

## CHAPTER ONE

### INTRODUCTION

#### A. *History of the University*

The Jesuit order, also known as the Society of Jesus, was established in the sixteenth century by St. Ignatius Loyola, under the approval of Pope Paul III. From its inception the Jesuit mission has been educational.

The Society of Jesus first came to Louisiana in 1723 to work with the Native American population. More than a century later, in 1847, steps were taken to establish a college of liberal arts and sciences. The following year the Jesuits purchased property at the corner of Baronne and Common Streets in New Orleans, and on February 1, 1849, a college preparatory academy and the College of the Immaculate Conception accepted their first students. The College was organized in the European manner, taking boys from age twelve and, in six or seven years, giving them what today would be called their high school and college training. It is to this college that Loyola University New Orleans traces its origin.

In 1904 another New Orleans academy and college were opened, these on St. Charles Avenue opposite Audubon Park. These associated institutions were known as Loyola College. A few years later, in 1911, the Society of Jesus reorganized its New Orleans schools, the College of the Immaculate Conception and Loyola College uniting on the nineteen-acre St. Charles Avenue site, which is the present location of Loyola University. At the same time the two preparatory academies united at the Baronne Street location, becoming the present Jesuit High School.

At the request of His Excellency, the Most Reverend James J. Blenk, Archbishop of New Orleans, Loyola College was expanded to become Loyola University in the fall of 1911. The University was duly incorporated by the General Assembly of Louisiana and empowered to grant all University degrees in 1912.

Loyola University New Orleans has continued to evolve over the years, seeking always to respond to the changing needs of its students and the community. In the 1960s LUCAP (the Loyola University Community Action Program) was established as a service organization for economically and culturally deprived citizens and as a community forum for the airing of issues concerning social justice. At the same time the Upward Bound program was created to give academic opportunities to students who might otherwise not have pursued a higher education.

The physical campus has also continued to grow. In the 1960s a new science building was erected; in the 1970s a new law building was built, and another building was thoroughly renovated to house the humanities departments. In the 1980s the Music-Communications building was constructed and the Broadway Campus was acquired. The former Mercy Academy was purchased in the 1990s. While the ongoing physical development of the campus bespeaks a kind of health, the educators at Loyola University New Orleans are most proud of their institution's ability, since 1911, continually to address the most deeply significant moral and intellectual demands of our society and world. It is to this historical tradition that Loyola remains firmly committed.

## ***B. Goals of Loyola University New Orleans***

The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977 and May 1983 are incorporated in this edition of the Goals Statement.

### ***Loyola University New Orleans is a Catholic Institution***

Loyola University New Orleans, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laypersons and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his or her own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of people, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and

dedicated to the truth are welcome in the Loyola University New Orleans community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola University New Orleans stands on its Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola University New Orleans is committed to the Christian tradition, it should support excellence in theological instruction and scholarship as well as recognize the pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form her or his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of Jesus to discern what is good and true in the movements of history. Loyola University New Orleans pledges itself to educate its students to meet change with equanimity, good judgment and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola community, its alumni and its friends.

Loyola University New Orleans is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial and educational attitudes which are inconsistent with the social teachings of the Church.

### ***Loyola University New Orleans Concentrates on Liberal Education***

Loyola University New Orleans intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts, it is also committed to professional study. Liberal studies assist a student to broaden and deepen convictions; professional studies assist a student to actualize convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola University New Orleans is aware of the need for innovation in undergraduate education. Because of its size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria:

- (a) they are necessary for strengthening undergraduate programs;
- (b) they fulfill serious community needs.

### ***Loyola University New Orleans Recognizes its Community Responsibilities***

Loyola University New Orleans looks forward to its place in the community of the future. The American university of the future will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in its power as an independent Catholic university to solve the problems of American society today.

Loyola University New Orleans should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes its obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes and programs will be created, developed or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies and labor.

### ***Loyola University New Orleans is a Community of Scholars***

Loyola University New Orleans aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgment in the face of complexity and ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic and cultural backgrounds, and through firm, vigorous and dynamic programs in the arts, humanities, sciences and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The University's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the University. Therefore, Loyola University New Orleans should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola University New Orleans wishes to assist each person in becoming more aware of the problems of society and of his or her ability to correct these problems. Such a person would have a firm moral conviction to live up to his or her obligations to himself or herself, to community, and to God.

