

## THE GREATER GOOD:

# LOYOLA UNIVERSITY CHICAGO'S JESUIT, CATHOLIC ACADEMIC VISION

## WORKING DRAFT: FOR DISCUSSION PURPOSES ONLY

### AN INVITATION TO A CONVERSATION

President Dr. Jo Ann Rooney, JD, LLM, EdD, and Senior Vice President Dr. Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN invite all students, faculty, administration, staff, alumni, and community partners to participate in an inclusive discernment process designed to develop a shared academic vision, which will inform the strategic planning process.

In order to provide a possible framework for these critical University-wide discussions, the Deans and other University leaders have prepared the following memorandum, titled *The Greater Good*. Guided by the Universal Apostolic Preferences and the principles of design thinking, *The Greater Good* is an invitation to a dialogue among all University care-holders. By design, it is a rough, fluid, working draft that will undergo constant iteration as all of those care-holders engage fully in the University's open strategic planning process and share their invaluable ideas, insights, and perspectives.



## **Our Mission:**

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

## **The [Universal Apostolic Preferences](#) Guiding Jesuit Universities for the next Decade:**

- “to show the way to God through the Spiritual Exercises and discernment;
- to walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- to accompany young people in the creation of a hope-filled future; and
- to collaborate in the care of our Common Home.”

Guided by these Universal Apostolic Preferences and its Mission, Loyola University Chicago will invite students, faculty, administration, staff, alumni, and community partners to participate in an inclusive discernment process designed to build upon its distinctive strengths, including its:

- vital Jesuit, Catholic mission;
- caring, diverse, and inclusive student-centered community;
- renowned faculty scholars and dedicated educators;
- transdisciplinary centers of excellence and research dedicated to solving complex social problems;
- core humanistic curriculum and experiential learning opportunities;
- leadership in educational innovation, technology, online, and blended learning; and
- partnerships within a dynamic city and global Jesuit community.

The University will work together with its students, faculty, administration, staff, alumni, and community partners to:

- **Enrich, enliven, and make more visible the University’s vital Jesuit, Catholic mission, under the guidance of the Universal Apostolic Preferences.** Specifically, the University will provide substantial financial assistance to enable graduating Arrupe students to continue their undergraduate, graduate, and professional education at Loyola; implement the priorities emerging from the Examen process, including student formation; engage in collective discernment in its decision-making; develop collaborative programs in the care of our Common Home, and accompany the poor, the world’s outcasts, and those whose dignity has been violated.
  - **Develop a more diverse, equitable, and inclusive student-focused community.** In particular, the University is prepared to devote sufficient resources to increase significantly the diversity of its administrators, staff, faculty, and students, and to incorporate best practices in inclusion and equity throughout the community.

- **Grow innovative, mission-aligned, and revenue enhancing academic programs to serve students at every age and every stage of their lives.** Specifically, the University will develop and implement a culture of continuous organizational growth, a shared governance structure rooted in supportive subsidiarity, a profit sharing algorithm that will incent innovative programs and interdisciplinary and inter-professional collaboration, a strategic plan for online learning, and a Task Force to consider establishing itself as an online platform provider for internal and external academic programs.
- **Develop, appoint, and realign faculty and staff to serve mission-centric research, curriculum, enrollment, and student success for the future.** In particular, the University will enhance professional development and leadership programs for faculty and staff, explore the creation of a Center for Teaching and Learning, and engage in collective discernment about the strategic appointment of faculty and staff who will advance shared goals around mission, diversity, research, enrollment, and student formation and outcomes.
- **Deepen the University's connections with local and global partners.** Specifically, the University will work collaboratively with students, faculty, administration, staff, alumni, and community partners to build upon its engaged learning requirements, grow corporate engagement, implement the Global Loyola strategic plan, and extend its accompaniment into neighborhoods surrounding its campuses.

Based on significant input from students, faculty, administration, staff, alumni, and community partners, the Deans and other University leaders will advance these shared goals by developing mission-aligned and revenue enhancing academic programs. They will also work with the new Office of Strategy and Innovation to support the inclusive process of transitioning from Plan 2020 to the next strategic plan. The University will thereby advance its Mission under the guidance of the Universal Apostolic Preferences, build on its distinctive strengths, serve its students, and move toward the greater good.

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## THE GREATER GOOD:

### LOYOLA UNIVERSITY CHICAGO'S JESUIT, CATHOLIC ACADEMIC VISION

#### I. INTRODUCTION: STEPS AHEAD

Arturo Sosa, the Father General of the Society of Jesus, recently called upon all leaders of Jesuit Universities to "stay several steps ahead" of the trends in higher education by creating academic programs that will serve students and communities into the future. In his February 19, 2019 letter to Pope Francis, Father General Sosa sets forth Universal Apostolic Preferences that will guide Jesuit Universities for at least the next decade:

- "to show the way to God through the Spiritual Exercises and discernment;
- to walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice;
- to accompany young people in the creation of a hope-filled future; and
- to collaborate in the care of our Common Home."

Guided by these Universal Apostolic Preferences, President Dr. Jo Ann Rooney, JD, LL.M., EdD, and Senior Vice President Dr. Margaret Faut Callahan, CRNA, PhD, FNAP, FAAN invite all students, faculty, administration, staff, alumni, and community partners to participate in an inclusive discernment process designed to develop a shared academic vision and a collaborative strategic business plan that will answer Father General Sosa's call.

That academic vision and strategic business plan are vital to the creation of a Loyola University Chicago culture of ongoing organizational growth rooted in Ignatian leadership preferences and the design thinking process. Design thinking is a human-centered approach to solving complex social and health problems. In the context of higher education, design thinking encourages universities to develop new academic programs by empathizing with students, understanding their current and likely future career pathways, ideating innovative revenue generating programs to serve students and communities, prototyping new student-centered programs through pilots and market tests, and then iterating programs that require redesign or even sunseting.

This process is fully aligned with Ignatian ways of leading. It is rooted in context, experience, reflection, and discernment of the Magis that leads to action, continuous assessment, and iteration toward the greater good.

The first step in building a shared vision of educational excellence is to identify, articulate, and make visible Loyola University Chicago's many distinctive strengths. Accordingly, this *Greater Good* document begins in Section II by placing Loyola University Chicago's academic vision within the unique context of the University's defining and distinctive

experience and strengths. The academic vision emerges from an authentic reflection upon, and articulation of those strengths, including Loyola University Chicago's:

- Vital Jesuit, Catholic mission, under the guidance of the Universal Apostolic Preferences;
- Caring, diverse, and inclusive student-centered community;
- Renowned faculty scholars and dedicated educators;
- Transdisciplinary centers of excellence and research dedicated to solving complex social and health problems;
- Leadership in educational innovation, technology, online, and blended learning;
- Core humanistic curriculum and experiential learning opportunities; and
- Partnerships within a dynamic city and global Jesuit community.

Section III then proceeds from context and experience to discernment and action. Working together; students, faculty, administration, staff, alumni, and community partners can realize a shared vision by building on the University's distinctive strengths. In particular, in the next three years, the Loyola community can:

- Enrich, enliven, and make more visible the University's vital Jesuit, Catholic mission, under the guidance of the Universal Apostolic Preferences;
- Develop a more diverse, equitable, and inclusive student-focused community;
- Grow innovative, mission-aligned, and revenue enhancing academic programs to serve students at every age and every stage of their lives;
- Develop, appoint, and realign faculty and staff to serve mission-centric research, curriculum, enrollment, and student success for the future;
- Deepen the University's connections with local and global partners;
- Design and implement three year strategic business plans that develop revenue-enhancing and mission-aligned academic programs that will together generate substantial additional annual net revenue; and
- Help lead the process of transitioning from Plan 2020 to the next strategic plan, guided by the University's academic vision and the Universal Apostolic Preferences.

The University thereby will build on its distinctive strengths, stay several steps ahead of higher education, advance the Universal Apostolic Preferences, serve its students, and move toward the greater good.

## **II. LOYOLA UNIVERSITY CHICAGO'S DISTINCTIVE STRENGTHS**

Loyola Chicago is the largest Catholic research University in the United States, and is deeply committed to advancing science and research across the disciplines to help address the most difficult questions of our times. The University's distinctive strengths include its: vital Jesuit, Catholic mission; caring, diverse, and inclusive student-centered community; renowned faculty scholars and dedicated educators; transdisciplinary Centers of Excellence and Research dedicated to solving complex social and health problems; core humanistic curriculum and experiential learning opportunities; leadership in educational innovation, technology, online, and blended learning; and partnerships in a dynamic city and global Jesuit community.

### **A. Loyola University Chicago's Vital Jesuit, Catholic Mission, under the Guidance of the Universal Apostolic Preferences**

- 1) In its Mission Statement, Loyola University Chicago declares: "We are Chicago's Jesuit, Catholic University--a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith."
- 2) The University also sets forth the following vision: "Loyola University Chicago is the school of choice for those who wish to seek new knowledge in the service of humanity in a world-renowned urban center as members of a diverse learning community that values freedom of inquiry, the pursuit of truth and care for others."
- 3) As part of its Examen process, the University has embraced the American Jesuit and Catholic University document titled, "Some Characteristics of Jesuit Colleges and Universities: A Self-Evaluation Instrument." That Instrument states that: "As a Jesuit and Catholic university, our primary mission is the education and formation of students in such a way and in order that they may become men and women of faith and of service to their communities. As a Jesuit University, we continue the Ignatian tradition of 'forming men and women for others.' The Jesuit charism, built as it is on the Spiritual Exercises of St. Ignatius, inspires and gives shape to how we educate, encouraging students to see the hand of God in all things, to discern the 'magis,' or the better course of action, to 'engage the world through a careful analysis of context, in dialogue with experience evaluated through reflection, for the sake of action, and with openness, always, to evaluation.'" (35th General Congregation of the Society of Jesus, GC35)
- 4) The Instrument also suggests defining characteristics of Jesuit, Catholic Universities, including:



- The University's leadership competently communicates and enlivens the Jesuit, Catholic mission of the institution;
- The University's academic life and commitments clearly represent the Catholic and Jesuit interest in and commitment to the liberal arts and Christian humanistic education for all students;
- Academic programs can be found which are distinctively informed by the University's Jesuit and Catholic character, thus contributing to the diversity of higher education in the United States with an education shaped by the service of faith and the promotion of justice;
- The University works to foster within its students, faculty, staff, and administrators a virtuous life characterized by personal responsibility, respect, forgiveness, compassion, a habit of reflection, and the integration of body, mind, and soul;
- The University as an institution, and all of its various parts, seeks to insert itself in the world on the side of the poor, the marginalized, and those seeking justice;
- In union with the local Church, the University provides a locus where people of faith can wrestle with difficult questions facing the Church and the world, and the University values the presence, work, and witness of Jesuits on its campuses with its students, colleagues, and alumni.

5) Consistent with these characteristics, Loyola University Chicago also has identified the following attributes of its Jesuit education:

- Commitment to excellence: Applying well-learned lessons and skills to achieve new ideas, better solutions and vital answers;
- Faith in God and the religious experience: Promoting well-formed and strongly held beliefs in one's faith tradition to deepen others' relationships with God;
- Service that promotes justice: Using learning and leadership in open handed and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others;
- Values-based leadership: Ensuring a consistent focus on personal integrity, ethical behavior in business and in all professions, and the appropriate balance between justice and fairness;
- Global awareness: Demonstrating an understanding that the world's people and societies are interrelated and interdependent.

