



— *The* —
IGNATIAN COMPASS

**GUIDING LOYOLA UNIVERSITY MARYLAND
TO EVER GREATER EXCELLENCE**

STRATEGIC PLAN • 2017-2022

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**Endorsed by Loyola University Maryland's Board of Trustees
on October 19, 2016.**



LOYOLA
UNIVERSITY MARYLAND

Explorers beginning a journey identify a goal. They carry with them knowledge, provisions, and a pledge to collaborate and support one another along the way. They also use a compass to guide them and keep them focused on the path to their destination. Because their travels are full of unknowns, they take each step with purpose and conviction, while remaining open to the possibilities the adventure presents.

With this new strategic plan, we, the members of the Loyola University Maryland community, begin a new journey. Our journey will take us toward greater fulfillment of our Jesuit, Catholic mission. As members of a community built on a foundation nearly 165 years strong, we will move forward united, in a prouder, bolder, more caring way. An Ignatian way.

Through action, we will individually and collectively advance Loyola University Maryland toward realizing an exciting new vision:

*Loyola University Maryland,
anchored in Baltimore,
will be a leading national liberal arts university
in the Jesuit, Catholic tradition.*

WALKING IN THE STEPS OF IGNATIUS

Committing to embracing an Ignatian way represents ideas and actions that extend beyond what it means to educate in the Jesuit tradition. With this plan, Loyola University Maryland harks back to the first moments when Ignatius, as a layperson, found his purpose as a follower of Christ, even before he took his vows as a priest or founded the Society of Jesus. His journey of self-discovery, of accepting his new calling to live a life of faith, of service, and of purpose is the journey we now undertake as a community to reshape, to reinvigorate, and to recommit fully to our origins, while looking far into the future to all Loyola University Maryland can be.

The Ignatian approach is distinctive, as George W. Traub, S.J., explains in *Do You Speak Ignatian?* Through that lens, we see life and the universe as a gift, calling forth wonder and gratefulness; we give ample scope to imagination and emotion as well as to intellect; we seek the divine in all things—in all peoples and cultures, in all areas of study and learning, in every human experience; we cultivate critical awareness of personal and social evil, but point to God’s love as more powerful than any evil; we stress freedom, stress the need for discernment and responsible action; and we empower people to become leaders in service, “men and women for others” who are “whole persons of solidarity,” who are building a more just and humane world.

Ignatius’ perspectives on education, which are deeply linked to his spirituality, grew from his experience while studying at the Sorbonne. His time recovering at the Cave of Manresa gave rise to the Spiritual Exercises. His Spiritual Exercises and his vision for education are based on an embrace of reality, an understanding that we can find God in all things, that the world is a good place; as described so eloquently by Gerard Manley Hopkins, it is “charged with the grandeur of God.” Ignatius believed we should be at home in the wider world, not limited by provincial borders or parochial ideas.

Ignatian spirituality and education are based on a singular paradigm: experience, reflection, and action. They begin with experience: whatever the subject, it is not enough to be an observer; we have to immerse ourselves, bringing all our senses to bear on the experience and bringing it home, taking it personally. Experience leads to reflection, just as feeling deeply leads to thinking carefully about what we have felt. And reflection leads to action. It is not enough to completely understand a subject or situation; we must take the next step of engaging. By reconnecting with Loyola’s Ignatian heritage, we rediscover a compelling and appropriate vision for our community—particularly at this time when we are poised to grow and evolve in such meaningful ways. As a community, we are ready—and we should be confident of all we can and will achieve together.

“He who goes about to reform the world,” said St. Ignatius, “must begin with himself.” This plan calls the Loyola community to accept the Jesuit challenge for constant improvement, to experience, to reflect, and to act—not just talking, but walking in an Ignatian way.

ABOUT THE PLAN

Higher education in the United States is at a uniquely challenging and opportune period in its history. Calls for greater accountability, cost containment, and transparency have intensified from government officials at all levels. Questions regarding college outcomes and subpar participation and completion rates appear on legislative and public-policy agendas and bring scrutiny from prospective students and their parents. In particular, liberal arts degrees are under attack. Critics call for curricular and delivery mode reform, in some cases questioning the continued necessity for traditional, residential, liberal arts-based college experiences. Heightened scrutiny and skepticism no doubt have been spurred by the nation’s economic challenges of the past decade, which brought about drastically reduced institutional endowments, government budget cuts, decreased

higher education allocations, and dwindling revenue streams for many colleges and universities.

While still excellent by many measures, Loyola University Maryland has not been immune from challenges. At the undergraduate level, applications for admission have grown, but the percent of admitted students who choose to enroll (yield rate) has continued to decline. Moderate tuition increases and increased financial aid expenditures, while necessary, have not led to yield rate increases. At the graduate level, revenues have ebbed and flowed with changing demand for Loyola's various graduate programs. Adult learners have challenged Loyola to refocus on enhanced student services, curricular delivery modes and times, and to offer programs that are relevant to today's workforce demands.

We must build upon the culture of enrollment management that has been instilled throughout the campus community, expanding the mindset that "student recruitment is everyone's responsibility" to develop a culture of engagement across all members of the community and all stakeholder groups that will support philanthropy and expand the University's advancement efforts.