### *The Future of the University*

Loyola University New Orleans is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The University should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact and maximum use of existing resources.

Loyola University New Orleans should increase and make more effective its ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state and nation. A portion of studies such as business and the social or behavioral sciences should be done off-campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola University New Orleans takes educational responsibility.

### ***Priorities Involving Planning***

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola University New Orleans is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties and staff may be made.

### ***Priorities Involving Students***

Loyola University New Orleans recognizes that value-oriented education must occur in the context of total human development and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs and curricular requirements. The University involves students in the planning of their education and the shaping of their environment and encourages student participation in the deliberations of faculty and administration.

Loyola University New Orleans is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body and maintain the quality of admitted students, the Office of Admissions will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with its commitment to educational excellence, Loyola University New Orleans will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and

strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate his or her adjustment to the academic environment.

The University recognizes the importance of providing programs to facilitate the integration of the new student into the University community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola University New Orleans provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by Counseling and Career Services. Loyola will continue to establish programs lead by professionally trained personnel to facilitate students' continuing personal and social growth, to help students to develop the skills necessary to cope with academic demands, and to aid them in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. University Ministry does play a special role in assisting students to adjust both to University life and to understanding the full scope of a Loyola University education. Programs which strengthen the student's social, cultural and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities and the Loyola University Community Action Program (LUCAP).

Loyola University New Orleans is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers and other students in non-traditional programs. As part of the education at Loyola, it is important that these students be strongly encouraged to participate in campus life and to see the University as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs, and services will be developed to support the active participation of such students utilizing professional staff, peer assistance, and community referral.

### ***Priorities Involving Faculty***

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research, and community service. These goals can best be realized by a stable, financially secure, and professionally active faculty. Faculty participation in University governance reflects its concern with academic excellence through teaching, research, other scholarly activities and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola University New Orleans faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

### *Priorities Involving Curriculum*

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola University New Orleans is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all University and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages that best complement his or her own program of study. In keeping with this, Loyola University New Orleans should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola University New Orleans. Loyola will continue to make every effort to inculcate scientific literacy in all of its students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain its excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola University New Orleans has produced and will continue to produce leaders in law, government and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should ensure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola University New Orleans should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The College of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The College of Law offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola University New Orleans disciplines should provide opportunities for study through seminars, honors courses, discussion courses, independent study, research projects and courses designed by students. Loyola will continue its tradition of close student-faculty contact which has always constituted the basis of quality education.

### ***C. Statement of Educational Purpose***

Loyola University New Orleans is a comprehensive Catholic university that embodies the standards of academic excellence synonymous with Jesuit education. As a community united in the search for truth and wisdom, Loyola's faculty, students, and staff are committed to scholarship, service, and justice. Consistent with its Jesuit and Catholic heritage, the university is open to all qualified persons.

As enunciated in Goals of Loyola University New Orleans and elaborated in the Loyola Character and Commitment Statement, the mission of Loyola University is to provide a rigorous education grounded in values for an academically able student body selected from diverse geographic, ethnic, and economic backgrounds. While reaffirming its commitment to the educational needs of the citizens of New Orleans and of Louisiana, Loyola will continue to seek students from throughout the region, the nation, and the world.

To achieve its goals, Loyola University New Orleans recruits faculty who are dedicated to instruction and advising, to research that enriches their teaching, and to service both to the University and to the larger community. To preserve its Jesuit character, Loyola seeks to maintain a substantial presence of Jesuits as faculty members. Acknowledging that education is not limited to the classroom, the institution employs staff who are committed to the education of the whole student. Through the curriculum, advising, University Ministry, co-curricular activities, and student life programming, faculty and staff strive to provide a supportive but challenging environment in which students can realize their individual potentials while coming to recognize their responsibility to serve others. To meet the diverse needs of its students, Loyola offers a curriculum rooted in the liberal arts and sciences and fully supportive of a wide range of pre-professional and professional programs. Though its principal focus is undergraduate education, the institution offers selected graduate programs that are consistent with its mission.

In the Ignatian tradition, Loyola University New Orleans endeavors to develop students into a new generation of leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. The goal of a Loyola education is not mere technical competence but wisdom and social responsibility.

#### ***D. Loyola University New Orleans Character and Commitment Statement***

The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.

1. Loyola University New Orleans faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and fellowship under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to himself. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola University New Orleans to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope

for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Kingdom that is aborning in this world where divine and human activities intersect.

