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

Loyola University New Orleans
(A&S version)

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.
Annual Report Outline for the 2006-07 Academic Year
(11 pages max)

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 includes 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 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 Humanities and Natural Sciences, the faculty pursue a multidisciplinary approach to teaching and research that emphasizes the interrelatedness of the many fields of human knowledge.

1.3 Assessment of the department

For the 2006-07 academic year, we did a review of all English courses. Although the committee concluded it was necessary to drop ENGL U195 “Legend of Robin Hood” from our list of medieval offerings, in general the assessment was quite positive. To quote from the report: “Loyola has found a true gem in Dr. Sebastian. His diverse training and interests permit him to offer courses from Chaucer to medieval drama to the Vikings. The latter, in particular, it should be noted is very rarely taught at North American universities. Not only has Dr. Sebastian put together a creative and unique offering with the Vikings class, but it is most likely one of the few common curriculum courses at Loyola that is actually interdisciplinary, drawing not only on literature, but also history, archaeology and law.

Students are given an opportunity to immerse themselves in some of the most challenging works of medieval literature. The cultural and historical contexts for the texts are established very clearly, and students are given in depth exposure to the techniques of modern literary criticism. Another excellent feature of the literature courses is that students are expected to be active learners. In A340 they are expected to complete exercises in translation and commentary; in A340 and A341 they are required to serve as discussion leaders for class presentations. Through these innovative pedagogical techniques, the Middle Ages come alive in a very vivid way for contemporary students.”

1.4 Goals of the department

To raise greater awareness about the program on campus and throughout New Orleans.

1.5 Review of the past and current budgets

In October of 2006, Medieval Studies was finally granted an annual budget from the Provost’s Office of $400. This budget is intended to cover expenses related to the Medieval Film Fest, the New Orleans Medieval Scholars Discussion Group, production of the Medieval Studies brochure and purchasing of the Venerable Bede prize.
1.6 Resource needs/wants/reallocation

Medieval Studies needs more professors. With twenty-two minors and one major, we are the largest interdisciplinary minor program on campus by far. Students have demonstrated a keen interest in Medieval Studies, evidenced not only by our exponentially increasing number of minors and our overflowing classes, but also at attendance at the Medieval Film Fest and the existence of our very first contract major. Our medieval faculty is also very involved at Loyola. With Dr. Sebastian becoming Deputy Director of the Honors Program and Dr. Gossiaux becoming Chair of the Philosophy Department, very few medieval courses will be taught. We need more professors. In particular, we need an early medievalist (preferably in Religious Studies) and a non-Western medievalist (department unspecified). In these areas, the university already employs a full-time extraordinary early Christian theologian (Elizabeth Goodine) and a full-time extraordinary Byzantinist (Lori Ranner), upon whom this program relies tremendously. Both faculty members regularly teach one or two courses in the program, filled to capacity, each semester. Losing either of these faculty members would have a serious impact upon our ability to offer a good program – thus, we suggest that these positions be the first positions targeted for hiring.

1.7 Summary of achievements

We have four medievalists (Sara Butler, Alice Clark, Mark Gossiaux and John Sebastian). We have twenty-two medieval studies minors and one medieval studies major (by contract). The faculty has a total of fourteen publications and twelve presentations in the field of Medieval Studies, and hold forty-five positions in service.
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 includes representatives from the three core areas (English, History, Medieval Thought [Philosophy/Religious Studies]) and faculty from other related departments. Representatives 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 06F & 07S): tenured, tenure track, full-time extraordinary, and part-time extraordinary.

   Steering Committee:
   Sara Butler (History, Chair, tenure-track)  
   Alice V. Clark (Music, tenure-track)  
   Mark Gossiaux (Philosophy, tenure-track)  
   John Sebastian (English, tenure-track)  

   Other Faculty teaching Medieval Studies courses (mostly teaching one course each):
   Eileen Doll (Spanish, tenured)  
   Elizabeth Goodine (Religious Studies, full-time extraordinary)  
   William Kitchens (Visual Arts, tenured)  
   Denis Janz (Religious Studies, tenured)  
   Lori Ranner (History/Classics, full-time extraordinary)  
   Connie Rodriguez (Classics, tenured)  

2.2.3 Headcounts and student credit hours of fulltime and part-time undergraduate students (if appropriate) (Stats Day 06F & 07S)   NA

2.2.4 Headcounts and student credit hours of fulltime and part-time graduate students (if appropriate) (Stats Day 06F & 07S)   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 examine one area of our program to determine what changes need to be made to meet our learning objectives. We 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 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 goals including learning outcomes assessment and processes assessment.