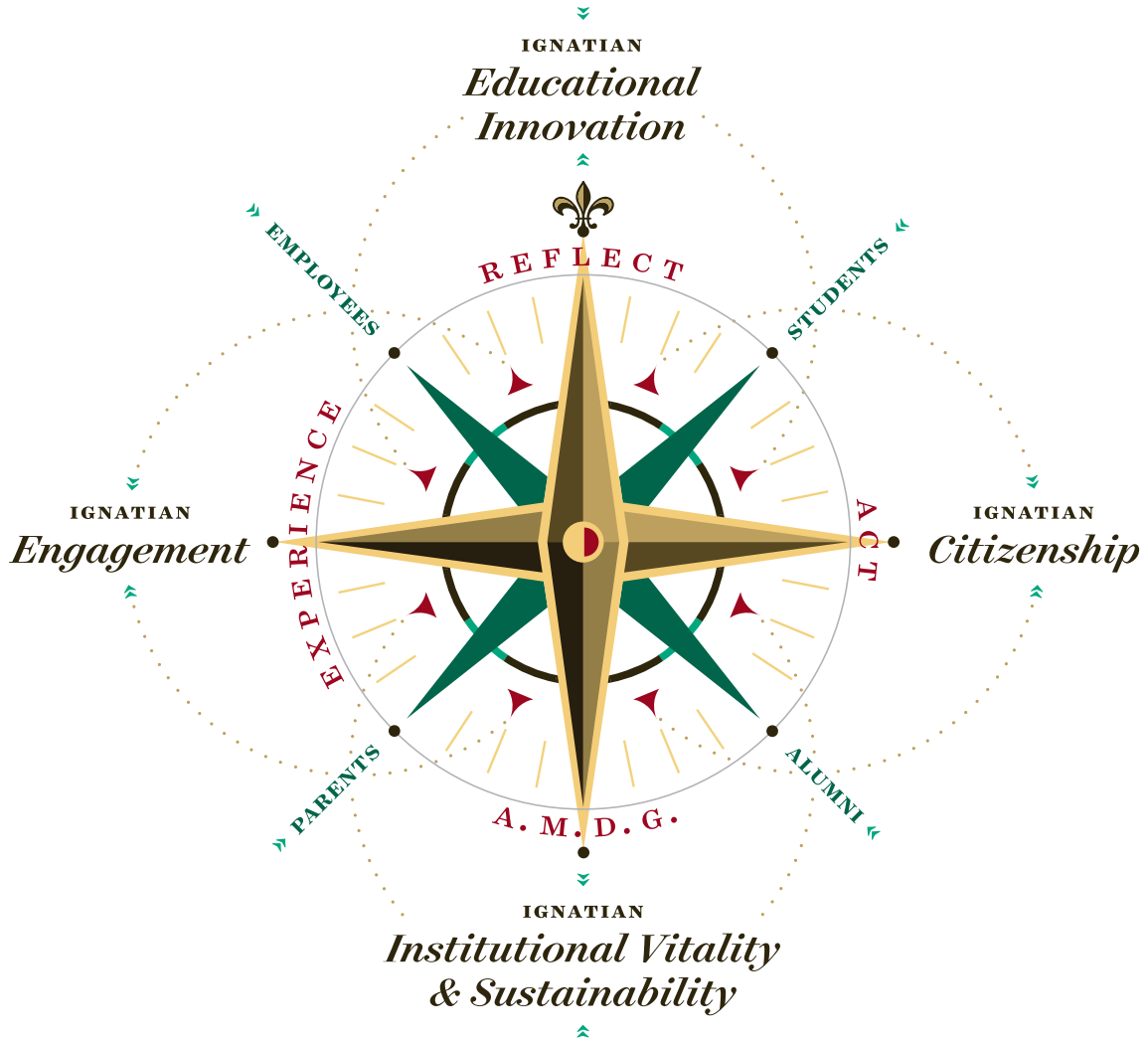
As members of the Loyola University Maryland community, we must also be more nimble and more flexible, adapting as Jesuit education calls us to do, to deliver upon our educational goals with ever greater excellence. In the spirit of the *magis*, acknowledging that we can and must do better, we are called upon as a community to strengthen Loyola's value proposition.

The Ignatian Compass: Guiding Loyola University Maryland to Ever Greater Excellence will inspire the University community. All members of the Loyola community—students, faculty, administrators, staff, alumni, and parents—will be called upon to define and deliver upon the plan's potential. As our models, we will have many great thinkers—not just Jesuits, but individuals of varied backgrounds and life experiences—, along with Ignatius himself, and most importantly, one another.

The Ignatian Compass represents the collective involvement and insights of more than 300 members of our community. Loyola's voices have sounded hopes, ideas, concerns, and compassion, all of which have contributed to the development of *The Ignatian Compass's* four strategic priorities: Ignatian Citizenship; Ignatian Educational Innovation; Ignatian Engagement; and Ignatian Institutional Vitality and Sustainability. As has been the case throughout the strategic planning process, there is inherent and intentional interconnectedness among the four strategic priorities, and equally so, among their respective initiatives. Each of the strategic priorities' initiatives could justifiably be represented in one or more of the other priorities, and implementation details will necessarily be organic. As a community, we will determine the timing and details for implementation, adapting and refining the plan according to the needs and circumstances that arise. Herein lies Loyola University Maryland's opportunity for distinctiveness.