3. Motivated by the Christian vision of reality, then, Loyola University New Orleans undertakes its task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the University community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The University must provide an environment conducive to growth of its faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in its students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate itself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics...[but] still not compatible with every point of view." (Loyola University Goals Statement)

4. While academic excellence and liberal education are the immediate goals of our University community, they cannot be, in view of our commitment as a Jesuit University, the ultimate *raison d'être*. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so, can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action.

In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.

5. Because education at Loyola University New Orleans is person-centered, and concerned ultimately with choice and action, the curriculum, spiritual life, and student life must, on all levels and in all areas, be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the University and to ever-widening circles of our concern for our city, our state, our region, our nation, and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.

6. It is understandable then, that in the face of our contemporary situation, Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola University New Orleans as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.

7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life, concern for justice to which our Jesuit and Christian heritage commits us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.

8. All members of the University community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola University New Orleans is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the University has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the University's mission, destructive of its identity, and disruptive of the University community well-being.

The University community should make every effort to reconcile any member who finds himself/herself in conflict with these objectives.

9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola University New Orleans is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others who seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.

#### ***E. Policy on Affirmative Action/Equal Opportunity Employment***

It is the policy of Loyola University New Orleans that no discrimination on the grounds of race, color, sex, disability, age or national origin will exist in any area of the University. This University policy includes, but is not limited to, the requirements of Federal Executive Orders 11246 and 11375, as amended; Order No. 4 of the U.S. Department of Labor; Title 41, Chapter 60-2 "Revised Order No. 4"; Title IX of the Education Amendments of 1972, as amended; and the directives of the President and the Board of Trustees of Loyola University.

While Loyola University New Orleans is firmly committed to and reaffirms its policy of non-discrimination and affirmative action in its recruitment practices, it also reserves its right to grant preference to men and women, minority and majority members who qualify for positions and who accept and support its Christian and Catholic heritage as expressed within the Loyola University New Orleans Character and Commitment Statement and Goals of Loyola University New Orleans. This it must do to maintain its religious and institutional integrity. In accord with this, Loyola, as a Jesuit university, will, in connection with the appointment of faculty and appropriate administrators, take this to be a significant consideration.

As a religious educational institution, Loyola University New Orleans may grant preferences in its employment practices to Jesuits to perform any work connected with the carrying on by Loyola University of its activities. To cite one example, a qualified Jesuit applicant may be favored over a qualified non-Jesuit applicant for an academic position in any department.

This policy applies throughout the University organization and is the responsibility of all departments and personnel, both supervisory and non-supervisory. The particular ways in which this policy and its implicit goals are to be achieved are the essence of the University's Affirmative Action Program.

Inherent in this policy of non-discrimination is the concept of Affirmative Action whereby a set of specific and result-oriented procedures which have been developed assure that efforts are made to realize a fuller utilization of all members of society, especially women and members of minority groups. This policy and program represent a special commitment to the creation of an environment in which each individual is judged solely on merit.

In order that our policy of non-discrimination be fully appreciated, the following specific elements are described:

1. Each budget unit head is required to recruit, hire, train and promote persons in all job classifications without regard to race, color, sex, disability, age or national origin.
2. Each budget unit head is hereby instructed to base decisions on employment and promotion so as to further the principle of equal employment opportunity. These decisions should be influenced, in part, upon the identifiable deficiencies within the budget unit. Where significant deficiencies exist, the budget unit head should expend extraordinary efforts to identify, recruit and employ qualified individuals in such a way as to minimize these deficiencies.
3. Each budget unit head is required to maintain procedures to ensure that promotion decisions are in accord with the principles of equal employment opportunity. Only valid requirements for promotional opportunities may be imposed.
4. Each budget unit head is required to maintain procedures that ensure that all personnel actions, such as compensation, benefits, transfers, layoffs, returns from layoff, tuition assistance, social and recreational programs, will be administered without regard to race, color, sex, disability, age or national origin.

## **F. *Statement of Policy and Procedure on Sexual Harassment***<sup>1</sup>

### **Policy**

Loyola University New Orleans strives to create and maintain a working and learning environment in which people are treated with dignity, decency and respect. The environment of the University is characterized by mutual trust and the absence of intimidation, oppression and exploitation. Faculty, staff, and students are able to work and learn in a safe, yet stimulating atmosphere. For these reasons, Loyola does not tolerate unlawful discrimination or harassment of any kind. Through enforcement of this policy and through education of faculty, staff, and students, Loyola seeks to prevent, correct and, when necessary, sanction behavior that violates this policy.

