Majors Exploration Fair, where students can talk to faculty members and advisors about different options for majors and minors. The fair takes place prior to the spring registration and declaration of major period so that students can take information from the fair back to their core advisors for further discussion and exploration.

The Academic Advising Support Center (AASC; formally the Center for Academic Services and Support, CASS) conducts an early-detection program in which freshmen and sophomores who receive mid-term deficiencies are invited to meet with an administrator in AASC who will help them take the steps necessary to remain in good academic standing. An important component for at-risk students is the S.T.E.P. Program (Students Taking Educational Pride), which is designed to assist students placed on academic probation in returning to good academic standing.

The Study offers peer tutoring; resources and services for learning and physically challenged students; and time management, study skills, and test-taking skills workshops. The Tutoring Program, run by the Study, earned second-level certification from the national College Reading and Learning Association (CRLA).

The Academic Mentor Team provides one-on-one mentoring to new students and holds programs throughout the year to orient freshmen to the academic climate at the College and to offer a student perspective on advising, course scheduling, career exploration, and course registration. The Academic Mentor Team also sponsors social events for incoming freshmen during orientation and during the first week of classes. At mid-term and final examination periods, the Mentor Team provides information on study strategies, stress management, and test taking skills. In addition, the Team sponsors study breaks for freshmen during exam weeks. The Academic Mentor Team participated in the Year of the City, providing a program on study skills for St. Mary of the Assumption School in Govans students.

Undergraduate Summer Course Offerings

In order to assist students and to generate additional revenue, efforts were made to increase the number of summer course offerings for undergraduate students and, consequently, summer enrollment. A consultant was hired to recommend changes for improving the undergraduate summer school program. Some changes have been implemented; these include increasing tenured and tenure-track faculty summer

stipends, obtaining input from students and from College offices about the kinds of courses needed in the summer, printing a more attractive schedule of summer course offerings, and advertising summer school to current undergraduates through mailings and email. Following the consultant's advice, the College used a unified marketing plan, which included a summer school website and a special summer brochure created by Public Relations. These changes have resulted in stronger enrollments. However, the consultant's two most important recommendations, offering a shorter summer term immediately after graduation with a wide variety of courses and hiring a Dean of Summer School and Continuing Education, have not yet been implemented.

Summer School	SU 04	SU 05	SU 06	SU 07
Number of UG sections	29	51	68	97
Number of UG students	466	532	622	780

Source: Records Office

Undergraduate Retention and Graduation Rates

Concerned about retention rates, particularly from freshman to junior year, the Strategic Plan calls for the development of a comprehensive sophomore year initiative to improve retention and to enhance the climate for learning. As detailed above, many initiatives for sophomores have been developed over the life of the Plan. Although assessment data show the effectiveness of these sophomore year programs as well as early detection and intervention programs, the retention rates have remained relatively constant.

Loyola Retention Rates	Cohort					
	FA 00	FA 01	FA 02	FA 03	FA 04	FA 05
All Students – Years Retained:						
Freshman Year to Sophomore Year	89%	91%	92%	89%	90%	89%
Freshman Year to Junior Year	83%	86%	87%	84%	85%	NA
<i>Cohort Size</i>	910	880	901	915	953	898

Cohort consists of first-time, full-time freshmen who entered Loyola in the given year
Source: Factbook

The College's 6-year graduation rate was substantially below the average of the *Magis* benchmark schools for the Fall 95 cohort. It appears that this gap has closed somewhat over the last four years.

Average 6-Year Graduation Rates	Cohort					
	FA 95	FA 96	FA 97	FA 98	FA 99	FA 00
Loyola	78%	79%	80%	81%	82%	81%
Average of the Benchmark Schools	85%	85%	85%	86%	86%	NA

Note: Rates represent 4-year average calculated by *U.S. News and World Report*. For example, the retention rate reported the 1999 cohort has been averaged with the retention rates for the 1998, 1997, and 1996 cohorts.
Benchmark Schools: The College's previous strategic plan, *Magis*, specified 12 benchmark schools (Boston College, Bucknell University, College of the Holy Cross, Fairfield University, Georgetown University, Haverford College, Santa Clara University, Trinity University, University of Notre Dame, University of Richmond, Valparaiso University, Villanova University). For comparative purposes, those schools are used here.
Source: *U.S. News and World Report*

Improve the Campus Climate

The Strategic Plan aims to improve the undergraduate campus climate by assessing and continually improving the undergraduate student environment and services, supporting the academic achievement of ALANA (African, Latino, Asian, and Native American) students, and reducing the student binge drinking culture. Progress was made in all of these areas.

Assessment of Undergraduate Student Climate and Services

In order to respond to the needs of the Student Development division for an effective, institution-specific assessment program, administrators within the division as well as from the Office of Institutional Research formed the Working Assessment Group (WAG). Meeting monthly during the academic year, the group works to support efforts to assess and improve undergraduate student climate and services.

Members of WAG directed a number of important assessment related projects. The New Student Survey is conducted during Summer Orientation and is administered to all incoming students and their parents. The Loyola College Student Survey is conducted bi-annually and assesses the student body across a wide-variety of health and wellness factors and for a variety of other behaviors and attitudes. The Career Center Annual Follow-Up Survey assesses the success of graduates in obtaining jobs and gaining entrance to graduate schools as well as their satisfaction with Career Center services. AlcoholEDU is an online, interactive assessment and intervention class that all incoming students complete before they begin classes. The ACUHO-I Residence Hall Survey is a bi-annual survey that assesses the needs and satisfaction of students who live in the residence halls. The nationally validated CORE Survey and Harvard Study are used to assess alcohol and drug use on campus. In addition, a campus-wide assessment of the satisfaction and needs of campus recreation participants at the Fitness and Aquatic Center was completed.

WAG has also provided guidance and support in the administration of several institutional assessments, including the National Student Survey Engagement (NSSE), Cooperative Institutional Research Project (CIRP), Your First College Year, and College Student Survey. In addition, WAG has provided thoughtful analysis of the various data sources through the publication of several working papers, including “Undergraduate Student Perspectives on Diversity,” “Undergraduate Student Perspectives on Spirituality and Jesuit Identity,” and “Undergraduate Student Perspectives on Health and Wellness.” Members of WAG have used these papers to facilitate discussions with the Loyola Conference, the President’s Cabinet, and the Board of Trustees.

Support and Recognition for ALANA Students

The Office of ALANA Services has improved the academic and social experience of ALANA students by focusing on five areas: cultural programming, leadership development, retention, advocacy, and educational resources. In terms of programming, ALANA services has shifted from an educational to a cultural programming paradigm, whereby ALANA clubs and organizations have responsibility for the programs in their respective heritage months. Each year, clubs and organizations bring speakers, performers, films, and events to the campus during Latino, Native American, African American, and Asian-Pacific Islander heritage months. In addition to cultural programming, the Office has supported the social and academic integration of ALANA students by sponsoring important events in concert with significant campus-wide traditions. Examples include the ALANA Breakfast, which is part of family weekend, and “A Night of the Stars,” which combines the senior farewell with ALANA recognition for academics and leadership.

ALANA Services fosters leadership development for ALANA students by providing support for area leadership conferences. Selected students have attended the National Black Student Leadership Conference, East Coast Asian American Student Union Conference, and the Northeast Latino Student Leadership Conference. In addition to being enjoyable experiences, these conferences have helped students envision what their organizations could contribute to the Loyola community.

Retention efforts for ALANA students include the Multicultural Awareness Program (MAP) and the ALANA Mentoring Program (AMP) as well as increased communication with ALANA parents.

Diversity Learning Communities

The Division of Student Development believes that structural diversity goals can be achieved only if progress is made with respect to campus climate. To that end, the Division has initiated Diversity Learning Communities (DLCs). The DLCs are designed to augment the academic experience of students in diversity courses by exploring diversity issues in depth. In a small group setting, students cover

relevant and current themes. Each DLC creates an environment where all participants are free to share and debate opinions and to ask questions. The natural conflict that occurs during genuine exploration of diversity is processed in a way that opens minds to new ways of thinking and reaffirms values.

Initially, the DLCs were strictly co-curricular. However, conversations with several faculty members who taught diversity courses led to collaboration, and the DLCs are now co-curricular companions to academic courses addressing diversity and justice. Each DLC consists of 15 or fewer students from participating courses and a facilitator. During the semester, the group meets weekly for two hours and begins by exploring social identities and how they shape personal realities. As group members develop comfort with one another, assignments become riskier with in-depth examinations of race and privilege. The DLCs end with small group presentations applying a critical framework to current issues of diversity, such as affirmative action or the recognition of gay marriage.

An assessment of the DLCs was conducted by using the Association of American Colleges and Universities' (AACU) instrument for assessing diversity and learning. Preliminary data analysis indicates that DLC participants outpace their peers in identifying, analyzing, and articulating diversity concepts. Feedback from AACU staff suggests that the DLC concept is an innovative and unique program.

Efforts to Change the Drinking Culture

Irresponsible drinking behaviors and abuse of drugs adversely impact student retention, the student culture, and the climate of learning. The Alcohol and Drug Education and Support Services Department (ADESS) focuses on harm-reduction education, intervention, evaluation, referral, treatment, and support. The vast majority of students are referred to ADESS for educational interventions, in connection with alcohol related Code of Conduct disciplinary infractions, or non-Loyola judicial proceedings. A smaller number of students are referred for evaluation and receive ongoing individual counseling or education. ADESS supports an active Adult Children of Alcoholics (ACOA) group as well as a support group for students in recovery.

In addition to treatment and support services, ADESS has steadily increased its educational outreach. A full-time Associate Director plans and coordinates programs for students in residence halls, presentations by ADESS peer educators to students in FE 100 and other classes, and participation in summer orientation for new students and their parents. The Choice Alcohol and Drug Education Team (CADETs), ADESS' peer educators, has had increased success on campus and even received national recognition. CADETs received the 2007 Club of the Year Award and also earned the Outstanding Network Affiliate Award for 2006 at the Boosting Alcohol Consciousness Concerning the Health of University Students (BACCHUS) national conference. CADETs sponsored many events throughout the year including Casino Night for Freshmen at the end of Fall orientation, a First Friday at the Fitness and Aquatic Center (FAC), daily events for Alcohol Awareness Week, monthly Karaoke Late Night events, and an end-of-the-year cookout.

In addition to the educational and treatment services offered by ADESS, the Student Development Division engages the community through a campus-wide social norms program under the supervision of the Assistant to the Dean of Students. The social norms philosophy recognizes that students often overestimate the risky behavior of their peers, and therefore inadvertently attempt to live up to false standards. For the past four academic years, the Division has supported a campaign called "Strong Truths," which informs students of actual student norms, particularly related to alcohol use, in an attempt to reduce misconceptions and risky behavior.

III. Academic Excellence

Continue to Enhance Curricular Challenge

The Strategic Plan aims to enhance the curricular challenge for undergraduates. This includes reaffirming the centrality of the Core, offering new majors and minors, supporting student research, and promoting the Honor Code. Progress was made in these and other areas.

Core Curriculum Review

The Core is the center of Loyola's undergraduate curriculum. Reaffirming the centrality of the Core curriculum by emphasizing its goals, objectives, and learning outcomes was a key objective of the Strategic Plan. To address this objective, the President and the Faculty Affairs Committee appointed a Core Review Committee in Spring 2004. After conversations with faculty members, the Core Review Committee developed Core Learning Aims, which are aligned with the Undergraduate Educational Aims, and Divisional Learning Aims for the humanities, natural sciences, and social sciences, which are the three main divisions of the Core. The Senate has approved these aims. The Committee is currently assessing the Core using student and faculty surveys as well as student portfolios and plans to make its recommendations for improving the Core, including a proposal for ongoing review of the Core, in 2007-08.

