# GROUNDED IN TRADITION, EDUCATING FOR THE FUTURE STRATEGIC PLAN for LOYOLA UNIVERSITY MARYLAND

#### 2008-2013

**October 8, 2008** 

## Today's Loyola: Inspired by Achievement

More than 150 years of vision, values, commitment, and achievement have combined to create today's Loyola. As a Jesuit, Catholic institution of growing regional and national renown, we attract increasing numbers of distinguished undergraduate and graduate applicants, draw faculty trained at the world's leading colleges and universities, and are poised to launch a new School of Education. We also have just concluded the most ambitious and successful fundraising initiative in our history.

At the same time, Loyola faces a considerably more complex and competitive environment than its founders could have anticipated. Shifting demographics, changing economic factors, an increasingly global community, and heightened student expectations compel us to continually reexamine the value and the promise of the educational experience we provide. These circumstances pose great challenges, but also position us to enhance this experience and excel in new ways. It is our responsibility to consider these realities and develop a living, dynamic framework to guide our response to them.

In order to thrive in the years to come, we must become even more engaged with our students and their needs and must be aware of the demands made by civic and business communities. Today's Loyola, profoundly transformed from its humble beginnings in two downtown Baltimore row houses, has accomplished a great deal through an enduring commitment to the fundamental values upon which it was founded. This remarkable legacy of achievement serves to inspire greater goals and to set new expectations for the role that the university can play in today's world. These new objectives include the overarching goal that now sets the tone for Loyola's next period of advancement and achievement:

## Loyola will be the leading Catholic comprehensive university in the nation.

The pages that follow document the defining principles that have guided us to where we are now and provide a comprehensive outline of the strategies, concepts, and initiatives that will fuel Loyola's pursuit of this goal.

In light of our understanding of the increasingly complex and competitive environment in which Loyola pursues its mission, we realize that it is more important than ever to communicate the depth and breadth of our programs accurately and completely. Loyola has been a comprehensive university with a growing array of undergraduate and graduate programs for more than 25 years. However, its official designation, Loyola College in Maryland, has not reflected this identity fully. As we prepare to enter an even more

ambitious period in Loyola's history, we believe it is critical to adopt a designation that embodies the institution we are today and the goals we have set for the future: Loyola University Maryland. This change, while significant, is not meant to signify a change in philosophy or direction, but rather a more accurate reflection of the institution we have already become.

#### Mission

Since its founding in 1852, Loyola has demonstrated a profound commitment to its mission as "a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the College will inspire students to learn, lead and serve in a diverse and changing world." The Jesuit philosophy strives to educate men and women of competence, imbued with the desire to seek the greater glory of God in all things. At Loyola, this ideal is further underscored by our guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university, committed to education that looks critically at the human condition, raises fundamental questions about meaning, and promotes a love for learning and discovery. The Catholic intellectual tradition we embrace asserts that faith and reason complement each other, and questions of faith are encouraged and examined as intellectual inquiries. This approach encourages the nourishment of a community committed to an examined life of intellectual, social, and spiritual discernment, as well as the understanding that leadership and service to the world are intimately connected.

## History

Loyola has experienced a remarkable transformation from a small, male-only, local college to a diverse, dynamic, coeducational university providing undergraduate and graduate education to more than 6,000 students from across the nation and around the world. Our Jesuit, Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition as well as premier graduate programs. These graduate programs, grounded in the Jesuit, Catholic tradition, are distinguished by a focus on meaningful professional service and leadership and by an emphasis on academic achievement, excellence in teaching, and engaged, meaningful scholarship.

Loyola's expansion, development, and achievements have been particularly remarkable in the past two decades, due in large part to our most recent strategic plans. *Magis* (1996-2002) strove to make Loyola a Jesuit, Catholic university of national standing, while *Great Resolves, Great Desires* (2002-2007) aimed to provide students with the experiences, tools, and confidence needed to inspire a passion for intellectual inquiry and to produce students, and later professionals, prepared to transform the world. The successes attained through the pursuit of previous plans have carried us forward to a point where careful consideration of our potential and careful planning for our future development become essential.