All faculty, staff, and students, regardless of their position, are covered by and are expected to comply with this policy, and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee or student who violates this policy.

Any Loyola faculty member who is found to have engaged in conduct prohibited under this Policy is subject to disciplinary action according to the procedures in the *Faculty Handbook*, Chapter 9. Any Loyola staff member who is found to have engaged in conduct prohibited under this Policy is subject to disciplinary action according to procedures in the *Human Resources Policies, Procedures and Benefits Manual*. Any Loyola student who is found to have engaged in conduct prohibited under this policy is subject to disciplinary action according to the procedures in the *Student Handbook*.

### **PROHIBITED CONDUCT UNDER THIS POLICY**

#### ***1. Discrimination:***

- a) It is a violation of this policy to discriminate in the provision of employment or educational opportunities, to create discriminatory work or learning conditions, or to use discriminatory evaluative standards if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, sex, national origin, age, religion, disability status, military/veteran status, or sexual orientation.
- b) Discrimination of this kind is also prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act 1964; Title IX of the Educational Amendments of 1972; the Age Discrimination in Employment Act of 1975; the Americans With Disabilities Act of 1990; the Family and Medical Leave Act; the Equal Pay Act, and Louisiana discrimination statutes.
- c) Discrimination in violation of this policy will be subject to severe sanctions.

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<sup>1</sup> Approved by Board of Trustees, October 13-14, 2005

## ***2. Harassment:***

Harassment, including sexual harassment, is prohibited by federal and state laws. This policy prohibits harassment, and Loyola will take appropriate action to swiftly address any unlawful harassment. Harassment is defined as verbal or physical conduct that has as its effect to threaten, intimidate or coerce. Also included are verbal taunting (including racial and ethnic slurs) which, in the employee's or the student's opinion, impairs his or her ability to perform his or her job or studies.

Examples of inappropriate conduct are:

- (1) Verbal: Insulting comments, epithets, slurs or negative stereotyping, regarding a person's nationality, origin, race, color, religion, age, gender, sexual orientation, disability or other protected status.
- (2) Non-verbal: Distribution or display of any written or graphic material that ridicules, denigrates, insults, belittles, or shows hostility toward an individual or group because of national origin, race color, religion, age, gender, sexual orientation, disability, or other protected status.

## ***3. Sexual Harassment:***

Sexual harassment is prohibited under this policy. Sexual harassment is a form of discrimination and is unlawful under Title VII of the Civil Rights Act of 1964 and Title IX of the Educational Amendments of 1972. According to these statutes, sexual harassment is defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of such conduct is used as the basis for employment or educational decisions or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working or learning environment."

Unsolicited and unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature constitute sexual harassment, when:

- a) such advances or requests are made under circumstances implying that one's response might affect educational or personnel decisions that are subject to the influence of the person making the proposal, or
- b) acceptance or rejection of such advances or requests is used as a basis for an employment or educational decision, or
- c) such speech or conduct is directed against another and is either abusive or severely humiliating, or persists despite the objection of the person targeted by the speech or conduct; or

d) such speech or conduct is reasonably regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues, or co-workers. If it takes place in the teaching context, it must also be persistent, pervasive, and not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior that is unwelcome, that is personally offensive, and therefore interferes with work or learning effectiveness.

Sexual harassment may take different forms. Examples of conduct that may constitute sexual harassment are:

(1) Verbal: Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, lewd remarks, threats, requests for any type of sexual favor (this includes repeated, unwelcome requests for dates), and verbal abuse or "kidding" which is oriented towards a prohibitive form of harassment, including that which is sex oriented and considered unwelcome.

(2) Non-verbal: The distribution, display, or discussion of any written or graphic material, including images, posters, and cartoons that are sexually suggestive, or show hostility toward an individual or group because of sex; suggestive or insulting sounds; leering; staring; whistling; obscene gestures; content in letters and notes, facsimiles, e-mail, that is sexual in nature.

(3) Physical: Unwelcome, unwanted physical contact, including but not limited to, touching, tickling, pinching, patting, brushing up against, hugging, cornering, kissing, fondling; forced sexual intercourse or assault.

There are three types of sexual harassment:

1. "*Quid pro quo*" harassment, where submission to harassment is used as the basis for employment or educational decisions.