New Majors and Minors

To enhance the curriculum, the Academic Senate and Board of Trustees approved several new programs, majors, and minors. These include a major in Art history, a major in Writing, and a major in Global Studies, all of which were endorsed by the Maryland Higher Education Commission (MHEC). An articulation program with Johns Hopkins' School of Nursing was agreed upon whereby students study at Loyola for three years and then at Hopkins for two years, earning a baccalaureate degree from Loyola and a B.S.N. from Hopkins. An articulation agreement with Columbia University's School of Engineering and Applied Science for a three-plus-two baccalaureate degree in physics from Loyola and a B.S. degree in engineering from Columbia has been completed. An interdisciplinary minor in American Studies and a minor in Latin American and Latino Studies were also approved.

National Fellowships

The National Fellowships Program works with students to discuss graduate study and possible national fellowship opportunities. The program offers workshops to help students prepare for the various stages of the fellowship application process. In addition, a National Fellowships website was developed and practices and procedures were updated and documented. A tenured faculty member has been named as a new Director for National Fellowships for Fall 2007. In the past six years, Loyola has had seven Goldwater Scholars, a Goldwater Honorable Mention, three Datatel Scholars, a National Science Foundation Graduate Fellowship, a National Science Foundation Fellowship, a Fulbright alternate, five Jack Kent Cook Scholarships, a Soros Scholarship, a UNCF/Merck Award, a NSEP China Scholarship, a Rotary South Africa Scholarship, and an American Chemical Society Scholarship.

Undergraduate Student Research Support

The College offers a variety of undergraduate student research opportunities. The Hauber Fellows program and the Center for the Humanities (CFH) provide research funding opportunities for students in the sciences and humanities, respectively. The Annual Undergraduate Student Research and Scholarship Colloquium gives students the opportunity to present their research to the university community. Participation in the Undergraduate Research Colloquium has increased sevenfold over the last five years. In addition to these longstanding programs, several new research opportunities were introduced during the Strategic Plan, including Summer Justice Scholars grants and Kolvenbach Research Awards.

Student Research Opportunities	01-02	02-03	03-04	04-05	05-06	06-07
CFH Student Summer Research Fellowships	4	3	3	2	3	2
CFH Student Research Assistants	13	12	9	7	9	7
CFH Aperio Series	NA	NA	NA	NA	8	16
CFH Student Summer Study Program	NA	NA	1	1	5	
CFH Student Internship Program	NA	NA	1	1	4	
Hauber Fellows in the Natural Sciences	13	19	13	7	15	17
Catholic Studies Summer Research Grants	6	3	1	2	1	1
Undergraduate Student Research and Scholarship Colloquium	NA	10	20	42	41	70
Summer Justice Scholars	NA	NA	NA	NA	5	2
Kolvenbach Research Awards	NA	1	2	2	1	2

Sources: CFH, CAS, CCSJ

Catholic Studies

Begun as a strategy in *Magis*, Catholic Studies continues to offer courses, lectures, and special events for the entire campus as well as summer research grants for students and course development grants for faculty members.

Catholic Studies	01-02	02-03	03-04	04-05	05-06	06-07
Number of courses/sections	37	39	45	42	52	39
Number of students	791	870	832	769	944	693
Number of minors	9	8	13	8	6	4
Number of attendees at events *			3,800	3,900	3,200	2,800

The attendance figures for years prior to 2005–06 include Catholic Studies masses, which were held in the dormitories several times a semester. Beginning in 2005–06 these masses were held weekly when classes were in session and average attendance was 150 students. These numbers, however, are not included in the overall attendance figures.

Source: Catholic Studies Program

Center for the Humanities

The Center for the Humanities provides strength and vision to the humanities at the College and sponsors a wide range of ongoing programs as well as one-time grants. These programs include lectures, lecture series, and fine arts performances; junior faculty sabbaticals as well as other forms of research support for both faculty members and students; and various forms of support for teaching in the humanities. The Center is led by a director who is also a faculty member. A new initiative of the Center is the Nurturing Intellectual Friendships program, which enriches the academic climate by funding opportunities for faculty members to nurture intellectual friendships with and among students whom they identify as exhibiting a particular passion for learning.

Honors Program

The Program Review of the Honors Program was completed and is currently under consideration by the faculty and administration. The Review included a written history of the program, an analysis of the strengths and weaknesses of the current program, and visitations to some of the premier honors programs in the country. The Honors Program Review Committee has proposed a new Honors Program that would be an interdisciplinary alternative to the current departmentally focused Core curriculum. Faculty members from across the university would be able to teach in the new Honors Program. This program is designed to achieve the same educational goals as the current Core curriculum by an alternative path, beginning with foundational courses in the first two years, expanding into divisional seminars, and culminating in a senior thesis. The proposed program has been presented to the academic department chairs, the Council of Academic Deans, the President's Cabinet, the Academic Affairs Committee of the Board of Trustees, and to some individual departments. Some of the underlying principles of the program have been approved by the Undergraduate Curriculum Committee and are being discussed by the Academic Senate.

Honor Code and Honor Council

Emphasizing and maintaining academic integrity as a central part of the learning process is an important objective of the Strategic Plan. A key component in achieving this objective is promoting Loyola's Honor Code. The Honor Code is discussed at orientation sessions for both students and their parents, and incoming first-year students pledge to uphold the Honor Code at the Fall New Student Convocation. An online tutorial entitled "Academic Integrity and Scholarly Research" was designed; all first-year students are required to complete the tutorial in the fall of their freshman year. The development of the tutorial was a 3-year process and involved collaboration with faculty members in many disciplines and with professionals from the Library. The tutorial informs new students about the Honor Code, provides them with basic information about how to conduct research in a variety of disciplines, and presents real world examples that illustrate the importance of academic honesty.

In addition to continuing to adjudicate violations of the honor code, the Honor Council engages in several activities to ensure best practices and policies and to educate the community about the importance of academic integrity. During 2005-06, the student Honor Council co-chairs, a faculty member of the Honor Council, and the Assistant Vice President for Student Development participated in a year long review of the Code as part of an *ad hoc* committee of the Academic Senate. The *Ad Hoc* Committee's final report makes recommendations regarding Honor Council policies and procedures and suggests ways to strengthen the administration of the Code. The Academic Senate will consider the *Ad Hoc* Committee's recommendations in Fall 2007.

Grading Practices and Grade Compression

One of the strategies associated with the strategic goal of enhancing curricular challenge is to periodically review grading practices. Because of the commitment to Academic Excellence in the Core Values, grading practices are an ongoing concern for Loyola faculty members and students. This ongoing concern was highlighted in the keynote address at the August 2005 Enhancement of Teaching and Learning Workshop. In their presentation, Professors Richard Kamber and Mary Biggs discussed the problem of grade inflation, or, as many prefer, grade compression. They noted that a grading system that consists largely of A's and B's "cannot express the range of critical distinctions students need to hear and teachers are uniquely qualified to make." That is the case at Loyola. For example, in Spring 2005, 42 percent of all undergraduate letter grades were A or A-; moreover, 86 percent of letter grades were B- or higher. Many faculty members at the workshop expressed interest in exploring options to address this situation. As a first step, the Academic Senate created an *Ad Hoc* Committee on Undergraduate Grading Practices. As part of its charge, the Committee was asked to review and propose changes to the descriptions of grades in the Undergraduate College Catalogue.

The Academic Senate received the *Ad Hoc* Committee's report in Fall 2006 and approved an action plan for consideration of the report's twelve recommendations. The Senate discussed and approved revisions to the description of grades in the Undergraduate Catalogue for the 2007-08 academic year. Consideration of the *Ad Hoc* Committee's report by the Senate prompted discussion by the Student Government Association (SGA), the Greyhound, and the general student body.

Technological Innovations in the Library

In order to review basic skills, familiarize students with the library databases, and introduce specialized discipline-specific research methods, the Writing Department is working with the Library to modify WR 100: Effective Writing. This effort seeks to establish the importance of information literacy as a curriculum initiative and to recognize, formalize, and organize transmission of these skills as a primary educational outcome. The course will help students meet their informational needs as they progress through their majors. In addition, the Library has worked with departments to develop information proficiency among their majors by teaching students how to use specialized databases in their fields. The Library also began working with faculty to digitalize course materials, graduate student master's theses, and doctoral dissertations.

Student Athletes

The Office of Academic Affairs for Varsity Athletics provides academic advising and educational support programs to enhance the academic progress, facilitate the career development, and encourage the psychosocial growth of every student athlete. The efforts of the Office over the course of the Strategic Plan have improved academic performance by student athletes. During 2004-05, the Office gained national recognition when Loyola finished second nationally in Division I athletic programs, behind Yale University, on the number of teams scoring 100 percent on the newly established NCAA academic progress rate (APR). Since that time, the academic performance of student athletes has continued to improve. Notable improvement has been made in the grade point averages of Loyola's first tier teams, including men's and women's soccer, men's and women's lacrosse, and men's and women's basketball. Numerous student athletes continue to make the Dean's List each semester, and many student athletes and teams have received academic awards.

Expectations and Accountability

To enhance the curricular challenge for undergraduates, the Strategic Plan calls for students, faculty members, and administrators to hold each other accountable for the time, work, and resources needed to achieve academic excellence by setting clear expectations. Although some progress has been made, significant challenges remain.

Time Spent on Studies Outside of Class

Although Loyola's students are talented and academically capable, faculty members often express concern that students are not sufficiently engaged in their studies. One aspect of this is the belief that students do not spend enough time studying outside of the classroom. To address this concern, the Strategic Plan aimed to have at least 80 percent of students studying 25 hours per week outside of the classroom. In order to make progress toward this objective, it was determined that faculty members needed information about students in their courses. In response to this need and with the approval of the Academic Senate, an additional question was added to the student course evaluation form asking about the number of hours spent outside of class on that particular course. Faculty members are beginning to use this information to assess and improve, as necessary, the workload in their courses. Data from the National Survey of Student Engagement (NSSE) suggests that little progress was made in meeting the strategic objective. Indeed, less than 30 percent of seniors report spending 21 or more hours per week studying outside the classroom.

Percentage of Students (NSSE)	SP 04	SP 07
Freshmen studying 21-25 hours per week	24%	25%
Freshmen studying more than 25 hours per week	9%	11%
Seniors studying 21-25 hours per week	18%	20%
Seniors studying more than 25 hours per week	8%	9%

Source: Institutional Research

Section Size and Full-Time Coverage

Two important features of a Loyola education are the quality of its faculty and small class sizes. A long term goal has been that at least 80 percent of undergraduate student credit hours will be taught by full-time faculty. In addition, appropriate class sizes are important to achieve student learning outcomes. Given scarce resources, there is a tension between full-time coverage and class size. Complicating the issue is the increase in the number of course releases for chairs and program directors to provide time for their administrative responsibilities as well as for some faculty members to provide additional research opportunities. By necessity, such course releases increase the number of per-course affiliates and, hence, lowers the percentage of full-time coverage.

An objective of the Strategic Plan was for the faculty and academic administration to discuss the trade-offs between full-time coverage and class size. Although some discussions occurred, little progress was made on this objective.

