Annual Assessment, Planning, & Budget Report Guidelines
for Academic and Nonacademic Units

Loyola University New Orleans
(A&S version – Report Due June 20, 2005)

Over the last several years each academic and nonacademic unit at Loyola has produced an annual report providing information reflecting on that unit’s accomplishments. Beginning this year, the content and format are being changed to better reflect the integrated systems of assessment, planning, budgeting, and evaluation that our accrediting agency, SACS, requires. The changes in the reports allow us to document, to the extent necessary to ensure an affirmative review by SACS, that departmental and division systems are operating in an integrated fashion. Besides satisfying our accrediting organization’s expectations, revisions to the annual report process will increase our understanding of how these integrated systems lead to continuous improvement in support of Loyola’s Mission:

Loyola University New Orleans, a Jesuit and Catholic institution of higher education, welcomes students of diverse backgrounds and prepares them to lead meaningful lives with and for others; to pursue truth, wisdom, and virtue; and to work for a more just world. Inspired by Ignatius of Loyola’s vision of finding God in all things, the university is grounded in the liberal arts and sciences, while also offering opportunities for professional studies in undergraduate and selected graduate programs. Through teaching, research, creative activities, and service, the faculty, in cooperation with the staff, strives to educate the whole student and to benefit the larger community.

The following guidelines are for ALL reports from individual operating units through divisions, and, finally, the President’s Report to the Jesuit Corporation and the Board of Trustees. ALL reports will be posted on the Intranet website section for each particular unit. Particular sections of the guidelines may not be appropriate for some units (e.g., number of faculty)

A&S instructions: Each department’s report should be submitted to the Dean for approval. The report then may be posted on the department’s Intranet website in pdf format. The dean will summarize the departmental reports as part of the college report that in turn is submitted to the Provost.

The outline for the annual report is attached. Suggested maximum number of pages is noted for each section. In some cases, circumstances may require reports to exceed these limits. For consistency of appearance all reports should use Times or Times New Roman font, 12 point, with 1” margins on top, bottom and right and 1.25” on the left (for ease of binding in necessary). Pages should be numbered in the upper right hand corner.
1. Executive Summary (1 page max)

1.1 Name of the department  Medieval Studies (Interdisciplinary Minor)

1.2 Description of department and its mission

The Medieval Studies Steering Committee will include representatives from the three core areas (English, History, Medieval Thought [Philosophy/Religious Studies]) and faculty from other related departments as approved by the Steering Committee. Representatives will serve two-year terms which are renewable by a majority vote of the Steering Committee.

The Medieval Studies minor seeks to foster an understanding of the cultural monuments of the European Middle Ages both as accomplishments worthy of study in their own right and as the source of countless institutions of, and questions about, modernity in the West. In keeping with the mission of the College of Arts and Sciences, the faculty pursue a multi-disciplinary approach to teaching and research that emphasizes the interrelatedness of the many fields of human knowledge.

1.3 Assessment of the department

In Summer 2005 we will examine the data (collected through the above means during the 2004-5 academic year) concerning our history courses to determine if they are meeting our learning objectives. Because this group contains one of the required courses, HIST A306, special attention will be paid to its success in meeting our learning objectives.

1.4 Goals of the department

To raise greater awareness about the program on-campus and off-campus.

1.5 Review of the past and current budgets

We were given $50 by the Dean of Arts and Sciences office for xeroxing.

The budget was not adequate in part because it was placed on a xerox card and thus did not allow for funds to be used at Central Reproduction.

We would like to request a more extensive budget for the 2005/06 academic year for a variety of reasons. We expect that a total budget of $350 for the year would be sufficient. We are in the process of establishing a gifts account in order to deal with future spending.

1.6 Resource needs/wants/reallocation

We need to increase funds provided by the Dean of Arts and Sciences. Funds are necessary for:

- the production of a high-quality brochure at least every other year
- the purchasing of prizes for the Venerable Bede Award given at the Arts and Sciences Honors Convocation each spring.
- the support of the faculty book club (funds for light refreshments)

1.7 Summary of achievements

There are now four medievalists on campus and 11 medieval studies minors. The faculty have a total of ten publications and eleven presentations in the field of Medieval Studies, and hold 39 positions in service. Medieval Studies minors received 3 awards and one is pursuing graduate work in France.
2. Identification of the Department (Official name) (1 page max)
Medieval Studies (Interdisciplinary Minor)

2.1 Mission or purpose statement
The Medieval Studies minor seeks to foster an understanding of the cultural monuments of the European Middle Ages both as accomplishments worth of study in their own right and as the source of countless institutions of, and questions about, modernity in the West. In keeping with the mission of the College of Arts and Sciences, the faculty pursue a multi-disciplinary approach to teaching and research that emphasizes the interrelatedness of the many fields of human knowledge.