For the 2006-07 academic year, we did a review of all English courses. Although the committee was required to make the difficult decision to drop ENGL U195 “Legend of Robin Hood” from our list of medieval offerings, in general the assessment was quite positive. Dr. Sebastian is fulfilling the expected learning outcomes. To quote from the assessment report: “Loyola has found a true gem in Dr. Sebastian. His diverse training and interests permit him to offer courses from Chaucer to medieval drama to the Vikings. The latter, in particular, it should be noted is very rarely taught at North American universities. Not only has Dr. Sebastian put together a creative and unique offering with the Vikings class, but it is most likely one of the few common curriculum courses at Loyola that is actually interdisciplinary, drawing not only on literature, but also history, archaeology and law.

Students are given an opportunity to immerse themselves in some of the most challenging works of medieval literature. The cultural and historical contexts for the texts are established very clearly, and students are given in depth exposure to the techniques of modern literary criticism. Another excellent feature of the literature courses is that students are expected to be active learners. In A340 they are expected to complete exercises in translation and commentary; in A340 and A341 they are required to serve as discussion leaders for class presentations. Through these innovative pedagogical techniques, the Middle Ages come alive in a very vivid way for contemporary students.

3.4 Assessment of internal (within the university) and external (outside Loyola) environments affecting the department
Medieval Studies has increased by leaps and bounds. With wider exposure through the Medieval Film Series and various publicity efforts, the number of minors has almost quadrupled since last year (from eight students to twenty-two minors and one major). As well, the faculty offered three new courses this year (“The Crusades,” “The World of the Vikings,” and “Philosophy and Religion in the Middle Ages”), each with tremendous feedback from the students.

In addition, Loyola has initiated a stronger community of medieval scholars within the city of New Orleans, but also within the South of the United States. With the development of the New Orleans Medieval Scholars Discussion group, Loyola established a strong, interdisciplinary group of scholars, generating intellectual exchange and providing mutual support for our medieval studies programs. For example, this relationship helped one medieval studies student this year take advantage of a course offered by a visiting art historian at Tulane. Also, Loyola sent a good contingent of scholars to the 2006 LCMRS (Louisiana Consortium for Medieval and Renaissance Studies) in Nachitoches, Louisiana, and plans to host the conference here at Loyola next October, an event that should shine the spotlight on Loyola for Medieval Studies in the South. This broader medieval 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 07-08 year (Indicate how the assessment information from Section 3 above informed the formation of these goals.)

1. In May 2008 we will examine the data concerning our medieval thought courses to determine if they are meeting our learning objectives.
2. Develop a Strategic Plan
3. To encourage the Dean of Humanities and Natural Sciences and relevant department chairs to increase the number of faculty with expertise in the various disciplines of medieval studies. There is currently no medievalist in Visual Arts, none in Religious Studies, and only one each in two of our core areas (History and English), both dedicated to a study of the later medieval period. There is cursory coverage at best in our existing course offerings of medieval topics prior to the year 1000.
4. To increase faculty enrichment opportunities for medieval studies faculty.

4.3 Description of resources needed to support the obtainment of the 07-08 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 FY06-07 “budgeted” totals for both salary and operating budgets.

We were awarded a budget of $400 by the Provost’s Office. Here is the breakdown of expenses:

Medieval Film Fest:
- *The Thirteenth Warrior* (Sept. 6, 2006): 58.16
- *The Anchoress* (Nov. 16, 2006): 58.16
- *Name of the Rose* (pizza never showed up....)

New Orleans Medieval Scholars Nights:
- Oct. 25, 2006: 32.58
- Mar. 13, 2007: 28.61
- Stamps: 16.40
- Photocopying: 50.00 copy card

Total: $396.21

5.1.1 Budget discussion (This discussion is a comment on whether or not the budget for the current fiscal year (August 1, 2006 – July 31, 2007) seems adequate.)

We have every intention of discussing this matter further with the Dean. We are going to be hosting the LCMRS (Louisiana Consortium for Medieval and Renaissance Studies) here at Loyola in October of 2007. The Provost’s Office has offered us $700 towards the event and the Biever fund will be providing funding for our keynote speaker. We are not currently convinced that the Provost’s money will cover all the costs.

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 in discussion with graduating Medieval Studies minors:

1. A Medievalist with a specialty in the early Middle Ages (especially in early Christian history). NB: Although we noted the same gap in the program last year, this need has become especially urgent with the departure of Thomas Smith and the University’s indecision with respect to renewing the contract of his extraordinary replacement, Elizabeth Goodine – a highly popular professor whose teaching of “Heretics and Heresies” has gone a long way towards enhancing our program.
2. A Medievalist with a specialty in the non-European Middle Ages (for example, an Eastern European medievalist or a Byzantinist).

6.1.2 Priority listing of additional/revised faculty/staff positions

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, an Eastern European medievalist or a Byzantinist).

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 twenty-two Medieval Studies minors and one Medieval Studies major (by contract).