Undergraduate Section Size and Percent Taught by FT Faculty	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CAS						
UG average section size	20	19	20	20	20	21
Percent of UG sections taught by full-time faculty	67%	69%	70%	71%	79%	75%
Percent of UG Student Credit Hours taught by full-time faculty	NA	65%	71%	71%	74%	70%
SSBM						
UG average section size	29	29	28	28	28	27
Percent of UG sections taught by full-time faculty	75%	72%	82%	88%	76%	77%
Percent of UG Student Credit Hours taught by full-time faculty	NA	72%	82%	88%	76%	75%

Note: These figures exclude thesis/dissertation, independent studies, internships/externships, clinicals/practicums, student teaching, Graduate Studies, freshmen experience, Military Science, special music, off-campus Montessori course sections.

Source: HR / Course files

Assessment, Educational Aims, and Academic Program Review

The Loyola Conference, President, and Board of Trustees approved the university-wide “Loyola College Plan for Assessment and Continuous Improvement.” The plan includes principles for assessment and improvement; an approach and plan for assessment and improvement of student learning; and a section on institutional effectiveness. The Academic Senate approved Undergraduate Educational Aims that address the expectations of all baccalaureate graduates from the College and include many of the Jesuit core values. The Alpha Program also reviewed the Undergraduate Educational Aims and identified and adopted those aims specific to the Alpha Program. Additionally, most academic departments, the Office of International Programs, and the Center for Community Service and Justice have developed learning goals for their programs, and many of these departments and programs are already beginning to implement strategies for assessing whether their goals are being met. Some departments and programs have also begun using the assessment results to improve their programs.

The academic program review process enables the College to focus attention on academic programs and to ensure that its strengths and resources are being used productively. Most importantly, however, the process affords faculty members an opportunity to reflect on their work as teachers and scholars and to engage in discussions about the future of their departments. Thus, program review affords a department the opportunity to review and evaluate its academic program(s), to reflect on and refine its vision, to exchange ideas and best practices with others, and, as a result, to strengthen and improve existing programs. Additionally, ideas for new programs, or innovative solutions to old problems, may emerge. To date, reviews have been completed in 20 programs. External reviewers have provided valuable insights and suggestions, and have attested to the high quality of these programs. The guidelines and timetable for program reviews have been revised numerous times based on the reviews completed to date.

A plan for the Sciences was refined and presented to the President and the Academic Affairs Committee of the Board of Trustees in Spring 2007, who approved of the general direction. A budget and timetable for implementation are being prepared and will be added to the plan in Fall 2007.

Diversity, Study Abroad, and Service-Learning

An important component of academic excellence is an increased emphasis on diversity issues and continued curricular enrichment; therefore, the Strategic Plans aims to foster a better understanding of an increasingly complex world and to facilitate life-long learning. Significant progress was made in these strategic areas.

Undergraduate Diversity Requirement

To prepare students for a diverse and changing world, and to provide them with learning experiences beyond the Western Tradition so that they appreciate and value cultures other than their own, the Academic Senate approved a diversity course requirement. Beginning with the Class of 2010, students are required to complete one designated diversity course as a graduation requirement. Each diversity course focuses on issues in one of three areas: global, justice, or domestic diversity awareness.

Since the diversity course requirement was passed in March 2004, the Subcommittee on the Diversity Requirement, which is a subcommittee of the Undergraduate Curriculum Committee, has approved 80 course sections in 17 departments. The Subcommittee developed a Blackboard site to facilitate the dissemination of information about the requirement, offered workshops for faculty members, held an information session for department chairs, and met with several departments. The Multicultural Curriculum Infusion Workshop included a diversity requirement track for faculty members interested in revising or developing a course that would satisfy the diversity requirement.

Currently, there are too few courses, sections, and seats to meet the needs of incoming classes. Department chairs have been asked to submit courses on behalf of their departments and to ensure that the courses are taught by knowledgeable faculty members who have the appropriate pedagogical and subject matter skills.

Interdisciplinary Minors Related to Diversity

An interdisciplinary minor in Latin American and Latino Studies was approved by the Academic Senate and Board of Trustees. The minor, which has a strong base in cultural and literary studies as well as in history, includes courses in Political Science, Art History, and the Sellinger School. An African American and African Studies interdisciplinary minor, which is currently under development, will be modeled after the Latin American and Latino Studies minor.

Diversity Programs and Other Initiatives

Each year, academic departments and programs sponsor speakers, colloquia, and other events that focus on diversity in the academy, society, and church. These diversity initiatives include the Modern Languages and Literatures Department's annual "Language, Literature, and Society" Colloquium; the Annual Martin Luther King, Jr. Convocation; an observance of Black History Month; an "Erase the Hate" week; Honors Program colloquia; lectures on diversity sponsored by the Center for the Humanities; a "Sexual Diversity Awareness Week" sponsored by Spectrum; and a SGA "Week of Dialogue," which highlights the experiences of various underrepresented groups on campus, including lesbian and gay students. In addition, the Center for Community Service and Justice (CCSJ) offers an assortment of experiential educational programs with an emphasis on economic diversity.

The Alpha Program, Catholic Social Thought Committee, Catholic Studies Program, Center for Community Service and Justice, Center for the Humanities, Sellinger School, Student Development Division, as well as other academic and non-academic offices and departments sponsors nationally known lecturers, seminars, workshops, films, and exhibits. A wide range of topics are addressed, including culture, globalism, religion, justice, the economy, and most aspects of the intellectual life. The College hosted the "National Student Campaign Against Hunger and Homelessness Conference" in 2005, which attracted nearly 300 students from across the country.

In general, the College consistently offers high quality, intellectually stimulating programs. The challenge continues to be better scheduling of these events; often, several events are scheduled on a single night. Better coordination would enable students to gain knowledge on a wide variety of topics and issues.

Study Abroad

The College's Study Abroad options include 11 Loyola programs, 9 Exchange programs, 4 Affiliations, 7 non-Loyola Programs, and 6 summer programs. Over the life of the Strategic Plan, the Office of International Programs opened new Loyola Programs or additional semester opportunities in San

Salvador, El Salvador; Accra, Ghana; Auckland, New Zealand; Cork, Ireland; Madrid, Spain; Paris, France; and Rome, Italy. In addition, new Loyola Exchange Programs were created in Barcelona, Spain and Santiago, Chile, and new Affiliations were established in Copenhagen, Denmark and Rome, Italy. In order to provide opportunities for students who cannot be away from campus for an entire semester, new summer programs were offered in Beijing/Tibet, China; Camerano, Italy; Guadeloupe, France; Prague; and Czech Republic. In addition, two new study tours in South West India and South Africa were conducted.

All students participating in a Loyola Program or a Loyola Exchange abroad must participate in either an approved community service project or complete a detailed immersion research portfolio documenting their experiences and reflections abroad. These students are encouraged and often required to take at least one course on the history, language, or culture of their host country. The students live either with local students, host-families or, occasionally, in individual apartments. All programs are regularly visited and evaluated to assess the quality of the students' academic experience and the quality of the programs themselves.

To support its work, the Office prepared a mission statement, developed an approval process for new study abroad programs, finalized a list of learning outcomes for study abroad programs, began assessment of learning outcomes in several programs, and organized training sessions for all summer program and study tour directors. In order to assist and advise international students and to comply with government regulations regarding international students studying at Loyola, the Office hired a Director for International Student Services, thus enabling the Office to provide professional immigration advising and support to more international students.

Study Abroad	01-02	02-03	03-04	04-05	05-06	06-07
Number of students in Loyola programs	197	253	268	363	341	365
Number of students in exchange programs	31	28	35	40	28	31
Number of students in affiliation programs	34	30	32	65	27	41
Number of students in non-Loyola programs	70	54	76	33	42	31
Number of students in summer programs (Loyola and non-Loyola)	39	53	46	55	45	54
Totals *	371	418	457	556	483	522
* Students who studied abroad multiple semesters appear more than once in these counts Source: International Programs Office						

Service-Learning

Service-learning refers to experiential learning within academic courses that is gained through structured reflection on community-based service. Service-learning has been successfully institutionalized at the College in a variety of ways. These include establishing an Office of Service-Learning within the Center for Community Service and Justice; creating the Committee on Engaged Scholarship, an advisory committee of faculty members, administrators, community partners, and students; developing an annual Faculty Fellows Seminar to support faculty development, recruitment of service-learning faculty members, and increasing the number of service-learning courses offered; creating a standardized definition of service-learning and service-learning course criteria; developing a course designation process for courses that meet the criteria; and developing incentives and rewards for faculty members to teach service-learning courses. The Office of Service-Learning has achieved significant visibility and played a leadership role among the network of service-learning directors at all Jesuit Colleges and Universities by hosting the group's third annual meeting and by creating a listserv and website for the group. In addition, standardized service-learning course assessments and data collection have been developed, and a comprehensive service-learning library was established.

Service-Learning	01-02	02-03	03-04	04-05	05-06	06-07
Number of designated service-learning sections	NA	NA	NA	NA	13	50
Number of sections with service components	37	49	37	31	43	9
Total number of sections	37	49	37	31	56	59
Number of Faculty Fellows	NA	12	8	10	13	10
Number of Students participating in service-learning	NA	NA	NA	NA	662	568

Source: Center for Community Service & Justice/Office of Service-Learning

Sellinger School Experiential Learning

The Sellinger School Experiential Learning program offers students the opportunity for enriched academic discussion and a broadened learning environment, which enhances traditional classroom work through the integration of theory and practice. To meet the experiential learning requirement, students must fulfill two of three options: international study, internship, and service project with reflection. Beginning with the Class of 2008, every student receiving a degree from the Sellinger School must fulfill this requirement in order to graduate.

IV. Strengthen Faculty, Administration, and Staff

Recruitment and Retention

An important goal of the Strategic Plan is to recruit and retain a diverse community of faculty members, administrators, and staff working together for nationally recognized excellence in Jesuit education. Although a great number of efforts were made in this area and some progress was achieved, substantial work remains in order for Loyola to become the diverse community to which it aspires.

Recruitment Support

The College engaged in a number of activities intended to improve and streamline the hiring process. The Office of Human Resources redesigned its website to include a new hiring manual and applicant forms. The College adopted the PeopleAdmin online application system and is customizing it for easier administrator use. PeopleAdmin report capabilities allow the tracking of applicant diversity, selection rates, and length of hiring process. Advertisements reflecting the College's interest in attracting and retaining a diverse workforce were developed and implemented, and placement in minority publications and professional journals was expanded. The Human Resources Department also provided extensive support to walk-in applicants, many of whom were minority candidates.

The Loyola College Vision and Values brochure is distributed to all new faculty members, administrators, and staff. It is also given to finalists who interview for academic positions.

Faculty Recruitment

The College continued to recruit faculty members who demonstrate the potential to exhibit outstanding effectiveness as teachers, recognition by peers of productive work as scholars, and evidence of personal and professional contributions to the College community. The Strategic Plan objective to increase the number of tenure-track faculty positions by five was met. Indeed, in Fall 2007, there will be 233 tenured and tenure-track faculty members, nine more than in Fall 2001. In addition, the number of full-time affiliate faculty positions increased from 23 in Fall 2001 to 68 in Fall 2007; this was accomplished by combining part-time positions and converting them to full-time positions.