2.2 General statement and descriptive information concerning the department

The Medieval Studies Steering Committee will include representatives from the three core areas (English, History, Medieval Thought [Philosophy/Religious Studies]) and faculty from other related departments as approved by the Steering Committee. Representatives will serve two-year terms which are renewable by a majority vote of the Steering Committee.

2.2.1 Headcounts of full-time and part-time staff (Stats Day 04F & 05S)  NA

2.2.2 Headcounts of faculty (Stats Day 04F & 05S): tenured, tenure track, full-time extraordinary, and part-time extraordinary.

Steering Committee:
Sara Butler (History)
Alice V. Clark (Music)
Mark Gossiaux (Philosophy)
T. Davina McClain (Classical Studies, Chair/Advisor)
John Sebastian (English)
Thomas Smith (Religious Studies, Associate Dean)

Other Faculty teaching Medieval Studies courses:
Nancy Anderson (History)
Philip Dynia (Political Science)
Eric Gorham (Political Science)
Denis Janz (Religious Studies)
Rick Parrish (Political Science)
Robert Rowland (History)

2.2.3 Headcounts and student credit hours of full-time and part-time undergraduate students (if appropriate) (Stats Day 04F & 05S)  NA

2.2.4 Headcounts and student credit hours of full-time and part-time graduate students (if appropriate) (Stats Day 04F & 05S)  NA

* Headcounts of faculty and staff should be taken by department chair/head. Count of students as of Stats Day are available from the website of the Office of Institutional Research (url to be provided).
3. Assessment (2 pages max)

3.1 General statement on how assessment is conducted within the department both assessment of learning outcomes and departmental processes. (The department’s assessment plan should be posted to its Intranet site)

Each year we will examine one area of our program to determine what changes need to be made to meet our learning objectives. We will make the determinations and changes on the basis of:
1. the consensus of the faculty committee as demonstrated through minutes and votes;
2. peer course observations and evaluations;
3. discussions with students and suggestions submitted from students in writing;
4. evaluations of student portfolios;
5. developments in the discipline as appropriate for our department and institution.

3.2 Year 04-05 goals/objectives for learning outcomes and departmental processes (include how these goals are strategic to both the department’s, college’s, and the university’s mission; these should be based on the department’s strategic plan).

Because the Medieval Studies Steering Committee was only recently reformed and has only recently developed a protocol and an assessment plan, we have not established goals beyond assessing the learning goals and outcomes of our courses.

3.3 Description of assessment activities and their results for year 04-05 goals including learning outcomes assessment and processes assessment.

In Summer 2005 we examined the data (collected through the above means during the 2004-5 academic year) concerning our history courses to determine if they are meeting our learning objectives. Because this group contains one of the required courses, HIST A306, special attention was paid to its success in meeting our learning objectives.

Assessment of History Courses

Specific courses being assessed: HIST-A306, HIST-A394, HIST-W194

1. Does the syllabus demonstrate satisfactory focus on learning objectives (see Assessment Matrix)?

HIST A306 successfully met the key objectives (A1, A2, A3, A4, E1) with some suggestion for modification of objective:

E2 A306, A394, and W194 all require active participation in small- and/or large-group discussion in order to pass the course. Only W194 requires an additional in-class, ten-minute oral presentation on a medieval figure. All, however, put a great deal of emphasis on participation, which is fostered in both small-group and large-group settings, and this gives students the opportunity to improve in less formal oral communication. **In this case, perhaps it is the learning objective rather than the courses that should be modified, toward an emphasis on oral communication rather than oral presentation.**
Evaluators offered the following for suggestions for improvement:

The greatest weakness of the present offerings is the relative lack of attention given to the Early Middle Ages. A306 dwells on the period before ca. 1000 for no more than five weeks, two of which are given over to the Roman and Byzantine worlds. The obvious solution is to encourage the hiring of an early medievalist in the History department or perhaps better yet a Byzantinist in either Classical Studies or History. Otherwise a course devoted to the early period may be in order.

For HIST A306, a wider geographical focus would be useful for students (perhaps a focus on medieval Spain would be useful). For HIST W194, it would be nice to challenge the students with a broader range of primary sources. Perhaps a selection of criminal cases or court documents from P.J.P. Goldberg’s *Women in Medieval England* would be useful to help students see women in an active role in the period. For HIST A394, the reading logs should form a more substantial part of the students’ grade and be described as a more challenging way in the syllabus.

