Loyola Marymount University

Mission Statement

Loyola Marymount University offers rigorous undergraduate, graduate, and professional programs to academically ambitious students committed to lives of meaning and purpose. We benefit from our location in Los Angeles, a dynamic city that brings into sharp focus the issues of our time and provides an ideal context for study, research, creative work, and active engagement. By intention and philosophy, we invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission:

- The encouragement of learning
- The education of the whole person
- The service of faith and the promotion of justice

The University is institutionally committed to Roman Catholicism and takes its fundamental inspiration from the combined heritage of the Jesuits, the Religious of the Sacred Heart of Mary, and the Sisters of St. Joseph of Orange. This Catholic identity and religious heritage distinguish LMU from other universities and provide touchstones for understanding our threefold mission.

Please review the brochure “Our Mission,” included in your orientation packet, to read the complete mission statement or access it at: [http://www.lmu.edu/mission](http://www.lmu.edu/mission).
Welcome to Loyola Marymount University!

I am delighted to be among the first to welcome you to the faculty of LMU. You join a community of inclusive excellence, and colleagues who combine dedication to outstanding teaching with scholarly and creative activity that places them at the forefront of their fields.

This resource guide and the activities that accompany it are designed to provide information that will help you settle in to your new academic home. Along with more specific information that you will receive from your department, this guide will provide answers to most of your questions.

As you peruse this guide, I invite you to reflect on the three aspects of LMU’s stated mission: the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice. At LMU we are proud to stress this mission in the full life of the university and its people. Each of you comes with your own talents, perspectives, and experiences to contribute to its realization.

I look forward to meeting you, to getting to know your work, and to the work we will do together.

Welcome!

Joseph Hellige, Ph.D.
Executive Vice President and Provost
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>LMU Administration</td>
<td>1</td>
</tr>
<tr>
<td>Faculty Senate Welcome Message</td>
<td>2</td>
</tr>
<tr>
<td><strong>CAMPUS ASSISTANCE</strong></td>
<td>3</td>
</tr>
<tr>
<td>Academic Affairs Master Calendar</td>
<td>3</td>
</tr>
<tr>
<td>Child Care Center</td>
<td>3</td>
</tr>
<tr>
<td>Faculty Housing</td>
<td>3</td>
</tr>
<tr>
<td>Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>Payroll</td>
<td>4</td>
</tr>
<tr>
<td>Campus Mail</td>
<td>4</td>
</tr>
<tr>
<td>Emergency Contacts</td>
<td>4</td>
</tr>
<tr>
<td>Public Safety</td>
<td>4</td>
</tr>
<tr>
<td>LMU Alert</td>
<td>4</td>
</tr>
<tr>
<td>After-Hours Access to LMU</td>
<td>4</td>
</tr>
<tr>
<td>Student Psychological Services</td>
<td>5</td>
</tr>
<tr>
<td>Ombuds Services</td>
<td>5</td>
</tr>
<tr>
<td>OneCard Office</td>
<td>5</td>
</tr>
<tr>
<td>LMU</td>
<td>LA OneCard</td>
</tr>
<tr>
<td>OneCard for Access</td>
<td>5</td>
</tr>
<tr>
<td>OneCard for Purchases</td>
<td>5</td>
</tr>
<tr>
<td>Replacing a Lost OneCard</td>
<td>6</td>
</tr>
<tr>
<td>Parking and Transportation</td>
<td>6</td>
</tr>
<tr>
<td>Parking Permits</td>
<td>6</td>
</tr>
<tr>
<td>Parking Lots</td>
<td>6</td>
</tr>
<tr>
<td>Parking Citations</td>
<td>6</td>
</tr>
<tr>
<td>Alternative Transportation Incentive Program</td>
<td>6</td>
</tr>
<tr>
<td><strong>TECHNOLOGY</strong></td>
<td>6</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>6</td>
</tr>
<tr>
<td>ITS Help Desk</td>
<td>7</td>
</tr>
<tr>
<td>Instructional Technologists</td>
<td>7</td>
</tr>
<tr>
<td>Faculty Innovation Center</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Support</td>
<td>7</td>
</tr>
<tr>
<td>Academic Creative Services</td>
<td>7</td>
</tr>
<tr>
<td>Technology Training</td>
<td>7</td>
</tr>
<tr>
<td>Lynda.com</td>
<td>7</td>
</tr>
<tr>
<td>Tech on 2</td>
<td>8</td>
</tr>
<tr>
<td>Incubator Classroom</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Computers</td>
<td>8</td>
</tr>
<tr>
<td>Available Software for LMU Faculty Computers</td>
<td>8</td>
</tr>
<tr>
<td>Research Computing</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Computer Loan Program</td>
<td>8</td>
</tr>
<tr>
<td>Information Security</td>
<td>8</td>
</tr>
<tr>
<td>MYLMU &amp; MYLMU Connect</td>
<td>8</td>
</tr>
<tr>
<td>Websites</td>
<td>9</td>
</tr>
<tr>
<td>E-mail</td>
<td>9</td>
</tr>
<tr>
<td>Accessing E-mail and/or Network Resources</td>
<td>9</td>
</tr>
<tr>
<td>Finding and/or Resetting Your Network Account</td>
<td>9</td>
</tr>
</tbody>
</table>
Telephone
  Dialing Instructions and Campus Telephone Extensions 9
  Finding People: Directory Information 9
  Your Office Telephone and Voicemail 10

TEACHING 10

General Information 10
  Academic Advising 10
  Auditing Classes 10
  Class Attendance 10
  Class Cancellations 10
  Classroom Observations 10
  Course Evaluations – General Information 11
  Course Evaluations – Procedures 11
  Disability Support Services 11
  Disruptive and Threatening Student Behavior 11
  Drop/Add Policies 11
  Field Trips 12
  Faculty Availability 12
  PROWL and Class Rosters 12
  Student Attendance Policies 12
  Syllabus 12
  Undergraduate Core Curriculum 13

Classrooms 13
  Class Time Use 13
  Classroom Information 13
  Classroom Support 13

Exams 14
  Final Exam Policies 14
  Final Papers vs. Final Exams 14
  Retaining Exams and Final Papers After Grading 14
  When and Where to Offer Final Exams 14

Grading 14
  Confidentiality of Grades 14
  Grade Changes 15
  Correcting Grading Errors 15
  Grading Policy 15
  Reporting Midterm Deficiencies 15
  Student Appeals for a Change in Grade(s) 15
  Student Privacy 16
  Student Requests for an Incomplete Grade (inc) 16
  Submitting Grades 16
  Withdrawal Date 17

Faculty Administrative Supports 17
  Departmental Administrative or Senior Administrative Coordinators 17
  Graduate Assistantships 17
  Undergraduate Assistantships 17
  Rains Research Assistant Program 17

Office Supplies and Copying 17
Making Copies for University Purposes
Obtaining Office Supplies

Textbooks
Bookstores
Ordering Textbooks

University Definition of Academic Dishonesty
Academic Honesty
Suggestions on How to Prevent Cheating

RESEARCH

Office for Research and Sponsored Projects
Rains Research Assistant Program
Library
Library Services for Faculty
You Need Your OneCard…
Interlibrary Loan
Electronic Reserves (and MyLMUConnect)
Library Instruction Services
Ordering Materials for the Library
The Department of Archives and Special Collections
Other Faculty Support
Happenings @ Hannon

Sabbatical Programs
Sabbatical Leave
Pre-tenure Sabbatical Program
Faculty Leave

University Policies
Discriminatory Harassment and Complaint Process
Reporting Complaints
Faculty Handbook
Faculty/Staff – Student Dating Policy
Graduation Policy
Policy on Travel to Meetings

SERVICE

Committees and Other Assignments
LMU Centers
Academic Resource Center
Campus Ministry
Center for Ignatian Spirituality
Center for Service and Action
Center for Teaching Excellence
Collins Faculty and Alumni Center
CSJ Center for Reconciliation and Justice
Fritz B. Burns Recreation Center
Thomas and Dorothy Leavey Center for the Study of Los Angeles
Marymount Institute for Faith, Culture and the Arts

Faculty Programs
Mentoring Assistant Professors (MAP) Program
Pedagogy Workshops 27
Junior Faculty Seminar 27
Mentoring for Mission 27
Friday Faculty Colloquia 28
Study Abroad 28
Faculty Exit Survey 28

APPENDICES 29
Appendix A – Teaching 29
   Syllabus Checklist, CCET 29
   Course Evaluation Form 31
   Guidelines for Interpreting Student Teaching Evaluations 33
   Copyright Clearance Form 34
   LMU Student Classroom and Course-Related Behavior 35
Appendix B – Chairs and Directors List 37
Appendix C – Campus Information 41
   Campus Dining 41
   Campus Map 42

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Vice President, Mission and Ministry

Albert P. Koppes, O.Carm.
Associate Chancellor and Dean Emeritus, School of Education

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Vice President, Intercultural Affairs

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Senior Vice President, Student Affairs

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Dean, Bellarmine College of Liberal Arts

Dennis T. Draper
Dean, College of Business Administration

Bryant K. Alexander
Dean, College of Communication and Fine Arts

Shane P. Martin
Dean, School of Education and Graduate Studies

Stephen Ujlaki
Dean, School of Film and Television

S.W. Tina Choe
Dean, Seaver College of Science and Engineering

Kristine Brancolini
Dean, William H. Hannon Library

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Associate Provost, Undergraduate Education

John Carfora
Associate Provost, Research Advancement and Compliance

Deena J. González
Associate Provost, Faculty Affairs

Margaret Kasimatis
Associate Provost, Strategic Planning and Educational Effectiveness
Faculty Senate Welcome Message

2015-2016

On behalf of the faculty, welcome to Loyola Marymount University! We are happy to have you join the LMU community, just as we also welcome a new President, Timothy Law Snyder.