Our community is embracing the opportunity to define and bring to life a way of delivering Jesuit education that both draws from tradition and forges an innovative path, as faculty members in the classroom, laboratory, or studio; as students exploring or evolving; as staff and administrators encouraging and executing; as parents supporting and providing; and as alumni leading and championing. The time to seek distinction, to learn, live, and lead with Ignatian inspiration is now. We begin, as one community, on a new journey.

— *The* —
IGNATIAN COMPASS



PRIORITY 1:

Ignatian Citizenship



“In order to respond to this world, which is rapidly shrinking,” said Rev. Peter-Hans Kolvenbach, S.J., former superior general for the Society of Jesus, “we set our aim on educating for responsible citizenship in the global city.” Loyola’s aim is to become the leader in defining, promoting, and advancing Ignatian citizenship. The University will begin by cultivating a campus-wide ethos of Ignatian citizenship, promoting thoughtful and active civic and global engagement among all members of our community.

Ignatian citizens think of themselves as part of something larger, as responsible for the betterment of our shared world; as men and women who think and act for the rights of others, especially the disadvantaged and the oppressed. Now more than ever, our world needs Ignatian citizens; Loyola is called to act and we are uniquely poised to do so from a position of strength and responsibility that is based on our mission and core values.

Ignatian Citizenship Commons

Through the establishment of the Ignatian Citizenship Commons, Loyola will embrace an action-oriented commitment to greater diversity, equity, and inclusion, seeking to make an impact in our own campus community and at local, regional, national, and global levels. The Commons will advocate for the public and communal application of the Ignatian tradition of reflection, discernment, and action as invaluable social virtues to be instilled in our students as they come to terms with the fundamental questions of faith and of life.

Existing in at least one prominent physical location, the Commons will build community, foster deeper engagement, and collaboratively welcome

partners in promoting Ignatian citizenship. In fostering responsible and active citizenship, the Commons will embrace an ongoing charge to promote diversity, equity, and inclusion, advance Loyola’s role as a leader in the York Road community and the City of Baltimore, study and address social problems, and encourage interfaith conversation.

Beginning with a focus on our own campus community, the Ignatian Citizenship Commons will work to bring to life this ethos: A citizen, in the Ignatian tradition, purposely seeks God in the world inspired by her or his faith tradition, spirituality, or belief system or through courageously engaging in public and social issues and affairs, aiming for the *magis*, conversing and allying with others, embracing controversy and conflict in political, social, economic, and cultural concerns and seeking meaningful solutions to those conflicts and problems—locally, regionally, nationally, and globally.

These cultural commitments will be infused in Loyola’s curricular, co-curricular, employee, and student experiences, as well as in Loyola’s representation of itself to prospective students and broader communities. Even the governance structure of the University will inspire Ignatian citizenship among faculty, staff, and administrators, as they are empowered to make decisions regarding issues closest to them. Through its work, the Commons will promote faculty development, student community engagement, and practical experiences for students, and will help to provide equitable access to quality education and a deeper understanding of the values of diversity, equity, and inclusion in all areas of social enterprise in our increasingly interconnected world.

The initiatives undertaken by the Ignatian Citizenship Commons are:

1. Identify an appropriate existing space or build a new physical space for the Ignatian Citizenship Commons, with offices, meeting spaces, and classrooms, as well as the space where Loyola can become a more welcoming home for the community to engage us as partners and neighbors.
2. Hire, across several disciplines, tenured and tenure-track faculty to add curricular and research strengths to support and enhance the Commons.
3. Create a faculty fellows program that would bring to Loyola visiting faculty and/or post-doctoral fellows who can contribute to the aforementioned curricular strengths; this program might, too, enhance the diversity and inclusion of Loyola's faculty and increase Loyola's reputation for civic engagement efforts.
4. Find budgetary resources for the Commons to engage in programming (e.g., one or more speaker series to promote our aims) and to set aside funds to promote student research, experiential learning, and internships, including internships abroad, as well as to furnish incentives for faculty teaching development and research in the areas under the Commons' purview; additional graduate fellowships in allied departments and programs will support this initiative.
5. Seek budgetary resources to encourage formational and mission enhancement for faculty, staff and administrators.

Diversity, Equity, and Inclusion

As a Jesuit, Catholic university, Loyola's mission calls for embracing and promoting diversity, and as Peter-Hans Kolvenbach, S.J., wrote, to recognize diversity as an expression of the infinite bounty of the Creator. To live as Ignatian citizens, Loyola's community members are called upon not just to seek greater diversity, but also to work toward creating an equitable and inclusive community. The University must take ongoing action to address issues of

injustice and intolerance. Standing within our Jesuit, Catholic nature, Loyola will continue to strive to ensure that its community is a welcoming place for all people, regardless of race, sex, color, national or ethnic origin, age, religion, disability, marital status, sexual orientation, gender identity, genetic information, military status, or any other legally protected classification, and that individual members' voices are valued and heard.

Together, as Ignatian citizens, we will seek, embrace, and promote diversity, equity, and inclusiveness through the following initiatives:

1. Establish a President's Advisory Council for Diversity, Equity, and Inclusion.
2. Establish a senior leadership position for diversity, equity, and inclusion; the person holding it will work across campus to help implement the recommendations of the President's Advisory Council and develop a strategic plan for diversity, equity, and inclusion.