*Quid pro quo* harassment occurs when employee benefits such as raises, promotions, working hours, etc., or student benefits such as grades, assignments, recommendations, etc. are directly linked to compliance with sexual advances. Therefore, only someone with the authority to grant such benefits can engage in *quid pro quo* harassment. Example: A supervisor promising or implying a raise to an employee if she goes on a date with him; a professor telling or suggesting to a student he will not get a recommendation for graduate school if he does not go out with her.

2. "Hostile work or learning environment," where the harassment creates an offensive and unpleasant working or learning environment.

Hostile environment can be created by anyone in the work or learning environment, whether it is supervisors, fellow employees, professors, students, or outside contractors. Hostile environment harassment consists of language of a sexual nature, unwelcome sexual materials, or unwelcome physical contact as a regular part of the work or educational environment. Cartoons or posters of a sexual nature, vulgar or lewd comments or jokes, or unwanted touching or fondling all fall into this category.

Again, it is recognized that the academic setting is distinct from the workplace in that latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

3. “Gender-based hostility”, where an individual or individuals are harassed because of their gender.

### **Procedure**

*What those who think they are discriminated against or harassed should do:*

- a) Loyola wants to stop inappropriate behavior, especially before it becomes a violation of law. The University cannot solve a problem of which it is not aware. Report inappropriate behavior.
- b) Review the complaint procedure set forth in this document.
  - Contact the **Director of Human Resources** to file a complaint against a *staff member*. If the Director of Human Resources is unavailable, or if you are uncomfortable reporting to the Director of Human Resources, you may report to the alternate -- **Manager of Employment and Employee Relations**.
  - Contact the **Provost** to file a complaint against a *faculty member*. If the Provost is unavailable, or if you are uncomfortable reporting to the Provost, you may report to the alternate – **Dean of the College of the faculty member**. For tracking purposes notification of receipt of a complaint will be forwarded to the Director of Human Resources and Director of Risk Management.
  - Contact the **Associate Vice President for Student Affairs** to initiate a complaint against a student. If the Associate Vice President for Student Affairs is unavailable, or if you feel uncomfortable reporting to the Associate Vice President of Student Affairs, you may report to the alternate -- **Associate Director for Residential Development and Judicial Affairs**.
  - Contact the **Director of Risk Management** to initiate a complaint against a non-Loyola community member (sub-contractor, vendor, etc.).

The complainant (the faculty, staff, or student making the complaint) may file a verbal complaint in person with the appropriate party referenced above in part b, Procedures; may use the Harassment/Discrimination Reporting Form; or other written forms of communication. Note: It is not a prerequisite for filing a complaint with the University that the complainant first confront the alleged violator.

The Counseling and Career Services Office and University Ministry provide confidential counseling services to Loyola faculty, staff, and students. Persons wishing to discuss confidentially an incident of possible discrimination, harassment or retaliation, or persons seeking information and advice without committing to future action, are encouraged to contact the Office of Counseling and Career Services or University Ministry. The role of the counselor or minister in such cases will be limited to personal counseling and treatment of the person.

Faculty, staff, or students seeking guidance from Loyola clergy or Loyola licensed counselors may invoke a privilege of confidentiality. Faculty, staff, or students who seek confidential advice from counselors or clergy will not be deemed to have filed a formal complaint with Loyola.

***What to do if you observe discrimination or harassment:***

If you become aware of discrimination or harassment, either from personal observation or as a result of an employee or student coming forward, you should immediately report it to the **Provost or Dean** (faculty alleged violator); the **Director of Human Resources or alternate** (staff alleged violator); the **Associate Vice President for Student Affairs or alternate** (student alleged violator); **Director of Risk Management** (non-Loyola community member).

***Complaints in which the alleged violator is a student:***

Upon receiving a complaint of discrimination or harassment in which the alleged violator is a **student**, the Associate Vice President for Student Affairs will appoint an impartial investigator who will interview the complainant, the accused, and any witnesses, to determine whether there is a reasonable basis for believing that the alleged violation occurred.

The Investigator will conduct an investigation in a reasonable period of time (in no case exceeding 90 calendar days) and upon conclusion forward the written report to the AVP of Student Affairs who will follow the disciplinary process as outlined in Chapter 10 of the Student Handbook. The appropriate remedial action will depend on the following factors: (i) the severity, frequency and pervasiveness of the conduct; (ii) prior complaints made against the respondent; (iii) the quality of the evidence (first hand knowledge, credible corroboration etc.).