- 6) The University's Strategic Plan 2020 articulates the University's collective aspirations to act for transformative justice by contributing to a more just, humane, and sustainable world. It sets forth the following overarching goals:
  - Deliver the premier undergraduate educational experience in Chicago, characterized by a transformative educational experience in the Jesuit tradition and a commitment to the underserved and social justice;
  - Deliver a high-quality professional education that is characterized by excellence, innovation, justice, and leadership, in which the University strategically leverages the schools' and centers' assets, reputations, and resources;
  - Build an institutional culture devoted to collaborative and engaged learning, research, and service that promotes transformative justice to address complex societal issues.
- 7) To solidify the University's position as a leader in social justice, the 2020 Plan also establishes the following institutional priorities and strategies:
  - Leverage University resources to ensure student access and success, including expanding efforts to recruit and retain underserved students;
  - Advance our social justice mission through faculty development;
  - Promote multidisciplinary collaboration to address societal challenges;
  - Engage local and global societal challenges through partnerships.

## **B. Loyola University Chicago's Caring, Diverse, and Inclusive Student-Centered Community**

- 1) Diversity, equity, and inclusion are integral to the mission and academic vision of Loyola University Chicago. The Mission Statement asserts that the University is a "diverse community." Moreover, the Characteristics of Jesuit, Catholic Universities include serving "diversity in higher education" as well as the marginalized and those seeking justice; and Plan 2020 makes the recruitment of underserved populations, global awareness, and development of global partnerships institutional priorities.
- 2) The supreme value of inclusion also is embedded in the University's mission. The Mission Statement emphasizes "care for others" and alludes to *cura personalis*, or care for the whole person. Father General Arturo Sosa called on Jesuit Universities to recognize diversity as a constitutive dimension of a full human life. The University fully realizes the moral imperative of including persons of diverse backgrounds and perspectives fully in the learning community because

the University is called to respect, embrace, and praise the equal dignity of every human being.

### **C. Loyola University Chicago's Renowned Faculty Scholars and Dedicated Educators**

- 1) Loyola's distinctive and transformative approach to education takes place daily inside and outside of its classrooms. A Loyola education encompasses experiential learning and the development of each student to his or her fullest potential. The University is guided by the Jesuit ethos of *cura personalis* and an orientation toward service in which students direct their education toward meeting the needs of individuals and society in a quest for empathy, insight, and social justice.
- 2) Loyola provides students with opportunities for rigorous educational experiences that assist them in forming their commitment to live extraordinary lives of consequence through leadership and service in their professions, in their communities, and around the world.
- 3) The commitment to a high-quality education that balances theory with practice and research with engagement is at the heart of the work of Academic Affairs, which is responsible for excellence in academic programs and student success. Academic Affairs oversees eleven Colleges and Schools, Institutes and Centers, University Libraries, Global Initiatives, Enrollment Management, Student Academic Services, the University Core Curriculum, and the Honors Program.
- 4) Loyola University Chicago's Health Sciences programs are taught by about 980 faculty members and serve more than 2,200 students who are committed to excellence in health sciences education, practice, and research. The mission of the Health Sciences programs is to advance the University's commitment to a socially just world by developing health care leaders and improving human health through education and research grounded in Jesuit, Catholic values.

The University brings together many different departments, institutes, centers, and schools dedicated to health sciences. All of the units, including the Stritch School of Medicine, Niehoff School of Nursing, biomedical programs of The Graduate School, the new Parkinson School of Health Sciences and Public Health, and the health sciences research enterprise, work collectively to move forward in the ever-changing higher education, research, and health care landscapes.

Loyola University Chicago also works closely with clinical partners at the Loyola University Health System and at Trinity Health. This partnership allows students to learn under the expertise of physicians who deliver compassionate and uncompromising care. It also brings education and research to the point of care and allows the University to stay at the cutting-edge of science and health care research. The University's health research enterprise, which is housed in the 225,000-square-foot Center for Translational Research and Education, focuses

on new discoveries and improving health with emphasis on eliminating health disparities.

- 5) Throughout all of its programs and campuses, Loyola University Chicago is blessed with an exceptional faculty of dedicated and caring teachers. These extraordinary educators not only include tenure stream faculty members, but also Clinical Professors and non-tenured faculty who perform impactful research, invaluable teaching, and supervision of students in experiential and service learning opportunities. Loyola's adjunct faculty members also are indispensable to the educational mission of the University. The highly-valued and respected members of the adjunct faculty bring tremendous experience and expertise to the learning community. All Loyola faculty strive to employ best educational practices to insure student success and well-being.
- 6) Research is an important element of the work of Loyola's faculty and students on all campuses and at all levels. As a Carnegie (High) Research University, Loyola is the largest Catholic research University in the United States. Loyola is deeply committed to advancing science and research across the disciplines to help address the most difficult questions of our times. Loyola has also been recognized by the Carnegie Foundation for service learning and community engagement.
- 7) Loyola's mission of teaching and research also is supported by the outstanding contributions of endowed chairs and professors. Endowed faculty positions bring to the University established scholars and professionals recognized by their peers as experts in their fields.
- 8) The endowed chairs and professors add vibrancy to Loyola's shared faculty life and to the transformative education provided to students. Over the past few years, through the allocation of funding generously provided during the previous Capital Campaign, Loyola has established additional endowments at an unprecedented rate, building scholarly strength in areas of strategic emphasis and mission alignment.

#### **D. Loyola University Chicago's Transdisciplinary Centers of Excellence and Research Dedicated to Solving Complex Social and Health Problems**

The University has established Centers of Excellence and Research that are dedicated to supporting transdisciplinary approaches to solving complex social and health problems. The following are just some examples of these impactful Centers:

- 1) The Hank Center for Catholic Intellectual Heritage
  - The Center is a venue for faculty, students, and staff to learn about, and investigate, Roman Catholic thought and its links to all academic disciplines. With its strong emphasis on scholarly research and discussion, The Hank

Center is a productive space where the fruits of that research can be engaged, debated, and shared.

- The Center was founded in 2006 aiming to preserve and foster Catholic intellectual heritage not only at Loyola University Chicago, but also in the community. On April 24, 2007, Loyola University Chicago renamed this Center of Excellence in honor of two generous friends and benefactors—Joan Los (BS'54) and Bill Hank. The Center offers a number of opportunities to learn about, and interact with, the Roman Catholic tradition.

## 2) The Center for Science and Math Education

- Through partnerships, programs, and research focusing on the educational system, the Center for Science and Math Education is dedicated to developing teachers' and educational leaders' understanding and implementation of high quality instruction that enhances scientific and mathematical literacy.

## 3) The Center for Urban Research and Learning

- Through its research and partnerships, the Center for Urban Research and Learning (CURL) at Loyola University Chicago creates innovative solutions that promote equity and opportunity in communities throughout the Chicago metropolitan region and beyond. CURL provides links to regional, national, and international networks in pursuit of new ideas and approaches that address grassroots needs.
- CURL pursues this goal by building and supporting collaborative research and educational efforts. These partnerships connect Loyola faculty and students with community and nonprofit organizations, civic groups, and government agencies. Such collaborations effectively link knowledge in the community with knowledge in the University. This helps to build sustainable communities that enhance the quality of life for all citizens.

## 4) The Gannon Center for Women and Leadership

- The Gannon Center for Women and Leadership, a University Center of Excellence, joins the University in its mission of transformative education with a particular perspective of developing women leaders. Through research, programs and service, the Center prepares women to lead in every sector of society; promotes innovative and interdisciplinary research that shapes leadership for the 21st Century; advances dialogue on compelling issues; and builds a network that supports women in the practice of leadership.

## 5) The Faculty Center for Ignatian Pedagogy

- The Faculty Center for Ignatian Pedagogy encourages excellence in teaching by facilitating the role of faculty in the formation of the student as a whole person. The Center promotes the implementation of creative teaching strategies that reflect the intellectual, social and spiritual context of today's students. The Center strives to: promote the principles of teaching that encourage transformative education; promote and expand outreach of the FCIP to University stakeholders; promote teaching pedagogies relevant to all teaching modalities; and promote and recognize teaching excellence.

#### 6) The Center for Health Outcomes and Informatics Research

- In 2017, the Center for Health Outcomes and Informatics Research (CHOIR) at Loyola University Chicago was launched with the goal of educating and engaging faculty, health care professionals, resident physicians, and students in the fundamentals of health outcomes research and data-driven health care delivery and outcomes.
- At the center of CHOIR is a collaboration with clinical partners at the Loyola University Health System and Trinity Health. CHOIR brings the expertise and resources necessary to leverage informatics and big data in healthcare in order to yield improved health care and health equality for the benefit of patients. Anchored in a collaborative mission of People-Centered Education and People-Centered Care, CHOIR's objective is to create a data-driven culture at the service of improved outcomes and health equity.

#### 7) The Loyola Business Leadership Hub

- The Loyola Business Leadership Hub is a gateway to the best of academic thought and practical solutions. The hub cuts across disciplines to find the answers and connections to accelerate businesses or nonprofits. The Hub offers broad business knowledge and insights, as well as a deep understanding of organizations and their unique challenges through centers specializing in: social enterprise and responsibility, innovation, supply chain, family business, professional development and risk management.

#### 8) The Baumhart Center for Social Enterprise and Responsibility

- The Baumhart Center for Social Enterprise and Responsibility promotes social business in the service of a just, humane, and sustainable world. Through education, engagement, and research, we prepare students and leaders to tackle society's most pressing challenges. The Center is a member of the Loyola Business Leadership Hub within Loyola University Chicago's Quinlan School of Business. The Center equips students and leaders with the business tools to accelerate social impact. Distinctive programs and events provide students and leaders with the skills, knowledge, and networks to integrate business strategy and social purpose to advance the greater good.

9) The Center for Research on Self-Sufficiency

- The mission of the Center for Research on Self-Sufficiency (CROSS) is to conduct rigorous bottom-up, community-based research on the dynamics of self-sufficiency based on the main theoretical framework of psychological self-sufficiency (PSS) and to serve the community with bottom-up, process-based solutions using PSS evidence-informed practice and educational resources to tackle the deep-seated layers of poverty in our society locally and globally.

10) The Center for Criminal Justice Research, Policy, and Practice

- The Center's mission is to promote fair, informed, effective and ethical approaches to criminal justice policy and practice through collaborative interdisciplinary research and evaluation, professional leadership development, and targeted projects designed to bring about systemic improvements in Illinois' criminal justice system. The Center's work focuses on advancing four specific and interrelated goals: improve the quality of knowledge and practice in the criminal justice field; motivate and support policy reform efforts; carry out targeted reform initiatives; and provide an institutional home for sustained criminal justice research, education and reform.

11) The Center for Community and Global Health

- The Center for Community and Global Health at Loyola supports a service-learning framework for future health care providers who aspire to improve the health of underserved communities locally, nationally and globally. The Center strives to prepare students in the Jesuit tradition of collaborative outreach and interdisciplinary research with a commitment to advocacy, solidarity and a passion for social justice.

12) The Center for the Human Rights of Children

- The Mission of the Center for the Human Rights of Children is to advance and protect the rights of children by engaging students, faculty, and the community at large through research, scholarship, advocacy, and programs. The Center was founded in 2007 with the belief that children's rights are human rights. Its work consists of collaborative, multidisciplinary efforts to improve the lives of children, and is guided by principles derived from the United Nations Convention on the Rights of the Child. The concept of "protecting the human rights of children" enriches the scholarly work of faculty from diverse disciplinary backgrounds, and sits squarely within the Jesuit commitment to social justice.