Faculty on Full-time Contracts	01-02	02-03	03-04	04-05	05-06	06-07	07-08*
Tenured, tenure-track	224	226	227	228	231	229	233
Affiliate (non-tenure-track)	23	35	43	58	53	54	68
Clinical **	18	15	14	22	20	19	21
Total full-time faculty	265	276	284	308	304	302	322

* Numbers for 2007-08 are accurate as of August 30, 2007
** "Clinical faculty" are affiliate faculty who are on full-time contracts that include some administrative responsibilities. These faculty are primarily in the Education and Speech Pathology departments
Note: The numbers listed above differ from those reported to *US News & World Report*. The latter includes only those faculty who actually taught undergraduates in the Fall semester; it excludes, for example, faculty on sabbaticals and those teaching only graduate courses
Source: HR Database and Records Maintained in the Office of Academic Affairs

To recruit a diverse pool of teacher scholars, the Office of Academic Affairs developed recruiting and hiring procedures for tenure-track, affiliate, and single-course faculty members. These procedures are regularly revised, posted on the Academic Affairs website, and used by departments in hiring. The procedures address several strategic goals. For example, the hiring dossier must include transcripts and letters of recommendation, testifying to the quality of the teaching, research, and service of applicants, and a sample of research writing, if applicable. All candidates applying for year-long contracts must write an essay on the ways they would contribute to Loyola's Jesuit mission.

In addition to the development of recruiting and hiring procedures, efforts to increase the diversity of the faculty include training for departments who are hiring, providing search committees with data on availability pools of underrepresented minorities in their fields, tracking the diversity of applicant pools in comparison to availability pools, advertising in appropriate venues to obtain a diverse pool, and offering assistance by the Office of Academic Affairs and Diversity in all of the above efforts. Offers have been made to underrepresented minorities when they are among the acceptable finalists in a search. Despite all of these efforts, there has been no overall progress in the hiring of either women faculty or faculty of color, though individual departments may have experienced some change.

% of Tenured & Tenure-Track	01-02	02-03	03-04	04-05	05-06	06-07	07-08*
African American	2.7%	3.1%	3.1%	2.6%	2.6%	2.6%	2.2%
Asian American	4.9%	4.4%	4.4%	4.8%	4.7%	4.4%	4.9%
Hispanic American	1.8%	2.2%	1.8%	1.8%	1.7%	1.7%	1.7%
Native American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Non-resident Alien	0.9%	2.2%	2.6%	3.5%	2.6%	2.6%	2.2%
White	89.7%	88.5%	88.1%	87.3%	88.4%	88.6%	89.1%
Women	35.7%	37.2%	37.9%	37.3%	38.4%	37.9%	38.2%

* Percentages for 2007-08 are accurate as of August 30, 2007
Source: HR Database and Records Maintained in the Office of Academic Affairs (current year)

Voluntary Phased Retirement Program for Tenured Faculty

As called for in the Strategic Plan, the Board of Trustees, at its March 2003 meeting, approved a voluntary phased retirement program for qualified tenured faculty members. The program provides half salary and full benefits for up to three years for half-time service. To date, five faculty members have taken advantage of the phased retirement program.

Administration and Staff Orientation and Mentoring Programs

The College New Employee Orientation program, conducted on a quarterly basis, was revised based on feedback from attendees. Presenters include President Brian Linnane, S.J., the Vice President for Academic Affairs, the Assistant Vice President for Human Resources, the Director of Campus Ministry, the Director of Environmental Health and Safety, and other selected administrators and staff. The Human Resources New Employee Benefits Orientation was moved to Mondays to better align with new

employees' start dates, and the content was revised to include benefit and compensation policies, employee/employer relations, and professional development opportunities.

Human Resources (HR) implemented a New Employee Mentorship Program for administrators and staff. The purpose of the program is to help new administrators and staff members integrate into the College community by providing them with a peer mentor who is familiar with the College's mission, values, culture, and expectations. The program also provides new employees with a point of contact for general questions regarding day-to-day operational issues. Each division of the College appointed administrators and staff members who best represent the College's core values to serve as mentors. HR provided an orientation session to familiarize the mentors with their responsibilities. Each administrator and staff member is assigned a peer mentor within the first week of employment.

Faculty Orientation and Mentoring Programs

The year-long New Faculty Orientation Program is designed to give faculty members practical information about life at Loyola and features presentations by Loyola faculty, administrators, and staff members. The orientation includes information about the Jesuit Catholic identity of the College, practical teaching tips from experienced professors, information on the latest technology tools available to faculty for teaching and research, a profile of the Loyola student body, and information on advising.

Orientation sessions for new part-time faculty members and teaching workshops for all part-time faculty members are offered each Fall and Spring. Workshop topics have included Writing across the Curriculum, Classroom Technology, and the Student Course Evaluation Process. The Director of Part-Time Affiliate Faculty, a full-time affiliate faculty member, has worked to improve communication with affiliate faculty members by preparing an adjunct faculty handbook and maintaining a website for part-time faculty members.

All new tenure-track faculty members are assigned mentors within their department. In addition, a voluntary college-wide faculty mentoring program was developed to supplement departmental mentorship programs. The value of this program is that it puts junior faculty members in touch with senior faculty members outside their departments, providing a candid and thoughtful introduction to the College's community and culture. The mentoring program has been successful and useful to junior faculty members, especially women faculty members in departments with few or no senior faculty women. The program also supports associate professors who are taking on new areas of administrative responsibility and desire some direction from others with greater experience.

Campus Climate Surveys

In Spring 2005, a comprehensive climate survey was administered to faculty members, administrators, and staff to assess the work environment. The survey was designed collaboratively by a university administrative committee and Right Management, a national consulting firm located in the area. After several focus groups of faculty members, administrators, and staff helped identify issues most relevant to the College, the survey was administered and analyzed by Right Management. Ultimately, 42 percent of faculty members and 57 percent of administrators and staff responded to the survey.

The results of the survey were made available to the College community and were discussed and analyzed by the President's Cabinet, the Loyola Conference, the Academic Department Chairs, and various other constituencies. The results of the survey were also reviewed by a broad sample of employees from all divisions of the College. The Vice Presidents elicited recommendations from their divisions for actions that would address the issues identified in the surveys. Action items were implemented, monitored, and communicated to the appropriate groups. Among the actions taken were a reorganization of departments, policy changes, computer training, workshops, and greater communication and transparency of College issues.

Compensation and Benefits

The Strategic Plan calls for Loyola to provide its employees with an equitable pay scale that compensates above the living wage, is market-based, and provides services, benefits, and incentives to all members of the College community. Progress was made on this strategic objective.

Faculty Compensation

The Board of Trustees approved a new 5-year faculty salary plan developed by the Faculty Compensation Committee (FCC) and the Office of Academic Affairs. The plan, which commenced in 2003-04, included a combination of a fixed dollar raise and percent raise for meritorious performance, increased raises for promotion, provisions to deal with a small increment pool, more competitive summer salaries, the possibility of raises for per-course adjunct faculty, and a commitment to track the College's salaries in comparison to other comprehensive universities. A primary goal of the salary was that the mean salary for tenured and tenure-track faculty in each professorial rank be at the 90th percentile of the College and University Professional Association Comprehensive Master's-granting (CUPA IIA) schools. Institutional Research (IR) conducts comparative salary studies each year and data is provided to the FCC.

Significant progress has been made in meeting the goals of the salary plan. For the second consecutive year, the mean 2006-07 salary for each of the three professorial ranks was at or above the 90th percentile of CUPA IIA. A secondary goal of the salary plan was for the mean salary in each professorial rank by division to be at or above the 90th percentile of CUPA IIA. The plan acknowledges that this secondary, divisional goal may not be achievable due to necessary market adjustments and the attainment of the primary goal. In 2006-07, seven of the twelve ranks by divisions were at or above the 90th percentile. As has been the case in previous years, a part of the salary pool was allocated to the appropriate dean to address these shortfalls for meritorious faculty members. Some merit-market money was also allocated to address issues of salary compression or inversion within a department. Promotion increment targets in the salary plan were \$3,500 and \$6,000 for promotion to Associate Professor and Professor, respectively. The target for Associate Professor was met in 2007-08; the target for Professor will be met in 2008-09.

The salary plan also calls for more competitive summer school salaries. While faculty members in the Sellinger School have historically received competitive summer school salaries, tenured and tenure-track faculty members in Arts and Sciences were paid at or near the per-course affiliate rate, which was approximately \$2,500. In 2006, Arts and Sciences began an incentive program to encourage faculty members to teach in the summer. In Summer 2006, faculty members received 6 percent of base salary for teaching a 3-credit course; this was increased to 7 percent in Summer 2007. As a result, the College is on target to achieve the goal of 8 percent of base salary in Summer 2008.

Progress was also made for full-time as well as part-time affiliate faculty members. In particular, stipends for per-course faculty members in CAS were increased, albeit modestly, for the first time in several years.

Administration and Staff Compensation

The College continues to move forward with its commitment to increase compensation for administrators and staff. Salary grade ranges were increased by 2 percent and the 2006-07 merit and structural increases made gains to the 60th percentile goal. Structural dollars were distributed to divisions based on need rather than an equal distribution based upon a division's total payroll. A significant number of employees' salaries that were below the minimum and mid-point of their salary ranges were adjusted upward. The CompEase Salary Administration software was installed, and its reporting and analysis capabilities are available for the 2007-08 budget process.

Benefits

Changes made during the 2006 benefit renewal period resulted in significant reductions in the rising trend of health care costs. Although the national average for health care cost increases was 8 percent, the College's increases were below the national average. Wellness programs were added to the College's

benefit plan at no cost to the employee and a new dental provider was selected. In addition, Human Resources, with the participation of a subcommittee of the Compensation and Benefits Committee, is exploring child care issues.

Faculty Support

The Strategic Plan calls for support of faculty members to assist them in the continuous improvement of their teaching and in the professional development of their research. Progress was made in each of these areas.

On-Campus Faculty Workshops

Each year, full-time faculty members and part-time affiliate faculty members attend the annual Fall and Spring Teaching Enhancement workshops. The Annual Teaching Portfolio Workshop is designed to improve and document teaching, including reflection and philosophy of the faculty member’s own teaching, evaluation by others, and student work. Core Advising and Alpha Workshops provide information and guidance to new faculty members as well as experienced faculty members in their work as Core advisors and teachers of Alpha seminars, respectively.

Department Chair Workshops are held to share best practices and to provide feedback on proposed policies and procedures. The Diversity Reading Groups continue to grow and represent an opportunity for basic discussion of diversity issues. Additionally, the Multicultural Curriculum Infusion Workshop continues to provide a means for addressing the need to integrate diversity into the curriculum.

Although the College offers a wide array of faculty workshops, there is a problem that burdens all faculty development programs, an inadequate space in the campus calendar.

Research Support

Tenured faculty members are eligible for College-sponsored sabbatical leaves, both full-year and half-year, and tenure-track faculty members are eligible for a one-semester Junior Faculty Sabbatical. The Board of Trustees approved revised sabbatical guidelines that were passed by the Academic Senate in Spring 2004. The revisions include a change in eligibility from every eighth year to every seventh year and provide 70 percent of salary for full-year sabbaticals. The revised guidelines include clearer approval criteria, accountability for performance on previous sabbaticals and summer research grants, and full-time class coverage guidelines for departments.

Sabbatical Leaves	01-02	02-03	03-04	04-05	05-06	06-07
Tenured, full-year	4	4	7	13	10	11
Tenured, half-year	4	5	9	10	11	12
Tenure-track, Junior (one-semester)	8	4	7	8	6	5

Source: Office of Academic Affairs

The Research and Sabbatical Committee reviews applications for the competitive Summer Research Grants. Annually, the Committee awards 30 grants, which carry a stipend of \$4,000 each. In addition to these grants, the deans provide support for other research activities.