#### **Commitment to Core Values**

In addition to its many other achievements, *Great Resolves*, *Great Desires* provided us with an important and enduring resource. As part of that planning process, focus groups representing the various constituencies of the campus community identified and articulated 10 core values that define and express Loyola's Jesuit, Catholic identity. The resulting Core Values statement, approved by the Loyola Conference during the 2001-2002 academic year, has been widely disseminated and embraced within the university as a standard for shaping programs and attitudes that are authentically grounded in our Jesuit, Catholic tradition, even as we look toward the future. Also shaping the curriculum of our undergraduate and graduate programs and providing a means for assessing student learning outcomes are our Undergraduate Educational Aims and Graduate Learning Goals, respectively. These address expectations of all Loyola graduates and include many of our Core Values.

We cannot fully achieve our potential of being the leading Catholic comprehensive university without reflecting upon and considering the role of these Core Values, which must continue to be the guiding force behind all our endeavors. Our success also relies on continued commitment to several particularly significant and noteworthy ongoing initiatives begun under previous strategic plans.

#### These include:

- Supporting Jesuit, Catholic Intellectual Life Across the Entire Campus. We will continue to seek a strong Jesuit identity and encourage personal transformative development among all members of our community. The Catholic intellectual tradition, based in the Christian West, provides a valuable entryway to education and to learning about other faiths and cultures. We will welcome opportunities to engage in open dialogues to examine and develop intellect and character. We will renew the emphasis on the exploration of questions of faith, living an examined life, and added opportunities for participation in the Ignatian Spiritual Exercises. We will consider ways to deepen our commitment to justice, infusing it more profoundly into the educational life of the university. To assist us in these efforts we will seek to appoint a qualified Mission Integration Officer.
- Fostering Campus-Wide Education, Cultivation, and Promotion of Diversity. We recognize that expansion of diversity in all dimensions will significantly enhance our excellence in teaching, scholarship, and service. We have begun an institution-wide comprehensive diversity assessment, consistent with the Ignatian practice of discernment, and critical in ensuring that we move forward with initiatives that respect and welcome the inherent value and dignity of each person. We will monitor our progress to this end, understanding that there is no point at which an institution can claim to have "achieved diversity." Rather, our goals in diversity will continue to evolve as we strive to meet our strategic goals. We will ensure that students, faculty members, administrators, and staff members are attracted to Loyola by its invigorating intellectual climate, with the understanding

that our intellectual life is enriched by a diversity of origins, backgrounds, experiences, thoughts, and ideas, which we explore with one another as part of personal and institutional learning.

• Cultivating the Whole Person to Succeed in a Diverse and Changing World. We will continue to support life-long learning that promotes wellness, discernment, and spiritual growth as well as personal and professional development for all campus constituents. We will provide opportunities for all members of the campus community to reflect upon and apply more intentionally the Jesuit ideals and other congruent values to their lives. Community members will see themselves as life-long learners and teachers who, leading by lived example, contribute to the common good within the Loyola community and beyond. We will foster a campus climate that honors and encourages intellectual inquiry, facilitates meaningful interactions among all campus constituents, creates opportunities for continued professional development, and supports a culture of excellence and innovation.

## **Future**

Today, guided by our Core Values, Loyola is poised to continue its growth and development and emerge as the leading Catholic comprehensive university in the United States, representing the best of a distinct educational niche that balances undergraduate and graduate curricula, rather than focusing primarily on baccalaureate or on research programs, as do many U.S. institutions of higher education. The pages that follow outline a carefully considered strategic plan that will guide us as we pursue our goal:

## Loyola University Maryland will be the leading Catholic comprehensive university in the nation

An unstated aspect of our goal is that as we become the leading Catholic comprehensive university, we will also be recognized as such. Appendix A contains Key Indicators of Success that we will use to monitor our progress toward meeting our goal. These measures include external metrics, with which we can compare ourselves to other leading Catholic comprehensive universities, as well as internal metrics.

We will pursue and attain this overarching goal through a group of initiatives that address Loyola's responsibility to develop programs guided by the enduring principles that have shaped Jesuit education for centuries, but still responsive to the ever-shifting needs of its students and the communities of which they are a part. This obligation is further shaped by Loyola's unique identity as a university rooted in the City of Baltimore and the State of Maryland, but embracing fully our increasingly global society. This identity is underscored by initiatives that celebrate diversity, enhance relationships with our neighbors, and highlight our Jesuit commitment to the pursuit of faith and justice.