You are arriving on campus at an exciting time for LMU! The Class of 2019 is one of our strongest yet. Our faculty strive to embody the teacher-scholar ideal, as committed teachers and as productive scholars, creative artists, and practitioners. We continue to implement our strategic plan, grounded in our commitment to academic excellence, our students’ intellectual and ethical formation, our engagement with and in service to our various communities (local, national, and global), and our Catholic, Jesuit, and Marymount traditions. We are embarking on the third year of our new University Core Curriculum and are working to develop innovative programs and curricular models at both the undergraduate and the graduate levels.

As the representative body of the LMU faculty (tenure-line, clinical, and contingent), the Faculty Senate endeavors to strengthen the structures of shared governance and to cultivate a sense of citizenship in the LMU community. We work collaboratively with the administration and staff to foster the realization of our vision of the university as a place of learning and as a center of intellectual inquiry. We also work to safeguard academic freedom, faculty rights, and faculty roles in their primary and shared areas of responsibility.

We invite you to get to know the Faculty Senate and your representative(s) by checking out our website: http://academics.lmu.edu/facultysenate. If you have any questions about the work of the Senate or faculty issues in general, please do not hesitate to contact me and/or your representative(s). I look forward to meeting and working with you all.

Best,

Elizabeth Drummond, Ph.D.
President, Faculty Senate

Faculty Senate Roster

Najwa Al-Qattan  
History

Emily Hallock  
Political Science

Anna Muraco  
Sociology

Robert Rovetti  
Mathematics

Dong Chen  
Management

Paul Jimenez  
Educational Support Services

Patricia Oliver  
Communication Studies

Rebecca Sager  
Sociology

Paul De Sena  
Educational Support Services

Garland Kirkpatrick  
Art & Art History

William Parham  
Educational Support Services

Todd Shoepe  
Health and Human Sciences

Elizabeth Drummond  
History

Gil Klein  
Theological Studies

John Parrish  
Political Science

Meghan Weeks  
William H. Hannon Library

Charles Erven  
Theatre Arts

Mikael Kreuzriegler  
Production

Jennifer Pate  
Economics

Jeffrey Wilson  
Philosophy

Angela Gallegos  
Mathematics

Marc Lony  
Modern Languages & Literatures

Ralph Quinones  
Marketing & Business Law

Katerina Zacharia  
Classics & Archaeology

David Garden  
Production

Mladen Milicevic  
Recording Arts

Shilpa Rele  
William H. Hannon Library
CAMPUS ASSISTANCE

Academic Affairs Master Calendar

There are many special events at the University throughout the year. Certain dates on the Academic Affairs Calendar will shape the structure of your class schedules. To locate the Academic Affairs Master Calendar, visit the Office of the Provost’s website: www.lmu.edu/resources/Provost.

Please check the Calendar annually for such events as the:
- Mass of the Holy Spirit
- President’s Inauguration
- Provost’s Convocation
- Faculty Social
- Mission Day
- Commencement Liturgy

Child Care Center

LMU’s Children’s Center (LMUCC) is located on the upper LMU campus, adjacent to the Hannon parking lot, near the Loyola Boulevard entrance. The single story nearly 9,000 square-foot facility has six classrooms and a 20,000 square-foot playground. It offers services to the children of LMU faculty, staff, students, and families from the community.

The Center accepts children 6 weeks to 5 years of age, and has the capacity to care for up to 104 children per day in its infant, toddler, and pre-school programs. Currently, the Center offers programs for full-time and part-time care, but there may be a waitlist. For additional information on enrollment you can visit the website: http://admin.lmu.edu/lmucc/ or contact the Children’s Center at 310-258-8900.

Faculty Housing

There are three components to the LMU Faculty Housing Program (“Program”) as described below. The Program is overseen by the Finance Committee of the Board of Trustees and is supported by an annual budget funded largely by the University endowment. In times of high demand, one or more components of the Program may be temporarily suspended until resource capacity becomes available.

University-Owned Homes: The University owns a number of single family residence properties within close proximity to the Westchester campus. While the homes may be occupied by staff or faculty, tenured or tenure-track faculty members are often given priority if and when a home becomes available. The homes require standard lease terms and are rented at the lower end of market rental rates. Rent is paid via Payroll deduction.

Rental Assistance: Rental financial assistance is offered to tenured and tenure-track faculty only. Applications are accepted in the spring of each year with financial assistance provided for the coming fiscal year. Amounts offered are calculated based on the prior tax year’s adjusted gross income (or, contractual salary if new employee), family size, and current market rental rates. Rental financial assistance is provided directly via Payroll and is considered taxable income.

Home Purchase Assistance: The LMU Faculty Housing Loan program is geared toward first time buyers and those relocating from a distance of more than 50 miles. Faculty may apply after completion of one year tenure-track service and contracted for the second year. The program is also available to tenured faculty with fewer than 20 years of service. The $150,000 loan is in the form of a 2nd Deed of Trust and is payment free with 10% forgiveness annually on January 15th beginning after the loan has had its first anniversary. Annual loan forgiveness is taxable income to the employee. Participation requires continuous employment with the University, and application is no guarantee of approval. Prospective faculty borrowers should consult with a primary mortgage lender/broker to determine how this Program may be treated during an underwriting process. While the University loan leads to a lower overall mortgage payment, it is often considered debt and not a home purchase “down payment.”

The Faculty Housing Loan Program is currently being evaluated by a specially appointed Task Force at the University. Their primary goal is to ensure the long term viability of the Program so that it may attract and retain faculty today and for many years to come. As a result, the Loan Program might experience some changes in the near future.

Other services provided by this office include listings of local properties available for rent or sale, assistance with Security Deposits, information on schools, and general orientation to the area.

For more information, contact the LMU Faculty Housing Office at FacultyHousing@lmu.edu. The Office is located in University Hall, Suite 4900.

Human Resources

The Human Resources staff will assist you with various HR questions you may have about your benefits, employment, personnel records, and discriminatory harassment policies and reporting procedures. The HR department is located in University Hall, Suite 1900. They may be reached at 310-338-2723. Their website is http://admin.lmu.edu/hr.
Payroll
A W4 form and a DE4 tax withholding form were sent out with your contract in the early process of hiring. Please submit these forms no later than Thursday, August 15th to ensure the timely issuance of your first pay check. To verify that you have already submitted your tax withholding forms, please contact William P. McKinney in Academic Services by calling 310-338-2734 or e-mailing him at wmckinney@lmu.edu.

Pay dates for faculty are the 15th and last workday of each month. You can have your paychecks directly deposited in your bank account, or you may arrange to pick up your check in the Payroll Office in University Hall during normal business hours.

Automatic deposit of your payroll check to your checking and/or savings account(s) is available through our payroll system. You have the option of signing up for direct deposit to a maximum of three accounts.

If you opt for direct deposit, please be prepared to receive checks for one full pay period until the automatic deposit process is finalized. LMU's paperless direct deposit process allows you to access your paycheck stub information online at iPay, http://paystatements.adp.com. This allows you to access your information and print your check stub from any computer. For direct deposit authorization forms and any other questions concerning your paychecks, call Payroll Services at 310-338-2713 or visit the office in University Hall, Suite 1880.

CAMPUS MAIL
Campus Mail – Distribution Center
Mail that is to be delivered to on-campus locations can be mailed by your department, please check with your department’s administrative assistant for procedural details. There are mailboxes in your department’s mail room for all outgoing mail (on-campus or off-campus). Faculty members may mail business-related items through their department.

If you need to mail something off-campus of a personal nature, you will find a post office, also known as the Business Center, located at the east end of University Hall on the first floor in Suite 1100. There you are offered a selection of postal services and shipping supplies as provided by USPS, FedEx, and UPS.

For additional information with a list of services and postal related links, visit the Distribution Center’s website at http://www.lmu.edu/about/services/distribution.htm or call 310-338-2890.

EMERGENCY CONTACTS
Should you need urgent assistance from the Department of Public Safety, dial 222 from any campus phone. For life-threatening incidents, we recommend that you call 9-1-1 first, and then follow up with DPS if possible.

If you have concerns about personal safety issues, or would like to receive an escort to a location on campus, contact Public Safety at 310-338-2893.

Public Safety
The Department of Public Safety's mission is to create a safe and secure environment for all members of the LMU community, including students, faculty, staff, and guests. DPS manages and offers a number of services, including patrol operations, investigations, emergency management, LMU Alert, security technology, lost and found, and safety training.

The Department of Public Safety has two offices—its main office is located in Foley Annex on the upper campus; a satellite office is located on the first floor of University Hall near the P-1 elevators. You may call Public Safety 24 hours a day on its main line at 310-338-2893 or reach the DPS staff by e-mail at public.safety@lmu.edu.

You can report an incident at either of the DPS offices, by email or phone, or online at www.lmu.edu/safety.

For more information about Public Safety, visit www.lmu.edu/safety. To learn about emergency preparedness on campus and for preparedness information for incidents like active shooter, earthquake, and fire, visit www.lmu.edu/emergency.

LMU Alert
Public Safety manages LMU Alert, our mass emergency notification system which allows the university to communicate important information and instructions during a campus or area-wide incident or emergency. To register your personal phone number and email address in LMU Alert, go to www.lmu.edu/alert for step-by-step instructions. LMU may issue messaging via text, phone and/or email, so you are encouraged to provide information for all three modes of communication. Note that your LMU email address is automatically registered. Questions? Email emergencyinfo@lmu.edu.