A new competitive research support program for interdisciplinary scholarship and research in Jesuit values, such as social justice, was instated. The program, called Kolvenbach Fellows, uses guidelines similar to those of the Summer Research Grants to award a course release for each of two research proposals that uniquely support Loyola’s Jesuit Catholic mission. The program was implemented and promulgated to all faculty members in 2006-07 and, to date, three fellows have been awarded.

The competitive Kolvenbach Summer Research Grants support community-based research that fulfills the call of Fr. Peter-Hans Kolvenbach, S.J., to connect the university to human society, human life, and the environment.

Kolvenbach Programs	02-03	03-04	04-05	05-06	06-07
Summer Research Grants					
Faculty Members	1	1	1	2	1
Graduate Students	0	2	2	2	1
Undergraduate Students	1	2	2	1	2
Fellows (faculty)	NA	NA	NA	2	1

Source: Office of Academic Affairs

In 2005, the Academic Affairs Committee of the Board of Trustees asked that the College more closely examine its research mission and explore ways to better support faculty research. In response, the Academic Senate appointed an *Ad Hoc* Committee on Faculty Research. The Academic Senate and the Board of Trustees considered and approved changes proposed in the *Ad Hoc* Committee's report, which describes the nature, evidence, quality, and faculty responsibility for scholarly work. In particular, a new description of scholarship was approved for the Rank and Tenure Policy Statement (RTPS) and for the Faculty Handbook. The Senate also supported recommendations regarding summer research support and release time for new tenure-track faculty members. Funding for those recommendations still needs to be considered.

The Loyola/Notre Dame Library holds an annual Celebration of Faculty Scholarship. During this event, faculty members come to the library to meet colleagues and to view displays of publications. A faculty publications bibliography for published materials is distributed to all faculty authors.

External Research Grants

External grants provide essential resources for faculty members to pursue projects that advance knowledge in their disciplines, expand educational opportunities for students, enrich the intellectual environment at the College, and provide services to the larger community. Almost every department on campus has been actively involved with external grants over the past six years, with faculty members receiving research support from federal agencies such as the National Science Foundation, National Aeronautics and Space Administration, National Security Agency, National Institute on Aging, and National Institute on Standards and Technology. Faculty members also receive support from private foundations such as the Research Corporation, John Templeton Foundation, and the Wabash Center for Teaching and Learning in Theology and Religion.

Many faculty members have sought and identified opportunities for students to engage in mentored research both as a part of their own research grants and also through sponsoring applications on behalf of students. Other faculty members have pursued partnerships with agencies, such as the Maryland State Department of Education, to provide professional training, such as the Master of Science for Speech Language Pathology with a specialization in School Aged Populations, now in its sixth year. Through the leadership of the Corporate and Foundation Relations Department, a \$1 million award was received from the Jack Kent Cooke Foundation that will establish an Advising Corps as a new and important part of the Department of Education. The Advising Corps will help high-achieving, low-income high school students overcome some of the barriers that may prevent them from attending college. In addition, many other faculty members have received prestigious individual fellowships from the Fulbright Scholar Program, U.S. Department of Education, National Endowment for the Arts, National Endowment for the Humanities, and the Earhart Foundation, among others.

External Grants	00-01	01-02	02-03	03-04	04-05	05-06	06-07
Number applied for	39	21	33	39	20*	23	27
Number received **	16	14	17	20	23	11	15
Amount received	\$1.22m	\$1.80m	\$1.18m	\$1.47m	\$1.23 m	\$1.34 m	\$1.49m

* Decrease is due to a new method of counting submissions. Additionally, the Center for Social and Community Research is no longer seeking external funding.
** Includes new funding increments to existing awards
Source: Grant Services

Challenge to Improve

The Strategic Plan aims for Loyola to foster professional and personal development of faculty members, administrators, and staff to meet the constant challenge to improve. Progress was made in this area.

Promoting an Understanding of Diversity

This broad strategy has been met through the institutionalization of a number of diversity-focused programs, including Diversity Reading Groups, the Multicultural Curriculum Infusion Workshop, the annual Martin Luther King, Jr. Convocation, and other speaker events. These programs provide opportunities to learn about and understand diversity, its relationship to academic excellence, and how to build community on campus. In addition to actively supporting the educational initiatives of the College Diversity Committee, the Human Resources Department incorporates diversity education into its professional development schedule.

Rank and Tenure Policies and Procedures

The 2003-04 *Ad Hoc* Committee on Rank and Tenure recommended a number of changes to the policies and procedures tenure and promotion. The Academic Senate, the faculty, the President, and the Board of Trustees approved requiring midpoint probationary reviews for tenure-track faculty members; firm deadlines for the submission of promotion and tenure materials; elimination of Board on Rank and Tenure interviews with Department Chairs, Deans, and the Vice President for Academic Affairs; and linking the rank of associate professor to the awarding of tenure. Additionally, a new classification of non-tenure-track Clinical Faculty was approved for those disciplines that have clinical instruction or supervision of student teaching.

In Spring 2007, an *Ad Hoc* Committee on the Rank of Full Professor revised the description of the rank of full professor in the Rank and Tenure Policy Statement, proposing that scholarship would ordinarily be one of the special strengths of candidates for full professor; the Academic Senate will consider this proposal in Fall 2007.

In a continued effort to improve the tenure and promotion process, recommendations made by the Board on Rank and Tenure in its annual reports are presented to and approved by the appropriate bodies for inclusion in the Rank and Tenure Policy Statement and the Faculty Handbook.

V. Graduate Programs that are Premier in their Markets

Strengthen Graduate Student Recruiting

In order to strengthen graduate student recruiting, the Strategic Plan aims to pursue recruitment strategies that promote preeminence in the target markets; to build an application base to meet enrollment, diversity, revenue, and quality goals for each graduate program; and to provide admission and enrollment services that meet or exceed expectations. Progress was made on each of these objectives.

The primary focus in recruitment activities was building recruitment capacity and systematizing admission processing and service delivery. Website development and refinement of external communication were major initiatives. New websites were launched in May 2003 and again in August

2005. The latter is a content rich, interactive website that delivers news, events, student profiles, and relevant academic program information tailored to the prospective student’s specific interests. As a result of targeted marketing efforts, the inquiry pool has increased by approximately 28 percent since 2002. These efforts continue to evolve as messages are refined and new delivery mechanisms, such as HTML email, automated communication management, and personalized web experiences, grow more sophisticated.

To increase institutional awareness, the Office of Graduate Admission developed and implemented program-specific marketing initiatives. Each graduate department has a full range of marketing materials and activities. These include collateral materials about specific departmental programs, targeted advertising, dedicated websites, on-campus recruitment programming, and outreach activities. All of these are designed to build large prospect pools and convert them into applications. Since 2002, significant attention has been paid to markets south of Baltimore, within close proximity of the Columbia Graduate Center. Particular attention has been paid to the rapidly growing technology and government contracting businesses in the BWI corridor. School systems in Howard, Anne Arundel, and Prince George’s Counties have also been targeted. In addition, the Baltimore City Public Schools have recently reinitiated a partnership with Loyola to build cohort programs designed to improve school quality and the quality of teaching in the at-risk urban environment. These initiatives continue to strengthen Loyola’s position as a regional leader in professionally focused, graduate education.

The Office of Graduate Admission has worked with individual graduate programs to gain a better understanding of perceptions in the marketplace. In 2005, focus groups for graduate business programs were conducted with prospective students, current students, alumni, and representatives from the business community. In 2006, Graduate Admission undertook research projects with the Education Department and the graduate programs in Computer Science to gain insights into the perceived strengths of these programs. Recommendations from all of these studies have been incorporated into marketing and communications projects and have informed the development of formal quantitative research projects that are in progress.

Throughout the implementation of the Strategic Plan, improving the initial enrollment process has been a priority. The flow of information to prospective students and applicants as well as between the Office of Graduate Admission and departmental admission committees has been analyzed and refined. An increased awareness of responsibility and accountability between admissions and the academic programs has resulted in shorter turnaround times. This, in turn, has increased yield, particularly in full-time cohort programs.

The table below highlights the results of the inquiry to enrollment process. Over the life of the Strategic Plan, inquiry and application volume has increased to a new higher and sustainable level. These increases have provided many programs with the opportunity to improve student quality. While the number of inquiries and applications has increased, offers of admission have declined over the past two years, resulting in a slightly lower new student headcount. An aggressive tuition strategy has increased revenue significantly over the life of the Plan, with the total tuition revenue for the 2006-07 academic year exceeding \$21 million.

Graduate Admissions	01-02	02-03	03-04	04-05	05-06	06-07
Inquiries	13,965	14,578	18,041	18,548	19,074	18,677
Applications	1,963	2,194	2,561	2,522	2,550	2,564
Admits	1,596	1,734	1,916	1,845	1,742	1,694
First-time Enrollees	1,233	1,284	1,338	1,304	1,272	1,282

Source: Office of Graduate Admission

Ensure Graduate Program Assessment and Improvement

The Strategic Plan aims for graduate programs to conduct continual program assessment and improvement, to foster innovation and new program development, to foster the continued development of high-quality scholarship for faculty and graduate students, to implement administrative changes that foster the strategic positioning and distinctive mission of Loyola's graduate programs, to assess and continually improve graduate student climate and services, and to explore the need and opportunity for non-degree credit or non-credit courses. Some progress was made on most of these objectives.

Learning Goals, Accreditation, Program Review, and Continuous Improvement

Chairs and directors of graduate programs developed a set of Graduate Learning Goals for all graduate programs at Loyola. These goals were enhanced and approved by the Graduate Curriculum Committee and the Academic Senate. The goals address several Jesuit core values, such as synthesis of knowledge using interdisciplinary approaches, ethics, justice, and service. The work of aligning College learning goals with department and program goals as well as accreditation standards continues. While most departments have included assessment information in curriculum and policy changes within programs, documentation of such processes, in some cases, is just beginning.

Over the past four years, several graduate programs were reaccredited. These include the M.Ed. in School Counseling and the M.S. in Pastoral Counseling by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the M.S. in Speech-Language Pathology by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA), and the Psy.D. in Clinical Psychology by the American Psychological Association (APA). The College awaits notification on reaccreditations from the National Council for the Accreditation of Teacher Education (NCATE) following a March 2007 site visit. All departments with graduate programs within Arts and Sciences have been through the process of either accreditation or Loyola academic program review for at least one of their programs. By May, 2008, all Arts and Sciences graduate programs will have completed either accreditation or Loyola program review.

In the Sellinger School, a team of faculty members representing various disciplines participated in a national workshop at which they learned processes and techniques for assessment at the course and program levels. These faculty members now serve as "coaches," working with faculty members throughout the Sellinger School. Under the guidelines of its accrediting body, AACSB-International, the Sellinger School embraces and practices continuous improvement of all of its programs. To that end, the Evening MBA and MSF programs modified the pre- and post-workshops for incoming and graduating students, and changes were also made to the EMBA and Fellows Residencies. These changes increase emphasis on team formation and dynamics, which are an important aspect of cohort educational experiences. The Accounting, Economics, Information Systems and Operation Management, and Marketing Departments have all completed or are in the process of completing academic program review.