In pursuing the plan, we will ensure that the Core Values underscore all of our endeavors and urge us to raise our expectations for students, faculty members, administrators, and staff members while committing us all to the goal we have set forth.

Like the university itself, this plan is not static. It is a living, breathing endeavor that can and will be modified in response to the progress of its initiatives as well as the changing educational and financial climate. As a result, the initiatives outlined here focus not on program specifics or discrete milestones, but rather they present overarching strategic concepts that can evolve with the university.

#### **Our Initiatives**

Our plan, *Grounded in Tradition, Educating for the Future*, includes a group of initiatives that while distinct in their specific requirements, complement each other and will help advance our university toward its fundamental goal of becoming the nation's leading Catholic comprehensive university. Organized into five key areas critical to Loyola's continuing achievement, these initiatives focus on Undergraduate Education, Graduate Education, Faculty Development, Community Engagement, and Athletics.

## **Undergraduate Education**

At the undergraduate level, our educational philosophy is represented most clearly by our Core Curriculum, because we believe that the traditions of the liberal arts provide valuable skills of cogent thinking, careful analysis and clear communication. We will encourage renewed emphasis on the Core and its mission, objectives, and pedagogy, including being more intentional and direct in the teaching of it. We will pursue greater integration of the Core by encouraging awareness of cross-disciplinary ideas, discussions, and applications as well as team-taught courses and curricular activities that underscore the connections between different disciplines. We will also develop a plan to implement a new Honors Program. We will strive for increased intellectual engagement through enhanced academic rigor, providing our undergraduate students with an education that is inspiring, intentional, and experiential, thereby producing graduates that are prepared to lead and serve in a diverse and changing world.

#### Initiatives

• Establish Living and Learning Communities for all First-year Students.

Building on our history of excellence in first-year programs, we will develop a comprehensive Living and Learning Program for first-year students that will support and enhance a vibrant intellectual campus community. Living and

Learning Communities will have a transformative effect on the campus by instilling in new students an excitement about the life of the mind. The program will provide opportunities for students to discuss transformational issues and to engage in intellectual conversations outside of the classroom. The program will ensure that students understand and are able to engage in the Catholic intellectual tradition and the Jesuit practice of discernment, as well as provide a strong academic and mission-centered foundation that will support a successful path towards graduation. The program will rely on collaboration between Academic Affairs and Student Development and will afford opportunities for initiatives that encourage greater integration of the Core curriculum in the first year.

- We will convene and charge a Task Force on Living and Learning Communities to develop an implementation plan. One aspect of the Task Force's work will be the development of the curricular aspects of the program, including their relationship to the Undergraduate Learning Aims. The Task Force's proposal will be sent to the Undergraduate Curriculum Committee and the Academic Senate for approval.
- 2. We will charge the Honors Executive Board to work with the Task Force on Living and Learning Communities so that first-year students in the new Honors Program will be included in the Living and Learning Program. We will assure that the Living and Learning Program's approach and methods are consonant with and implement appropriate recommendations of the Core Review Committee.
- 3. We will develop and implement a plan to secure the necessary resources to support Living and Learning Communities. These resources will include additional faculty and student development positions, as well as renovations of residence halls that will enhance academic programming.
- Enhance and Enrich the Natural Sciences. The scientific method embodies a way in which we naturally and cyclically pose questions; observe, gather, and analyze data; and discern and discover features of the universe. Science helps us approach, think about, and solve everyday challenges. In the coming years, citizens will be increasingly called upon to make personal, social, ethical, and governmental decisions that involve science, mathematics, and technology at their core. In response to these needs, Loyola's Natural Science Departments have committed to a renewed emphasis on core science learning. This commitment is linked with plans for increased enrollments in science majors and interdisciplinary programming. To accomplish our goals in science, we must have facilities and resources that will attract and support curious, successful students of science, engineering, and mathematics; will contribute to the recruitment and retention of research-active faculty members; and will allow innovative programs and the creativity of those involved with science to flourish.
  - 1. We will provide enhanced support for science programs as avenues for experiential learning through laboratory and advanced student-faculty research environments. Our science programs will focus on student-centered and interdisciplinary initiatives, with teaching and discovery