After-Hours Access to LMU
The campus may be accessed through two entrances: Lincoln Boulevard and Loyola Boulevard. The Loyola Boulevard gate is strictly accessible by active LMU community members and emergency vehicles, and requires either a OneCard swipe or License Plate Recognition (for those with parking permits). The Loyola Boulevard gate is closed from 11:00 p.m. to 5:30 a.m. During this time, you must use the Lincoln Boulevard entrance.
The Lincoln Boulevard gate is open from 5:30 a.m. – 8:00 p.m. After-hours access requires a OneCard swipe.

**Student Psychological Services (SPS)**

Student Psychological Services (SPS) provides confidential services for LMU students, including individual and group counseling, walk-in consultation, emergency psychological service, and psycho-educational outreach programming. SPS also offers consultation to students, faculty, staff or parents who are concerned about a student. Personal emergencies do not require an appointment; a psychologist is available on a walk-in basis. There is no charge for our service.


This Faculty/Staff Guide to Student Psychological Services provides warning signs that indicate a student may need professional help. It also provides general recommendations on what to do and say and when to refer students. For students exhibiting behavior that signals a possible need for immediate SPS assistance, faculty/staff may call the office at 310-338-2868. For students exhibiting behavior that is aggressive or violent, faculty and staff members need to contact Public Safety at 310-228-2893.

SPS is located on the north side of Burns Recreational Building, 2nd floor. During the academic year, office hours are: M, T, TH, F 8:00 a.m. to 5:00 p.m. and W 8:00 a.m. to 7:00 p.m.

**OMBUDS SERVICES**

The goals for LMU’s Ombuds Services are to help employees identify underlying causes of problems, facilitate fair and respectful interactions, establish problem-solving options, and foster informal resolutions. Contact information is as follows:

**Abbie Robinson-Armstrong, Ph. D**
Vice President for Intercultural Affairs
E-mail: arobinso@lmu.edu
Telephone: (310) 338-7598

**ONECARD OFFICE**

One of the first items you will need is a Loyola Marymount University OneCard. This card serves as your faculty identification, library card, and access card to your office, department facilities and centers, parking areas, and as a debit card for food, vending, postage, bookstore supplies, and athletic events.

**LMU|LA OneCard**

To obtain your OneCard, visit the OneCard Office in Campus Business Services, located in Von Der Ahe Building - Lower Level, and provide the following documentation:

1. A government-issued photo identification (driver's license, state identification card, or passport);
2. OneCard Authorization Form filled out and signed by your department Chair, Dean, or authorized administrator;
3. You must be shown as teaching a class by the Office of the Registrar. This generates the University ID number, which is mandatory for issuing the OneCard.

**OneCard for Access**

You will need to activate your OneCard so that you may enter your office and/or other rooms on campus. You must obtain written permission for the specific rooms you need access to from your department Chair or the person who controls those rooms. Submit this request to your department’s administrative assistant. Once the request has been processed, you will need to go to the OneCard Office to have the information encoded onto your OneCard.

**OneCard for Purchases (as a Debit Card)**

Your OneCard can be used for purchases all over campus as well as at selected merchants off campus. For a list of these merchants, visit the OneCard website: [www.lmu.edu/onecard](http://www.lmu.edu/onecard) and select “Merchants.”

*Flexi-Dollars*

Purchases in the dining areas, bookstore, vending and off-campus merchants can be made with Flexi-Dollars.

*Deposit to the Flexi-Dollars account*

Deposits to your OneCard Flexi accounts can be made in the OneCard office or online at: [www.lmu.edu/onecard](http://www.lmu.edu/onecard). Select “Make a Deposit” and follow the prompts. Deposits can also be made with cash at one of the VTS machines located on the first floor in University Hall, in the William H. Hannon Library, the basement of Von Der Ahe, and in Malone outside the Student Commons entrance.

Additionally, you can have an on-going payroll deduction made to your OneCard.
Replacing a Lost OneCard
If you lose your card, avoid liability for improper use by deactivating it immediately. You can report your card lost or stolen 24 hours a day on the Internet at: www.lmu.edu/onecard. Select “Manage Your OneCard” and follow the prompts.

Or, contact the OneCard office at onecard@lmu.edu, or call 310-338-2735 during normal operating hours, or call Public Safety anytime, 24 hours a day, 7 days a week, at 310-338-2893.

PARKING AND TRANSPORTATION

Parking Permits
LMU charges for parking Monday through Friday, 8:00 am until 8:00 pm. Permits are based on license plate information so there is no need to display a decal or sticker in the vehicle. Because the system is based entirely on license plate recognition, it is very important to be accurate when registering the license plate. Faculty may register multiple cars on their LMU Park account; however only one car may park on campus at a single time. Additional vehicles will need to purchase parking separately. To register and purchase parking, please visit LMU Park via the MYLMU portal.

If you do not want to purchase parking or wish to pay as you go, you may pay the daily rates. For daily rate information, please visit http://admin.lmu.edu/parking/visitors/registrationpayment.

Parking Lots
Once registered and paid, you may park your vehicle in any of the lots on campus in accordance with posted parking and traffic regulations. The Parking Rules and Regulations can be reviewed at http://admin.lmu.edu/parking/rulespolicies. For a detailed map, please visit http://admin.lmu.edu/parking/facultystaff/maps.

While most lots on campus are available to combination of students, faculty, staff, and visitors, the following areas are specifically designated for faculty and staff Monday through Friday during the hours of 8:00 am to 8:00 pm.

- University Hall (Level P1)
- Drollinger Parking Plaza (Lower level behind gate arm)
- Life Science Building (Lower level)
- Lot-K
- Lot-F
- Whelan Lane

Parking Citations
Parking is enforced 24/7 with the exception of permits and assignments. All vehicles parked on campus are required to comply with local and state parking regulations. Vehicles in violation are subject to citation and/or towing at the owner's expense. Citations can be paid or appealed within 14 days through LMU Park.

If you have any questions, feel free to contact the parking office directly at parking@lmu.edu or by calling 310.338.1681. It is encouraged all drivers parking on LMU’s Westchester campus visit the department's webpage at http://admin.lmu.edu/parking/ and read the entire Rules and Recommendations.

For after-hours parking in University Hall, the P-1 gate remains open 24 hours a day. Should you find the gate closed, you may slide your OneCard through the reader located on the west wall of the P-1 entrance. The P-2 gate will remain closed afterhours. Upon exiting the parking structure, the gate will lift and allow you to exit.

Alternative Transportation Incentive Program (ATIP)
The Alternative Transportation Incentive Program’s (ATIP) intention is to reduce the number of vehicles on the road and on campus while also reducing carbon emissions along with other toxic byproducts created by fuel dependent vehicles. The Department of Parking and Transportation acknowledges that there may be circumstances in which individuals who typically commute using alternate forms of transportation are required to drive a vehicle and park on-campus. Parking and Transportation shall provide limited free parking each semester/term to community members who utilize ATIP and therefore pledge not to commute on a regular basis as a driver of a single occupancy vehicle (SOV). For more information, please visit http://admin.lmu.edu/parking/services/transportationalternatives/atip/.

TECHNOLOGY

Information Technology Services
Information Technology Services (ITS) manages and supports the University’s information technology resources. These resources include campus network and telecommunications systems, staff and faculty computers, computer lab and classroom support, administrative information systems, academic creative services, and instructional technology. ITS aims to provide efficient
technology operations that enhance the intellectual life and experiences of the University community. A complete list of ITS services is available at http://its.lmu.edu/whatwedo.

**ITS Help Desk**

Your first point of contact for all your technology-related questions and issues is the ITS Help Desk. Support is available Monday through Friday, 8am to 5pm (emergency options exist when calling outside of business hours). Common requests include:

- Software installations;
- Computer hardware and telephone support;
- Connectivity and system issues (MYLMU, MYLMU Connect, etc.).

Contact the Help Desk at (310) 338-7777 or email helpdesk@lmu.edu.

**Instructional Technologists**

Each school and college has a dedicated Instructional Technologist to facilitate technology-enhanced teaching, research, and professional development through a combination of one-on-one support, multimedia development assistance, workshops, and collaboration using the latest hardware and software resources. The entire Instructional Technology group is dedicated to:

- Collaborating with faculty to enhance learning objectives and instructional design with technology.
- Inspiring innovative uses of technology in teaching and research.
- Facilitating communication between departments, within ITS, and the broader academic community.

To identify your school’s Instructional Technologist, please see http://its.lmu.edu/instructionaltechnology.

**Faculty Innovation Center**

The Instructional Technology Group also provides support at the Faculty Innovation Center (FIC), which is located on level three of the William H. Hannon Library. In the FIC, faculty can explore (and often borrow) a number of cutting-edge technology resources. Faculty may contact the FIC with general questions, comments, requests, or to propose a FIC presentation regarding the use of technology at (310) 338-5731 or TheFIC@lmu.edu.

You may stop by the FIC anytime the Library is open. Faculty have full access to the FIC with their OneCard, and can visit any time the Library is open. Visit http://its.lmu.edu/thefic for staffed hours and complete information on resources.

**Classroom Support**

Classroom Support ensures that all classroom equipment is maintained and updated, and that all classrooms are clean, organized, and conducive to learning. They are your first point of contact for all learning space issues.

The Technology Support Specialists and trained students in Classroom Support:

- Respond to classroom technology and equipment issues;
- Assist faculty with technology in the classroom;
- Perform preventative maintenance on all classroom equipment;
- Replace bulbs for all permanently-installed projectors in labs or classrooms.

For immediate classroom needs, please call (310) 338-7777 and choose option 1.

