

Summary Directives to C.A.R.P.

Discussion Representatives
Mallinckrodt Retreat
February 8, 2000

[See the full comments from the break-out groups.](#)

On January 13th and 14th, 2000, approximately seventy faculty, student, administration and staff members met at the retreat held at the Mallinckrodt Campus. It was agreed that representatives of the discussion groups from this meeting would gather to draft a document to be sent to C. A. R. P. representing the results of these discussions. The initial meeting of these representatives decided that the most effective form that this presentation could take was a series of directives. Thus in what follows there is no attempt to summarize all of the discussions, to represent all of the points of view, or to create a unified vision. The group realizes that much of the context of these directives is lost in this form of short statements. We nevertheless decided that this was the most effective way to bring to C. A. R. P. several essential positions that were common currency among the participants.

Directive 1:

Consistent with the best traditions of Jesuit education, Loyola's academic profile is characterized by a strong, core, liberal arts curriculum. Strong doctoral and professional programs as well as the research faculty and support services it takes to maintain these offerings fundamentally reinforce this program. The research enterprise at Loyola is inseparable from our total academic enterprise, for the Loyola professor who undertakes serious research is simultaneously an active supervisor of graduate students and a dedicated teacher of undergraduates. Moreover the balance achieved at Loyola among these mutually supportive activities is nearly unique in relation to our competing, peer institutions. This profile ought to be both nurtured and marketed. To this end C. A. R. P. should take into account in any recommendations it might make Loyola's status as a Carnegie Foundation Research/Doctoral 1 institution. This level of sustained graduate research is a key element in the support of excellence in undergraduate education and in the enhancement of the overall national reputation of Loyola. C. A. R.P. should be very attuned to any erosion of this fundamental academic asset of our University.

Directive 2:

An essential part of the academic profile of Loyola is the education of the whole person. Consistent with this aspect of the Jesuit tradition, Loyola positively values faith-based traditions. Throughout Loyola's history this has been a consistent stance augmented in a special way by our location in Chicago. We encourage a learning community that values cultural traditions, ethics, diverse economic classes, as well as diverse faiths and spiritualities. We need to both recognize and enhance this matrix of values at Loyola. Loyola can be known to all of its potential constituencies as an institution of higher learning which considers this dimension of values and diversity as an integral part of its academic profile at all levels. This means that C. A. R. P. should take special account that their recommendations clearly enhance this dimension of Loyola. We would hope that this would be readily apparent in recommendations for admissions, for the public image created for Loyola, and for the hiring and retention of personnel.

Directive 3:

Care for the whole person, cura personalis, has been a staple of Jesuit education from its beginnings. It presumes that face to face relationships significantly enhance the well being of the whole person, including the person's intellectual maturity. In Jesuit education mastery of a body of information and methods is essential but it is not enough. In an age and location where it is easy to be impersonal with one another or valued primarily as a piece of a corporation, Loyola should continue its tradition of responsive, personal concern in the educational effort. Thus C. A. R. P. should take into account in very clear ways this dimension of cura personalis in the recommendations it makes for academic enhancement. It should be particularly aware of this dimension when considering positions on class size, on the assignment and support of graduate teachers in the undergraduate program, in the enhancement of service learning, practicums, and apprenticeships. At a point where the specific implementation of the principle cura personalis could easily be eclipsed by other values, C. A. R. P. should be very attuned to its preservation and enhancement at Loyola.

Directive 4:

A staple of Jesuit education is the encouragement of service to others and the creation of programs that educate toward this value. Faculty and academic programs can be particularly helpful in enabling students to understand their own interests, abilities, passions, and dreams so that they may have a much better sense of how to use their abilities in service of others. Not an optional, added feature of Loyola's academic profile and community, service to others is an essential dimension which needs to be consistently supported and renewed. Thus C. A. R. P. should take into account in whatever recommendations it makes the enhancement and support of this dimension of service to others. Particularly in recommendations which support styles of learning and teaching, faculty education, involvement with Chicago communities, and attention to populations for admission, service to others cannot play a secondary role. It is important that C. A. R. P. keep before it Loyola's motto: Knowledge in the Service of Humanity.

Directive 5:

Following the Jesuit tradition's deep linkage of faith and justice, we at Loyola believe that one of the most important goals of education is the transformation of society toward just and peaceful conditions for all. Social justice, that is, the fidelity to the demands of the complex relationships that exist in our multi layered societies, is a fundamental part of Jesuit education. Education to justice is not the property of any particular department or college; it is a pervasive value which needs to be expressed in very real ways at the heart of the university. While a corporation might rightfully make decisions with the primary goal of enhancing financial growth, Loyola must hold at its heart the enhancement of an education to and through justice. Thus C. A. R. P. should take this form of education into account in any recommendations it might make for programming, admissions, hiring and retention, and new academic initiatives. To risk betraying this core dimension and its implications for fundamental decisions about Loyola's academic profile and community would incline Loyola in the direction of a sophisticated vocational school.

Directive 6:

Loyola's academic profile and community stresses the wholeness of the educational enterprise. This expresses itself in many ways: consideration for the multiple needs of each learner, the recognition of the value dimension in the quest for the best possible knowledge, care for the person, service and justice, all as stated above. Loyola is a complex and rich mixture of educational and research opportunities. Cooperation among the various academic constituencies is sometimes difficult to attain. But much more cooperation than we have at Loyola is needed to serve the goal of educating the whole person. Thus C. A. R. P. should take into account in any of its recommendations the specific implementation of the ways in which education of the whole person might be more readily attained. A primary instance of this is the support of alternatives to the existing organizational structures to foster research, teaching and other forms of academic collaboration that cross the institutional divides which tend to separate schools, colleges, departments and programs.

Procedural Observations and Suggestions:

As the meetings and discussions progressed at Mallinckrodt, conversation became more candid, both in the discussion groups and in the large assemblies. There was surely a strong sense that the tradition of Loyola is a valuable one with many resources to draw on. There was a hopeful desire that Loyola could become an institution equal to its resources and hopes. At the same time it is fair to say that there was deep dissatisfaction, mistrust and concern over the recent history of Loyola and the ability of the current process and administrative structure to bring about the hoped for change. Not to recognize both the hope and the mistrust is to miss the pervading context of all of the discussions. In this light we would suggest to C. A. R. P. that it send information to departments, programs and schools as soon as that information is developed rather than wait for published deadlines. We would encourage that it seek the broadest possible consultation, that it be satisfied only when it has the exact information that it needs to make appropriate recommendations, and that it act independently of any administrative or economic pressures that might be felt counter to the central academic mission of the university, particularly in the unique dimensions suggested above. We would suggest that any recommendations be made against the background of very clearly articulated qualitative and quantitative criteria, and that the recommendations assume a budget-neutral stance, that is one that neither anticipates budget increases or decreases, but rules neither out. We would also strongly urge C. A. R. P. to be mindful of duly constituted bodies within the university, such as Academic and Faculty Councils, which have charges regarding curriculum, quality of education and admissions overlapping that of C. A. R. P. Procedurally it is important that the relationship of C. A. R. P. to such bodies be clearly articulated to the university as a whole prior to making recommendations.

We wish C. A. R. P. well in its difficult deliberations. We have confidence in its membership, and will be watching closely to support its work toward clearly articulated and carefully considered recommendations that enhance the academic profile and community of Loyola.

John McCarthy, chair

Committee Membership: Dr. Timothy Austin; Dr. Robert Bucholz, Dr. Frank Catania; Dr. Pamela Caughie, Kimberly Fath, Fr. John Haughey, S.J., Dr. Bren Ortega Murphy, Dr. Mark Pollock