- intimately interwoven, aiming at enhancing achievements by students and faculty members.
- 2. We will seek accelerated programmatic and student support through acquisition of grants from governmental, corporate, foundational, and individual sources.
- 3. We will establish targeted, merit scholarship endowments and grants to extend our opportunities to the very best students.
- 4. We will plan and design new, modern, and flexible facilities for science education and scholarship. We will then develop a financing plan that will include fund raising. In the interim, we will continue limited renovation, as appropriate, of our existing science facilities.

#### **Graduate Education**

Great Catholic universities transform their diverse external communities through graduate programs that inspire students to create a more just world. In addition, we recognize that in today's world, a graduate degree is often required for entry into many professions. Inspired by many of the same principles that shape our undergraduate programs, including academic excellence, inquiry and diversity, our graduate programs will focus on providing already accomplished students with the means to apply their skills and experiences to greater intellectual and professional challenges. We seek to prepare our graduate students for lives of meaningful professional service and leadership. We will also capitalize on potential benefits to both undergraduate and graduate students in terms of research opportunities, mentoring, and networking that are unique to comprehensive institutions.

#### Initiatives

Launch a School of Education, Achieve National Recognition for the Loyola Clinical Centers, and Strive for Greater Renown for the Sellinger School. We will develop and promote three distinct graduate areas as leaders in their professional fields in terms of teaching, scholarship, and community service. We will launch a distinctive School of Education geared to the development of urban teachers and other professionals to specifically prepare them for successful work, scholarship, and practice, given the unique and complex challenges of urban schools and communities. The School will be a leader regionally and nationally, generating the scholarship and new practices that leverage true urban public school improvement and renewal. We will strive for national recognition of the Loyola Clinical Centers as an interdisciplinary training facility for service providers who are leaders in their disciplines. The Clinical Centers will develop students who are experts in their respective applied disciplines using an innovative interdisciplinary curriculum while meeting the educational, communication, and behavioral health needs of the underserved in the greater Baltimore region. We will strive for renown for the Sellinger School, aiming for greater awareness of its achievements in developing ethical, discerning, socially

responsible leaders. The Sellinger School will be preeminent in developing the next generation of strategic leaders for Baltimore and beyond.

- 1. We will develop and implement plans, as necessary, to secure the necessary resources to support our graduate programs. These resources will include additional tenure-track faculty positions.
- 2. We will seek funds for an endowment for the Clinical Centers that will allow for greater interdisciplinary training opportunities and for additional services for clients who are marginalized, underserved, or materially poor.
- 3. We will extend our capacity to develop graduate business leaders by creating graduate programmatic positions in the Sellinger School to direct graduate career services, to provide executive coaching and self-reflective leadership skills for students, and to hire administrative support for the leadership development curricular enhancements.
- Augment Services that Enable Recruitment, Retention, and Development of Graduate Students. We will attract graduate students from diverse backgrounds with intellectual curiosity and social awareness. In the Jesuit tradition of educating the whole person, we will assist students in the development of their full range of personal and professional talents and create a sense of community for these students. We will be attentive to the distinctive and diverse needs of our graduate students as well as to the needs of the broader communities that these students will serve.
  - 1. We will offer competitive financial aid, fellowship, and graduate assistantship packages.
  - 2. We will offer enhanced and integrated services, activities, and orientation programs to build a stronger graduate student community. In developing and implementing a plan for this enhanced support, we will take appropriate actions based on benchmarking our student support services with other comprehensive Catholic universities as well as other universities, considering areas such as housing, health care options, career planning, professional development opportunities, disability support, community service and spiritual growth.

#### **Faculty Development**

In recognition of the direct and central role of faculty in advancing and instilling academic excellence, we will develop and implement a comprehensive plan for faculty expansion, recruitment, development, support, and retention. This plan will provide support for teaching, scholarship, and service; will include an enhanced junior faculty sabbatical program; will reward achievements and encourage further accomplishments; will encourage diversity of thought and experience in our faculty; and will promote a healthy and appropriate balance within and outside of the faculty member's professional life.