**Academic Creative Services**

Academic Creative Services creates multimedia projects to improve student learning and faculty outreach. Filming, editing, podcasting, and innovative pedagogical consultation services are available to LMU faculty and staff. Creative Services also supports campus media systems including web conferencing, classroom capture, video hosting, and more. For more information about these services, please call the Help Desk at (310) 338-7777 or speak to your Instructional Technologist.

**Technology Training**

A number of technology training options are available to faculty, staff, work-study students, and graduate assistants. Instructor-led workshops on LMU-standard software are regularly scheduled, while the Instructional Technologists hold regular workshops regarding instructional technology. See the ITS workshop schedule and registration at http://its.lmu.edu/training. For suggestions or comments on these learning resources, email training@lmu.edu.

**Lynda.com**

If you'd like to learn at your own pace, work your way through thousands of online tutorials on software such as Microsoft Office and Adobe Creative Suite, skills such as photography or social media marketing, and much more at Lynda.com. You can access Lynda.com from MYLMU > System Logins > lynda.com (Online Training Library). Learn what you want, where you want.
Tech on 2
ITS and the William H. Hannon Library have collaborated to offer a one-stop shop for tech support and equipment checkout, called Tech on 2. Located on level two of the William H. Hannon Library, you can get help with the following from 8am-8pm, Monday through Friday:

- Resolve LMU account issues;
- Provide wired/wireless assistance;
- Scan virus/spyware;
- Check out media equipment including laptops and cameras.

Incubator Classroom
If you’d like to teach in a learning space designed to foster an interactive, student-centered learning experience, the Incubator Classroom is for you! Thanks to flexible furniture and abundant interactive technology, the classroom is ready to accommodate a variety of teaching styles (and break free from traditional classroom limitations). Learn more at http://its.lmu.edu/incubatorclassroom.

Faculty Computers
Every full-time LMU faculty member is allocated an LMU computer, network account, and e-mail account. Individual assignment of computers is at the discretion of the department Chair. If you do not find a computer set-up in the office upon your arrival to campus, contact your department Chair to initiate computer assignment paperwork.

Available Software for LMU Faculty Computers
Information Technology Services has a variety of software applications that can be installed on LMU faculty computers. Many of these applications may come pre-installed on your computer, but a trained desktop technician can install others. Some applications are available to LMU faculty only. Due to licensing restrictions, other applications may require approval by your department Chair or Dean, or by ITS. To request installation of a software application, please submit a request to ITS Help Desk.

Research Computing
ITS supports a variety of research computing applications and environments and will work with you to address your needs.

Faculty Computer Loan Program
The Faculty Computer Loan Program is available to all tenure track and tenured faculty members. The interest-free loan is for three years, from a minimum of $1,000 to a maximum of $3,000. Repayment of the loan is handled via payroll deductions.

You may purchase a computer from the retailer of your choice. ITS recommends that you decide on a price limit then shop around. Many retailers will meet or beat their competitors’ prices, so bring the printed ad along with you while you shop. Please see http://academics.lmu.edu/provost/resources/facultyresources/, under Forms, click “Faculty Computer Loan Policy” link for detailed instructions.

Retailers listed below provide educational discounts:
- LMU Bookstore: http://www.lmu.bkstr.com
- Dell Computers: http://dell.com/lmu
- Apple: http://lmu.edu/applestore
- Education Marketing: http://www.journeyed.com/AICCU/

Please note that ITS is not responsible for personally owned computers and cannot provide assistance with any hardware or software issues. For further information regarding the Faculty Computer Loan Program, please contact Faculty Affairs Associate, Debbie Cavanagh (Debbie.Cavanagh@lmu.edu).

Information Security
All users are reminded that information security is an important component of academic institutions. It is everyone’s responsibility to stay informed and be vigilant in protecting sensitive information that is entrusted to you. Information Security alerts, tips and tricks can be found on the Information Security website at http://its.lmu.edu/secureIT. Information Security training is also available in MYLMU Connect.

MYLMU & MYLMU CONNECT
MYLMU (http://my.lmu.edu) is the “one-stop” online community that provides faculty with access to University services and information. Available from on- and off-campus, MYLMU is your online destination for:

- University announcements, events, deadlines, publications and policies;
- University news, bulletins, student newspaper, and Lion sports;
• Course schedules, registrar services, student records (via PROWL);
• Academic resources (the Library, Center for Teaching Excellence, Faculty Senate, and Rains Grants);
• Access to campus systems (e-mail, calendar, MYLMU Connect, myTime, WebEx, and many others).

MYLMU has been customized to provide faculty members with frequently requested forms, policies, and information. After you sign-in to MYLMU, click the “Academics” link in the grey header to see announcements from the Academic Affairs Division, Faculty Resources, Faculty Senate and additional important information.

MYLMU Connect
MYLMU Connect is LMU’s online learning management system. MYLMU Connect is powered by Blackboard and provides you a place to put course documents, communicate with students, conduct various assessments, and much more. All courses and enrolled students will automatically be placed into the MYLMU Connect system. If you decide to use it, you will need to adjust one setting to make the course available to your students. To access your courses, go to MYLMU (http://my.lmu.edu) and select “System Logins” and then choose MYLMU Connect. For additional information on workshops or training, visit http://its.lmu.edu/instructionaltechnology, contact your Instructional Technologist, or visit the “MYLMU Connect Faculty Resources” organization within your MYLMU Connect main menu.

WEBSITES
If you are interested in developing your college’s and/or department’s website, please contact your College/School Web Manager to discuss the University’s content management system (CMS). Your Web Manager can provide guidance on design, content, information architecture, Flash, audio/video and other web issues. Your Web Manager coordinates all web efforts with academic department leadership and staff. Please see http://blogs.lmu.edu/cms/digitalcontacts/ to identify your college/school's Web Manager and to sign up for training.

E-MAIL
Accessing E-mail and/or Network Resources
Your e-mail account and access to other network resources are automatically established upon receipt and processing of your signed faculty contract by Human Resources. To access e-mail and other online resources, login to MYLMU, the University’s Web portal, at http://my.lmu.edu.

Finding and/or Resetting Your Network Account
If you are uncertain of your username and/or password (referred to as network credentials), please go to http://my.lmu.edu and select the “Reset Your Password” button and follow the instructions. If you experience any issues, contact ITS Help Desk at (310) 338-7777 or email helpdesk@lmu.edu.

TELEPHONE
Dialing Instructions and Campus Telephone Extensions
All campus telephone numbers have one of three prefixes: 338, 258, or 568.
To dial on-campus telephone numbers:
• Dial last 5 digits of phone number (ex. for 338-7777, dial x87777)

To dial off-campus telephone numbers:
• Dial 9, 1, area code, phone number

Finding People: Directory Information
The University maintains searchable campus directories of faculty and staff that include telephone numbers, e-mail addresses, campus locations, and job titles:
• The online public directory is located at http://www.lmu.edu/directory.
• Online directory is also available through MYLMU. Login at http://my.lmu.edu, click on “Quick Links” and click on “Directory Search.”
• You may also obtain numbers by calling the LMU operator at (310) 338-2700 or pressing “0” from an on campus phone.

To update your directory information, use the Employee Self-Service portal through MYLMU. Login at http://my.lmu.edu, under “System Logins” click “Employee Self-Service.” Contact Human Resources at (310) 338-7718 or email HR@lmu.edu with any questions.
Your Office Telephone and Voicemail

Campus offices are equipped with phones, offering a variety of calling features and voicemail. For instructions on setting up your voicemail, visit http://its.lmu.edu/whatwedo/computingsoftware/learningtools/. You may also contact the ITS Help Desk for further assistance.

TEACHING

GENERAL INFORMATION

Academic Advising

Full-time faculty may be assigned to advise a group of undergraduate students. To be an effective advisor you need to understand the entire curriculum of your College, the University Core Curriculum, and the various requirements for graduation. This information can be found in the Loyola Marymount University Bulletin available online at http://academics.lmu.edu/Registrar/academicresources/bulletin. Training for academic advising is provided by your department or Dean's Office. Advising is a required faculty responsibility, may be included in the annual evaluation process, and is considered during rank and tenure decisions. Please refer to the Faculty Handbook, 2015, I(F) available online at http://academics.lmu.edu/provost/resources/facultyresources. While this activity may focus mostly on helping students select courses appropriate to their programs, preparation, and interest, students are encouraged to use their advisors more extensively and effectively. Additional office hours will be needed prior to and during the registration period. Faculty are encouraged to be available or accessible and to maintain records of appointments with students. Also, special appointments for advising may be needed outside of regular office hours for students who have classes during your scheduled office hours.

Faculty members have access to the records of their advisees on PROWL, the online student records system. Training in the use of the PROWL system is provided by the Office of the Registrar. Students register for classes using PROWL.

Auditing Classes

Students may register as auditors for LMU courses only for exceptional reasons and with the authorization of the Dean of the college in which the course is offered. Enrolled LMU students may not audit regularly scheduled LMU courses through the Continuing Education Division.

Class Attendance

All classes must begin and end at the scheduled time. No changes in class meeting times are allowed without expressed permission of the Chair, Dean, and Office of the Registrar. The policy on student class attendance is within the discretion of the individual faculty member and should be announced during the first class meeting and must be clearly stated on your syllabus. Check whether your department has a suggested attendance policies as well.

Student athletes often are required to miss classes due to travel schedules. It is a common practice at LMU to provide a reasonable period in which they are able to make up missed assignments, particularly quizzes and exams, possibly before the class deadline. However, papers should be turned in on time according to the schedule on the syllabus. Student athletes have to identify themselves at the beginning of a semester and will provide you with a schedule of their off-campus games. For information, contact Matt Casana, Assistant Athletic Director and Coordinator of Student-Athlete Academic Services at 310-338-1736. Many faculty members offer the same flexibility to students traveling to represent non-athletic University-sponsored organizations.