Local, Regional, National, Global

The work of embracing and promoting diversity, equity, and inclusion begins on Loyola's campus and in the City of Baltimore. Loyola is grounded in and invested in Baltimore, while also remaining connected to the world. Loyola will look beyond its city for ways to extend its interaction and connections. Essential to the ideals of Ignatian citizenship and the success of the Ignatian Citizenship Commons will be developing students who are thoughtful civically- and globally-minded citizens committed to creating a more just world.

The Commons will have an ongoing charge to promote the mission of the University, devoting special attention to life on our own campus and to taking a leadership role in enhancing the York Road Community and the City of Baltimore, while also fostering responsible and active citizenship operating on campus, and on local, regional, national, and global scales.

Reflecting Loyola President Rev. Brian F. Linnane, S.J.'s challenge to our community to demonstrate the significant role an urban, Catholic, Jesuit university can play in the health and vitality of a city and its neighborhoods, the Commons will continue to lead and invest in the work of the York Road Initiative, modeling Ignatius' commitment to "edification" of the city.

Building on the strength of Loyola's study abroad and Global Studies programs, the initiatives are:

1. Acting upon and augmenting the University's experience with the ACE Internationalization Laboratory, we will generate and execute a strategic plan for global engagement that creates a climate of internationalization and the development of global citizens, connecting the local community to the world.
2. In the near term, take purposeful steps to develop a plan to increase international student enrollment at the undergraduate and graduate levels.

PRIORITY II:

Ignatian Educational Innovation



Jesuit education is not an end in itself, but a pathway to help guide each student. It offers structure yet flexibility and freedom, encouraging personal growth and student-directed study. Teachers, rather than merely delivering knowledge, serve as guides full of wisdom and experience.

Much as St. Ignatius urged that the Spiritual Exercises should be adaptable to those who undertook them, Jesuit education must be adaptable to students' individual needs and to the time in which it is delivered—with an eye toward preparation for the future.

“Jesuit education has been historically successful in many cultures because it is eminently adaptable to the environment of the learner,” said Rev. Peter-Hans Kolvenbach, S.J. “Jesuit education is adaptable to many diverse learners—traditional age and adult, fulltime and part-time, on-campus and online.”

Although Loyola's vision is to be a leading liberal arts university, that liberal arts identity is threatened. In recent years there has been a considerable decline in the number of Loyola students majoring in arts and sciences and an increase in those in the school of business. Four departments in Loyola's College of Arts and Sciences—biology, communication, psychology, and speech-language-hearing sciences—enroll more majors than all others offered in the College combined.

The needs of today's students and local, national, and global job forecasts show that Loyola must require undergraduates to plan carefully in order to link liberal arts education with their career goals. Hence, career planning must be an essential characteristic of undergraduate education at Loyola.

Many academic departments at Loyola demonstrate an exceptional ability to connect with and support students. They offer engaging and inviting

capstone courses, a wealth of research experiences in all disciplines, and hands-on professional development through co- and extracurricular experiences. The time has come to expand such offerings and make them available to all students—and give faculty and students the resources to foster more of those connections.

Now is the moment for Loyola University Maryland to embrace the vision of Ignatius, honing it to adapt and advance the University's curriculum so students will be prepared for the problems of today and tomorrow.

By renewing Loyola's commitment to the educational ideals of Ignatius, the University will make a compelling case for the integral synergies between the liberal arts and career and vocational planning. We will reiterate that initial call of Ignatius and ensure that the education we provide remains deeply committed to the liberal arts, offering students the foundation they need for any and every opportunity they will encounter. At the same time, we must ensure that they gain knowledge and experience through interdisciplinary connections among the liberal arts, STEM, and business, to help them graduate with a deeper understanding of how to respond to the needs of current times.

To position Loyola University Maryland for the future, we must enhance through innovation Loyola's graduate and undergraduate curricula to ensure that students benefit from an education that helps them learn to think critically and creatively, communicate effectively, and collaborate across fields to address contemporary challenges. A Loyola education in the Ignatian tradition prepares students not solely for their first jobs, but for their careers, for a lifetime of contributing to the workplace and to society.

In the Ignatian tradition, learning is intellectually engaging, directed toward outcomes, enhanced by experience, encouraged by collaboration, and inspired by example. Ignatius challenged his followers to experience, reflect, and act. At Loyola we will embrace and build on that approach to education, ensuring that students participate fully in a curriculum with experiential opportunities, while also being provided the space and support to discern their individual paths, so that they are ultimately poised to implement their education through action.

At the undergraduate and graduate levels, students' education can be propelled through internships, studying abroad, community service, and by individual and team work that enables them reach the full extent of their learning.

Undergraduate Curricula

To prepare students who are Ignatian citizens equipped to lead and serve in a diverse and changing world, Loyola must identify and implement ways to enhance the undergraduate curriculum for the twenty-first century. While remaining strong in its commitment to the liberal arts, the foundation of every Loyola student's education, the University must explore opportunities to strengthen the curriculum.

We need enhanced experiential opportunities, better mentoring and support for students' personal and professional success, and a curriculum that encourages connections across disciplines for faculty and individual student growth.

As the faculty seek and embrace curricular innovation, the University will ensure that liberal arts remain at the heart of the Loyola education—and that the value of that foundation is articulated to current and prospective students, as well as to prospective employers. Any curricular changes will occur through a process in which faculty and the deans of each school are fully committed and engaged through shared governance.