7.2 Faculty achievements/service summarized (if appropriate)

Sara Butler (Assistant Professor, College of Humanities and Natural Sciences)

Publications:

Presentations:
Service:
Medieval Studies Minor Committee: Chair
Search Committee for Middle Eastern Position: Member
College Elections Committee: Co-Chair
Women’s Studies Minor Committee: Member
Women’s Studies Curriculum Committee: Member
Women’s Studies By-laws Committee: Member
Women’s Studies Nominating Committee: Member
Course Development / Faculty Development Committee: Member
QEP Faculty Development Committee: Member
World Civilizations Committee: Member
Webmaster for: History Department, London Abroad Program, Belgium Abroad Program, QEP

Alice Clark  (Associate Professor, College of Music and Fine Arts)

Presentations:
“Machaut's Remede de Fortune and the development of the narrator as lover/poet/composer,” guest lecture for John Sebastian’s ENGL A341.
"Medieval music,” guest lecture for Sara Butler’s HIST A306.
"Mozart's career as free-lancer in Vienna,” guest lecture for the New Orleans Center for the Creative Arts (June 2006).

Service:
Dr. Clark wrote program notes for a performance by a (mostly) faculty string quartet's benefit performance for Habitat for Humanity's Musician's Village, also in June 2006.
American Musicological Society, Janet Levy Fund Committee (selects awards for Janet Levy Fund for Independent Scholars).
Musicology at Kalamazoo, program committee chair (organizes nine sessions for International Congress on Medieval Studies).
International Machaut Society, web master and member of Board of Directors
Outside reviewer for student grant proposal, University of Florida.
Provost's task force reviewing Common Curriculum, chair
Common Curriculum Committee, member
University Senate, member
Medieval Studies Committee, member
Women's Studies Committee, associate member
Phi Beta Kappa Committee, member
Coordinator of Music History and Literature
Faculty advisor, Ars Nova (formerly Musica Ficta), College of Music and Fine Arts student journal
Advisor for students in Bachelor of Arts in Music and Bachelor of Music with Elective Studies
Awards:
College of Music and Fine Arts’s Award for Excellence in Service

Mark Gossiaux  (Associate Professor, College of Humanities and Natural Sciences)

Publications:

Presentations:

Service to Loyola:
Member, Standing Council for Academic Planning (SCAP), 2006-present;
Philosophy Department Representative, University Senate, 2006-present;
Member, HuNS College Curriculum Committee, 2007;
Member, HuNS Strategic Planning Committee, 2007;
Member, Medieval Studies Committee, 2004-present;
Member, Catholic Studies Committee, 2004-present;

Professional Service:
Executive Council, American Catholic Philosophical Association, 2006-09;
President, International Natural Law Society, 2001-present;
Editorial Board, Vera Lex, 2000-present.

John Sebastian (Assistant Professor, College of Humanities and Natural Sciences)

Publications:

Presentations:
“‘Lyuyenge aftur lettrure’: Learning to be Saved in Langland and Hilton”
“Apocalyptic Beginnings and Indeterminate Verdicts: Judgment in Wynnere and Wastoure”
  32nd Annual Meeting of the Southeastern Medieval Association, “Beginnings and Endings,” The University of Mississippi, October 12-14, 2006
“Patronage at the Periphery”
“Women Behaving Badly (That Is, Like Men): Gender and Law in the Old Norse Saga of the People of Laxardal” Focus on Faculty Research in Women’s Studies Forum, Loyola University New Orleans, March 21, 2007
**Service**
College of Humanities and Natural Sciences Strategic Planning Committee, Member
Common Curriculum Committee, Member
Adviser, Sigma Tau Delta (Omega Upsilon chapter), the International English Honor Society
Women’s Studies Committee, Associate Member
Women’s Studies Curriculum Subcommittee, Member
University Honors Advisory Board, Member
Departmental Liaison to the Library
Medieval Studies Minor Webmaster
Medieval Studies Minor Steering Committee, Member
Phi Beta Kappa Committee, Member

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

Medieval Studies did not grant a Venerable Bede award this year.

Larissa Nash had an essay entitled “Women in the Norse Sagas and Eddic Poems: Vile Sorceresses, or Wronged Innocents?” published in *The Reader’s Response.*
8. Appendices (if appropriate)
Include here the list of all publications, presentations, and/or grants for all departmental faculty for the calendar year 2006.

Publications:

Presentations:


Sebastian, John. “Women Behaving Badly (That Is, Like Men): Gender and Law in the Old Norse Saga of the People of Laxardal.” Focus on Faculty Research in Women’s Studies Forum, Loyola University New Orleans, March 21, 2007

Grants:

Butler, Sara M. Loyola Research Grant, HuNS Dean’s Office, for “Homicidal Insanity in Late Medieval England,” $2,400, summer 2006.