The courses other than the survey only have one (final) exam, plus written work and class participation. This means that students may not know where they stand for much of the semester, and perhaps too much of the final grade must be completed fairly late in the semester. Perhaps adding a midterm exam, as the survey has, could better balance and spread out the work load.

The history courses also have a certain Eurocentric focus. While this in itself is not necessarily bad, it would be desirable to give more attention to the cultures and social institutions of medieval Islam and Judaism.

The history courses were especially praised for the following:

These courses, current and soon-to-be, emphasize social history (rather than, say, political or institutional history). The course on the Church uses a textbook on so-called “popular” religion. In terms of recruiting students to medieval history courses, and medieval studies courses in general, an emphasis on social history seems to me to be most appealing. To be clear, these course offerings do not neglect political, institutional, or economic history; rather students seem to be getting various perspectives on the Middle Ages.

Without a doubt, the strongest aspect in all of these courses is the participation requirement. In this setting, students have the opportunity to learn from together and from each other. Moreover, in the two specialized classes in particular, a broad range of readings, some presenting quite controversial topics, is helpful in generating discussion and encouraging students to form their own links between the material.

All courses require substantial written work of a sort that allows students to delve more deeply into areas of special interest.

The history courses provide students with an intensive exposure to the key figures and social institutions that constitute medieval culture. Students are initiated into the work of a medieval historian through a very “hands on” approach; they are provided with opportunities to examine primary source documents and to examine critically and reflectively secondary sources. These courses help to give our students an intellectual training that is central to the Jesuit Catholic mission of Loyola.
To the questions, “Are additional learning objectives being met in the History courses?” evaluators responded:

All three of the courses under review require students to develop a familiarity with important research tools for doing medieval history, e.g., *The Dictionary of the Middle Ages* or the *IMB*. Although this is not specified as an expected learning outcome on our current matrix, it certainly could be. By requiring students to familiarize themselves with the tools of medieval history (specifically *The Dictionary of the Middle Ages*, *Iter, the International Medieval Bibliography*) students are learning the craft of a medieval historian.

3.4 Assessment of internal (within the university) and external (outside Loyola) environments affecting the department

There has been much informal discussion regarding interdisciplinarity (broadly defined) within the University, and the Medieval Studies Minor is well positioned to take a role within this discussion. The recent addition of two new medievalists to the faculty (in History and English) has allowed a significant increase in the number and scope of courses offered, and the result of this increased attention may be seen in the significant growth in the number of Medieval Studies minors.

In addition, the status of medieval studies at the University may be positively effected by recent moves toward a stronger community of medievalist scholars, within the University, with other universities in the city (especially Tulane, where significant contacts have taken place), and with a statewide consortium for medieval and renaissance studies. This community, while focusing on scholarly issues mostly involving faculty, can strengthen the minor as well, both by helping to retain qualified faculty and by providing opportunities for students to see scholars at work.
4. Planning (2 pages max)
4.1 General statement describing strategic planning in the department (The complete strategic plan should be posted on the department’s Intranet site.)

Because the Medieval Studies Steering Committee was only recently reformed and has only recently developed a protocol and an assessment plan, we have not yet developed a Strategic Plan.

4.2 Top 3-4 strategic learning outcome and process goals/objectives for 05-06 year (Indicate how the assessment information from Section 3 above informed the formation of these goals.)

1. In May 2006 we will examine the data (collected through the above means during the 2005-6 academic year) concerning our literature courses to determine if it is meeting our learning objectives. Because this group contains one of the required courses, ENGL A316, special attention will be paid to its success in meeting our learning objectives.

2. Develop a Strategic Plan
3. To establish explicit criteria for “core” and “supporting” courses within the minor and to reevaluate all current course offerings according to those criteria.
4. To encourage the Dean of Arts and Sciences and relevant department chairs to increase the number of faculty with expertise in the various disciplines of medieval studies. There is currently no proper medievalist in Visual Arts and only one each in two of our core areas (History and English). There is cursory coverage at best in our existing course offerings of medieval topics prior to the year 1000 (not including Late Antiquity). Besides an occasional course in medieval Latin, all of our course offerings on the literature of the Middle Ages is currently limited to English writings. We need at least one course on Continental literature in translation.
5. To develop a proper introductory course for the minor to replace the current requirement of HIST A306 and ENGL A316. Ideally this course would be team taught by an historian and a literature specialist and would feature periodic guest lectures from other faculty members in relevant fields.
6. To increase faculty enrichment opportunities for medieval studies faculty. Most immediately, we will pursue the development of a medieval “book club” to meet regularly throughout the academic year.
7. To create an option for adding the designation “and Medieval Studies” to honors citations for students completing honors thesis in relevant programs on appropriate medieval topics, i.e., “Honors in English and Medieval Studies.”