In keeping with its commitment to continuous improvement and its desire to meet the ever changing needs of the business and not-for-profit sectors of the regional economy, the Sellinger School formed a Task Force to conduct a strategic analysis of its three MBA programs: Evening MBA, Executive MBA, and MBA Fellows. The scope of work includes in-depth analyses of programs, faculty members, students, networks, marketing/recruiting/branding, and administrative support. Exemplar schools and programs were identified and market research has been conducted. The Sellinger School's programs will be compared to these exemplar schools and opportunities for improvement and innovation will be identified. An initial report was presented to the faculty in August 2007 and deliberations will begin during 2007-08.

Loyola retained the marketing consultants, Maguire Associates, to perform market research and to advise the College on program promotion and the market for new graduate programs. In January 2007, Maguire Associates completed qualitative research for Education and Business to determine market share and opportunities for growth. Quantitative market research began at the end of 2006-07 and a report is expected in Fall 2007.

Section Size and Full-Time Coverage

Two important features of a Loyola education are the quality of its faculty and small class sizes. A long term goal has been to increase the percent of graduate student credit hours taught by full-time faculty members, keeping in mind that some technical and applied courses are enriched when they are taught by non-academic, working professionals. Appropriate class sizes are important to achieve student learning outcomes. Given scarce resources, there is a tension between full-time coverage and class size. As the table below shows, average section size as well as the percent of full-time coverage remained unchanged over the life of the Plan.

Graduate Percent Taught by FT Faculty	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
CAS						
GR average section size	14	13	17	17	16	15
Percent of GR sections taught by full-time faculty	51%	49%	53%	53%	52%	56%
Percent of GR Student Credit Hours taught by full-time faculty	NA	54%	56%	57%	55%	57%
SSBM						
GR average section size	25	23	23	24	22	24
Percent of GR sections taught by full-time faculty	71%	72%	71%	68%	64%	75%
Percent of GR Student Credit Hours taught by full-time faculty	NA	75%	73%	73%	68%	77%
<small>Note: These figures exclude thesis/dissertation, independent studies, internships/externships, clinicals/practicums, the discontinued Graduate Studies program in Education, off-campus Montessori course sections.</small>						
<small>Source: HR / Course files</small>						

New Programs

To enhance the College’s graduate offerings, the Academic Senate and Board of Trustees approved several new programs, which were endorsed by the Maryland Higher Education Commission (MHEC). These include the M.S. in Computer Science and the M.S. in Software Engineering, both of which began accepting students in Fall 2003. The M.Ed. in Kodály music education was approved in Spring 2007 and accepted its first students in Summer 2007. The M.A. in Teaching is pending approval by the Maryland State Department of Education. Additional new programs that are in various stages of development include a M.A. in Reflective Leadership, a M.S. in Engineering Management, a M.A. in Theology, and a Certificate of Advanced Study in Spirituality and Trauma.

Loyola Clinical Centers

In September 2003, the Loyola Clinical Centers (the Clinics), a community-based organization operated under the auspices of Loyola College in Maryland, opened as a state-of-the-art training facility for graduate students from multiple academic departments. The Clinics were established to fulfill a 3-fold mission: (1) to provide comprehensive education and training of graduate students in and across a variety of disciplines; (2) to demonstrate commitment to the ideal of social change in service to the community, the city, the nation and the world; and (3) to exhibit dedication to research and scholarship of the issues that most affect the ability of people to develop, change, and lead fulfilled and meaningful lives. The Clinics are unique in that they provide an opportunity to train graduate students in the Jesuit tradition of justice and service as part of the graduate curriculum.

The Clinics look for opportunities to infuse training with the principles of service to the community articulated by Fr. Kolvenbach. The primary location at Belvedere Square houses clinical service provision and training programs in speech-language pathology, audiology, psychology, reading, and literacy. An additional speech-language pathology program housing the Center for Excellence in Down Syndrome is operated out of a satellite location in the Loyola Graduate Center-Columbia Campus.

The Clinics provide a unique opportunity for master’s level students in the Education and Speech-Language Pathology/Audiology Departments as well as doctoral students in the Psychology Department to train across disciplines, addressing the psychological, educational, and communication needs that

people experience throughout their lives. Although plans to integrate faculty members and students from the Pastoral Counseling program were temporarily postponed, this integration remains a goal for the near future and a member of the Pastoral Counseling faculty has been added to the Clinic Governing Board.

The Loyola Jesuit Community provided the Clinics with an endowment of \$500,000 to assist financially-needy clients.

School of Education

Loyola is beginning the process of moving from a Department of Education within the College of Arts and Sciences to a School of Education. This will allow for greater representation for education graduate programs within various aspects of college governance, for development opportunities, and for more effective communication and collaboration with city and state educational leadership. A School of Education Business Plan was completed in 2006 and the Board of Trustees approved searching for a dean. As a transition toward a School of Education, the Education Department divided into two departments, Teacher Education and Education Specialties, in 2007-08. A search for a Dean of Education has begun.

Scholarship Support for Faculty and Graduate Students

A goal of the Strategic Plan was to create a fund to support small research grants for graduate students and for faculty members working in collaboration with graduate students. This goal was not accomplished. However, some individual programs did provide support from departmental operating budgets to promote student attendance and presentations at conferences.

Support Services for Graduate Students

The improvement of enrollment services for graduate students is a continuing process that is managed by support services teams from Records, Students Administrative Services, Financial Aid, Residence Life, and Graduate Admission. Student surveys, administered in 2004 and 2006, indicated an overall acceptable level of student satisfaction, but also highlighted areas where service could be improved, including advising, financial assistance, and technology support. The first graduate student Climate Survey, designed by Institutional Research and the Graduate Council of Academic Deans, will be administered in Fall 2007.

Technology enhancements, such as online registration for information sessions, online applications, and web-based course registration for graduate programs, have improved service to graduate students. Work is concluding on a new web-based relationship-management system, a systems-integrated website that is capable of delivering content to prospective graduate students. In addition to personalizing their web experience, users of the new website will find added functionality, simplified navigation, deeper content, and upgraded design.

In response to requests from graduate students for assistance finding off-campus housing, the College joined a housing registry. Accessible on the Internet from the Loyola homepage, students are provided with a 30-day access to the registry, which is used to locate neighborhoods, roommates, apartments, and other types of housing.

Graduate Outreach

Program Directors and Graduate Admission Officers attended more than 400 off-campus recruitment events during the implementation of the Strategic Plan. These events included graduate fairs at colleges and universities that targeted graduating college seniors as well as employer education fairs sponsored by organizations. Other outreach activities include participation in regional and national conferences and conventions. Continuing participation in organizations such as the Greater Baltimore Technical Council, Maryland State Teachers Association, Howard County Chamber of Commerce, Baltimore Partners in Adult Continuing Education, Maryland Association of Graduate Admission Professionals, and other organizations is helping the College build reputation and momentum in the regional market of influencers.

In April 2007, Pastoral Counseling held a Thirtieth Anniversary celebration that included a significant alumni component. The Sellinger School and the Office of Alumni Relations continue to offer a number of programs to meet the continuing professional development and networking needs of alumni of graduate business programs. Programs include the “After-5” series, which are informative sessions held onsite at area corporations; a non-credit “MBA Essentials” course, which gives participants an overview of the functional areas of business; Book Club meetings; the annual Executive Program Alumni Reception; and the newly introduced mentoring program in which experienced professionals are matched with protégés who seek guidance in their professional lives.

In the area of Executive Education, the Center for Closely Held Firms presents programs to several hundred participants from the business community. The Lattanze Center also offers a number of research symposia of interest to faculty members, students, and business professionals at both Graduate Centers. In addition, the Sellinger School offers specially tailored programs to meet the needs of for-profit and not-for-profit organizations.

The Sellinger School has formed a strategic alliance with a national accounting firm and a regional law firm to create the “Baltimore Board for Corporate Governance.” The School continues its tradition of bringing distinguished speakers to the College to address and interact with current graduate students and alumni.

Administrative Support

To foster greater coordination of graduate programs, the Graduate Council of Academic Deans (Grad COAD) was formed. Grad COAD includes the Director of Graduate Admissions, the Chair of the Education Department, and the Director of the Clinical Centers in addition to the several members of COAD who are involved in graduate education matters. In addition, Loyola became an institutional member of the Council of Graduate Studies (CGS), which enables the university to learn about best practices in graduate recruiting and education.

The Office of Application Systems Development, along with the Office of Institutional Research, completed the development and improvement of reports needed for graduate programs. These reports contain enrollment and financial information in a format that is useful to program directors. The reports are updated and posted on Blackboard regularly. There has been positive feedback from those departments and programs that access these reports, but there still needs to be more publicity about their availability and usefulness.

The Associate Vice President for Academic Affairs has prepared cost-revenue reports, containing three years of comparative data, for all graduate programs in Arts and Sciences.

VI. Campus of the Future

Renovate or Expand the Library

The Strategic Plan calls for the renovation and/or expansion of the Loyola College/Notre Dame Library to include high tech facilities, study rooms, and an inviting entrance. Renovation and expansion are in progress and will be completed in June 2008.

The expansion and renovation of the original building began in October 2007 and will continue through June 2008. The renovated library will feature a 100,000-square-foot interior; interactive study and instructional spaces; exhibition area and curatorial space for special collections; expanded stack areas for humanities print collections; a café fully wired for voice, data, and video; five high-tech seminar rooms; a digital studio for collaborative student and faculty projects; a media center with a 96-seat auditorium; and a 24-seat, fully wired bibliographic classroom. The 20-month project has been broken down into five phases, with the completion of phases one and two occurring in Fall 2007. At that time, the new entrances and the main floor of the library will be finished and the new circulation, media and research desks, classrooms, seminar room, gallery, cyber café, information commons, and new publications areas will be

showcased. Loyola, the College of Notre Dame of Maryland, and the State of Maryland are each contributing toward the \$19.6 million cost of the project.

Build a Retreat Center

The Strategic Plan calls for the establishment of a retreat center that will support the spiritual development of Loyola students. Progress was made in this area.

For several years, the College has worked with Baltimore County to develop plans for a retreat center. The College purchased 57 acres of land for the development of a retreat center in Parkton, in northern Baltimore County. Although the College entered into an agreement with three community associations in the area, community opposition remains and zoning approvals are still in progress. Plans for the center were developed by Alexander Design Studio in consultation with the Director of the Retreat Program as well as the Director of Campus Ministry, the Director of Event Services and Auxiliary Management, and representatives from other divisions of the College.

While waiting for approval for the Baltimore County site, the College was fortunate to find an existing retreat house for purchase in Allegheny County and settled on the property in February 2006. Event Services has responsibility for the operation of this retreat house and has worked successfully with the staff to ensure a smooth transition. Campus Ministry and other departments across campus who have used the facility have expressed their gratitude to the staff and are eager to continue expanding their retreat offerings.

Develop Modern Athletic Facilities

The Strategic Plan calls for the development of modern athletic facilities to support a complete competitive experience for Loyola's varsity athletic teams as well as spectators. This project is in progress and is expected to be completed by Summer 2009.

In December 2004, the College received approval to purchase City-owned property near Cold Spring Lane and I-83 for a new Intercollegiate Athletic Complex (IAC). The Complex will include a 6,000-seat grandstand overlooking a synthetic turf field, allowing maximum durability and flexibility for a variety of athletic activities. In addition, it will house two practice fields and a NCAA-regulation running track. While the running track will not be part of the Summer 2009 completion date, it will be built 3-5 years after the completion date. Spacious home and visiting team locker rooms; separate team meeting rooms wired for voice, video, and data; and a health and training center will provide athletes with exceptional facilities off the field. A unique, concourse-level entryway to the grandstand will provide uninterrupted sightlines from the seats to the fields and will display areas for Loyola's Hall of Fame. Located one mile from the Evergreen Campus, the Complex will offer ample parking for 360 vehicles with easy access to major roadways and mass transit.