By increasing the number of tenured and tenure-track faculty members who are active scholars as well as teachers dedicated to our distinct mission and heritage, we will

enhance our contribution to knowledge and the human condition, the learning experiences of our undergraduate and graduate students, and the reputation of Loyola as a comprehensive university. Additional tenured and tenure-track faculty will also allow time for all faculty members, including senior faculty who provide key leadership in service, to be more fully involved in the life of the university, within and outside of the classroom. Additional tenured and tenure-track faculty members also offer the opportunity for increased collaborative scholarship.

## Initiatives

• Strengthen Loyola's Intellectual Positioning through Tenure-track Faculty Positions and Enhanced Faculty Development Support.

We will fund new tenure-track positions to meet the programmatic needs required by the Strategic Plan initiatives, as well as to ensure that current and future faculty members have the time necessary to carry out their primary duties of teaching, scholarship, and service. Tenured and tenure-track faculty members are committed to understanding and bringing Jesuit educational heritage to students' learning experiences. These faculty members are also active and productive scholars, discovering, producing, and sharing new human knowledge and embodying habits that we seek to instill in our students. Collectively, additional numbers of tenured and tenure-track faculty members, combined with current faculty members, will be instrumental in achieving many of Loyola's strategic initiatives.

- 1. We will add new tenure-track positions to support adequately the initiatives in this plan, including the living and learning communities initiative, the graduate programs initiative, and the global studies program initiative.
- 2. We will develop a plan to capitalize on Loyola's investments in full-time affiliate faculty positions by converting some of them to full-time tenure-track positions.
- 3. We will seek funding for a new or enhanced junior faculty sabbatical program that will provide tenure-track faculty members who are making progress toward tenure with a semester's leave to devote entirely to their scholarship.
- 4. We will fundraise for one or more endowed chairs to provide ongoing faculty support.
- 5. If these priorities and other needs have been adequately met, we will develop a plan to transfer instruction carried out by part-time affiliate faculty members to instruction carried out by tenure-track faculty members.

#### **Community Engagement**

While Loyola's commitment to academic excellence may be its most defining quality, its Jesuit, Catholic identity does not allow for an intellectual community that exists in

isolation. Rather, Loyola must, and does, play a critical and constructive role in the local, regional, national and global communities of which we are a part.

The Rev. Peter-Hans Kolvenbach, S.J., former Superior General of the Society of Jesus, states that, "to be a 'university' requires dedication to research, teaching, and the various forms of service that respond to its cultural mission. To be 'Jesuit' requires that the university act in harmony with demands of the service of faith and promotion of justice." We must fully utilize our campus resources to create academic courses and developmental programs to prepare our students to engage in the world around them and better understand the injustices and harsh realities it can present from a mission-centered approach. This engagement begins first in the communities closest to Loyola. Loyola recognizes its urban identity and location as a resource and an opportunity and strives to be an agent of positive change for the community.

That said, Loyola exists in an increasingly global society, and cannot limit its engagement to those communities in geographic proximity. An understanding of the dynamics of an international environment is a crucial part of a liberal education, and we will elevate our on-campus discussion of global issues. We will strengthen and increase undergraduate and graduate student opportunities for international experiences such as study abroad and internships, as well as service-learning in local communities and abroad. In so doing we will further Loyola's mission of preparing students to learn, lead and serve in a diverse and changing world. We will seek to ensure that students are able to continue integrating and reflecting upon their global experiences, which transcend national and disciplinary boundaries. Through vehicles such as diversity, global studies, and service-learning courses; mission-centered programs and lectures; and engagement in direct service, our students will be equipped to perceive, think, judge, choose and act as positive agents for social change locally and globally.