4.3 Description of resources needed to support the obtainment of the 05-06 goals

NA

4.4 Evaluation criteria and evaluation plan for these goals

The evaluation criteria and evaluation plan are detailed above in 3.1.
5. Budget (2 pages max)

5.1 FY04-05 “budgeted” totals for both salary and operating budgets.

We were given $50 by the Dean of Arts and Sciences office for xeroxing.

5.1.1 Budget discussion (This discussion is a comment on whether or not the budget for the current fiscal year (August 1, 2004 – July 31, 2005) seems adequate.)

The budget was not adequate in part because it placed on a xerox card and thus did not allow for funds to be used at Central Reproduction.

We are in the process of establishing a gifts account in order to deal with future spending.

We would like to request a more extensive budget for the 2005/06 academic year for a variety of reasons. First, we would like to be able to honor the winner of the Venerable Bede award (outstanding student) with a book and plaque ($50). Second, the Medieval Book Discussion Group will begin meeting in the Fall of 2005. This group, intended to create better relations between medievalists at a variety of post-secondary institutions in the New Orleans area, will be meeting twice each semester to discuss current scholarship in the field of medieval studies. A budget of $30 / meeting would allow us to offer refreshments at these gatherings to create a more pleasing atmosphere and encourage participation. Third, we would like to be able to produce professionally printed pamphlets for our program, much like the Catholic Studies minor program does. We expect that a total budget of $350 for the year would be sufficient. We are in the process of establishing a gifts account in order to deal with future spending.

5.2 NOT APPLICABLE for A&S Departments: FY05-06 “budgeted” totals for both salary and operating budgets

5.2.1 NOT APPLICABLE for A&S Departments: Budget discussion (This discussion is a comment on whether or not the budget for the fiscal year (August 1, 2005 – July 31, 2006) seems adequate and what precautions the unit needs to exercise in its operations.)

*Salary and operating budget information is available through the FRS system.
6.1 Personnel
6.1.1 General statement on adequacy of staffing to meet present and future strategic goals
The following needs have been identified by the Medieval Studies Committee:

1. A Medievalist with a specialty in the early middle ages
2. A Medievalist with a specialty in the non-European middle ages (for example, a Middle Eastern medievalist or a Byzantinist).

It would be especially helpful to have someone who could teach the primary Latin texts with some expertise. Latin of Late Antiquity and Medieval Latin are offered by Classical Studies, but neither faculty member has a particular training in those areas. Therefore, one option might be to hire a Classicist who specializes in the area of Late Antiquity/Early Medieval Period who could teach both the cultural/historical courses and the language courses or a historian with sufficient language training to teach the language courses.

6.1.2 Priority listing of additional/revised faculty/staff positions

1. A Medievalist with a specialty in the non-European middle ages (for example, a Middle Eastern medievalist or a Byzantinist).
2. A Medievalist with a specialty in the early Middle Ages

6.2 Facility improvements  NA
6.2.1 General statement on facilities including classrooms, office space, meeting spaces, etc. to meet present and future strategic goals  NA
6.2.2 Priority listing of facility improvements (Include cost estimates to the extent possible.)
6.3 Technology/professional development support
6.3.1 General statement on technology/professional development needed to meet present and future strategic goals  NA
6.3.2 Priority listing of technology needs, including media, professional development
6.4 Budget reduction/reallocation/revenue generation plans  NA
6.4.1 General statement regarding areas for reallocation, reduction of expenses, or generation of additional revenue  NA
6.4.2 Priority listing of budget reduction/reallocation/revenue generation plans  NA
7. Summary of Achievements (1 page max)

7.1 Department as a whole

The program now enrolls 11 Medieval Studies minors. We have written a protocol and developed assessment documents.

7.2 Faculty achievements/service summarized (if appropriate)

Sara Butler
Publications:


Presentations:


Alice V. Clark (Associate Professor, College of Music)
Publications:


“Machaut Reading Machaut: Self-Borrowing and Reinterpretation in M8 and M21,” forthcoming in Learning from the Learned: Citation and Auctoritas in Medieval and Renaissance Music (Festschrift for Margaret Bent), ed. Suzannah Clark and Elizabeth Eva Leach. (Boydell and Brewer, forthcoming)


“Musicus” and “Planctus Mariae,” in Dictionary of the Middle Ages, Supplement 1, ed. William Chester Jordan (New York: Charles Scribner’s Sons and Thomson Gale, 2004).