After several years of planning and regulatory approvals by the City of Baltimore and the Maryland Department of the Environment, Phase 1 of the IAC began in January 2007. This phase of construction, which will require approximately twelve months of work, includes earthwork, deep dynamic compaction, and construction of the vegetated reinforced steep slopes. Site utilities will begin in Fall 2007 and anticipated completion of the entire project is Summer 2009.

Develop a Clinic and Other Outreach Efforts

The Strategic Plan aims to provide clinical outreach to Baltimore City in the York Road corridor and to explore expanding Loyola's presence at or near the clinic to include appropriate learning centers. This strategic objective was met.

Loyola Clinical Centers

In support of Mayor Martin O'Malley's efforts to revitalize areas of Baltimore City, the College negotiated a new location for the Loyola Clinical Centers in Belvedere Square. This newly renovated

space opened for clinical services and training in September 2003. Located along the York Road corridor in Govans and convenient to public transportation, the Belvedere Square site is strategically poised to serve the individuals and families living in the Govans neighborhood as well as in greater Baltimore City. The Clinical Centers continue to operate a satellite speech-language pathology facility at the Loyola Graduate Columbia campus.

Trapped between the private and public sectors, many of the children and adults living in the City do not qualify for publicly funded educational and wellness programs and cannot afford to pay for the services themselves. Many do not have health insurance, and if they do, it rarely provides adequate coverage for the speech, educational, counseling, and mental health services they need. In order to achieve its goal of serving the underserved, the Clinics have implemented several community outreach initiatives throughout the past four years. The faculty members and students of the Clinics have offered numerous educational seminars to parents, teachers, and individuals via local public and private schools and colleges, community health organizations, hospitals, and professional groups. In addition, the Clinics' directors have been actively engaged in dialogue with the directors of Govans Ecumenical Development Corporation (GEDCO) in order to better ascertain the strengths and needs of the Govans community.

Several specific service-based community outreach efforts have been completed. These include the development and implementation of group treatment services for children living in transitional housing through the Domestic Violence Center of Howard County, the offering of parenting and child development seminars for the female clients of the Caroline Center and, the reduced cost or no cost multidisciplinary assessments for children at Boys' Hope, Mother Seton Academy, and Ignatius Academy. In 2006, a partnership was established with the Archdiocese of Baltimore Catholic Schools. Through this partnership, over 150 children in four Catholic elementary schools in Baltimore City (Pius X, Mother Mary Lange, St. Mary's of the Assumption-Govans, and Archbishop Borders Schools) benefited from speech-language pathology, audiology, and psychology services delivered onsite at no cost by graduate student clinicians and faculty supervisors from the Clinics. This partnership continues to expand. In 2007, an interdisciplinary training and service initiative aimed at addressing social skills and communication strategies in children and adolescents was designed by the Psychology and Speech-Language Pathology divisions of the Clinics. In order to offer services at an affordable cost for those with low to no income, the Clinics have worked in collaboration with the Development Office to garner grants and endowments that will support the reduction of service-delivery fees to clients as well as program development and community outreach efforts. In 2006, the Clinics received a \$500,000 gift from Loyola's Jesuit community to establish an endowment that subsidizes service offered to low-income Baltimore City residents. In 2007, a \$250,000 grant was obtained from Merritt Properties to establish an endowment that will also subsidize low-income clients of the Clinical Centers. In addition, the Clinics successfully obtained grants from the John J. Leidy Foundation and the Morton and Sophia Macht Foundation to bolster onsite community outreach efforts.

In May 2007, the Clinical Centers engaged in its first formal strategic planning process. The goals of strategic planning are to refine the mission and vision of the Clinics and to set a course for continued development of training, service provision, and research over the next 3-5 years. The Clinics are being assisted by a team of students from the EMBA program to facilitate the creation of a strategic plan.

Other Community Outreach Efforts

Through the Office of Community and Government Relations, the College continues to serve as an essential partner to the Govanstowne Business Association, the Greater Homewood Community Corporation, the York Road Partnership, and the York Road Partnership Leadership Committee. Loyola supports these organizations as well as local schools, churches, and community organizations by providing recycled computer equipment and office furniture and the use of College facilities for organizational meetings. In addition, the Office continues to serve as an active member of the North Baltimore Neighborhood Coalition and addresses all concerns brought forth by the Coalition regarding issues of student behavior, neighborhood parking and traffic, and construction projects.

Year of the City

The 2006-07 academic year was designated the “Year of the City” (YOTC) by President Fr. Brian Linnane, S.J. In his inaugural address, Fr. Linnane reflected on the need for the College to enhance its engagement with the City of Baltimore and to reflect on the responsibility of an urban institution to the city in which it resides. The Year of the City had a twofold focus: the College’s engagement with Baltimore City and the education of its students for urban citizenship, and the unification of these priorities in light of the College’s overarching mission as a Jesuit, Catholic university. The Assistant Vice President for Administration, Community and Government Relations, and a Theology faculty member were appointed as co-directors for the initiative. Throughout the year, the Loyola community sponsored over a hundred unique YOTC events and projects. One major YOTC project is the College’s partnership with the St. Mary’s School of the Assumption in Govans. Loyola partnered with the Archdiocese of Baltimore and St. Mary’s to support the school and enhance its enrollment. The partnership entails a multi-dimensional relationship involving College administrators, faculty members, staff, and students.

The Fall 2006 Teaching Enhancement Workshop focused specifically on the Year of the City and featured a keynote panel which included Baltimore Councilwoman Stephanie Rawlings-Blake, Jacques Kelly of the Baltimore Sun, and Ralph More, Jr. of the St. Francis Community Center. The Winter 2007 Teaching Enhancement Workshop continued the theme of the Year of the City and featured a keynote address by Professor Donald Macedo from the University of Massachusetts on the educational challenges of teaching in a diverse academic culture.

Ensure Campus Facilities are Modern, Safe, and Environmentally Sound

The Strategic Plan calls for fully-integrated, technology-enabled processes; facilities that meet or exceed national and peer-group comparative standards; continual safety improvements; and heightened environmental awareness. Progress was made in all of these areas.

Technology Renewal, Integration, and System Enhancements

Significant upgrades were made to major portions of the College’s core communication infrastructure. Over two miles of fiber optic cables were installed, 10-year-old station cables in the Data Center were replaced, and the science buildings were wired with “high-bandwidth” copper cable, which is capable of supporting gigabit speeds. Data electronics were upgraded in the Data Center and in other strategic locations throughout the campus to accommodate the latest in digital media traffic. Servers are replaced on a 3-year cycle and desktops are replaced on a 4-year cycle.

To control the explosion of spam and to provide additional virus protection, GWGuardian was introduced. GWGuardian has successfully reduced the spread of spam and is capturing and destroying over 2,500 viruses a day. In addition, Blackboard was upgraded with the introduction of content management and e-portfolio features, which will enhance the College’s ability to establish an electronic repository. BlackBoard has also been enhanced with Wiki and Podcasting add-ons.

Technology integration continued with the linking of all of the remote graduate campus systems into a seamless connection to the main campus.

Administrative system enhancements include the upgrade of the Datatel Transaction Processing System to Release 17; the upgrade to Release 18 is scheduled for October 2007. Additionally, several niche systems were deployed, including SOS Health System for the Belvedere Square Clinics, CSI Fitness Management System for the Fitness and Aquatic Center, and a Judicial Affairs Management System. Entrisik Web Based Reporting Views for Enrollment/Revenue reporting, HR Staff Leave Reporting, Course Information Reporting, Internal Degree Reporting, and IPEDS Prep Reporting were developed. In addition, the implementation of Higher Ed Analytics from iStrategy was a major initiative. This system will allow Loyola to fully use and leverage all of the information collected in the Transaction Processing Systems.

Web Presence

The College's web presence was enhanced in a variety of ways. A significant upgrade of the admissions website was accomplished with the acquisition of Liquid Matrix, subsequently renamed Active Campus. Both undergraduate and graduate admissions websites have been implemented and enhanced. In addition, all undergraduate students and more than 75 percent of graduate students register for classes online. Students are also able to select housing online through the new application, StarRez, and faculty members are able to enter their grades online through WebAdvisor. Another significant web initiative was the move of the entire summer orientation registration, family weekend registration, and other event registration processes to an online format. Online Benefit Enrollment for faculty members, administration, and staff has also been moved online. Notwithstanding these enhancements, the College lacks an integrated, fully functional web presence. Much work remains to be done.

Facilities

The College's facilities master plan was completed and approved by the Board of Trustees in 2004. This plan was used as a guide for the negotiations of the new 10-year neighborhood agreement completed in 2005. The College has made progress in developing the facilities outlined in this master plan. Most recently, the old pool area in the College Center was redesigned to accommodate almost 10,000 square feet of new academic space. This area includes space for the Communication Department, several offices for Fine Arts, a studio, a classroom, and a 100-seat black box theatre. With the completion of construction in Summer 2007, the Writing Department was able to expand its office spaces in Humanities. The new East Campus Residence Hall was completed in August 2007.

In 2003, the College leased a beautiful, spacious facility for a graduate center in Columbia that doubles the space of the previous center. The center provides modern classrooms, seminar rooms, computer laboratories, offices, instructional technology, a science education laboratory, informal space for students to congregate, and ample parking. This facility was a result of a market study showing that Howard County and neighboring counties were among the fastest growing counties in the area and had great potential for growth for Loyola's graduate programs.

Throughout the 2006-07 academic year, the Facilities Department and the Natural Sciences department chairs worked with an architect, Ayers Saint Gross, to develop a facilities master plan for the natural sciences. This plan will provide a template for the renovation and construction of an addition to the Donnelly Science Center, generate a plan for the renovation and possible construction of an addition to Knott Hall, and identify space needs for the next 15-20 years. Implementation of this master plan will begin in the next 2-3 years, pending funding from the State of Maryland. The College is requesting a \$4 million grant through MICUA from the State of Maryland for 2009.

Campus Safety

The College implemented the Baltimore City Police Officer augmentation program. The addition of City officers has produced an added level of officer presence and crime prevention on and around campus, and also has had the derivative benefit of increasing rapport and familiarity between local law enforcement and the campus community. The Department of Public Safety has continued to work with Student Development to improve access control in residence halls and to promote student personal safety through the first annual "Student and Public Safety Awareness Week." Public Safety also provided security operation and fire safety specifications for the new 350 bed residence hall on the east side of campus.

The Environmental Health and Safety Department upgraded the College's Fire System Global Network Control Center. The Department provided fire evacuation training to Campus Police Officers and Student Development personnel, conducted fire safety inspections of campus buildings, enhanced systems where appropriate, performed indoor air quality investigations, and conducted a full campus environmental audit to assess future obligations of properties with environmental issues.

Access for People with Disabilities

In 2004, a consultant was hired to conduct an assessment of the progress made to date on the ADA Compliance Report prepared by Whitney Bailey Cox and Magnani in June 1992. The consultant worked with Facilities, the Office of Disability Support Services, and several College constituents with physical disabilities in the preparation of his report. The report identified areas for physical improvements and physical alterations to meet better the accessibility goals of the campus. This document has been used as a resource for ADA compliance in renovation projects across campus. Several additional initiatives are underway, including a review of residence hall rooms available for students with disabilities and the creation of a campus guide for persons with disabilities.