13) The Center for Immigrant and Refugee Accompaniment

- This grant-funded Center provides research and resources for immigrants and refugees confronting barriers to basic human rights and services. The Center is housed in the School of Social Work, but its Mission brings together educators and researchers from across the University in many disciplines.

14) The Center for Textual Studies and Digital Humanities

- The Center's mission is to be a broadly multidisciplinary research center that offers support for the development, peer review, hosting, and online publication of digital research projects of all kinds. The Center organizes and sponsors events (lectures, symposia, conference, internal training workshops, and exhibitions) and offers a professional Interdisciplinary MA in Digital Humanities. Through all of these opportunities and more, the Center seeks to raise awareness of this burgeoning field, to forward Loyola's social justice mission, and to provide learning opportunities for people at all stages of their intellectual journeys.

**E. Loyola University Chicago's Core Humanistic Curriculum, Experiential Learning Opportunities, and Transdisciplinary Programs**

- 1) The Loyola University Chicago Core Curriculum plays a central educational role in every Loyola student's undergraduate experience and is a critical component of the transformative education characteristic of Ignatian pedagogy. In the Ignatian view, transformative education is a method designed to foster continual growth in the hearts, minds, and wills of students.
- 2) Loyola's Core Curriculum actualizes the transformative education in many ways; it helps students define their values, discover their gifts and passions, and look at their role in society as being one in service of humanity and for the common good. Designed to provide both breadth and depth to a student's program of study, the Core Curriculum introduces students to key concepts and modes of thought in a variety of areas of human intellectual endeavors.
- 3) Advancing Loyola's Jesuit, Catholic mission of "expanding knowledge in the service of humanity," the Center for Experiential Learning collaborates with campus, community, and employer partners to promote, develop, and implement academic experiential learning through teaching, research, and service. The Center leads the University's commitment to experiential learning by seeking:
  - To implement the mission of Loyola University Chicago by "expanding knowledge in the service of humanity" through experiential learning opportunities, engaging students, faculty, staff, and community partners;
  - To collaborate with community agencies to develop partnerships, to build capacity, and to respond to community-defined priorities through shared



opportunities of experiential learning;

- To empower Loyola students to avail themselves of, and critically reflect on, experiential learning through cultivating pre-professional skills, exploring career and life purpose, and fostering self-efficacy;
  - To support faculty in creating and actualizing experiential learning opportunities and to promote the scholarship of engagement across the University.
- 4) The University's Jesuit, Catholic identity also inspires interdisciplinary discussions, which lead to an awareness that there is a philosophical and theological dimension to most intellectual subjects. Hence, there is "a special interest in interdisciplinary problems and relationships." See Land O'Lakes Document July 23, 1967.
  - 5) The University's Health Sciences programs have advanced the Jesuit, Catholic mission in countless ways, including through interdisciplinary, inter-professional, and experiential research and teaching opportunities designed to serve the unmet health care needs of the community.
  - 6) The Loyola John Felice Rome Center (JFRC) is an international residential and academic campus that engages the global Jesuit mission of Loyola University Chicago in an intentional and strategic capacity. Through its interdisciplinary curriculum, unparalleled resources and location in the heart of Europe, the mission of the JFRC is to integrate the humanities with the social and natural sciences in order to respond to the greatest needs facing the future of humankind. In a spirit of global healing, the JFRC offers a first-of-its-kind study-abroad program, with a focus on fostering education and tolerance among peoples of various religious, cultural, and ethnic backgrounds. For almost sixty years, the JFRC continues to bring together undergraduate and graduate students to study in Europe from universities and colleges throughout the United States and the world for a unique living-learning experience steeped in the historical and cultural center of Catholic and Jesuit education.

#### **F. Loyola University Chicago's Leadership in Educational Innovation, Technology, Online, and Blended Learning**

- 1) Loyola University Chicago is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), having first earned accreditation in 1921. Online Learning at Loyola offers high-quality, rigorous courses and programs for undergraduate, graduate, professional, and continuing education students that are characterized by the transformative experience of the Jesuit tradition.
- 2) Loyola University offered its first online programs in 1998 with a degree program in Computer Science and a master's degree and certificate program in

Bioethics in 2002. Since then, Online Learning offerings have expanded to include 7 adult degree completion programs, 21 graduate programs, and 18 certificate programs.

- 3) With the leadership of the Chief Information Officer and the Informational Technology Department, Loyola University Chicago has developed an exceptional infrastructure to support online learning, including a state of the art platform, expert instructional designers, online teaching courses, and accessible academic and student services. Loyola has been recognized by US News & World Report as #1 in Illinois and #14 nationally for its online bachelor's degrees. Its online and hybrid graduate and professional programs also have achieved great national and international acclaim.

#### **G. Loyola University Chicago's Partnerships within a Dynamic, World-Class City and a Global Jesuit Community**

- 1) The University has built educational partnerships throughout the Chicagoland area, including Arrupe College, the Rogers Park-Edgewater Clinic, field placements, clinical opportunities, externship sites, internship sites, health services, medical-legal services, and community-impact research projects.
- 2) Loyola and its students enjoy Chicago's exceptional educational, cultural, and economic resources. In addition to providing an unparalleled setting for educational opportunities, Chicago is also one of the most prestigious cities in the world in terms of recreation and entertainment. A hub of commerce and culture, Chicago serves as an expanded campus for Loyola students, offering a thriving economy, impressive architecture, notable public servants, groundbreaking music, and innovative environmental policies.
- 3) Loyola students take advantage of many academic opportunities in Chicago, including:
  - Three vibrant and beautiful Chicago-area campuses: Lake Shore, Water Tower, and Health Sciences
  - Research and fieldwork opportunities at many major local institutions
  - A diverse cultural and economic environment that enhances the Loyola community's global sophistication
- 4) The University has recognized that global awareness and an understanding that the world's people and societies are interrelated and interdependent are important components of a Jesuit education. Accordingly, in Plan 2020, the University established the development of global partnerships as one of its institutional priorities.
- 5) The University maintains campuses in Rome, Italy and Ho Chi Minh City, Vietnam. These international campuses offer courses in multiple disciplines

taught by Loyola and international faculty members. Semester, summer, and academic year programs are available to Rome start students, undergraduate students, graduate students, and professional students.

- 6) The John Felice Rome Center is the fourth campus of Loyola University Chicago, strategically located on a six-acre residential and academic campus in the Monte Mario neighborhood of Rome, about twenty minutes from Vatican City. The Rome Campus is a full-fledged campus of Loyola University Chicago that offers unique on-site courses, academic internships with leading Italian and European corporations and Church and non-profit international organizations, a transdisciplinary and international faculty, and state-of-the-art technology to enhance its vibrant and multi-cultural curriculum. The JFRC offers a variety of courses for semester, year-long, and summer students, including: Classical Civilization, Fine Arts, Film, Music, Fashion, Architecture, Sculpture, Communication, Political Science, History, Literature, Philosophy, Theology, Business, Microbiology, Psychology, Migration, Environmental Studies, a new Global Health Initiative for nursing students, and many other fields of study, as well as the Rome Start First Year Experience for international students.
- 7) The University continues to build significant partnerships and global initiatives with the Loyola Rome Campus and with educational institutions throughout the world.
- 8) University degree programs have integrated global studies and experiential field placements into their curricular and co-curricular requirements and electives.
  - For example, the Community and Global Health Honors Program provides a four-year curricular foundation for service learning at the Stritch School of Medicine. Drawing on its Jesuit and Catholic heritage, the Stritch School of Medicine encourages this development within a culture of excellence in professionalism. The program supports field experience and scholarly investigation for students who plan to incorporate global health into their career. The Honors Program builds on the success of the Ignatian Service Immersion Program and an expansion of public health programs.
  - The Global and International Studies program serves students who wish to achieve a deeper understanding of other nations, cultures and peoples. Students majoring or minoring in International Studies explore general aspects of the international system from the perspectives of the academic departments represented in the program. Students also examine the history, politics and cultures of various regions of the world. To facilitate these studies, International Studies majors and minors develop a level of proficiency in a modern language beyond the general requirement of the College of Arts and Sciences. The Global and International Studies program prepares students for careers in an increasingly interdependent global

environment. Professions that draw especially heavily on a background in international studies include those in business, communication, public service, education, journalism, law and social work. Completing a Global and International Studies major or minor also helps prepare students for graduate studies in international affairs.

### **III. THE UNIVERSITY WILL PURSUE CONCRETE STRATEGIES TO STAY SEVERAL STEPS AHEAD BY BUILDING ON ITS DISTINCTIVE STRENGTHS**

#### **A. The University will Enrich, Enliven, and Make More Visible its Vital Jesuit, Catholic Tradition and Mission, under the Guidance of the Universal Apostolic Preferences.**

1) The University will help show the way to God through the Spiritual Exercises and discernment by:

- Working under the leadership and guidance of Father Jim Prehn, S.J., the University's Vice President, Chief of Staff, and Special Adviser to the President on Mission and Janet Sisler, the University's Vice President for Mission Integration to engage deeply in the Examen process, make visible and reflect on the results of the Examen process, and explore ways to further incorporate the Characteristics of a Jesuit, Catholic University into the life of Loyola University Chicago.
- Providing substantial financial assistance to enable graduating Arrupe students to continue their undergraduate, graduate, and professional education at Loyola.
- Building on the University's distinctive Core Curriculum.
- Strengthening Student Formation and Student Success through refined advising programs; extended *cura personalis* programs for graduate and professional students, deepening the Magis with project-based interdisciplinary courses, and transformative education.
- Integrating the work of the Faculty Center for Ignatian Pedagogy into faculty professional development opportunities.
- Enhancing Mission-focused on-boarding programs for new faculty, staff, Deans, and senior administrators.
- Encouraging greater participation in the Ignatian Colleagues Program and the Ignatian Pedagogy Seminar.
- Developing an internal Loyola Ignatian Colleagues Program.

- Extending the mission-centric work of the School for Continuing and Professional Studies.
  - Expanding faculty development opportunities toward incorporating Ignatian pedagogy and Mission-inspired practices in courses, including care for the whole student, perspective taking, experiential and engaged learning, emergent curriculum, project-based learning, authentic individual and group assessment, respect for neuro-diversity and different learning strategies, and trauma-informed practices.
  - Finding innovative ways to expand faculty development opportunities for adjunct faculty, including faculty teaching in online programs, to help them incorporate Ignatian pedagogy and Mission-inspired practices in courses, including partnering with the Hank Center, the Center for Experiential Learning, and the Faculty Center for Ignatian Pedagogy.
  - Articulating Loyola's particular social justice mission in a way that is aligned with the Universal Apostolic Preferences.
  - Expanding current and developing new student and graduate Ignatian and Mission-focused fellowships to create student and graduate Mission-leaders in the community.
  - Growing the Provost Fellowship Program and resources to establish Graduate Student Mission Fellowships.
- 2) The University will walk with the poor, the outcasts of the world, those whose dignity has been violated, in a mission of reconciliation and justice, by growing:
- Interdisciplinary Veterans' Affairs Programs, including legal services through the School of Law's Veterans' Services Practicum and the College of Arts and Sciences' financial support programs.
  - The proposed online MA in Public Service & Civic Engagement (SSW and SOC), which is an online program geared toward providing knowledge, values, and skills in an enhanced career path for civic leaders and those interested in the political environment.
  - The proposed online MS in Social Impact Measurement and Management (SSW and QSB), which is an interdisciplinary online program with the SSW and the QSB dedicated to teaching students skills needed to manage social enterprise organizations and benefit corporations.
  - The proposed online MS in Human Services, which brings together health and leadership disciplines toward specialized careers in serving the public good. The first offering will be a focus on emergency preparedness and disaster relief management (SSW, PHHS, and SOC). Other foci will be added

in subsequent years.