Revisions to the undergraduate curriculum will address changing career expectations and requirements, global citizenship, and the adaptability

needed in today's working world, while continuing to hold fast to the values of *eloquentia perfecta* and critical thinking. Faculty and students must be given the time and the resources to undertake projects that help students learn to synthesize information independently.

Through collaboration among offices dedicated to mission integration, campus ministry, student development, career services, international programs, undergraduate studies and the class deans, students will receive greater support as they discern their professional paths. The University also will build on its commitment to internships, experiential learning, and the expansion and cultivation of opportunities for integrative and interdisciplinary learning for students throughout their four years. Tomorrow's curriculum will be more interdisciplinary. Loyola can use as models successful collaborative initiatives such as Global Studies and Messina. Building on the Messina program, which offers first-year students an opportunity to become active members of the intellectual and social life of the University and the greater community, the curriculum could offer other similarly distinctive educational moments for students before graduation. A culminating experience could emerge from each student's individual journey, weaving together vocational discernment and the power of a liberal arts education and thereby poising each student to be an Ignatian citizen who is knowledgeable, adaptable, and ready to bring Ignatian ideals to life in the world.

Graduate Curricula

At a time when the landscape for graduate education continues to evolve amidst an ever-changing job market, graduate students are seeking greater connections between their education and career advancement. Urban work and life settings are increasingly in high demand. To remain competitive and relevant in its graduate educational offerings, Loyola must give greater emphasis to its graduate programs and their curricula, to the locations, delivery modes, and availability of programs, and to the distinct graduate and adult student experience.

Technology and Infrastructure

The University must identify and implement the necessary technology enhancements to ensure that technology is consistent and positions Loyola for the future. Loyola must implement enterprise-wide technology solutions to enable the University to educate students today and tomorrow.

Many aspects of Loyola's future curricula may be digital and global. Loyola will step into that arena by infusing digital pedagogy across the undergraduate and graduate curricula, expanding online and hybrid course offerings, executive education, and graduate programs. The University must grasp this moment to ensure that technology is updated, simplified, and unified to position Loyola for the future.

Initiatives supporting educational innovation, which are necessary for the assessment of learning, and which will enhance the education and experience for faculty and students and ultimately strengthen the University, are:

1. Find resources necessary for curricular innovation, including the future design and implementation of a potential revised undergraduate curriculum and future graduate programs.
2. Increase resources to expand experiential learning opportunities for undergraduate students.
3. Seek resources to enable ongoing pedagogical faculty growth and development, including establishing a Center for Faculty Development that will help prepare faculty for changes in pedagogical and research approaches and methodologies such as digital teaching and learning strategies and new curricular initiatives. The Center also will offer additional professional development opportunities.
4. Uniting the efforts of the Loyola/Notre Dame Library, academic affairs, and the office of educational technology, Loyola will support a Digital Learning Commons housed in the Library. The Commons will promote digital scholarship and teaching initiatives that will cater to all disciplines and support digital research and

pedagogy interests that are currently distributed across the campus in various departments and among individual scholars. The Commons will also help encourage the use of the Library as a learning space.

5. Increase summer course offerings and programs for students, including support for staffing and infrastructure resources for hybrid/online programs.
6. Given Loyola's commitment to digital pedagogical innovation—including hybrid and online programs for graduate students along with current site-based programs—seek resources that will allow graduate students to learn in a range of formats and times, and provide greater support in the Writing Center, Library, advising, and tutoring.
7. Continue to examine the University's graduate programs locations, including assessing the need for existing graduate centers and the potential for a downtown Baltimore campus.

Career Services and Outcomes

While Loyola's emphasis on the liberal arts educates students for a lifetime of learning, we also prepare our students to become leaders in their preferred vocations. Recognizing that students, graduate school opportunities, and the job market are constantly changing, under the leadership of the newly appointed assistant vice president for career services, Loyola is strengthening the way we engage students in their vocational discernment.

Loyola will make career outcomes a distinctive feature of the graduate, undergraduate, and alumni experiences, with emphases on mentorship, internship, research, and academic opportunities to engage in career vocation and development. Particularly today, with the increased investment families are making in higher education, the University must focus on career planning for undergraduate students and career outcomes for graduates.

Loyola's curricular and co-curricular experience will position students for personal and professional

success even before, but certainly after, graduation—and this intentional vocational discernment will be a hallmark of the Loyola brand.

To accomplish this, the initiative is:

1. Consider the location, staffing, and technology of The Career Center, keeping in mind that achieving successful career outcomes for undergraduate and graduate students requires the support and investment of all members of the Loyola community. A deeper emphasis on career discernment will be tied to the visible centrality of The Career Center's location on campus and focused on graduate and undergraduate recruiting and admission efforts. Emphasize developing a more robust network of alumni to serve both students and alumni, and extend and improve the data collection of career outcomes. The University also will identify methods for departments and offices across campus to collaborate and share data more effectively.

Contemporary, Unified Student Experience

The University must explore the need for innovation not just within the curriculum, but also within in the co-curricular experience. Enhancing the undergraduate and graduate student experience will require addressing issues of student health and wellness, as well as the role of athletics and other traditions in strengthening students' bond to Loyola and their Loyola University Maryland experience—while also deepening the bond for alumni and members of the greater community. To strengthen the Loyola student experience, the University will seek opportunities to enrich and enhance spirit and traditions on campus.