Class Cancellations

If an illness, emergency, or bereavement prevents you from holding class, notify the Chair and/or your Dean so that your class can be notified and the necessary arrangements can be made for the class(es) involved. If an exam was scheduled, ask a faculty colleague to administer it. Do not ask a student or an administrative support staff member to proctor an exam.

Classes should only be cancelled for serious reasons. If you have a planned absence from your class, notify your department Chair in advance. Make arrangements with your class for a guest lecture, recorded lecture, and/or an extra assignment.

Classroom Observations

Teaching is a complex activity that benefits from experience and practice. Evaluating teaching is part of annual and Rank and Tenure reviews; to get a representative picture multiple measures are needed. One method for receiving feedback on your teaching is the use of peer observations. Consider inviting your chair, your mentor, or other faculty members to visit your classes as peer observers to supplement student course evaluations; the Center for Teaching Excellence is happy to help you identify potential peer observers. Also consider visiting others’ classes to be inspired by their teaching methods. For more details on other methods to evaluate teaching, please see the following: http://www.lmu.edu/libraries_research/cte/Resources/Comprehensive_Evaluation_of_Teaching.htm.
The Center for Teaching Excellence (CTE; for more information, see page 26) organizes teaching-related events and provides services, support, and consultation on a wide variety of teaching-related topics; among others, you can arrange for peer classroom observations, videotaping of classes, and identify faculty members with expert knowledge and experience whose classes you may want to visit. The CTE provides an open and supportive environment for professional dialogue about teaching and learning.

**Course Evaluations – General Information**

All faculty conduct course evaluations each semester. There is a standard university Course Evaluation Form that was approved by the faculty in spring 2009. It can be found on page 31 of this guide. Faculty members may also supplement the University form with additional forms of their own design. Faculty who choose not to submit evaluations and reports will be ineligible for merit pay, rank and tenure advancement in that academic year.

According to the Faculty Handbook, student evaluations should not carry disproportionate weight in the evaluation of teaching. Faculty are urged to ask their colleagues for peer evaluation whenever feasible.

**Course Evaluations – Procedures**

Course evaluations are administered toward the end of each semester. In most colleges the evaluations are administered via paper forms; in the School of Education and the School of Film and Television evaluations are administered online. For paper forms, packets containing the forms will be distributed to faculty in all courses with an enrollment of 4 or more. Instructions on their use will be included. The University form allows faculty members to insert two questions of their own choosing.

For courses that are team taught, each instructor will receive a packet of forms. It is up to the instructional team to determine whether one or both (or more) sets of forms are distributed. For pre-tenure faculty this decision should be made in consultation with the department Chair, as course evaluations are expected to be in a faculty member’s tenure application from each course taught.

You will receive a CD containing scanned copies of the completed student course evaluation forms and a summary containing the average of your class’s response for each question and comparison averages from your department, college and the university as a whole. This information is also available for review by your Dean and department Chair.

On page 33 you will find guidelines for interpreting the data obtained from the University Course Evaluation Form.

**Disability Support Services**

The DSS Office offers resources to enable students with physical, learning, ADD/ADHD, psychiatric disabilities and those on the autism spectrum to achieve maximum independence while pursuing their educational goals. Staff specialists interact with all areas of the University to eliminate physical and attitudinal barriers. Students must provide documentation for their disability from an appropriate licensed professional. Services are offered to students who have established disabilities under state and federal laws. We also advise students, faculty and staff regarding disability issues.

Students with special needs who need reasonable modifications, special assistance, academic accommodations or housing accommodations should direct their request to the DSS Office as soon as possible. All discussions will remain confidential. The DSS Office is located on the 2nd floor of Daum Hall and may be reached by phone at (310) 338-4216. Please visit http://www.lmu.edu/dss for additional information.

**Disruptive and Threatening Student Behavior**

A student is considered disruptive when he or she engages in behaviors that interfere in a significant way with your normal teaching or administrative duties as a faculty or staff member. Disruptive behavior may sometimes threaten or endanger your physical or psychological well-being or safety, or that of others. Disruptive behavior may assume many forms and may be related to substance misuse and abuse. A disruptive student may progressively escalate from distressed, to disturbed, to dysregulated or medically disabled.

For further information, please see the full version of the Disruptive and Threatening Student Behavior Brochure on The Department of Judicial Affairs website: http://studentaffairs.lmu.edu/administration/judicialaffairs.

**Drop/Add Policies**

Only students who appear on your class roster are enrolled. Faculty cannot “sign” students into classes, nor can faculty drop students. Students should be directed to register or drop classes through the PROWL system: http://registrar.lmu.edu.

Student failure to drop classes will result in a grade of “F” being assigned at the end of the semester.

Overrides for admission to closed classes or for lack of prerequisites may be given in PROWL by associate Deans, Chairs, or their designees. Faculty should not do this without the appropriate authorization. Even once granted an override, the student must still register for the class using PROWL. For special problems, see your department Chair.
Field Trips
Consult your department Chair as you plan the event. Each student (or guardian if student is under 18) must sign an informed consent document, which is a release of liability and assumption of risks, prior to the trip. For information and to obtain the form, contact Student Leadership & Development at 310-338-2877 in Malone 103.

Faculty Availability
Each faculty member shall be available to communicate with students at regularly scheduled times to be determined in consultation with the Chair of the department, in accordance with department policy, and consistent with College/School norms.

Faculty members are not required to be on campus on university holidays.

PROWL and Class Rosters
Access your class roster through the University’s on-line student records system called PROWL. The PROWL system offers several screens such as class rosters, student transcripts, and student class schedules. Email communication to students can be sent through PROWL or MYLMU Connect. If you choose to communicate with a student electronically directly, make sure to send all communication (also) to the student’s LMU email address.

An introduction to PROWL is offered during New Faculty Orientation.

To log onto PROWL, you will need an ID number and PIN. Although you may access PROWL with your ID number and PIN by going to the homepage of the Office of the Registrar (http://registrar.lmu.edu) and choosing PROWL from the menu, an easier access to PROWL is provided by logging into MYLMU and selecting PROWL from the pull-down System Logins menu.

For any questions regarding your ID and PIN, contact the Office of the Registrar at registrar@lmu.edu or 310 338-2740.

Student Attendance Policies
Because registration is an ongoing process until the end of the drop/add period, students may have added or dropped your class since you last checked the class roster on PROWL. The class roster shown on PROWL is the most up to date.

During the first week of the semester, some flexibility is needed. Once the add period is over, however, please do not allow students to remain in your class if they are not on your official class roster as shown in PROWL.

If a student claims to be registered, do not take his/her word for it, because the student may be confused or in error. Contact your associate Dean immediately to clarify the situation and rectify any problem, make sure to include your department Chair and the affected student in your communication.

Syllabus
1) The syllabus is a faculty member’s first opportunity to introduce the course topic, identify the type and style of the course, and describe student expectations and responsibilities – it is important to describe all relevant aspects of the class, keeping in mind that students experience many different kinds of classes. A carefully developed syllabus can actively support student learning and success in the course.


3) A course syllabus must be prepared for each course section and has to include all required syllabus elements. It should be distributed and reviewed with students on the first day of class. Examples of syllabi and class assignments are available at the Center for Teaching Excellence for consultation.

4) A syllabus outlines mutual expectations and responsibilities between instructor and student and should be adhered to throughout the course as closely as possible. Modification may be required due to unforeseen circumstances; faculty members should include a statement to that effect indicating how students will be notified of any change to the original syllabus.

5) In designing their classes, instructors need to pay attention to LMU’s Credit Hour Policy and make sure that their classes engage students inside and outside the classroom appropriately.

6) Faculty members are encouraged to discuss their syllabi with faculty colleagues and their Department Chair. The Course Syllabus: A Learning-Centered Approach by Judith Grunert O’Brien, Barbara J. Millis, and Margaret W. Cohen is an excellent guide to writing a syllabus. The Center for Teaching Excellence is happy to provide support in reviewing syllabi.

7) A copy of your syllabus must be submitted to your Department’s Administrative Coordinator no later than the end of the first week of class. For specific requirements as they apply to your College/School, consult your Department’s Administrative Coordinator or Chair.
Undergraduate Core Curriculum

Philosophy and Goals of the University Core Curriculum

Loyola Marymount University is distinguished by its Core Curriculum, which provides all LMU students with a shared foundation of knowledge, skills, and values essential to the Mission of the University to encourage learning, to educate the whole person, to serve faith and to promote justice.

Rooted in the traditional Jesuit emphasis on classics, philosophy, theology, the liberal arts, and faith that does justice, the Core also reflects the Marymount commitment to faith, culture, and the arts. The Core encourages students to value learning, and to carry that love of learning into their future lives.

The Core moves from Foundations, to Explorations, to Integrations, carefully educating mindful women and men for others. In addition, Flagged courses in writing, oral skills, quantitative reasoning, information literacy, and engaged learning build on and reinforce the skills and critical thinking that students obtain in the Foundations courses.

For an outline of the thematic categories and the types of courses in the Core Curriculum, review the 2015-2016 Core Curriculum Information Guide here: http://academics.lmu.edu/undergraduate/overview/corecurriculum/

CLASSROOMS

Class Time Use

Faculty members are expected to make efficient use of the class time in order to achieve the learning outcomes of the class and to use all scheduled classes.

Students may request time to make announcements in class. How to handle such requests is at each faculty member’s discretion. Generally, most faculty agree to this request.

Students may request that class time be used to fill out questionnaires to collect data for a project in another class. Every college or school has its own policy on granting class time for such activities. Please check with your Dean or associate dean.