- The proposed MS in Social and Environmental Justice (SSW and IES), provides opportunities for students to engage with local and global communities using science, community organizing, and data skills.
- The Dual Credit Program, which provides opportunities for students to obtain college level course credit and supports their entry into post-secondary education by increasing partner schools and enrollments, especially in CPS.
- The LLM and MJ Rule of Law degree programs for professionals who will build Rule of Law structures and practices in their developing, developed, and transitioning countries.
- The Health Justice Project, an inter-professional clinic that offers legal and medical services through a partnership between the Erie Family Health Centers and the School of Law.
- The Health Justice Lab, an interdisciplinary program between law and social work dedicated to counseling at the end of life.
- The Health Sciences Nutrition Expo, an inter-professional collaboration between the Stritch School of Medicine and the Niehoff School of Nursing.
- The Inter-professional Learning on Immigration to Inform Professional Practice and Advocacy, led by University Ministry, Health Sciences, the Center for Community and Global Health, the Center for the Human Rights of the Child, and the School of Social Work.
- The health sciences research conducted to provide greater health care access and to eradicate health disparities.
- The JFRC's commitment to engaging issues of education for global justice that affect those people who live most in the periphery and margins of society, including migrants, immigrants, refugees, and displaced persons. The JFRC is uniquely and strategically qualified to lead the University's academic and research efforts engaging Europe, Africa, the Middle East --- indeed, the whole Mediterranean World --- in order to engage issues of global poverty, racial and religious discrimination, worldwide migration concerns, Christian-Jewish-Islamic dialogue, the environmental impact of climate change, and geo-political, social, and religious upheavals in the twenty-first century.
- Transdisciplinary project-based courses and programs dedicated to solving complex social and health problems in the local community, including poverty, hunger, violence, health disparities, addiction, mental health, incarceration, environmental degradation, racial and gender discrimination,

educational inequity, and economic inequality.

- Academic programs that are aligned with the University's articulated social justice mission, particularly in the areas of poverty, inequality of resources, social enterprise and economic development, diversity and inclusion, health disparities, education, environmental sustainability, and criminal and racial justice.
- Experiential learning opportunities in the city of Chicago and with our global partners, making visible the connection between experiential learning and the University's Jesuit, Catholic Mission.
- Community engagement components in all degree programs.
- Innovative ways to incorporate experiential and engaged learning components into online and hybrid classes, under the guidance of the new Strategic Plan for Online Learning.
- The work of the Center for Experiential Learning, the Center for Urban Research and Learning, and the Office of Institutional Effectiveness in surveying local communities and community partners to determine their perspectives on the value of the University's impact and relationship with them.

3) The University will accompany its students in the creation of a hope-filled future by building:

- Opportunities for additional, diverse students at Arrupe College, particularly through the growth of STEM courses, computer science classes, and pathway programs.
- The connection between the undergraduate Core Curriculum and the University's Jesuit, Catholic mission, including making visible the connection between the undergraduate Core Curriculum and the value of a reimagined humanism that incorporates ethics, theology, and philosophy together with scientific inquiry.
- The Trauma-Informed Care Collaboration, an inter-professional program led by the Niehoff School of Nursing, the School of Social Work, and the Center for Urban Research and Learning.
- Alignments between student services, student success, new student and transfer student orientation programs, wellness, trauma-informed practices, and accommodations with the Mission and the value of *cura personalis*.

- Relevant, flexible, applicable, and online professional education for working adults and non-traditional students.
  - The “Introduction to Data Science” Certificate, launching in the fall of 2019.
  - The new BA in Strategic Digital Communication.
  - The New Media Communication Certificate.
  - The integration of ethics and ethical leadership into degree program requirements and classes.
  - Interdisciplinary and inter-professional classes in professional identity formation, which would include developing habits of ethical leadership, assisting students in the recognition and elimination of personal bias, and building awareness of how diversity and inclusion of others whose worldview is different from one’s own is critical to professional development and success. The course objectives would include the education and development of graduate students and professionals prepared to enter the workplace with the tools needed to successfully engage and manage diverse environments and with the ability to think critically about various issues, problems, and solutions and how they impact diverse communities.
  - Discussions regarding the development of a Core Curriculum or Core Competencies for Graduate and Professional Programs, and extending experiential and engaged learning components to all programs.
  - Methods of assessing the vitality of the Jesuit, Catholic mission in academic life, including by adding precise questions to existing student surveys, tracking alumni to determine who our graduates have become, conducting longitudinal studies of graduates at five and ten years after graduation, and making visible the lives led by graduates by telling their compelling stories.
  - The Curt and Linda Rodin Center for Social Justice, with programs in education, early childhood education, the human rights of the child, health justice, and criminal justice.
- 4) The University will collaborate in the care of our Common Home by developing:
- The new MS in Environmental Science and Sustainability, which helps to build a workforce that is educated in the interdisciplinary perspectives of the environmental crisis. Caring for our common home requires educating student to be integral ecologists: scientists and sustainability professionals who are well-versed in the science, economics, policies, and ethics of our planet’s environmental crisis. Students who graduate from our Master of Science in Environmental Science & Sustainability (MSESS) will be proficient in the interdisciplinary perspective required to solve complex environmental



problems through a whole-systems approach.

- The five-year BS in Environmental Science/MS in Environmental Science and Sustainability
- The five-year BS in Conservation and Restoration Ecology/MS in Environmental Science and Sustainability
- The five-year BS in Food Systems and Sustainable Agriculture/MS in Environmental Science and Sustainability
- The five-year BS in Environmental Health/MS in Environmental Science and Sustainability
- The five-year BA in Environmental Policy/MS in Environmental Science and Sustainability
- The five-year BS in Environmental Studies/MS in Environmental Science and Sustainability
- The online Graduate Certificate in Sustainability Assessment and Planning
- The online Graduate Certificate in Environmental Law and Policy for Environmental Sustainability
- More global partners in the use of *Healing Earth*, an environmental science textbook, developed in collaboration with more than 100 contributors worldwide and sponsored by the Jesuit Ecology Project. This textbook addresses the most pressing environmental issues and utilizes an integrated approach that brings together scientific knowledge, ethical analysis, spiritual reflection and a call to action and provides a platform for students around the world to share their perspectives on environmental challenges in real time and work collaboratively toward solutions.
- A broader audience and greater visibility for Loyola's annual Climate Change Conference which brings together students, researchers, keynote speakers and community members to address the impact of climate change globally and continue to push for climate action.

**B. The University Will Build a More Diverse, Equitable, and Inclusive Student-Focused Community.**

- 1) Working under the leadership and guidance of Winifred Williams, the University's Vice President for Human Resources and Chief Diversity and Inclusion Officer, and supporting the work of the Executive Council on Diversity and Inclusion and its Committees, as well as the Department of Student Diversity and Multicultural Affairs.

- 2) Devoting sufficient resources to increase significantly the diversity of its administrators, staff, faculty, and students, and to incorporate best practices in inclusion and equity throughout the community.
- 3) Developing and continuously iterating Loyola University Chicago's particular definition of diversity.
- 4) Making visible and constantly communicating to multiple stakeholders through multiple media the University's recognition of the moral, political, social, economic, pedagogical, and spiritual benefits of diversity, equity and inclusion.
- 5) Establishing the goal of making the University community more diverse, equitable, and inclusive as an explicit institutional priority in the next Strategic Plan.
- 6) Continuing to grow a more diverse community of students, faculty, senior administrators, and staff.
- 7) Establishing and making visible metrics for success in growing a more diverse community of students, faculty, senior administrators, and staff.
- 8) Making visible the progress that is being made toward growing a more diverse community of students, faculty, senior administrators, and staff.
- 9) Continuing to grow the diversity of the full-time faculty from 19% to exceed the benchmark peer institution level of 22<sup>nd</sup>.
- 10) Continuing to grow the diversity of staff from approximately 33% to exceed the benchmark peer institution level of 31%.
- 11) Continuing to grow the diversity of the student body and increase the percentage of African American students in both undergraduate and graduate programs to meet and exceed peer levels.
- 12) Making student retention and graduation a priority and continuing to grow retention programs and initiatives.
- 13) Making visible and communicating that diversity is not sufficient without full inclusion.
- 14) Recognizing the value of neuro-diversity and building robust systems of accommodation.
- 15) Recognizing trauma, and engaging in trauma-informed practices.
- 16) Incorporating diversity, equity, and inclusion into the course evaluation system.

- 17) Incorporating diversity, equity, and inclusion into the faculty and staff self-evaluation rubrics and performance evaluation systems.
- 18) Requiring workshops in diversity, equity, and inclusion for all search committees, and strongly recommending those workshops for all faculty and staff involved in the hiring process.
- 19) Providing diversity advocates to support faculty and staff searches.
- 20) Enhancing orientation and retention efforts for international and non-traditional students, including students enrolled in online programs.
- 21) Developing the University into a Community Center for Respectful Discourse by reenergizing the program of panel presentations and viewpoint neutral conversations regarding otherwise contentious social issues.
- 22) Expanding co-curricular programs on having difficult conversations, respectful dialogue across difference, and giving and receiving feedback.
- 23) Developing a culture and practice of using restorative justice principles to resolve disputes, including in community circles.
- 24) Establishing a Loyola pipeline of diverse faculty candidates through doctoral candidates and pre-doctoral candidates.
- 25) Conducting periodic scholarship conferences for women and underrepresented minorities.
- 26) Under the leadership and guidance of the University's Chief Diversity and Inclusion Officer, acting on the results of the University's climate survey by:
  - Improving communication about the University's various programs and strategies to build a more diverse, equitable, and inclusive community.
  - Encouraging each School and College to engage in workshops, including those led by the Assistant Provost for Academic Diversity.
  - Disseminating the results of the climate survey regarding each School and College.
  - Incenting each School and College to design and implement an action plan to respond to the results of the climate survey, including the evidence of differential experiences in the community based primarily on race.

- 27) Working with the Assistant Provost for Academic Diversity to engage faculty, students, and staff in workshops and educational forums regarding inclusion, cultural competency, and implicit bias prevention.
- 28) Implementing training regarding reporting obligations.
- 29) Refining Title IX structures, investigations, and reporting procedures, and appointing additional trained investigators.
- 30) Exploring the development of a Strategic Plan for Diversity, Equity, and Inclusion.

**C. The University will continue to grow innovative, mission-aligned, and revenue enhancing academic programs to serve students at every age and every stage of their lives.**

The University has developed a distinctive strength in the development of innovative Schools and Colleges, interdisciplinary degrees, academic initiatives, and certificate programs. This particular strength is exemplified by the recent creation of the new Parkinson School of Health Sciences and Public Health.