Through its comprehensive Ignatian educational experience, Loyola promotes the development of academic curiosity and reflection, personal and career identities, empathy and resilience, and engagement with diversity and civic responsibility. To meet the needs of current and future students, Loyola must recognize that a large, growing

percentage of students transitioning from high school to college indicate that they feel well prepared academically, but poorly prepared emotionally. Emotional and psychological challenges have a major impact on student success and retention.

Particularly as a Jesuit, Catholic university, Loyola has committed to offering accessible, consistent, and high-quality mental health and substance abuse services to students as well as ensuring that all students understand our core value of wellness. As a highly residential undergraduate community, we want students to learn the value both of using support and of managing their own physical and emotional lives; to do that, we must create programs and services that promote the integration of mind, body, and spirit in making healthy decisions.

The initiatives that will generate a unified student experience devoted to health, wellness, spirit, and traditions are:

1. Building from ongoing work, the leaders of the Counseling Center, Disability Support Services, Student Health Services, Recreational Sports, Student Support and Wellness Promotion, Campus Ministry, and the Study will develop holistic initiatives that not only support students in distress, but also ensure that all students learn about the integration of the mind, body, and spirit and its consequences for resilience. Provide additional resources for these departments, as well as staffing and space for students from diverse backgrounds and identities, to maintain the high quality of service for the current population while developing programs for the future.
2. The Loyola community will seek ways to tie traditions to important academic moments for students, and to inspire and support students to create opportunities to build spirit and begin new traditions, including a potential University Homecoming event that will celebrate their experience as members of the Loyola University Maryland community.

PRIORITY III:

Ignatian Culture of Engagement



Building on St. Ignatius' belief that people should meet others where they are, *The Ignatian Compass* will expand opportunities to engage the Loyola community more fully, one individual at a time, by increasing connections and collaboration. The members of Loyola's community are the University's greatest resource, its most passionate supporters, and the most likely people to spread the word about the value of a Loyola University Maryland education. To inspire and nurture an Ignatian Culture of Engagement at Loyola, we must build the infrastructure to support engagement, inform and influence our stakeholders, involve our community, and promote a culture of philanthropy to advance, individually and collectively, Loyola's mission.

An Ignatian way to build a culture of engagement is to examine and embrace our University's core values and beliefs, inspiring members of the community toward deeper engagement with those values and the ideals they represent. As Ignatian citizens, we are called upon to strive for the greater good, and to educate and empower members of our community to engage in meaningful ways with one another and the world around them. We must align or create organizational structures, innovative programs, and sustainable services, fostering critical collaboration that will move us forward as one community with a common purpose.

University Engagement Center

One of Loyola's greatest needs to foster community-wide engagement is physical space. Loyola students need spaces to gather, connect, eat, and study together. Employees need spaces to gather, connect, eat, and collaborate. Loyola's students and employees will benefit from a hub that will foster a sense of

belonging and community. That space might be created by combining or repurposing existing space, possibly making use of the Diane Geppi-Aikens Field. This space should not only rectify the drastic need for dining space, but encourage faculty-student and peer-to-peer connections by providing better access to offices that serve students and offer a greater sense of community. To promote greater community-wide engagement:

1. The University will explore the possibility of building a new University Engagement Center. In addition to addressing chronic community engagement space deficits, this building would house enhanced multipurpose and academic spaces for students to learn with and from faculty, to engage in intellectual discourse, and to collaborate in coursework. Such spaces will also enrich the social and cultural experiences of students from various affinity identities and furnish greater opportunity for wellness initiatives. The University Engagement Center would support the wellbeing, academic, and social life of the University, while also promoting a deeper sense of community among students, faculty, administrators, and staff.

Philanthropy

Alumni can and should play an increasingly important role in the life of Loyola, and we will generate and promote new and exciting ways to engage them. We must create opportunities to make meaningful connections with our alumni, inspiring them to provide their time, talent, and treasure to enhance the experience for Loyola's current and future students, thus improving career outcomes for current and future alumni and strengthening the University's future

financial stability. No private university with the educational comprehensiveness and limited endowment size of Loyola's can sustain itself for long without a true culture of collaboration and philanthropy. Engaging alumni and inspiring a culture of philanthropy throughout the Loyola community will be essential to the University's future viability—while also offering alumni a meaningful way to give back to their *alma mater*.

The initiatives to develop a culture of philanthropy are:

1. Loyola will coordinate its human and financial resources in its advancement efforts to increase opportunities for alumni and prospective family engagement by enhancing programs and services, upgrading technology, and expanding its alumni network.
2. Loyola will continue to emphasize in its advancement priorities increased philanthropy to build resources for much-needed scholarships for undergraduate and graduate students.
3. Loyola will make a more concerted effort to invite alumni and parents to participate in career planning efforts and to provide mentorship, internships, research opportunities, or employment to Loyola students. Alumni will have more opportunities to network with one another—and to offer students direction and advice.