#### *Initiatives*

Partner in Developing a Plan for York Road Corridor Redevelopment. We will take a leadership role in the development of a multi-dimensional plan to improve the quality of life for those living, working, and learning in the York Road corridor. This initiative will involve community constituencies, including representatives from community-based agencies, neighborhood associations, faith-based community organizations, and other neighborhood groups, in developing a vision of how our collaboration will help improve the lives of children and families in the area. In developing the plan, we will partner and work collaboratively with a broad array of community entities as well as with internal constituencies at Loyola and civic and corporate leaders. Interested stakeholders will have the opportunity to participate in the development of the comprehensive plan as well as its implementation. The plan will also support adjoining communities by introducing resources and services that promote the development of human capital to enable community members to develop structures and initiative to address neighborhood issues and opportunities. The plan will focus on the educational development, health, and well-being of community residents, as

well as upon the economic viability of the neighborhoods, including its residential and retail establishments. As part of our commitment to care for the environment, we will ensure that the redevelopment plan is environmentally sustainable and makes use of green technology, where possible.

- 1. We will work with appropriate partners, including representatives from community stakeholders, to develop a broad concept plan. As part of the development process, we will also engage interested members of the campus community, including the Student Government Association, the Clinical Centers, the Center for Community Service and Justice, the Sellinger School, and the School of Education.
- 2. We will meet with various city, state, and federal entities, as appropriate, to enlist support and investigate potential funding sources.
- Enhance the Global Studies Program. We will enhance the interdisciplinary Global Studies Program, which provides undergraduate students with a social science-based framework to analyze globalizing processes that transcend national and disciplinary boundaries. In order to inform this discussion, Global Studies students learn about the great diversity of human life on the planet and study a wide range of cultures and world regions. As many global issues do not fit neatly within any single academic discipline, the Global Studies program presents students with economic, historical, political, and sociological perspectives. This approach develops in students a "'a vision of knowledge which, well aware of its limitations, is not satisfied with fragments but tries to integrate them into a true and wise synthensis' about the real world." ii
  - 1. We will create new tenure-track positions to support the Global Studies Program. Where appropriate, we will leverage the impact of these hires by making the positions joint appointments in two or more departments in the social sciences and other areas as required by programmatic need.
  - 2. We will develop and implement a plan to leverage existing resources to expand the faculty's international expertise through faculty development experiences that lead to engagement in the classroom, on the campus, and in the broader community.
  - 3. We will establish a Global Issues Speakers Series, bringing in prominent scholars, political leaders, policy experts, or human rights activists.

#### **Athletics**

Thriving athletics programs encourage the development of a healthy and wholesome campus climate, broaden institutional exposure in an increasingly competitive market, lead to heightened national recognition, and cultivate a sense of community and connection with the institution, which leads students to engage more fully in the university experience. We will leverage intercollegiate athletics to promote and enhance our reputation, building on the exposure resulting from athletic successes to raise awareness of our outstanding academic programs and opportunities. We will maintain our focus on recruiting, retaining, and supporting student athletes who succeed academically. We will review and explore athletic conference affiliations, and assess and

analyze opportunities related to facilities, scholarships, and funding in order to develop and consider a business plan for increased investment in athletics.

#### Initiatives

- Enhance our Athletic Programs by Improving Athletic Facilities and Implementing a Comprehensive Marketing Plan for Loyola Athletics We will provide facilities that increase engagement in Loyola athletics by students, faculty members, administrators, staff members, parents, alumni, and community. Enhanced facilities will allow the campus community to participate more fully in the life of the university, will enhance the fan experience, and will help our neighbors throughout the Baltimore area better connect with our university and the many opportunities we offer. In addition, we will promote our facilities to support our desire to field more competitive teams, participate in post-season event hosting opportunities, and strengthen our reputation as an institution that recognizes the role athletics plays in the development of a well-rounded university.
  - 1. We will continue to make short-term enhancements in our existing facilities, particularly Reitz Arena. We will engage in a comprehensive planning effort that complements the Harold E. Ridley Intercollegiate Athletic Center, considers our position in Division I athletics, and underscores our identity as a viable destination for scholar-athletes. This planning will include reviewing alternative locations, sizing the facility to accommodate other events and activities, and considering parking.
  - 2. We will seek ways to improve the marketing and media relations of athletics. In particular, we will take advantage of the planned Harold E. Ridley Intercollegiate Athletic Complex (IAC) and develop a plan to integrate the IAC as part of the campus community.