In the past four years, the Deans and other University leaders have launched 80 new academic programs, including 6 dual-degree programs and 14 five year bachelors'/masters' programs. They have also demonstrated their nimbleness by making the difficult decision to retire 37 academic programs over that time.

In the past year alone, the Deans and other University leaders have created 24 new academic programs, including 5 new undergraduate programs, 3 new graduate degrees, and 7 new certificates.

In order to build on its distinctive innovative spirit, the University will continue to develop new mission-centric and revenue enhancing academic programs by developing:

- 1) A supportive subsidiarity governance structure that facilitates continuous organizational growth and innovation.
  - The University will adopt a supportive subsidiarity decision-making structure, which is based on one of the key principles of Catholic social thought. The subsidiarity principle holds that governance functions in a complex organization should be performed by the most decentralized authority. In the University setting, a subsidiarity structure will render the Deans, with the support of other University leaders, responsible for fostering the continuous growth and improvement of innovative, mission-aligned, enrollment-driven, and revenue enhancing academic programs.

- The Deans will accept responsibility and accountability for leading the growth and improvement of academic programs that build on the University's distinctive strengths and are supported by enrollment trends and student outcome objectives.
- 2) A profit sharing algorithm that will incent innovative programs and interdisciplinary and inter-professional collaboration.
  - 3) A strategic plan for online learning.
  - 4) A Task Force to consider developing the University as an online platform provider for internal and external academic programs.
  - 5) The University's system for new academic program approval, development, and sunseting, which will support the creation of innovative, mission-aligned, enrollment driven, and revenue enhancing academic programs and stackable credentials.
  - 6) The Academic Innovation Fund, which will be used to incent the creation of innovative academic programs.
  - 7) The Business Information Resource for Academic Program Revenue and Expense Analysis, which will support the continuous improvement of academic programs, particularly graduate programs.
  - 8) The Systematic Academic Program Review Process, which will support the continuous improvement of academic programs.
  - 9) The Net Revenue Tuition Enhancement Initiative, which will facilitate the development of innovative, enrollment driven, and revenue enhancing academic programs.
  - 10) The Accountability Mechanisms for Academic Leaders, which will incentivize the development of innovative, enrollment driven, and revenue generating academic programs.
  - 11) A culture of belonging, which will remove barriers to the delivery of educational services and student support, particularly for non-traditional and online students.
  - 12) Educational infrastructure, educational technology, and libraries, which will realize the University's educational vision.
  - 13) Collaboration with the advancement team to reduce dependence on tuition driven revenue.

- 14) Collaboration with the Office of Research Services to incent and support impactful faculty research and facilitate the grant funding process.
- 15) Collaboration with University marketing and communication efforts.

**D. The University will develop, appoint, and realign faculty and staff to serve mission-centric research, curriculum, enrollment, and student success for the future.**

One of the University's great defining strengths is its faculty of renowned scholars and dedicated educators. The University will build on this strength by enhancing mission-driven faculty development programs.

In addition, the University will respond to demographic shifts in the faculty by preparing and implementing a strategic hiring plan for new and replacement faculty that is aligned with Mission, diversity goals, enrollment and revenue projections, and student outcome objectives. Specifically, the University will:

- 1) Enhance professional development and leadership programs for faculty and staff.
- 2) Explore the creation of a Center for Teaching and Learning.
- 3) Engage in collective discernment about the strategic appointment of faculty and staff who will advance shared goals around mission, diversity, research, enrollment, and student formation and outcomes.
- 4) Analyze the demographic shifts in faculty to determine the scope of faculty hiring to be done in various areas.
- 5) Conduct an inclusive and collaborative process for developing a strategic hiring plan aligned with mission, diversity goals, enrollment and revenue projections, and student outcome objectives.
- 6) Develop resources toward the creation of additional Endowed Chairs and named Professorships.
- 7) Encourage the Directors of the Centers of Excellence and the Research Centers to collaborate with each other and with the Deans to build on and make visible their individual and collective strengths.

**E. The University will deepen its Local and Global Partnerships.**

The University's distinctive strengths also include its partnerships in the City of Chicago, as well as throughout the world. Developing these global and local partnerships was an institutional priority in Plan 2020, as it will be going forward. In particular, the University will:

- 1) Build upon its student engaged learning requirements.
- 2) Grow its corporate engagement.
- 3) Implement the Global Loyola strategic plan.
- 4) Extend its accompaniment into neighborhoods surrounding its campuses.
- 5) Invest in the further development of Arrupe College.
- 6) Deepen its local connections and partnerships with health care facilities, services, and providers.
- 7) Strengthen educational partnerships throughout the Chicagoland area.
- 8) Continue to support its partnership in the Coalition of Urban and Metropolitan Universities Anchor Learning Network. Given its extensive work in place-based community engagement associated with the pillars of the Anchor Institution Framework, Loyola was invited to be one of 32 universities nationwide participating in a self-study initiative about the ways in which we live out our mission as an “anchor” in our Chicago community.
- 9) Become a hub of the community and a center for respectful discourse on complex social issues.
- 10) Strengthen its connections with partners throughout the city that provide clinical opportunities, field placements, externship sites, and internship sites.
- 11) Further develop its partnerships in the Rogers Park and Edgewater communities, including the University’s clinic that provides health, social work, and education services.
- 12) Strengthen relationships with the surrounding community that enable the University to provide health services.
- 13) Strengthen its Medical-Legal Partnerships with Erie Family Health Services throughout the Chicagoland area.
- 14) Encourage its Centers of Excellence and Center for Experiential Learning to deepen their partnerships throughout the Chicagoland area.

**F. Based on Significant Input from their Students, Faculty, Staff, Alumni, and Community Partners, the Colleges, Schools, Institutes, and Libraries Will Design and Implement Three-year Strategic Business Plans that Create Revenue-Enhancing and Mission-Aligned Academic Programs.**

Under the leadership and guidance of Wayne Magdziarz, the University's Chief Financial Officer and Chief Business Officer, the Strategic Financial Planning Team, and the University's Department of Financial Affairs, the Deans and other academic leaders have begun a process which will result in the development of three-year strategic business plans. A critical part of that process is the engaged participation of all stakeholders, including students, faculty, staff, alumni, and community partners. As a result of that inclusive process, the Colleges, Schools, Institutes, and Libraries will be able to make strategic investments and resource realignments that are specifically tailored to realize the University's shared academic vision and the Universal Apostolic Preferences.

The following are examples of just some of the strategic investments that could be made in mission-aligned programs that will serve students, including new transdisciplinary and inter-professional programs:

**1) The College of Arts and Sciences**

- The College of Arts and Sciences (CAS) is the largest School of Loyola University Chicago (LUC). It comprises LUC's broadest scope of academic interest in the arts and humanities, social sciences, and STEM fields.
- LUC's Ignatian-based University Core, with its focus on diversity and mission, gives character to undergraduate education and the University as a whole. This "branding" is critical to LUC's institutional identity. The Core Curriculum integrates fundamental elements of a broad-based liberal arts education. It epitomizes the Jesuit conviction that faith, knowledge, and the promotion of justice are intrinsically related: students' experience with the Core helps form this disposition.
- Academically, the Core feeds into and supports undergraduate specialization in all majors that LUC offers. The majority of these programs are overseen by departments and interdisciplinary programs that are housed in CAS. Most important, CAS faculty teach 85% of LUC's Core credit hours, generating 43% of CAS faculty's credit hours. In addition, CAS faculty generate nearly 60% of LUC's credit hours overall, including graduate courses.
- Based on both University and national projections, CAS is anticipating declines in future undergraduate enrollment due to decreasing numbers of college-aged cohorts from Illinois and other Midwestern states, who constitute an overwhelming number of incoming freshmen annually. LUC has prepared for this by reducing budgeted enrollment to 2,500 in 2020 and to 2,400 by 2022. In light of these projections, CAS is highlighting its defining



strengths in undergraduate teaching and mentorship and pursuing several endeavors to garner a greater proportion of college-bound students across the country.

- While maintaining the strength of CAS's popular and highly-regarded majors, such as biology, psychology, neuroscience, computer science, criminal justice and criminology, and history, and supporting the retention of current students by mentoring them in engaged learning activities, CAS strives to innovate. For example, the college has launched STEM programs that will draw new students to cutting-edge fields. Other new programs, such as the minor in Chinese language and culture, the DC internship semester, and the innovative minor for teaching artists, provide LUC students with experiences, knowledge, and skills that can enhance their academic proficiency and prepare them for their professional aspirations. CAS's dynamism in natural and mathematical sciences, arts, humanities, and social sciences prepares its students to engage in ongoing and emerging social, political, and environmental issues that affect diverse communities.
- While its programs provide the curricula that are appealing to prospective students, CAS will closely monitor its offerings to appropriately adapt to changes in student demographics and societal demands. It will also tirelessly strive to sustain current revenue streams and help maintain the fiscal health of the university. As CAS creates revenue-generating and sharing programs, it aims to minimize the anticipated losses in student enrollment by anchoring the current student population. Presently, principal areas for innovation and student population growth include neuroscience, cybersecurity, data science, engineering, forensic science, and geographic information systems (GIS).
- The College is pursuing strategies that will generate additional annual net revenue of \$117,044 by FY 2022, and additional annual net revenue of \$124,172 by FY 2024.

## **2) Arrupe College**

- Arrupe College is pursuing revenue enhancement and cost containment strategies that will enable the College to increase total revenue by \$169K through FY2022 and \$221,000 through FY2024. Over the four-year period, the total net enrollment increase will yield an additional \$790,500 in revenue, a 16% increase in operating revenue over FY2019.
- The Plan sets forth strategies that will generate additional enrollment and revenue while maintaining non-salary operating costs. Additional enrollment will be generated by recruiting new students and enhancing retention efforts. Specifically, the following initiatives will be undertaken:
  - Expand recruitment of a diverse student population in order to realize an increase of between 8-10 diverse students (3-5 of whom are African

American male) each year for a total gain of 32-40 students to our incoming class by FY2024

- Improve retention and completion of African-American male students to reach a first year retention rate for African American male students of 70% and a graduation rate of 50%
- Enhance math and science education at Arrupe College in order to better prepare our students to pursue and compete STEM-related majors (and careers) and yield between 5-10 STEM-related majors per year for a total gain of between 20-40 students to our incoming class by FY2024
- Support and collaborate with LUC's deans, advancement officers, and student success division in order that Arrupe grads can continue their bachelors' degrees at LUC and attract between 16-32 additional 4-year students to our incoming class by FY2024.
- Develop new corporate and community partnerships and strengthen existing ones to better support our students with a strong and robust network and expand jobs and internships for Arrupe students and alumni in order to enhance retention.
- Grow the quality, diversity, and reputation of full-time faculty, through sustaining faculty development funding and initiatives pertaining to instruction, advising, and cultural competency.

### **3) The Quinlan School of Business**

- Over the last five years, the Quinlan School of Business has seen an increase in profit margin of 32%, growing from \$58.7 million to \$78.2 million and a margin exceeding 75% in each of those years. The School's contribution margin in FY 2019 was nearly 80% on revenues of \$101.3 million. Credit hours have increased over 7% in the past four years.
- A variety of new initiatives has driven much of this growth. These initiatives include a new specialized Master's program (the MS in Business Data Analytics), substantial revision of all seven of the specialized Masters programs, and creation of several graduate certificate programs, such as Supply Chain Management (online and face-to-face), Information Systems (online and face-to-face), and Human Resources.
- In addition, the School's leadership centers have continued to grow, as the Family Business Center now has over 90 members and the Supply and Value Chain Center has over 70 members. The School also has greatly increased faculty diversity: of the past 11 tenure-stream faculty hired, three are African-American (before these hires, Quinlan had one African-American faculty member), four are women, three are Middle-Eastern, and three are

Asian.