Environmental Responsibility

With the opening of the East Campus Residence Hall, the College opened its first “green” building. The building has a geothermal system, which uses the earth as the heat rejection and acceptance source for the building heating and air conditioning system. A green roof system will reduce heat absorption and increase water retention onsite, while decreasing load on storm water systems. Pervious pavers that eliminate the need for a storm water retention facility onsite were used in landscaping. Local building materials were used as well as materials that meet Leadership in Energy and Environmental Design (LEED) standards.

Recycling across campus has increased dramatically over the past five years. In 2002, the College’s recycling rate was approximately 18 percent. With the implementation of a single stream recycling program with Waste Management, the College’s recycling rate has increased and stabilized at 40 percent. Additional marketing will continue in an effort to boost this percentage even higher.

Facilities hired a consultant to conduct an energy audit for the College Center and the Fitness and Aquatic Center. These reports acknowledged that the Facilities staff does an excellent job with regard to maintenance and energy management strategies. Occupancy sensors were added to classrooms, restrooms, and other more public spaces across campus so that lights automatically shut off when the rooms are not occupied. The College’s energy management system has been upgraded to a web based system that will provide a higher level of control over the mechanical systems across campus and result in energy savings. Top loading washers were replaced with front loading washers in the residence hall laundry rooms; these washers are more energy efficient and conserve water. Transportation and Parking has begun to purchase hybrid vehicles for the motor pool. Other energy efficiency improvements have been identified and the Facilities department currently is investigating a solar array to supplement power in Butler Hall.

VII. Resources, External Relations, and Communications

The Evergreen Fund

The Strategic Plan aims to develop the Evergreen Fund as an increased source of operating support, growing unrestricted giving by an average of 10 percent annually, while growing restricted giving concurrently. The objective was successfully met.

The Evergreen Fund, which is Loyola’s annual fund, met its goal of increasing unrestricted support over a 5-year period by a total of \$1 million, growing from \$1.4 million in the baseline year of 2001-02 to \$2.4 million in 2006-07. In 2006-07, the Evergreen Fund reached \$5.13 million in total giving, representing an overall increase of 68 percent from 2001-02 and 71 percent in unrestricted support. This growth is indicative of the annual fund’s continuing development as a significant source of operating funds for the College. Additionally, growth in support of Loyola’s Division I athletic programs grew by more than 100 percent since 2001-02, reaching over \$430,000 in 2006-07.

Highlights of the Evergreen Fund include undergraduate alumni participation of more than 32 percent and current parent participation exceeding 50 percent for more than a decade and over 60 percent for the

last four years. Leadership gifts of \$5,000 or more from members of the John Early Society to the annual Evergreen Fund has grown from approximately \$750,000 in 2001-02 to more than \$1,430,000 in 2006-07, representing growth of over 91 percent.

Ongoing activities in support of the Evergreen Fund include an extensive direct mail campaign, increased utilization of electronic and internet based solicitations, a phonathon program that made over 250,000 attempts and contacted over 17,000 constituents, a volunteer network of over 200 individuals, an increase of targeted activity for athletic fundraising, and more than 1,000 personal solicitations per year by the College’s administrators.

Capital Campaign

The Strategic Plan aims to launch a capital campaign seeking \$80 million in commitments for facilities, endowment, programmatic support, and operating support. The objective was successfully met.

The *Preparing Tomorrow* Capital Campaign was an integral component of the Strategic Plan. By the close of 2006-07, the capital campaign had surpassed \$86 million, more than twice the size of the College’s previous capital campaign and more than all of its previous capital campaigns combined. The campaign’s success is the result of broad-based support that includes:

Category	Dollars Committed
Trustee gifts	\$9.8 million
Leadership gifts	\$19.8 million
Corporate gifts	\$16.0 million
Foundation gifts	\$3.1 million
Major gifts	\$2.2 million
Alumni gifts	\$2.6 million
Parent Gifts	\$0.8 million
Friends gifts	\$1.7 million
Campus gifts	\$0.3 million

Source: Development Office

Highlights of the campaign’s progress included a strong volunteer and staff driven campaign that secured gifts from thousands of individuals and dozens of institutional partners, including gifts at the following levels:

Gift Levels	Commitments Received	
	Number Received	Total Dollars Committed
\$10,000,000	1	\$10,292,958
\$5,000,000	2	\$11,932,661
\$2,000,000	2	\$5,032,500
\$1,000,000	10	\$11,324,656
\$500,000	10	\$5,178,806
\$250,000	13	\$3,663,096
\$100,000	34	\$4,436,323
\$50,000	20	\$1,170,137
Other levels	866	\$3,361,899
Evergreen Fund	Many	\$29,761,387
Total	Many	\$86,199,142

Note: Some actual gifts are rounded to the nearest “gift level,” resulting in discrepancies in the totals
Source: Development Office

Currently, the *Preparing Tomorrow* Capital Campaign is poised for its wrap-up phase and formal conclusion in 2007-08, with significant emphasis placed on the Alumni, Parent and Major Gift phases, and efforts continuing on selected Corporate and Foundation prospects.

Alumni Relations

The Strategic Plan aims to expand the alumni relations program, thereby developing and strengthening alumni loyalty, involvement, advocacy, and support. Progress was made in this area.

Alumni Events

The Office of Alumni Relations worked with alumni leaders to develop both local and regional programming to increase alumni involvement and participation. Programs are designed to provide alumni with the opportunity to reconnect with each other and with the College. Flagship events include the Milestone Reunion Weekend, the Bull and Oyster Roast, and the All Souls Day Mass. Attendance for these programs has experienced a 69 percent increase during the past five years, with a record attendance of 1,359 participants in 2007. Another area that has experienced growth is the continued effort to partner with Athletics. Over the past five years, attendance at Alumni Athletic Receptions has increased from 170 in 2002-03 to over 500 in 2006-07. In addition to these activities, greater emphasis has been placed on regional chapter development in the major markets of New York, Philadelphia, Baltimore, Washington, D.C., and Boston.

Alumni Career Networking Initiative

To accommodate the growing interest in career networking among alumni, the Office of Alumni Relations, the Alumni Association's Career Committee, and the Chapter Committees continue to develop programs in this area. The New York City Career Forum is the marquis event of the initiative. Held in January, this event offers current students the opportunity to meet and network with alumni in to discuss potential career opportunities. Attendance for this event has grown over the past four years, and in 2007, reached 471 attendees. Other career networking initiatives include the introduction of the Undergraduate Alumni After Five Program and Networking Happy Hours. Loyola's Career Center, with assistance from the Office of Alumni Relations, has launched an alumni and student career networking site called "Hounds for Hire."

Graduate Alumni Programs

The graduate alumni programs have been enhanced over the past five years. The Executive MBA Alumni Association's Board of Directors, in conjunction with the Office of Alumni Relations, has developed a robust schedule of events and programs to offer alumni the opportunity to network both professionally and socially. The Executive MBA Alumni programs include the "After-5" series, which are informative sessions held onsite at area corporations; Book Club meetings; the annual Executive MBA Program Alumni Reception; and the newly introduced mentoring program in which experienced professionals are matched with protégés who seek guidance in their professional lives. The MBA Alumni Association hosts the annual MBA Networking Night and the MBA Golf Outing. The Office of Alumni Relations, in conjunction with the Pastoral Counseling program, hosted the first ever Pastoral Counseling Reunion in April 2007.

Parent Communications Programs

The Parent Program continues to serve as an important communication tool with the College's parent constituency and provides essential support to the division's fundraising efforts. Receptions are held in eight strategic locations: Baltimore, Washington, D.C., Connecticut, Westchester County, New York City, Long Island, northern New Jersey, Philadelphia, and Boston. In 2007, the Office of Alumni Relations partnered with the Office of Enrollment Management to invite accepted students and their

parents to the Connecticut and Boston receptions. These events were very successful and future partnership opportunities are being developed.

Public Relations and Communications

The Strategic Plan aims to expand and strengthen the public relations program. Progress was made in this area.

Media Relations

Progress continues to be made in identifying and placing stories in local, regional, and national media, focusing on faculty and student leadership and general institutional news, particularly as it relates to the goals of the *Preparing Tomorrow* Capital Campaign. Positioning the College as a center for intellectual, cultural, social, and religious life and publicizing information about events as well as post-event coverage helped to convey a greater sense of openness to the broader community. A continuing effort is being made to leverage the newsroom website for use by the media; a more prominent news area on the home page was instituted with the redesigned home page, and further work continues with the online newsroom itself.

Website Development and Migration

A comprehensive reorganization and expansion of staffing in the Public Relations Office during Summer 2006 reflected a major strategic shift in the way that the College approaches marketing and communications in the electronic arena. A new home page design debuted in September 2006, providing cleaner navigation, more robust content, and a design that more closely reflects Loyola's brand position. With migration to the SiteExecutive content management system now at nearly 100 percent, the Public Relations and Publications staff turned its attention to the development of special sites for priority offices, including undergraduate and graduate admissions, development, alumni relations, and student development. Notable sites include those for accepted students for undergraduate admission, Milestone Reunion Weekend, First-Year programs, the Women's Center, and the "We Are Loyola" campus campaign. The introduction of flash media, streaming video, and podcasts has greatly expanded traffic on the site and sessions on the home page showed steady month-to-month growth.

Building the Reputation of the Sellinger School

Ongoing initiatives to support the Sellinger School include media relations, video production, the annual Business Leader of the Year Award Dinner, corporate alumni receptions, speechwriting for the Dean, and support for alumni relations efforts. The introduction of a new quarterly publication, *The Benchmark*, furthered communication about Sellinger faculty members and alumni to the entire constituent base. This publication is scheduled to go into electronic distribution in 2007-08. A continuing challenge for the Sellinger School and the College will be to bridge the divide between the ongoing communications program and the recruitment program, which is managed by the School and its consultants and results in a lack of alignment among the various marketing and communications vehicles.

Conclusion

As is clear from the achievements highlighted in this report, the last five years have been particularly successful due to the hard work of the entire College community. Special recognition goes to those constituencies that assisted in carrying out the plan, including the Loyola Conference for its work as the steering committee of the Plan, the Board of Trustees, the President's Executive Council (Cabinet), the Academic Senate, department chairs, faculty members, administrators, and staff. Although this Wrap-Up Report serves as a summary of the progress made in each of *Great Resolves*, *Great Desires* seven areas, there are a multitude of additional accomplishments and challenges from each of the major divisions of the College that are not included in this report.

In 2000, the College received reaffirmation of its accreditation from Middle States for ten years. At the midpoint of the accreditation period, the Commission requires each institution to submit a Periodic Review Report (PRR). In May 2005, the College submitted a PRR to the Middle States Commission on Higher Education. The report responded to the concerns and recommendations emanating from the College's 1999 Middle States Self-Study and the Middle States Review Team's recommendations in 2000. It also described the challenges and opportunities facing the College in the next five years. The external reviewers for the PRR commented that Loyola has "a solid history of good planning, fine leadership, strong involvement by all the members of the College community, and quality accomplishments." This commitment to strategic planning was established under Fr. Ridley's guidance and will certainly be one of his lasting legacies to the College.

Loyola's tradition of visionary planning, skillful implementation, and fiscal responsibility continues. Under Fr. Linnane's leadership and the Year of the City initiative, the College has already reflected critically about the current social realities of urban life in Baltimore city and the role of a Jesuit Catholic academic community in an urban environment. Loyola has begun the planning process for the College's next Strategic Plan. This new plan will build upon the accomplishments of the past and will continue to look to the Vision and Core Values Statement as defining the College's Jesuit, Catholic identity.