Classroom Information

All general purpose classrooms across campus offer full multimedia support including DVD/CD player, LCD projector, screen, dedicated computer with full Microsoft Office Suite and other programs. Some discipline specific classrooms may have unique or specialized equipment.

Faculty members often teach in different buildings and rooms. It is the responsibility of each faculty member to:

1) Use the phone in a classroom to report problems that need immediate intervention. See the notice in each classroom for further details.

2) Identify the technology needed and request classrooms that contain the required technology or have the capacity to add the technology. Software installations will be processed expeditiously upon request; however, requests during the first week of the semester may take up to a week due to high volume. A complete list of supported software is listed on the ITS website: http://its.lmu.edu.

3) Consider managing your classes through a Learning Management System. “MYLMU Connect” is LMU’s online platform for course management. An introduction to MYLMU Connect is given during New Faculty Orientation. For additional training and information visit the Faculty Innovation Center, located in the William H. Hannon Library, or contact your college/school Instructional Technologist.

4) Return any Chairs and desks that you rearrange to their original position before you leave a classroom. Be sure the board is clean and ready for the next class.

5) Leave the classroom immediately at the end of class so that the next instructor may have time to prepare for the ensuing session. As stated in the LMU Faculty Handbook, end-of-class consultations by students with the instructor should take place outside the classroom.

6) Do not change classrooms without going through the required procedures. Contact your Associate Dean to clear any changes with the Office of the Registrar. No change is official until approved by the Registrar.

Classroom Support

As part of Information Technology Services, Classroom Support ensures all classroom technology and equipment is maintained and updated and keeps learning spaces clean, organized, and conducive to learning. For immediate classroom needs, please call x87777 and choose option 1.

Office Hours:
Monday – Thursday 7:00 a.m. – 9:00 p.m.
Friday 7:00 a.m. – 4:00 p.m.
Classroom and Creative Services is also the first response team for any issues in the classroom. Services include:

- Assist faculty in use of classroom technology;
- Perform preventative maintenance on all classroom equipment;
- Replace bulbs for all permanently installed projectors in labs or classrooms;
- Equip Deans’ offices with dry erase markers to distribute to faculty members;
- Swap out classroom computers with temporary units as needed;
- Maintain and update classroom computers;
- Ensure data and voice communication ports are working, including wireless access;
- Train and support faculty on classroom software;
- Assist with classroom capture;
- Assist with video conferencing;
- Partner with Event Services to reserve additional audio/visual equipment as needed. Requests must be made 48 hours in advance;
- Partner with Facilities Management to:
  - Maintain and repair classroom furniture as needed;
  - Maintain classroom environment;
  - Address climate control and power needs.

EXAMS

Final Exam Policies

Section IV(C)(5) of the 2015 Faculty Handbook Addenda addresses the issues related to examinations. In particular, it is important to note:

1) Final examinations are to be given according to the exam schedule published by the Office of the Registrar.
2) Final examinations are not to be given early, in particular not during the last week of the semester.

Faculty members have the responsibility of proctoring their examinations and of determining whether or not a student gives or receives illicit help. If an instructor suspects that an incident of academic dishonesty has occurred, he/she should consult the LMU Honor Code and Process in the LMU Bulletin for a description of what academic penalties may be imposed.

Final Papers vs. Final Exams

Please file with the administrative assistant in your department an explanation of the assignment that replaces the final examination. The due date must allow sufficient time for grading by the deadline for submission of course grades.

Retaining Exams and Final Papers After Grading

Faculty members are required to retain student final examinations for one month after the beginning of the following semester. In a permanent file, faculty members should retain copies of their written examinations for five years following date of use. If you will be leaving the University, please deposit your student exams, grade books, and other pertinent student material with your department Chair.

When and Where to Offer Final Exams

Final examination dates are given in the Academic Calendar published by the Office of the Registrar and available online at http://academics.lmu.edu/registrar/academicresources/academiccalendars.

It is the responsibility of each faculty member to observe the examination schedule published by the Office of the Registrar at http://www.lmu.edu/about/services/registrar.htm. Final examinations may not be administered outside the scheduled times.

GRADING

Confidentiality of Grades

Students’ grades must remain confidential. Do not post grades outside your office, even using student ID numbers with names removed, for it is a violation of their privacy rights. Please do not place graded work in public places (e.g., outside your office). Students should have signed appropriate FERPA releases that authorize you to share academic record information. Please verify that the release has been signed prior to providing information to Athletics.
Grade Changes
Be very careful when computing and entering final course grades. Changing a student's grade is time-consuming and is only allowed under certain circumstances.

Only make grade changes when you admit you made an error. Grade changes should not occur as a result of “negotiations” with a student.

Correcting Grading Errors
Grades, once processed by the Office of the Registrar, may only be changed in the event of an error by the instructor. Students may not submit additional work after grades have been submitted. Obtain a Correction of Grade form from the Office of the Registrar, complete it, provide an explanation of the error and the correct calculation of the grade in question and submit it to your department Chair.

Grading Policy
Please state your grading policy on your syllabus. Provide a complete list of all activities or work that contribute to the course grade, a breakdown of the point value or percentage of course grade for each item on that list, and, finally, a scale that relates the grade computation to the letter grade. The LMU grading scale includes some + and – grades. You are not required to use these in your scale. Your scale must be clear on the syllabus. Contact your Chair for examples of scales used in your department and for any specific college/school or departmental grading standards.

Grading standards need to be consistent in multiple sections that you teach of a course. Chairs may review grade distributions as a part of your annual review process.

Include in your syllabus any provisos, such as “missing three classes will reduce your grade by one grade level.” In the event of a grade appeal, clear documentation of your grading policy will assist your Chair to verify that the grade assigned was calculated correctly.

Assignments and exams and the evaluations of student work must be designed carefully to properly differentiate various levels of performance. Students may question how the quality of participation is evaluated and whether group projects and papers result in the same grade for everyone in the group. Be prepared. Be clear. Write your policies down. Do not change them under pressure. Keep all documentation of grade determination and calculation past the semester of the class.

Students can be motivated to improve by receiving detailed feedback on their assignments and exams; a mid-semester deficiency notice, if appropriate, is an effective means of communicating to students and advisors what their class performance is. Graded work should be returned to students as soon as possible. It should be the basis for deficiency reports (7th week) and should definitely be returned before the last date for withdrawal. Make sure you schedule assignments and/or exams accordingly. See Withdrawal Date section in this Guide on page 17.

You will submit final grades through the PROWL system (http://academics.lmu.edu/registrar/faqs/prowl/) at the end of each term. Please refer to the Academic Calendar for the date that final grades are due.

Reporting Midterm Deficiencies
Midterm deficiencies are submitted via the PROWL system. After logging in, click on Faculty Services and then click on the Enter Midterm Deficiency Grades link. You will be prompted to select a term and then prompted to select the course for which you wish to enter deficiencies. The link to submit midterm deficiencies is usually available in the Faculty Services menu two to three weeks prior to the deadline for submission, which is typically the end of the seventh (7th) week of class.

It is critical that you submit information on a deficiency in order to give students an opportunity to improve their performance or withdraw from the class. A deficiency for undergraduate students is a grade of C- or lower and a deficiency for graduate students is a B- or lower. A deficiency may also be given for other kinds of poor performance, such as non-attendance. Midterm deficiencies do not become part of the student’s permanent academic transcript.

Student Appeals for a Change in Grade(s)
Except in rare instances, only the instructor and the Chair, with the Dean’s approval, may change the final grade through the Office of the Registrar.

The Dean may, however, change the grade if all of the processes of appeal have been followed. The Dean must notify the instructor, in writing, of the change in final grade.

When faculty are on sabbatical, a leave of absence, or terminate employment at the University, it is essential that their grade books (a copy), final exams, and/or course materials be made available to their department Chair in case there are grade disputes.
Student Privacy

Family Educational Rights and Privacy Act (FERPA)

FERPA (also called the Buckley Amendment) refers to the federal laws that protect students and their records. Specifically, it ensures the following rights to all students:

- The right to inspect and review their education records;
- The right to request the amendment of inaccurate or misleading records;
- The right to consent to the disclosure of their education records;
- The right to file a complaint with the FERPA office in Washington, D.C.

It is a faculty responsibility to protect any education records in their possession. Except for basic directory information, only a school official with legitimate educational interest in the student’s records may have access to that student’s education records without that student’s written consent. Students may mark their records confidential, so that even basic directory information is restricted to the student’s written consent. Even a computer screen is considered part of the student record if it shows something personally identifiable to a student and so care should be taken to close files and/or guard viewing access. Also, faculty should receive a written request from a student before completing a letter of recommendation.

An "Authorization to Release Student Education Records/Information" form is available in the Registrar's Office. To give written consent the student would complete this form and it would be retained in the Registrar's Office. A faculty member should check with the Registrar’s Office before releasing any information.

To avoid violations of FERPA rules, faculty should NOT:

- Ever post grades in public;
- Ever link the name of a student with that student’s social security number in any public manner;
- Leave graded tests in a stack for students to pick up that requires sorting through the papers of all students;
- Circulate a printed list with student name and social security number or grades as an attendance roster;
- Discuss the progress of any student with anyone other than the student (including parents) without the written consent of the student on file in the Registrar’s Office;
- Provide anyone with lists of students enrolled in your class for any commercial purpose;
- Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.

If you are ever unsure about whether or not to give information out, do not give it out. Contact (or direct the inquiry to) the Office of the Registrar at x82740. Students requesting access or amendment to education records should also be directed to the Office of the Registrar. More information is available on the Registrar’s website at [http://academics.lmu.edu/registrar/services/ferpa-rightsprivacyact/ferpafacultystaffadministrativeassistants/](http://academics.lmu.edu/registrar/services/ferpa-rightsprivacyact/ferpafacultystaffadministrativeassistants/) and a FERPA workshop is offered during new faculty orientation.