- As the School moves forward, it is most excited about the launch of its new one-year MBA program and the Baumhart Scholars program. The new MBA program, focused on personal growth, strategic thinking, and data-driven decision-making, will utilize an applied, interdisciplinary curriculum that is unlike any other in the U.S. The School will engage faculty from across the University to help design and teach key courses. The School is launching the Baumhart Scholars program in fall 2019. The Baumhart Scholars MBA is a highly selective program within Quinlan that equips purpose-driven professionals with the skills, values, and networks to do well and do good in their careers.
- By making strategic investments to reimagine existing programs and to develop new programs, the Quinlan School of Business will produce additional annual net revenue of \$4.7 million by FY 2022.
- The School will significantly increase its annual net revenue by refining its MBA program and growing its Master's program in Business Data Analytics.
- The School will develop a completely revised, one-year MBA focused on personal growth, strategic thinking, and data-driven decision making. It is unlike any other MBA program in the Chicago area. The spreadsheet includes revenue projections and the costs necessary to reverse the decline in our MBA program and bring in 40, 50, and then 60 new students a year.
- The Baumhart Scholars Program which will grow to about 25 students per year.
- Enrollment in our Master's in Business Data Analytics will double to 50 students per year and make it the best such Master's in the U.S. (and, therefore, the world).
- The Baumhart Scholars program will generate \$855,657 in additional annual net revenue by FY 2022, and a five-year total of additional revenue of \$2,534,306, with a Profit margin of 63%.
- The New MBA program will generate \$1,279,125 in additional annual net revenue by FY 2022 and will generate a five-year total of \$7,708,288 additional revenue, with a Profit margin of 62%.
- The Revised MBDA will generate \$2,726,175 in additional annual net revenue by FY 2022 and a five-year total of \$5,626,981 in additional revenue, with a profit margin of 71%.
- The EMBA will generate \$684,102 in additional annual net revenue by FY 2022 and a five-year total of \$3,518,090 in additional revenue with a profit

margin of 38%.

- The HCMBA will generate \$726,488 in additional annual net revenue by FY 2022 and a five-year total of \$3,168,477 in additional revenue, with a profit margin of 37%.
- In total, Quinlan has developed five new or revised graduate programs that will generate an estimated \$9 million in net profits in three years and an estimated net profit of \$20.2 million in five years.

#### **4) The School of Communication**

- In the past year, the School increased its annual revenue by \$800,000. In the coming year, the School will further increase its annual revenue from \$800,000 per year to approximately \$925,000 per year.
- The School of Communication's previous Plan, which was first submitted in 2015, established successful strategies for increasing annual revenue and reducing annual expenses. Total credit hours delivered rose 15% from 13,800 in 2015 to 15,900 in 2019. Enrollment rose almost 11% in the past three years, from 789 students in 2016-17 to 873 in 2018-19.
- Revenues in the School of Communication increased by \$800,000 between 2018 and 2019 alone. In 2018, revenues totaled \$6.9 million, growing by 13% to \$7.8 million in 2019. Between 2015 and 2019, revenues grew 32%, from \$5.9 million to \$7.8 million.
- The School of Communication plans to generate approximately \$125,000 in additional annual net revenue by converting its Global Strategic Communication Master's Program to an online format, establishing a Media Training Center, completing construction on a Podcast Studio, and exploring the creation of a Global Communication Visiting Scholar and Professional Program.

#### **5) The School of Continuing and Professional Studies**

- SCPS is a mission based school that provides educational access and support to non-traditional and highly diverse adult learners. The majority of our students come from underrepresented groups (in terms of race, ethnicity, gender, socio-economic status, and being first-generation college students) have full-time jobs and family responsibilities, and are MAP and Pell Grant eligible. The education we provide and our commitment to their success truly transforms their lives by opening more possibilities for growth and advancement. In this way, we meet the social justice directive of LUC's Plan 2020.

- SCPS has identified the following strategic priorities and goals in its five-year plan (FY20-25):
  - Increase educational access and outreach
  - Provide relevant and applicable professional education
  - Drive the SCPS brand in the tech space
  - Ensure student success through engagement and support
  - Become a model of an inclusive school community
- SCPS is developing the following new programs
  - Degree programs
    - BA in Strategic Digital Communication
    - BA in Web Development and Design/Dynamic Web
- Certificate programs
  - Intro to Data Science
  - Cybersecurity
  - Web Design and Development
  - UX Design
  - New Media Communication
  - Instructional Design
- SCPS is developing the following new life-long learning programs:
  - Non-credit tech programming for working professionals with applicability to a variety of fields, including tech for paralegal professionals, cybersecurity for managers, cloud computing for executives, etc.
  - Online technology boot-camps
- Furthermore, SCPS will be focusing on new areas for recruitment

- *Veteran and active duty military.* We believe that the School is well positioned to meet the needs of this large market, as many veterans and active military seek the flexibility, support, and adult-friendly programs that we provide. Working with our University partners in Student Academic Services, Military and Veteran Student Services, and Graduate and Professional Enrollment Management, we have identified ways to improve and enhance recruitment of these students.
  - *Expanded corporate partnerships.* We currently work with a number of corporations with our SCPS Fellows program, based on a tuition matching agreement. We hope to build on and expand our corporate partnerships through non-credit programming and through select programs offered on-site.
  - *Spanish speaking communities.* The bilingual MSW serves as the inspiration and model for programs in IT and business that will serve the needs of the Spanish speaking communities in Chicago and beyond. These programs will serve the Hispanic community by providing needed technology services and helping individuals advance professionally, while the bilingual approach will help Spanish speakers obtain more English language skills as well as cultural integration. Similar to the bilingual MSW, once our programs gain traction regionally, we will work to expand them nationally and internationally.
- These new recruitment efforts are intended not only to grow our school but also to further the mission of the School and help meet the goal of increased diversity and inclusion.
  - The School's Plan describes revenue enhancement and cost containment strategies that will enable it to increase net results by \$468K and decrease expenses by \$240K, for a total increase of \$708K by FY 2022.
  - In particular, the School will generate additional net annual revenue by growing the enrollment in its innovative, new programs while sustaining growth in its current programs.
  - While enrollments in Paralegal Studies have declined, recently there has been modest growth in the BA in Applied Psychology, BA in Information Technology, and the Computer Science Certificate, due to improved curriculum and oversight. The School estimates that in the next three years, total enrollment in our other current programs, the BA in Management and BA in Applied Studies, will remain approximately at FY2019 levels (total enrollments of 704 unique students and 8,017 credit hours).

- Even as we expect enrollment numbers in existing programs to remain steady, we expect increased enrollment and significant revenue from our new programs that we will launch in the next few years, including new undergraduate degrees, certificates, and non-credit programs, much of which will focus on technology. These new programs will generate additional revenue of approximately \$468,000 by FY 2022. We have plans to develop bilingual programs in IT and business, and hope to grow enrollment through recruitment of veterans and active duty military.
- The School will also continue its practice of tailoring its non-tenure track faculty and its staff to serve its strategic objectives. The School has already reduced expenses by over \$400K in FY2019, and this Plan projects that strategic faculty and staff adjustments will reduce expenses in salaries and benefits by another \$220,000 by FY 2022. The School's plan also describes other operational expense reductions to date with further estimated savings of \$100K.

## **6) The School of Education**

- The School of Education is in the midst of celebrating its 50th year of existence. Over the years, the School has developed a strong national and international reputation that can be leveraged well into the future.
- The School endeavors to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. The School fulfills this mission by preparing professionals to serve as teachers, counselors, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.
- The School offers a number of teacher preparation programs for students, including BSEd programs for education majors and BS/MEd programs for science majors. The School also offers minors and special programs for education majors and non-majors.
- The School's teacher preparation programs offer immersive, field-based experiences, coupled with ongoing collaboration and mentorship through professional learning communities. By the time students graduate from the teacher education program they will have spent more time embedded in local schools than any other teacher education program in the region. The School has strong community partnerships that have resulted in the establishment of student pipelines to the University. The Senn HS

partnership, for example, has contributed to a 600% increase in Senn students applying and enrolling at the University over the past 5 years.

- The School offers a number of graduate program options for those who are new to the field of education or for experienced educators seeking additional specializations: Administration and Supervision, Counseling, Cultural and Education Policy Studies, Higher Education and International Higher Education, Research Methodology, School Psychology, Teaching and Learning.
- The School's doctoral programs include both EdD and PhD degrees. The School also offers two dual degree programs in collaboration with the School of Law: The MA/JD in Law and Comparative Education and the MEd/JD in Law and Education Policy.
- The School also offers in-service programs (IB certification, ESL endorsement, & LBS1) with discounted pricing for CPS teachers and key community partners.
- The School is committed to taking a hard look at all of its graduate programs, including the Andrew M. Greeley Center for Catholic Education, and ensuring they each leverage the core fundamentals of a BOWNES (pronounced bones) approach to student-centered program offerings: Branch Campuses, Online, Weekend, Nights, Experiential, Short Terms.
- The School is lean; nonetheless, there are opportunities to cut costs and redirect funds by placing programs on hiatus for the purpose of reimaging them, using larger classes where appropriate, judicious class cancellations, and a cohort size policy.
- The following are initial ideas being cultivated that have the potential to morph into revenue-generating opportunities: new advancement initiatives; teaching load flexibility; interdisciplinary departments and institutes; a first education experience program; an International Jesuit Education Conference, study abroad experiences in Africa and China, study the US experience in Oakland/San Francisco and the US southern region, and on-campus grant partnerships.

## **7) The Institute of Environmental Sustainability**

- The Institute's Plan describes academic growth in programs and enrollment with revenue enhancement from continued growth in undergraduate enrollments and new groups of adult students in the next three years. In addition, cost containment strategies will enable the Institute of



Environmental Sustainability to continue to increase its already favorable BI ratio of 3.76 to a goal of 4.0 by FY22. The IES BI ratio (calculated as Tuition + Lab fees/Instructor Salaries + FB) has improved each year as follows: 2016 - 2.67; 2017 - 3.23; 2018 - 3.53; 2019 - 3.76.

- The Institute will generate additional annual revenue primarily through the continued growth of its highly successful undergraduate programming. IES will continue to grow undergraduate enrollment in its 6 innovative BS and BA programs to 500 students by the fall of 2022. The rate of growth in IES undergraduate programs since IES was founded in 2013 has been 28% annually. IES expects growth to be boosted as it applies to become a School and Loyola becomes internationally known as a university with a strong commitment to environmental sustainability and academic excellence.
- In addition, to its undergraduate programming, the IES will launch its new graduate MS-ESS program in 2019 and grow enrollments to 20-25 students per year by 2022, which will produce new annual revenue of approximately \$378K by FY2022. School status will help attract graduate and adult students to these programs.
- IES will create and launch four new 4-course online certificate programs for adult learners, which will produce additional annual tuition revenue of about \$145K by FY2022.
- Finally, the Institute will partner with other schools at Loyola to develop and implement cross-disciplinary programs such as an MS in Environmental Justice (with SSW), a Program on Environmental Health (with SHSPH), and a Geographic Information Systems program. These new programs will be particularly efficient by sharing faculty and staff resources and having the ability to market to more than one distinct student audience.
- The Institute's Plan creates revenue enhancement and investment strategies that will produce additional annual net revenue of \$228,184 by FY 2022 and \$487,477 by FY 2024, while its campus environmental sustainability initiative is attracting undergraduate and graduate students from all disciplines to the University.