Employee Engagement

To create an Ignatian Culture of Engagement, the campus community must first recognize that we need greater engagement—that the existing gap between desired and actual levels of employee engagement is indeed a missed opportunity. A shift in culture is necessary for Loyola's employees, its faculty, staff, and administrators, to embrace their roles as Ignatian citizens and to engage more deeply in their individual and collective work responsibilities. Each employee at Loyola serves an important role in delivering upon the University's Jesuit education, and enhanced engagement will help the University truly become an employer of choice.

As an employer of choice, Loyola must commit to making a robust and balanced professional life essential for all employees, which, in turn, will lead to a more engaged community. All employees face challenges in balancing work responsibilities with home and personal life demands. Faculty, in particular, confront tensions in balancing teaching, scholarship, and service requirements. Professional development for all employees is essential for their success and for the University's.

Loyola may achieve meaningful distinctiveness through becoming a best-in-class employer of choice. To seek this distinctiveness, to engage and connect more deeply with employees, promote a sense of unity and appreciation, and break down silos, the initiatives are:

1. Create a University-wide mission education and integration program that includes a more robust orientation for new employees and regular opportunities for ongoing mission education and integration for current employees.
2. Establish a University-wide mission integration activity or event that involves the entire campus community. Loyola also will examine its policies so as to enable its employees to receive paid time off for participating in approved civic and urban engagement and community service initiatives, retreats and immersion trips.
3. Continue examining opportunities to strengthen employee compensation, rewards, and recognition programs; performance management processes and procedures; and professional and leadership development opportunities for all categories of employees.

Intercollegiate Athletics

Intercollegiate athletics will continue to play a key role in strengthening the Loyola University Maryland brand, fostering greater Loyola community engagement, and boosting school spirit. Focused and selective investments in intercollegiate athletics can improve Loyola's national and regional profile by continuing its commitment to excellence for stu-

dent-athletes on all of Loyola’s teams, but emphasizing resource allocation toward sports where Loyola can best compete for national or conference championships. To maximize the impact of intercollegiate athletics on Loyola’s brand and to encourage a culture of engagement, the initiative is:

1. Target future intercollegiate athletics resource allocations toward sports where Loyola can best compete for conference or national championships; to enhance school spirit and student engagement; to increase alumni engagement and philanthropy; and to improve the University’s national profile and admissions demand.

Marketing and Branding

“What makes Loyola distinctive?” “What is truly unique to Loyola, relevant to our stakeholders, and sustainable over time?” “How can we explain our distinctiveness so it’s explicitly understood by our prospective students, current students, parents, alumni, faculty, administrators, staff, and the external community?” Loyola must be in a position to answer these important questions when considering the messages and campaigns it uses to influence prospective students for admission or alumni for greater engagement. *The Ignatian Compass* provides new opportunities to enrich the narrative regarding Loyola’s distinctiveness, and as we implement the plan, we will continue to define and refine what it means to be an Ignatian citizen and to pursue *The Ignatian Compass* on behalf of justice and participate in transforming the world. The University’s marketing and communications team will develop new campaigns and core messages to tell our compelling story, with particular focus on young alumni successes.

PRIORITY IV:

Ignatian Institutional Vitality and Sustainability



To live out his vocation and give his order a strong foundation, St. Ignatius had to ensure that the Society of Jesus had the financial support it needed to travel and share the Gospel with the communities the Jesuits served. As he pursued his studies, he relied on the support of others, made prudent decisions, and trusted that God would provide. To make sure the Society of Jesus could have a significant impact on the world and grow, he surrounded himself with brother Jesuits—a group united in mission and vision and faith.

Returning to its Ignatian roots, Loyola will strengthen its vitality through a unified mission and vision as a university. As a community, we will embrace the Catholic sense of subsidiarity, appropriately aligning authority with responsibility. Loyola will place decisions in the hands of those who are closest to the issues, empowering them to make decisions that best serve the members of the community; this, in turn, will put the University in the best position for the future by ensuring that we have reached optimal operating efficiency through cost reductions or reallocations. While adhering to that sense of subsidiarity, the University will also need to embrace the Jesuit openness to undertaking new opportunities and the constant challenge for self-improvement. The pace of change requires that today's educational institutions become agile enough to be a leading contributor to the knowledge and service that advance social justice around the globe.

With greater financial stability and vitality, Loyola will be better prepared to serve today's students and tomorrow's, and to live out the mission St. Ignatius embraced.

Institutional Governance

Effective, representative administrative oversight and daily operation of academic programs are essential to realizing Loyola's mission and to building an engaged community. Today's Loyola University Maryland is a complex institution with robust undergraduate and graduate programs. Opportunities exist for greater synergies among and between the faculty and all levels of the administration. We need institutional governance structures and processes more typical of a complex university than of a small college. Authority and accountability for maintaining innovation in the University's academic programs should reside with those who are closest to and most knowledgeable about the changes in the disciplines and their associated occupations; we must also ensure that the faculty's role in shared governance is appropriately preserved—though perhaps in a revised structure that promotes greater innovation and collaboration. This idea implies a different model of governance based on shared responsibility rather than Loyola's current model of divided authority. In this new model those involved are neither leaders nor followers but rather Ignatian citizens or their representatives. To create the necessary shift in institutional governance structures, the initiatives are:

1. Grant deans and chairs administrative and financial oversight responsibilities and accountability for academic programs.
2. Keeping with our commitment to collaboration and innovation, we will examine Loyola's current shared governance model to identify opportunities for a more efficient and flexible way to approach decisions.