The Associate Vice President of Student Affairs will also notify the Director of Risk Management that an alleged violation of the Discrimination and Harassment policy has occurred.

The university disciplinary process for students, as outlined in Chapter 10, Student Handbook, applies to students while they are on the campus of Loyola University, or when they attend functions and events off-campus which are Loyola-related or when their off-campus behavior is a violation of criminal law or constitutes a hazard to the health, safety, or well-being of themselves or members of the University community. The right to appeal is contained in university disciplinary process for students, as outlined in Chapter 10, Student Handbook

Disciplinary proceedings can be carried out prior to, and/or simultaneously with civil or criminal proceedings off-campus. University disciplinary action will not be subject to challenge on the grounds that civil or criminal charges involving the same incident have been dismissed or reduced. Written complaints of incidents involving student-on-student, student-on-faculty, or student-on-staff must be filed no later than the last day of the semester following the semester in which the alleged incident occurred (not including the summer).

***Complaints in which the alleged violator is a staff member:***

Upon receiving a complaint against a **staff member** or being advised that a violation of this policy may be occurring, the Director of Human Resources will review the complaint with the employee's supervisor and the appropriate Vice President. The Director of Human Resources or alternate will promptly initiate an investigation. The Human Resources Director will also notify the Director of Risk Management that an alleged violation of the Discrimination and Harassment policy has occurred.

- 1) During the investigation, the Director of Human Resources or his/her designate will interview the complainant, the respondent, and any witnesses, to determine whether there is a reasonable basis for believing that the alleged that the alleged violation occurred.
- 2) Within a reasonable time of the complaint being filed (in no case more than 90 calendar days), the investigator will conclude the investigation and submit a report of his or her findings to the appropriate Vice President. (If the designate is the investigator, she/he will report first to the Director of Human Resources.)
- 3) If the investigator concludes that there is a reasonable basis to believe that harassment or discrimination in violation of the University's policy has occurred, the Director of Human Resources will recommend to the Vice President of the respondent's Division and to the President that appropriate disciplinary action be taken by the University in accordance with the disciplinary procedure for staff

outlined in the HR Policies, Procedures and Benefits Manual. The appropriate remedial action will depend on the following factors: (i) the severity, frequency and pervasiveness of the conduct; (ii) prior complaints made against the respondent; (iii) the quality of the evidence (first hand knowledge, credible corroboration etc.).

- 4) If the investigation is inconclusive or it is determined that there has been no harassment or discrimination in violation of this policy, but some potentially problematic conduct is revealed, other corrective action may be taken.
- 5) In the case the investigation is inconclusive or it is determined that there has been no harassment or discrimination in violation of this policy, no materials relating to the allegation of harassment or discrimination, the investigation, or finding will be placed in the staff member's personnel file.
- 6) The right to appeal can be found in the Dispute Reconciliation Policy and the Staff Grievance Policy, found in the Human Resources Policies, Procedures and Benefits Manual.

***Complaints in which the alleged violator is a faculty member:***

Upon receiving a complaint against a faculty member or being advised that a violation of this policy may be occurring, the Provost or Dean will review the complaint, and the faculty member will be immediately informed and provided documents in accordance with Chapter Eight of the Faculty Handbook. For tracking purposes notification of receipt of a complaint will be forwarded to the Director of Human Resources and the Director of Risk Management.

The Provost or Dean will promptly initiate an investigation.

- 1) During the investigation, the Provost or Dean, or his/her designated impartial investigator, will interview the complainant, the accused, and any witnesses, to determine whether there is a reasonable basis for believing that the alleged violation occurred.
- 2) Within a reasonable time of the complaint being filed (in no case more than 90 calendar days), the investigator will complete a written report, which will be provided to the Dean, the Provost and the accused. If the investigator concludes that there is a reasonable basis to believe that harassment or discrimination in violation of the University's policy has occurred, the Provost will recommend to the President that appropriate disciplinary action be taken by the University in accordance with the disciplinary procedure in Chapter 9 of the Faculty Handbook.

The right to appeal is also contained in Chapter 9 of the Faculty Handbook. The appropriate remedial action will depend on the following factors: (i) the severity, frequency and pervasiveness of the conduct; (ii) prior complaints made against the respondent; (iii) the quality of the evidence (first hand knowledge, credible corroboration etc.).