## **8) Global Education**

- Under the guidance of its new strategic plan, Global Education will focus on specific regions and countries where LUC has strengths in terms of faculty and student interest, as well as Jesuit partners. A coherent, mission-focused strategic vision that expands to include not just study abroad, but also international faculty and student recruitment will set the stage for long term, sustainable global education.
- The Plan will establish a foundation for the future exploration of:

- Rebranding global activities, programs, and initiatives.
- Realigning Administrative structures to support Global programs and initiatives.
- Increasing outreach efforts regarding innovative global initiatives to the university community.
- Enhancing faculty global engagement in terms of research, partnership development, and faculty-led study abroad programs.
- Advancing our commitment to building greater student access to study abroad and online programming, enhancing intercultural competencies for our students, and furthering campus internationalization.
- Refining our study abroad model to focus on LUC's Global Centers, Jesuit partners, student exchanges, and short-term faculty led programs, thereby reinforcing LUC's commitment to academic quality and mission driven education abroad.

## **9) The John Felice Rome Center**

- For nearly 60 years, the John Felice Rome Center (JFRC) has operated as a renowned institution of higher learning. Founded in the spirit of John Felice, the JFRC serves as a fully equipped American campus, located in the Monte Mario neighborhood of Rome, just 15 minutes northwest of Vatican City and half-an-hour from Rome's historic center.
- The JFRC offers a variety of courses for undergraduate students, including Classical Civilization, Health Sciences, Fine Arts, Film, Music, Fashion, Topography, Sculpture, Communication, Political Science, History, Literature, Philosophy, Theology, Business, Sustainability, and many other fields of study.
- The JFRC offers the Rome Start (First Year Experience) Program for qualified freshman students. Select US and international students attend the JFRC in an international freshman cohort. Freshman students complete their first year

of studies in Rome before commencing as sophomores to complete their undergraduate education in Chicago. The JFRC also attracts students from Loyola Chicago and dozens of other “partnership” universities for its renowned service learning and academic internship programs.

- The JFRC is currently undergoing an ambitious construction project, which will result in a beautiful new Chapel, new student housing, and new common areas.
  
- The JFRC is exploring new collaborative courses and programs to attract additional students, including new programs with the Parkinson School, Niehoff School of Nursing, Graduate School of Education, Institute for Pastoral Studies, Law School, and the Institute for Environmental Studies. The JFRC is also exploring new formal and informal strategic partnerships with leading Italian educational institutions, including Roma Tre, LUISS University, and Università Cattolica del Sacro Cuore.
  
- The JFRC is currently implementing the following initiatives towards Mission and the UAPs:
  - Expansion of integrative courses in the natural and social sciences that engage humanities-centered learning themes focused on Italy and the Mediterranean World.
  - Positioning of the JFRC Campus to host global conferences.
  - Expansion of the JFRC Rome Start “First Year Experience” Program. The JFRC’s goal is to grow the global footprint of the JFRC First Year Experience from current annual enrollment of around 12-15 US students to 30 students by 2022. This coincides with a focused enrollment of international First Year students from Italy and the EU, Africa, Asia, and South America.
  - Mission-focus on unique issues concerning refugees, migrants, and immigration issues facing Italian and Mediterranean cultures, including economic, social, political, religious, and human rights implications.
  - Creative implementation of special certificate programs for undergraduate and graduate students; and life-long learning opportunities for JFRC / LUC alumni during summer sessions.

## **10) The Parkinson School of Health Sciences and Public Health**

- The new School projects that it will generate additional annual tuition revenue of \$10.9 million by FY 2022, with annual direct expenses of \$8.5 million, for a total annual additional net profit of \$2.3 million by FY 2022. That profit margin will grow to \$5.5 million by FY 2023 and \$7.9 million by FY 2024.
- The School's Plan has been calibrated to generate substantial additional net revenue while advancing the mission and strategic objectives of the University and the School. A thorough market analysis and program modeling went into the forecasts for the new School.
- The new School will initially offer 19 new degree programs within four disciplines of study: Applied Clinical Sciences, Clinical Informatics/Clinical Data Sciences, Healthcare Operations/Administration and Public Health. Several areas of study within these disciplines are unique to the Chicago area. A tiered program approach includes terminal degrees down to certificates and 'boot camps,' bringing the total number of undergraduate, graduate, and doctoral degrees as well as boot camps and certificates conferred to 38 new opportunities when the school is fully functioning. This range of educational opportunities – a multipronged approach to meeting learners where they are – provides greater market penetration, reaches life-long learners and opens new student markets. Flexible program formats will be especially attractive to applicants and employers who may seek alternative, non-traditional health-care educational programs.
- As planned, the School already has developed the following new programs: Bachelor of Science in Public Health, Master of Science in Health Informatics, and Master of Science in Exercise Science. These programs will begin in fall 2019.
- The School now conservatively projects that, with the University's support, the School will be able to grow its programs to reach 472 overall students by fall 2019.
- The School is developing the following new degree programs: MS in Medical Physics, MS in Healthcare Infrastructure Cybersecurity, MS in Population Health Informatics, MS in Quality & Patient Safety, MPH in Public Health Nutrition, MS in Implementation Science, and MHA with concentrations (all fall 2020) and PhD in Health Informatics, Doctorate of Physical Therapy, MS in Clinical Research Operations, MPH in Urban Health, and DrPH (all fall 2021).
- The School also is developing the following new certificate programs: Certificate in Health Informatics, Certificate in Quality & Patient Safety, Certificate in Healthcare Cybersecurity, Certificate in Implementation Science, and Certificate in Clinical Research Operations.

## 11) The Graduate School

- The Graduate School has developed the following innovative programs:
  - Certificate in Technology Management, CAS, Department of Computer Science
  - Certificate in Networking and Information Security, CAS, Department of Computer Science
  - Certificate in Web Programming, CAS, Department of Computer Science
  - Five-year BA in Information Technology (SCPS)/ MS in Information Technology, CAS, Department of Computer Science
  - Certificate in Pharmacovigilance, Stritch School of Medicine.
- The Graduate School plans to launch the following new programs:
  - Computer Sciences Certificates in fall 2019: Approved for 3 certificates for fall, 2019 with three foci: Network and Information Security, Web Programming, Technology Management.
  - MS in Forensic Sciences in fall 2020
  - Certificate in Women's Studies in fall 2020
  - Neurosciences MS and 4 plus 1 in fall 2020
  - Additional Certificates in Bioinformatics, Statistics, Ethics, Digital Humanities, Public Policy/Public Affairs, Sociology and Criminal Justice
  - MFA in English.
- Pursuant to recommendations from the Task Force on Graduate School Organizational Models, the Graduate School is strengthening its culture of continuous strategic growth and improvement of graduate education with the goal of advancing the mission, quality, consistency, rigor, efficacy, desired student outcomes, innovative promise, and preeminence of all graduate programs by:
  - Developing a structure for an ongoing program review, assessment, and adjustment to determine whether each graduate program is: advancing the University's distinctive Jesuit, Catholic mission; maintaining rigor, quality, and consistency; satisfying its moral

obligation to provide realistic career opportunities for graduate students, and meeting enrollment goals and student outcome objectives.

- Encouraging the administrative leaders who are responsible for the graduate programs throughout the University to collaborate in developing a consistent set of core competencies and habits of mind and heart that all Loyola University Chicago graduate students should achieve in their graduate programs.
- Building a structure surrounding graduate programs that encourages innovation and agility, and enhances: (a) cross-campus cohesion, coordination and communication among graduate programs; (b) support for diversity and inclusion; (c) mentoring for graduate program directors; (d) interdisciplinary research, courses, and joint degrees; (e) connections among faculty across disciplines and campuses; (f) consistency of standards; (g) common purposes and common branding; (h) advice and counseling for graduate students; (i) accountability and rigorous assessments of graduate programs; (j) centralized functions for matters like grant proposals and accreditation; (k) community building among students from different graduate programs, and (l) the graduate student scholarship, fellowship, and awards programs.

## **12) The School of Law**

- The School of Law will continue to pursue revenue enhancement and cost containment strategies that will enable it to further increase annual revenue by \$8.2 million and further decrease annual expenses by \$1 million for a total annual net increase of \$9.2 million by FY 2022.
- Over the next five years, these strategies will produce additional annual revenue of \$8.4 million and additional annual expense reductions of \$1.1 million, for a total annual net increase of \$9.5 million and a total aggregate increase of \$44 million.
- In particular, the law school will generate additional net annual revenue by: (1) growing the enrollment in its innovative Weekend JD program to a total of 180 overall enrolled students and growing the enrollment in its full time JD program to 213 incoming students by the fall of 2022 (for a total enrollment of about 640 students), which will produce additional annual net revenue of \$4.9 million by 2020 and \$5.5 million by 2022; (2) sustaining growth in its online Masters and international LLM programs to 350-375 students per year by 2020, which will produce new annual revenue of approximately \$1.2 million by 2020 and \$1.5 million by 2022; and (3) growing its Rule of Law LLM programs, which will produce additional annual net tuition revenue of about \$1.2 million by 2022.

- The School of Law has developed a culture of innovation and continuous organizational growth. That culture has led the School to develop path-breaking and lucrative programs such as the Weekend JD and the online MJ programs.
- The School also has completed a new Strategic Plan for its LLM and MJ degree programs in Rule of Law. The Plan is specifically designed to produce reliable revenue streams, which will empower the law school to enroll and graduate increasing numbers of impactful Rule of Law professionals from both the developing and the developed world. The Plan creates curricular innovations, revenue enhancement strategies, and cost-realignment tactics that will produce a net annual revenue surplus of \$1.27 million and a strong revenue to expense ratio of 2.5:1 by FY 2022.
- The School recently received a transformative gift to establish the Rodin Center for Social Justice, which operates clinical programs that provide free legal services to the most vulnerable members of society in areas of basic human need, such as health care, education, and criminal justice.
- The law school recently has developed additional degree programs, including an online LLM in Child Law. Moreover, the law school has created new certificate programs, including the collaborative, transdisciplinary program with the School of Education in School Discipline.
- The law school also has been offered an exceptional opportunity to establish additional mission-aligned clinical programs in Veterans' affairs, criminal justice, and immigration.

### **13) The Institute of Pastoral Studies**

- The Institute will grow enrollment in existing programs.
- The Institute has grant supported marketing plans in place for fall 2019.
- The Institute will develop new graduate program options using existing resources and in collaboration with other Schools. For example, with the Quinlan School of Business: the Institute will launch a new Concentration option for the MA in Social Justice: "Social Enterprise."
- The Institute will launch an online and exclusively Spanish option for the MA in Pastoral Studies degree fall 2022.

- The Institute will pursue revenue enhancement and cost containment strategies that will generate additional annual net revenue for FY2022: \$181K.