Student Requests for an Incomplete Grade (inc)

For undergraduates, the instructor may assign an incomplete grade only if a student has completed at least 80% of the course work. Subject to the condition that the student has completed at least 80% of the course work, it is also possible for a faculty member to assign a grade of Incomplete, even if the student has not requested it.

A “Deferred Grade Form” is sent to the course instructor from the Office of the Registrar for the submission of the final grade. An incomplete grade not removed by the deadline, which is three weeks after the first scheduled class day of the next semester, will result in the assignment of the default grade as submitted by the instructor. If no default form or grade was submitted, the Incomplete grade will be converted to an “F” by the Office of the Registrar.

If the student requires an extension to the deadline, the student must petition to obtain an extension to the deadline for removal of the incomplete grade using the appropriate section of the General Petition form. The petition, approved by the instructor and the Dean’s office, must be submitted to the Office of the Registrar.

Graduate students enrolled in undergraduate level courses and who have received a grade of Incomplete in undergraduate level courses are held to the same deadlines as undergraduate students. Graduate students enrolled in graduate level classes and who have received an Incomplete in a graduate level class have one academic year to complete and submit all outstanding coursework. A degree will not be granted while a grade of Incomplete remains on a student’s record.

Submitting Grades

It is of great importance that each faculty member submits midterm deficiencies and final grades directly to the Office of the Registrar by the date indicated in the University Calendar. Submit your grades by using the PROWL system. See page 12 for instructions on logging into PROWL. After logging in, click on Faculty Services and then click on the Enter Final Grades link. You will be prompted to select a term and then prompted to select the course for which you wish to enter grades.

Only the primary instructor for a course team-taught by multiple instructors will have the capability to enter final grades on PROWL.
Grades for each student are selected from a list of valid possibilities. You will not be able to assign a grade of A through F for a student taking a course Credit/No Credit.

A Last Date of Attendance is required for students receiving a grade of F or NC. Enter the date in MM/DD/YYYY format (e.g., 03/15/2009). If the student never attended the course, enter the first date of class as the Last Attend Date for the student.

Withdrawal Date
The withdrawal date is important. It is at the end of the tenth (10th) week of a semester. The specific date is published in the Academic Calendar. Remind students about the withdrawal date. Prior to the withdrawal date, students should be alerted to poor performance in an official manner by reporting midterm deficiencies. See the previous section for more details.

FACULTY ADMINISTRATIVE SUPPORT

Departmental Administrative or Senior Administrative Coordinators
Each faculty member is assigned to an administrative or senior administrative coordinator within his or her department and should only work with that administrative coordinator.

Graduate Assistantships
Some Graduate Assistantship positions are already budgeted within certain departments. The Graduate Division collects a list of job descriptions from the various departments and advertises the positions on the Graduate Division webpage. Graduate students may access the information online and apply. Applications are then referred to the departments. Once a department decides who should the job be offered to, they communicate the employee name to Student Employment Services. If a faculty member or an administrator desires to create a new GA position, they need to put together a proposal and submit it to the Dean of their school/college. The Dean, in turn, submits it to the Budget Committee during the annual budget cycle. If approved, a new GA position is created.

Undergraduate Assistantships
Undergraduate student assistance in the form of work-study may be available. A job description must be posted through LionJobs. Please contact the Student Employment Services (SES) office to access and register for LionJobs. The student hiring process is also coursed through the SES office. SES is located in Malone 201 and can be reached at 310.338.7606 or ses@lmu.edu.

Rains Research Assistant Program
This program awards funds for the hiring of student research assistants. More complete information on the Rains Research Assistant Program is provided on page 20 below. Applications are available on the Office of Faculty Affairs website, http://academics.lmu.edu/ofd/resources/rainsresearchassistantprogram/, or by emailing the Office of Faculty Affairs at ofd@lmu.edu.

OFFICE SUPPLIES AND COPYING

Making Copies for University Purposes
See your department’s administrative coordinator for use and location of the copy machine in your department or for procedures to work with Campus Graphics for larger copying projects. Also, consult with your department Chair regarding departmental budgetary guidelines for copying.

When ordering print jobs through Campus Graphics, you must fill out a “Graphics Requisition” form. You will need the signature of the administrative coordinator of your department. Graphics is located in University Hall, P2 level, room 700, and may also be reached by telephone at 310-338-2730.

Make yourself aware of copyright laws and regulations. See http://www.lmu.edu/Page5182.aspx. New court cases hold the individual as well as the University liable. For a sample copy of a Copyright Clearance form see page 42 of this Guide.

There are a number of alternatives to duplicating handouts for each student. One option is to prepare several copies of the material and put them on reserve in the library or use the Electronic Reserves system, ERes. When you have large numbers of handouts for a class, consider preparing non-copyrighted material in advance and selling it in packet form through the Campus Bookstore. The Bookstore and Campus Graphics will also handle copyright permission and reproduction of material to be sold through the Bookstore. They must have sufficient lead-time to handle this task. For more information on the Bookstore, please refer to page 18 of this Guide. Another option is to use MYLMU Connect, LMU’s course management system, to place non-copyrighted materials on the Internet. Instruct students how to access the material.

Obtaining Office Supplies
Office supplies are available through your department’s administrative coordinator. Items ordered by 5:00 p.m. will generally be delivered the following business day.
For extra supplies or particular needs, see your department Chair about the process for purchase and reimbursement. Original receipts are always required.

TEXTBOOKS

Bookstores
There are two bookstore locations on campus. The LMU Bookstore is located on the basement level of the Charles Von der Ahe Building. This location offers textbooks purchasing and rentals, a variety of general reading books, greeting cards, supplies, medicine, cold drinks, basic technology supplies, snacks, LMU Clothing, gifts, and accessories. The phone number is 310-338-3723.

The Digital Lion is located on the first floor of University Hall, room number 1300. This location is both an Apple Authorized Campus Store and a Dell re-seller. It offers computers (Apple Desktops, Laptops and iPads; Dell PC’s and tablets; Samsung Android Tablets), computer accessories, audio accessories, software, LMU branded computer accessories, LMU Clothing, gifts, medicine, supplies, cold drinks, and snacks. The phone number is 310-338-3723.

Faculty members will receive a 10% discount on all purchases greater than $1.00 at the campus bookstore, with the exception of software or hardware, snacks, and sundries. The LMU OneCard will be required for discounts.

The Bookstore and Campus Graphics handle copyright permissions and reproduction of material to be sold through the Bookstore. They must have sufficient lead-time to handle this task.

Ordering Textbooks
Textbook order forms are distributed by the Bookstore to the department’s administrative coordinator. Blank forms are also available from your department’s administrative coordinator. Follow the procedures used in your department for submitting your textbook orders.

You may also place your order online at www.lmu.blkstr.com and click on Online adoptions under the Faculty Services menu at the bottom of the main page. You will also find textbook order forms in the Graphics Department, 310-338-2730, in University Hall, P2 level, room 711.

Textbook orders are due in late fall semester (for the following spring) and in late spring semester (for the following fall). Early ordering allows the bookstore to acquire used textbooks that save your students 25% over the new price. Bookstore staff members routinely contact department Chairs with lists of faculty members whose book orders are late.

If you plan on constructing a course packet of your own design, the LMU Campus Graphics Department can copy, print, and bind your packet. Departments do not pay for these packets. Contact the Bookstore for arrangements at 310-338-2899.

LMU does not provide students with either “blue books” or “Scantron sheets.” Inform students in advance if either is required so that they may be purchased at the University Bookstore. Give both verbal advance notice and print this information in the course syllabus. A Scantron machine is located on the 2nd floor of the William H. Hannon Library. Faculty may use the Scantron machine whenever the library is open. Directions for use are posted on the machine.

UNIVERSITY DEFINITION OF ACADEMIC DISHONESTY (University Bulletin)

The following are examples of academic dishonesty which may be interpreted as intentional or unintentional. This list is not meant to be exhaustive. It is the student’s responsibility to make sure that his/her work meets the standards of academic honesty set forth in the Honor Code. If the student is unclear about how these definitions and standards apply to his/her work, it is the student’s responsibility to contact the instructor to clarify the ambiguity.

a. Cheating and Facilitating Cheating
   1. Possession, distribution, and/or use of unauthorized materials or technology before or during an examination or during the process of preparing a class assignment.
   2. Collaboration on class assignments, including in-class and take home examinations, without the permission of the instructor.
   3. Provision of assistance to another student attempting to use unauthorized resources or collaboration on class assignments or examinations.

b. Plagiarism
   1. Presentation of someone else’s ideas or work, either in written form or non-print media, as one’s own.
   2. Omission or improper use of citations in written work.
   3. Omission or improper use of credits and attributions in non-print media.

c. Falsification of Data
   1. Presentation of altered or fabricated data, such as lab reports, with the intention of misleading the reader.
   2. Presentation of forged signatures as authentic.
3. Use of false citations, either incorrect or fabricated, including sources found on the Internet.

d. Unauthorized Access to Computers or Privileged Information
   1. Use of University network and/or computer hardware to gain unauthorized access to files, and alteration or other use of those files.

e. Improper Use of Internet Sites and Resources
   1. Inappropriate use of an Internet source, including, but not limited to, submission of a paper, in part or in its entirety, purchased or otherwise obtained via the Internet, and failure to provide proper citation for sources found on the Internet.

f. Improper Use of Non-Print Media
   1. All above standards apply to non-print media.

g. Group Work
   1. Group and team work are an integral part of the Executive MBA and some other programs. Classmates are encouraged to work with and support each other, as much of the learning results from mutually shared experiences and expertise of classmates. There is a point, however, where students must make their own use of materials and present their own ideas, thoughts, and solutions. Examples where work must be clearly individual include individual papers, exams, and projects. There is a fine line between shared learning and cheating. If the student is unclear between what constitutes group work and what constitutes individual work, it is the student’s responsibility to contact the instructor to clarify the ambiguity.

h. Other Academic Dishonesty
   1. Any other means of violating the standards of academic honesty set out above.