## **Appendices**

#### Appendix A: Key Indicators of Success

As we carry out the initiatives set forth in this strategic plan, we will measure our progress toward achieving our goal of being the leading Catholic comprehensive university in the nation. To that end, we are in the process of developing a list of Key Indicators of Success (KIS). These indicators are not meant to be exhaustive of all of the activities and assessments that occur at Loyola that could be used to illustrate our position as the leading Catholic comprehensive university. Rather, they will be a focused set of items that are feasible from the standpoint of data collection and dissemination. In addition, they will be useful in distinguishing ourselves from the other comprehensive universities from the point of view of multiple constituencies, including parents, prospective students, employers, and internal audiences. The current draft list of KIS, which is detailed below and will be finalized by December 2008, fall into six categories: admissions, faculty, student experience, diversity, communities and finances. Many of

these metrics can be benchmarked against those of our peer institutions and all will allow us to track our achievement in each area.

**Admission** The leading Catholic comprehensive university in the nation will be a desirable educational option for students as measured by:

- number of undergraduate and graduate applications;
- undergraduate and graduate acceptance rates (percentage of applications which are accepted by Loyola);
- undergraduate and graduate yields (percentage of accepted applicants who enroll);
- undergraduate and graduate summer melt (percentage of accepted applicants who initially indicate their intention to enroll and subsequently forfeit their deposit);
- percentage of undergraduate students indicating Loyola is their first-choice school, as measured on national surveys.

**Faculty** The leading Catholic comprehensive university in the nation must have an outstanding faculty as measured by:

- proportion of faculty holding terminal degrees;
- proportion of faculty FTE (full time equivalent) that is full-time;
- proportion of full-time faculty that is tenured or tenure-track;
- quality of teaching as reported by students on national surveys such as the NSSE
- grants, contracts, and fellowships data (number of applications, percentage of applications awarded, monetary amount of awards, diversity of departments receiving grants).
- number of faculty publications
- student/alumni satisfaction with faculty as measured on national surveys

**Student Experience** The leading Catholic comprehensive university in the nation will deliver a top-quality educational experience for students as measured by:

- undergraduate retention and graduation rates;
- seniors indicating they would "definitely" choose Loyola again, as measured on national surveys;
- undergraduate student satisfaction on 5-year out alumni survey data;
- undergraduate National Survey of Student Engagement (NSSE) benchmark data;
- undergraduate student engagement in service and understanding of the institution's Jesuit mission as measured on the NSSE;
- Ph.D.s earned by undergraduate alumni;
- retention and time to completion in full-time graduate programs;
- assistantship availability, stipend amount, and percentage of tuition and costs covered for students in full-time graduate programs;
- graduate student licensure exam passage rates;
- graduate student perceptions of gains in learning aims on Loyola's Graduate Student Climate Survey.

**Diversity** The educational experience at the leading Catholic comprehensive university in the nation is enhanced by the inclusion of diverse perspectives and an approach that views differences as learning opportunities as measured by:

- ethnic and racial diversity of undergraduates, graduate students, faculty, and other employees;
- geographic (national and international) diversity of undergraduate and graduate students;
- socio-economic diversity of undergraduate students.

**Community Engagement** The leading Catholic comprehensive university in the nation must be engaged with its local community and is enhanced by those activities as well as by global partnerships as measured by:

- number and breadth of local partnerships;
- number and breadth of global partnerships.

**Finances** The leading Catholic comprehensive university in the nation must be in a strong financial position as measured by:

- endowment;
- alumni giving rate;
- number of major gifts given to the institution.

As noted above, most of the KIS can be benchmarked to those of other leading Catholic comprehensive universities in the nation. These include Creighton University, Fairfield University, Gonzaga University, Loyola Marymount University, Providence College, Saint Joseph's University (PA), Santa Clara University, Villanova University, and Xavier University.

<sup>&</sup>lt;sup>i</sup> Rev. Peter-Hans Kolvenbach, S.J., "The Service of Faith and the Promotion of Justice in American Jesuit, Higher Education," an address delivered at the Commitment to Justice in Jesuit Higher Education conference held at Santa Clara University, California, October 6, 2000.

<sup>ii</sup> ibid.