Financial Underpinnings

Embedded within *The Ignatian Compass's* Culture of Engagement priority is the initiative to establish a culture of philanthropy, a necessary step toward a more sustainable, financially viable future. A deeper culture of philanthropy is needed to prepare Loyola for the future. Tuition alone cannot sustain the University for the next 165 years and beyond. Increasing financial support from members of the Loyola community—particularly alumni, with a focus on building support among the most recent alumni—will be essential to making programs, facilities, scholarships, and opportunities available to future generations of students.

Through establishing a culture of philanthropy, the University will better be able to increase its endowment, another necessary component to a sound financial future. Just as we are conscious of the changing needs of those seeking education and employment, so Loyola also recognizes the evolving needs of the planet and has made a commitment to environmental sustainability on our campus and as an academic component of undergraduate education.

The University will continue to seek ways to foster a culture of environmental sustainability, including conservation of resources, which will lead to decreased expenditures in areas such as energy costs, while also taking the necessary steps to reach an efficient operating model. Lastly, through *The Ignatian Compass's* Educational Innovation priority, the University will identify and realize new and varied sources of revenues to lessen its primary dependence on its traditional undergraduate student population.

SHARED VISION, SHARED PURPOSE, SHARED HOPE

Loyola University Maryland is at a crossroads. Loyola cannot—and should not—be everything to everyone. Instead, the University must home in on the specific areas in which it does succeed, build on and expand on those strengths, and ensure a bright, bold future.

By adopting *The Ignatian Compass's* priorities and implementing initiatives to bring them to life at the University, Loyola will live out the mission St. Ignatius embraced and introduced to the world.

As a community, we are embarking on this journey, as men and women for and with others, members of a community that extends around the world, poised for the future and open to the possibilities we may encounter along the way. Our journey challenges us to define what it means to be an Ignatian citizen and to seek ways to bring those qualities to bear as members of the Loyola University Maryland community.

Together, the members of the Loyola University Maryland community will experience the promise

of *The Ignatian Compass*. Together we will reflect. And together we will act. Those actions will be intentional, bold, and taken with our sights on all Loyola University Maryland can—and must—be for the future. Loyola University Maryland, proudly anchored in Baltimore, will be a leading national liberal arts university in the Jesuit, Catholic tradition. With our Ignatian mission as our inspiration and *The Ignatian Compass* as our guide, we take the first steps to ever greater excellence.

Appendices

- A. Key Performance Indicators
 - B. Benchmark Comparison Institutions
 - C. Resource Requirements
-

APPENDIX A:

Key Performance Indicators

METRICS

- Undergraduate admission yield \geq _____% *indicator of distinctiveness and appeal*
- Undergraduate 4-yr graduation rate \geq _____% *indicator of distinctiveness and appeal/culture of engagement*
- Use of digital pedagogy \geq _____ courses at the graduate level, \geq _____ courses at the undergraduate level, \geq _____% of FT faculty *indicator of educational innovation/institutional vitality & sustainability*
- Alumni participation in the Annual Fund \geq _____% *indicator of culture of engagement/institutional vitality & sustainability*
- Employee participation in the annual Day of Giving \geq _____% and annual mission integration day/event \geq _____% **OR** Employee response to the following two items on the 360-degree climate survey “Please rate the climate of the University in general on the following continua” “contentious = 1 to cooperative = 10” and “socially inclusive = 1 to socially exclusive = 10” *indicator of culture of engagement/institutional vitality & sustainability*
- Employment in desired vocation on the Alumni 5 & 10-Year Out Survey \geq _____% *indicator of institutional vitality & sustainability*
- Undergraduate alumni satisfaction with career preparation on the Alumni 1-Year Out Survey \geq _____% *indicator of institutional vitality & sustainability*
- Undergraduate and graduate student alumni overall satisfaction on the Alumni 1, 5, & 10-Year Out Survey \geq _____% *indicator of institutional vitality & sustainability*
- Moody’s Ratios *indicator of institutional vitality & sustainability/institutional distinctiveness and appeal*
 - + *Reputation and Pricing Power (annual change in operating revenue)* \geq _____
 - + *Revenue Diversity (max single contribution)* \geq _____
 - + *Operating Reserve (spendable cash & investments to operating expenses)* \geq _____
 - + *Financial Leverage (spendable cash & investments to total debt)* \geq _____

APPENDIX A:

Key Performance Indicators, cont.

ACTIONS

- Ignatian Citizenship Commons has been implemented
indicator of citizenship/culture of engagement
- University Engagement Center and its key elements have been implemented
indicator of educational innovation/culture of engagement
- Center for Faculty Development and Digital Learning Commons have been implemented
indicator of educational innovation
- Revised undergraduate curriculum has passed through governance and is being implemented
indicator of educational innovation
- Authority and accountability for the governance and management of academic offerings has been distributed appropriately to the schools *indicator of institutional vitality & sustainability*

APPENDIX B:

Benchmark Institutions

American University

Bucknell University

College of the Holy Cross

Elon University

Fairfield University

Loyola Marymount University

Providence College

Saint Joseph's University

Santa Clara University

University of Scranton

Villanova University

APPENDIX C:

Resource Requirements

At the time of this printing, the Plan's required resources are in the process of being identified and quantified. A full analysis and details will be provided in time for the February meeting of the Board of Trustees.



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