Presentations:

Invited presentation on the music of Guillaume de Machaut, for ENGL-A341 (“Troilus and Criseyde etc.,” formerly “Chaucer II,” instructor John T. Sebastian), January 2005
Invited presentation on Wagner’s use of Leitmotifs, for ENGL-H234-033 (“Honors Literature II: Modern Epic,” instructor William T. Cotton), January 2005

Service:
Outside University
International Machaut Society: webmaster, 2003-present
(http://www.loyo.edu/~avclark/Machaut/imshome.htm); board of directors 2005-present
Chair, Program Committee, Musicology at Kalamazoo, 2003-present (member of program committee from 2002). This organization currently organizes nine sessions annually for the International Congress on Medieval Studies.
University / College of Arts and Sciences service
University Senate, College of Music representative, 2005-present
Provost’s task force on core curriculum, 2005-present
Women’s Studies Committee, Associate Member, 2005-present
Medieval Studies Committee (College of Arts and Sciences), 2004-present
Phi Beta Kappa Committee (College of Arts and Sciences), 2002-present
Health Professions Board (formerly Pre-Health Professions Advisory Board), 2001-present
Writing Across the Curriculum Advisory Board, 2001-present
Common Curriculum Committee (College of Arts and Sciences), 2001-present
College of Music service
Coordinator of Music History and Literature, 2000-present
Dean’s Advisory Council, 2001-present
faculty advisor for Musica ficta (College of Music journal), 2002-present
advisor for Bachelor of Arts in Music, 2000-present

Mark D. Gossiaux

Publications:

Presentations:
Service:
President, International Natural Law Society, 2001-present.
Editorial Board, *Vera Lex*, 2000-present.
Catholic Studies Committee, 2004-present.
Medieval Studies Committee, 2004-present.
Search Committee, Department of Philosophy, 2004-5.
Chair, Department of Philosophy QEP subcommittee, 2004.
Advisor, General Studies Program, 2003-present.
Webmaster, Department of Philosophy, 2003-present.

**T. Davina McClain**

Service:
Fellowship Advisor and Webmaster (Fall 2004-present).
Chair of Classical Studies (Fall 2004-present).
Webmaster for Classical Studies (Fall 1997-present)
Chair and Advisor, Webmaster, Medieval Studies Minor (Fall 2004-Spring 2005).
University Honors Advisory Board (Fall 1997-present).
Committee for Loyola's appl. for a chapter of Phi Beta Kappa (Spring 1997-present).
Outreach Committee for the American Philological Association, 2005-present.
Secretary-Treasurer, Classical Association of the Middle West and South-Southern Section, 2004-present.
Member of the Executive Committee of the Strategic Planning Team of the St. John the Baptist Public School District, April 2004-present.
Member of the Local Planning Committee for the 2004 Meeting of the National Collegiate Honors Council, June 2003-November 2004.
Semple, Benario, Grant Scholarship Committee for the Classical Association of the Middle West and South, 2003-present.
Scholarship Committee for Eta Sigma Phi, the National Classics Honor Society (1999-present).
Committee for the Minority Student Scholarship for the American Philological Association (1999-2005). (Co-Chair with Martha Davis, Temple University, 2002-04; Co-Chair with Erwin Cook, Trinity University, 2004-05).

**John T. Sebastian**

Publications:
Presentations:


7.3 Staff achievements/service summarized (if appropriate) NA
7.4 Student achievements summarized (if appropriate)

Jason Bolte received  
the first Venerable Bede Award from the Medieval Studies Steering Committee;  
the Julian Wasserman Outstanding Literature Major Award;  
the Dawson Gaillard Award for Film/TV Script.

Erin L. Landry received the Loyola University History Department Award.

Clare Nemanich received the Dawson Gaillard Award for Creative Writing in Fiction.
8. Appendices (if appropriate)
Include here the list of all publications, presentations, and/or grants for all departmental faculty for the calendar year 2004.

Publications:
Clark, Alice V. “Musicus” and “Planctus Mariae,” in *Dictionary of the Middle Ages, Supplement 1*, ed. William Chester Jordan (New York: Charles Scribner’s Sons and Thomson Gale, 2004).

Presentations:

Grants:
Clark, Alice V. Loyola University Course Development / Faculty Development Grant ($2000 for partial funding of three credits course release time), Spring Semester 2004