- 3) If the investigation is inconclusive or it is determined that there has been no harassment or discrimination in violation of this policy, the faculty member and the complainant will be notified and the case will be closed.
- 4) In the investigation is inconclusive or it is determined that there has been no harassment or discrimination in violation of this policy, no materials relating to the allegation of harassment or discrimination, the investigation, or finding will be placed in the faculty member's personnel file.

***Special reporting situations:*** Allegations of discrimination or harassment by the Human Resources Director should be reported to the Vice President for Business and Finance. Allegations of discrimination or harassment by the Associate Vice President of Student Affairs should be reported to the Vice President of Students Affairs. Allegations of discrimination or harassment by a Vice President should be reported to the President. Allegations of discrimination or harassment by the President should be reported to the Chair of the Board of Trustees.

Any person using the complaint resolution procedure will be treated courteously, the problem handled swiftly and as confidentially as feasible in light of the need to take appropriate corrective action, and the registering of a complaint will in no way be used against the employee or student, nor will it have an adverse impact on the individual's employment or educational status. While reporting such incidents can be a difficult personal experience, allowing discrimination or harassment activities to continue will most certainly lead to less desirable outcomes. For that reason, faculty, staff, and students are required to utilize this procedure. However, filing groundless and malicious complaints is an abuse of this policy and is prohibited.

### ***RESPONSIBILITIES***

All Loyola faculty, staff, and students must share the responsibility of understanding and preventing discrimination and harassment. Ultimately, no satisfactory investigation or resolution of complaints can occur without the initiative and continued cooperation of the complainant.

### *Duty to Report*

**Administrators, Managers, Supervisors and Faculty have the special legal responsibility to act promptly to eliminate any discrimination or harassment that exists in their areas of responsibilities, including not only employment but educational programs and student life. If an Administrator, Supervisor, Manager, or Faculty knows, believes, or suspects that discrimination, harassment or retaliation is occurring, or receives information that discrimination, harassment or retaliation might be occurring, he or she must take immediate action to address the problem. Such action should include, but is not limited to, speaking directly with the injured person, developing a specific account of the actions, omissions or occurrences that are alleged to be discriminatory or harassing, and consultation with the Human Resources Director, the Dean or Provost, or the Associate Vice President of Student Affairs or their alternates.**

### *DISCRIMINATION/HARASSMENT AWARENESS EDUCATION*

The President will ensure that appropriate Discrimination/Harassment Awareness Education is provided to all Loyola faculty, staff, and students. The **Director of Human Resources, Associate Vice President of Student Affairs and Director of Risk Management** will provide information and education to the faculty, staff, and students on recognizing, understanding, and combating unlawful discrimination and harassment.

### *CONFIDENTIALITY*

a) Loyola wishes to create a safe environment in which individuals are not afraid to discuss concerns and complaints, or to seek general information about discrimination, harassment, and retaliation. The University recognizes that individuals may be concerned about the confidentiality of information they share, and will strive to preserve confidentiality to the fullest extent possible.

b) The Counseling and Career Services Office and University Ministry provide confidential counseling services to Loyola faculty, staff, and students. Persons wishing to discuss confidentially an incident of possible discrimination, harassment or retaliation, or persons seeking information and advice without committing to future action, are encouraged to contact the Office of Counseling and Career Services or University Ministry. The role of the counselor or minister in such cases will be limited to personal counseling and treatment of the person.

c) Faculty, staff, or students seeking guidance from Loyola clergy or Loyola licensed counselors may invoke a privilege of confidentiality. Faculty, staff, or students who seek confidential advice from counselors or clergy will not be deemed to have filed a formal complaint with Loyola.

d) Loyola will take prompt responsive action once informed that discrimination, harassment or retaliation has occurred or may be occurring by conducting an investigation.

f) Confidentiality will be maintained to the extent practicable. During the investigative process, any information gathered, or any notes or documents written by or received by the person(s) conducting the investigation will be shared only with those who have a legitimate need to know and as required by law.

## **RETALIATION**

1) No hardship, no loss or benefit, and no penalty may be imposed on an employee or student as punishment for:

a) Filing or responding to a bona fide complaint of discrimination or harassment;

b) Appearing as a witness in the investigation of a complaint; or

c) Serving as, or assisting, an investigator or otherwise acting to enforce the policy

2) Retaliation or attempted retaliation is a violation of this Policy and anyone who does so will be subject to severe sanctions.