#### 14) The Stritch School of Medicine

- The Stritch School of Medicine at Loyola University Chicago provides outstanding clinical education to its students with the opportunity to participate in research, global health, and service. The School's cutting edge facilities are also used to educate multidisciplinary, collaborative health care teams in quality and safety.
- The Ralph P. Leischner, Jr, MD Department of Medical Education promotes innovation, best practices, and leadership in medical and related health sciences education. The department is the catalyst for incorporating the distinctive values of Stritch School of Medicine across the curriculum. DOME supports curricular efforts related to social justice and concern for marginalized and vulnerable populations, the role of faith in medical practice, and ethical standards of clinical decision making as hallmarks of a Jesuit and Catholic medical education. Systematic, lifelong reflection on one's professional and personal development as a physician of such values is DOME's signature formative educational methodology. DOME is home to a growing cadre of academic educators who focus on teaching and pedagogical scholarship and works collaboratively with key clinical departments to further these common aims.
- The Neiswanger Bioethics Institute promotes awareness of, and service to, the ethical dimension of the health professions. This institute's educational, research and service efforts promote an understanding of the relationship between the everyday challenges clinicians and researchers confront and the calling of professions to advocate for the common good.
- The Continuing Medical Education program sees its purpose as providing high-quality, evidence-based educational opportunities that are designed to advance physician competence, enhance practice performance, promote patient safety, and where possible, improve patient outcomes in the populations served by the healthcare providers we educate.
- Loyola University Stritch School of Medicine partners with Loyola University Health System in its educational mission. Sponsorship of post-graduate healthcare education programs trains the future generation of health professionals necessary to provide healthcare and education for the communities served.
- The graduate School of Loyola University Chicago includes programs supported by faculty, staff and resources of the Stritch School of Medicine.



The School offers advanced degree programs in a range of disciplines in the biomedical sciences. Master of Science degrees in the biomedical sciences are offered by each of the School's six academic tracks, as well as the Infectious Disease and Immunology Institute.

- The Loyola MD/PhD program incorporates superb medical and graduate education with high impact scientific research in both translational and basic science disciplines. This integrated educational program is designed to be individualized and tailored to meet the professional goals of each student. In addition to the scholarly development of compassionate and highly proficient clinical skills and research accomplishments, students are encouraged in their exploration of community service opportunities and perspectives on global health. Positioned at the nexus of scientific research and clinical education at SSOM, the MD/PhD program integrates creative approaches to multidisciplinary graduate and medical training while promoting a strong academic and social community. Graduates of the combined MD/PhD program are well-positioned to become leaders in their chosen academic medical and research specialties.
- Over the next three years, the Stritch School of Medicine will improve its financial margin by 1% each year through: improved philanthropy, increases in graduate enrollment, and grant funding.

### **15) The Marcella Niehoff School of Nursing**

- The Marcella Niehoff School of Nursing (MNSON) is the third largest school in Loyola University Chicago with an enrollment of approximately 1,700 students. The MNSON prepares nurses to be clinicians, leaders, scholars, and researchers by offering several degrees: Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD).
- The MNSON has a reputation of high quality and mission driven programs ensconced in Jesuit ideals and vision. National Council Licensure Exam for Registered Nurses pass rates average 96% and the Nurse Practitioner Certification Pass rates range between 90 and 100%.
- In 2018, the MNSON launched a new partnership with ORBIS Education to open a new Accelerated BSN (ABSBN) hybrid program in Downers Grove. This hybrid program will enroll close to 300 students in the fall. Due to the successful marketing campaign for the hybrid ABSN Program, enrollment in the Maywood ABSN Program has also grown. The MNSON plans to grow this program by at least 10 students each semester.
- In July 2019, four of the School's programs (Master of Science Degree in Dietetics, a Master of Science in Quality, Safety and Information Technology,

a Bachelor of Science in Exercise Science, and a Bachelor of Science in Health Systems Management) moved into Loyola University Chicago's newest school: Parkinson School for Health Sciences and Public Health.

- The MNSON will launch three new Doctor of Nursing Practice (DNP) options this fall: psychiatric mental health NP, family/emergency NP and adult gerontology/oncology NP and clinical nurse specialist.
- Consistent with the decision by the National Organization of Nurse Practitioner Faculties (NONPF) to move all NP programs to the DNP degree by 2025, the MNSON will begin to revise NP curricula to achieve that goal.
- The MNSON will launch a newly revised Nursing and Health Care Administration Program in the fall of 2019.
- The MNSON and SSOM lead the Institute for Institute for Transformative Inter-professional Education (ITIE) and currently run several programs that promote inter-professional education, scholarship, and research and service opportunities. This program will be expanding in the future.
- The MNSON began an "Ignatian Spirituality" program in 2018 with interested faculty and expanded this program to ABSN students in 2019 with plans to further expand this program in the future.
- The MNSON currently is very engaged in health care with underserved communities. Two of the longstanding programs that highlight this commitment are the Proviso School Based Health Clinic in Maywood and the Community Nursing Center in Roger's Park on the LUC Campus.
- During 2018 and 2019, the MNSON received two new HRSA grants (over \$5M) to enhance academic practice partnerships with federally qualified health centers. These partnerships allow practice partners and nursing faculty to develop new models of primary care delivery that maximize the scope of practice of NPs and RNs to address the emerging complexity of the health care system within the context of social determinants of health.
- The MNSON continues to deepen global partnerships. Last fall, the MNSON launched an undergraduate sophomore immersion experience at the Rome Center and will continue to invest in this program as it provides an opportunity for 25 nursing students to have a "study abroad" experience. The MNSON will continue opportunities for students to have international academic and service experiences in Rome, England, and Belize. The MNSON is also engaged in a national service experience in Pine Ridge, South Dakota.
- The MNSON will continue to participate in the partnership with Australia Catholic University (ACU) to develop research partnerships. The MNSON also works with ACU to provide opportunities for undergraduate nursing

students to study together in Rome and take a “Nursing Ethics” combined course taught by both MNSON and ACU faculty.

- The MNSON has one endowed professorship and plans to work with the new advancement team to create additional endowed chairs and named professorships to support faculty research and scholarship.
- The MNSON sponsors a Palmer Research Seminar every year that highlights the scholarship and research of faculty and outside scholars in the nursing community.
- The MNSON plans to increase research capacity by focusing on recruitment of mid-career faculty with strong programs of research.

## **16) The School of Social Work**

- The School will make strategic investments in mission-aligned and revenue enhancing programs that will produce additional annual net revenue of \$1.3 million by 2022 and additional annual net revenue of \$1.5 million by 2024, for an aggregate amount of additional revenue of \$5.5 million over the next five years.
- The School of Social Work is working towards a progressive curricular and program enhancement plan focused on 1) Being responsive to the needs of non-traditional students keeping in mind access and affordability as our central tenets; 2) Developing new programs that instill enthusiasm and interest in careers “of the future”; and 3) Augmenting and expanding faculty & staff expertise through a deliberate and intentional process of collaboration and innovation through partnerships across units on campus and strategic linkages to Community Colleges & Universities Nationally and Internationally. We propose to achieve this plan through strategic investments in our programs and, possibly, reduce expenses through shared services/programs across campus.
- The MSW/BSW: The bread and butter of the School’s operations is being looked at more intensely in making our program attractive, accessible and affordable to reflect the SES of Chicago.
- The innovative bilingual online MSW program will be expanded to the Mexican and Latin American markets through a progressive just pricing solution to accommodate students from SES countries.
- New raduate Programs : The School plans to leverage some courses from our MSW & Certificates, and augment them with courses from other units to offer four inter-professional/inter-disciplinary graduate degrees. MA Public Service & Civic Engagement; MS Social Impact Measurement & Management;

MA Human Services Disaster Management and Emergency Preparedness; MS Social & Environmental Justice.

- New Certificate Programs to augment the MSW would include:
  - Advanced Certification in Practice with Children, Adolescents and Transitional Age Youth
  - Advanced Certification in Practice with the Elderly
  - Forensic Mental Health
  - Global Migration
  - Social Isolation, Bullying, and Suicide
  - Innovation, Design Thinking & Technology in Health and Social Services
  - American Sign Language for Health & Human Services (Certification)
  - Spanish for Health & Social Services (Beginning and Advanced)
  - Donor Engagement & Stewardship
  - Gerontology
  - Violence Across the Lifespan
  - Group Work
  - Play Therapy
- Highlight: Reducing the dependence on multiple adjuncts (49% of our courses are taught by them) by reducing credits of the MSW/BSW; cross purposing courses and faculty/staff across multiple degree programs through the envisioning and development of modular curriculum; and a total revamp of our PhD program using, maybe, a “Social Science Doctoral Core,” will bring significant savings to our bottom line. Development of a DSW program that will be self-pay and meet the needs of the social work practice community in Chicago by 2021 and at the same time replace the funding stream to the PhD program, due to the sunseting of the Carthage program.

## 17) The University Libraries

- The University Libraries' Plan describes the cost containment strategies that will enable the University Libraries to decrease additional annual expenses by \$50,000 for a total cost savings of \$150,000 by FY 2022.
- The University Libraries already has produced significant additional savings through the elimination, reduction, and re-alignment of faculty and staff positions. In the past year alone, the University Libraries produced \$352,254 in salary related savings for the University.
- The University Libraries has a unique position among the Schools and Colleges at Loyola in that it is primarily a service organization that generates no revenue from tuition dollars nor from a dedicated alumni base. It is an academic partner and support unit essential to the research, teaching, and service missions of the University and to the accreditation of the other Schools and Colleges; as such, it represents a significant return on the University's investment. Nonetheless, the Libraries recognizes its role in the responsible management of operating funds and here propose a series of cost-containment strategies and other measures that provide for a more efficient and effective use of these funds. The University Libraries will continue to meet its financial goals by increasing the collections budget enough to cover annual inflation and maintain a flat operational budget.

**18) The Deans and Other University Leaders will explore additional Strategic Investments in Interdisciplinary, Inter-professional, and Transdisciplinary Programs, such as:**

- Geographic Information Systems
- Technology Sciences
- Ethical Leadership
- Masters Programs for Public Service Careers
- Environmental Health and Justice

**G. To insure its continuous growth and innovation, the University will assess the efficacy of Plan 2020 and implement a process for transitioning to the next Strategic Plan.**

- 1) Under the leadership of the Senior Vice President for Strategy and Innovation and a Strategic Planning Committee, the University will make its Jesuit, Catholic academic vision the foundation for the next strategic plan.
- 2) The University will afford the administration, faculty, students, staff, alumni, and community partners a meaningful leadership role in the development of the next

strategic plan.

- 3) The University will incorporate design thinking and other research-based practices in the development of the strategic plan.
- 4) The University will determine which aspects of plan 2020 should be preserved, refined, or advanced.
- 5) The University will make the institutional priority of diversity, equity, and inclusion an integral part of the planning process.
- 6) The University will create a strategic planning timeline and template.
- 7) The University will coordinate the launch of the strategic plan with the launch of the sesquicentennial celebration and the capital campaign.

#### **IV. CONCLUSION**

The University will answer Father General Sosa's call to "stay several steps ahead" by creating and sustaining a culture of continuous organizational growth and innovation. The development of that culture is rooted in Ignatian leadership and the design thinking process. It will insure that the University's academic programs will continue to attract, serve, and support students in their personal formation and in their development of habits of mind that will prepare them for rewarding careers in a rapidly changing workplace.

This inclusive process of continuous strategic growth and innovation will enable Loyola University Chicago to take many steps ahead as it moves toward the greater good.