Academic Honesty

Please include a statement about the policy on Academic Honesty (cheating, plagiarism) in your syllabus. Faculty members who have experienced episodes of cheating should report the information to the Chair and Dean. Internet downloads make plagiarism possible and faculty can avoid students’ intentional or unintentional plagiarism by explaining citational practices, good research protocols, and other important information about copyright usage.

Suggestions on How to Prevent Cheating

1. Count or number the exams you distribute. Recount after you collect them in order to prevent a student from claiming you lost an exam.

2. Do not give the same exam in multiple class sections.

3. Collate the exam in various ways so students will be working on different pages of an exam at the same time.

4. If using blue books, have students exchange blue books before the exam begins.

5. Have the students “spread out” in the room during the exam.

6. Provide formulas and notes that students are allowed to have to prevent them from bringing in materials not allowed.

7. Include a statement referencing the LMU Honor Code and Process on the front of each exam and ask the students to sign that they have read and understand the statement.

8. If you use a test sheet with questions on it and a blue book, have students sign and return both items.

9. Do not allow students to access iPods, cell phones or use other means of electronic communication such as BlackBerry devices during an exam.

Students who commit academic dishonesty may receive, at the instructor’s discretion as stipulated on the class syllabus and consistent with the University Bulletin, one of several penalties ranging from “a warning” to “a failing grade in the course.” Suspension or dismissal from the University can also result after referral to the student’s Dean and the appointment of an Academic Honesty Panel to review the charges. In any case of suspected offense against academic honesty, it is essential that faculty consult and follow exactly the Honor Code Process outlined in the section on Academic Degree Requirements and Policies of the LMU Bulletin.

RESEARCH

Office for Research and Sponsored Projects

The Office for Research and Sponsored Projects (ORSP) assists faculty and staff in the pursuit of external funding opportunities such as grants and contracts. Research includes a wide range of scholarly activities, including formal empirical investigations, qualitative and quantitative studies, humanistic inquiries, curriculum development, and creative work. Sponsored Projects include direct
service programs within the University, outreach programs, and partnerships with local organizations, such as schools and
nonprofits.

All grant and fellowship applications, as well as cooperative agreements, and other mechanisms of external funding must be
processed by the Office for Research and Sponsored Projects. Only authorized University officers may sign off on grants or
contracts on behalf of the University.

The Office for Research and Sponsored Projects is located in University Hall in Suite 3000. For more information visit the website
www.lmu.edu/orsp or contact the Director of the Office for Research and Sponsored projects at 310-338-5119.

Rains Research Assistant Program

The Rains Research Assistant Funds Program is intended to support faculty research by providing financial support for faculty
members to hire a student research assistant. This program is available to all full-time tenured and tenure-track faculty members.
The request for such assistance must be approved by each respective College/School Dean, with final approval being granted by
the Office of Faculty Affairs. Faculty members on a leave of absence are not eligible.

All awards are restricted to a maximum of 120 hours for the academic year, including the summer months. Amounts that exceed
the 120 hour limit will be billed to the School/College or department budget and, therefore, require prior approval from the Dean.
This year, new faculty must apply by September 8th.

Special requests for additional hours must be submitted to the Office of Faculty Affairs for approval and will be considered pending
the availability of funds. All hours must be completed by the end of the academic year. Faculty are responsible for keeping track of
their student(s)’ declining balances.

The application, along with the guidelines and memorandum, are found on the Office of Faculty Affairs website:
www.lmu.edu/ofd. Questions regarding the Rains Research Assistant Program may be directed to the Office of Faculty Affairs, at
310-258-5459 or by e-mail at ofd@lmu.edu.

LIBRARY

Library Services for Faculty

http://library.lmu.edu/usingthelibrary/services/faculty/

Library Full Service Hours:  Mon- Thurs  8am – Midnight
                              Fri         8am – 8pm
                              Sat        11am – 8pm
                              Sun       11am – Midnight

You need your OneCard…

• To enter the library after 10:00 p.m.;
• To borrow library materials, including books, periodicals, videos/DVDs and CDs;
• To request books to be paged from the basement or the Main Stacks collection;
• To enter the Faculty Commons and Faculty Innovation Center on level 3 of the library.

Interlibrary Loan

• Can’t find what you need here? Try LINK+ first – it’s the quickest.
• All inter-library loan services are free to LMU faculty.
• Contact: Orlando Penetrante at 310.338.7683 or Orlando.Penetrante@lmu.edu.

Electronic Reserves (and MyLMU Connect)

• The Library’s Electronic Reserves works hand in hand with your MyLMUConnect course management – and the library
  obtains copyright permissions and pays copyright fees for copyrighted materials!
• Contact Carla Cain at 310-338-7695 or Carla.Cain@lmu.edu.

Library Instruction Services

• Don’t forget that the new core has information literacy requirements!
• Reference Librarians are available to teach classes in information literacy and library research skills in both the traditional and
  online environment. Classes can be subject specific or more general in nature.
• Contact Elisa Slater Acosta, Library Instruction Coordinator, at 310.338.7679 or Elisa.SlaterAcosta@lmu.edu.
Ordering Materials for the Library

- Faculty members may request that the library purchase books, media, and periodicals.
- The University generously funds the library materials budget; however, requests may be denied if funds are not available. This is especially true for periodicals and online subscription resources, owing to their nature as subscriptions requiring an ongoing financial commitment by the University.
- The library gives particular attention to the library collection needs of new faculty members. As a new faculty member, if you find that the library does not have a subscription to a journal that is core to your teaching or research, please discuss your needs with your department’s Faculty Library Representative and then contact Glenn Johnson-Grau at 310-338-6063 or gjohnson@lmu.edu.
- Similarly, for any media items that you may need, please contact Rhonda Rosen at 310-338-4584 or rosen@lmu.edu.

The Department of Archives and Special Collections

- Provides access to collections of rare books, manuscripts, the University Archives, art works, and the Research Collection of the Leavey Center for the Study of Los Angeles.
- The Department is committed to participating in the undergraduate and graduate classroom experience through course-specific exhibitions and orientation and instruction sessions. We encourage deeper use of Special Collections through course assignments.
- Contact Cynthia Becht at 310-338-2780 or cbecht@lmu.edu.

Other Faculty Support

- The library supports a robust and diverse line-up of integrative programming, including lectures, discussions, performances, and exhibitions (including a lively annual series featuring faculty publications called Pub Night.) We are always looking for new ideas and partners, and would love to hear from you. Contact Ray Andrade, Programming Librarian, at 310.258.4648 or randrade@lmu.edu.
- Digital Commons at Loyola Marymount University and Loyola Law School & Selected Works. This institutional repository serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty scholarship and creative works in a digital, open-access environment. Contact Shilpa Rele, Digital Projects Librarian, at 310.338.2792 or Shilpa.Rele@lmu.edu.

Happenings @ Hannon

- To stay abreast of library news and events, we recommend subscribing to the library’s monthly e-newsletter, Happenings @ Hannon. Sign up here, or at any library service desk.
- We also have an active presence on Facebook, Twitter, and Instagram. Follow us! @lmulibrary.

SABBATICAL PROGRAMS

Sabbatical Leave

Recognizing the necessity for faculty members to acquire new experience to enrich their teaching and also to provide time for research projects and writing, the University supports the principle of sabbatical leave. A faculty member with the rank of Assistant Professor or above who has served six or more consecutive years at Loyola Marymount as a full-time, tenure-track member of the faculty is eligible for consideration for a sabbatical leave. A sabbatical leave will normally be granted to work on some project of study, writing, or research associated with the faculty member’s work at Loyola Marymount. In any given year a sabbatical leave will normally be granted to twenty or more faculty members. In general, the order of selection will be determined by seniority.

Generally, the faculty member is expected to take the sabbatical as scheduled, and no more than two postponements will be granted. Likewise, the University will not make more than two requests for postponement. Eligibility for sabbatical leave continues for every full-time faculty member who returns for at least one full year of full-time teaching before retirement unless illness, injury, or death of the member makes the return impractical or impossible.

Conditions of the Sabbatical Leave Stipend:

(1) One semester at full salary; or (2) one academic year at one-half of full salary.

In the case of a sabbatical leave granted to a faculty member who will receive a salary, grant, or stipend from another source for work while on leave, the University may reduce the normal sabbatical salary accordingly. If the faculty member on leave will receive from another source a salary, grant or stipend equal to his/her normal full salary at Loyola Marymount University, the University will not pay any salary to him/her during the sabbatical leave.

The University will, however, make up any differential in income and benefits to those faculty obtaining grants of a size which would reduce their regular income and/or benefits.
Salary is based on that amount calculated for the next year's salary and normal raises and benefits will not be withheld by reason of the sabbatical leave.

Time spent on sabbatical leave counts fully for promotion and, if applicable, for tenure. Details are given in the appropriate policy statement from the Provost.

Procedure to be Followed by Applicants for Sabbatical Leave:

Eligibility to apply formally for a sabbatical leave are issued by the Provost on a faculty seniority basis.

The faculty member should make formal application to the Chair of the department on forms to be provided, accompanied by an outline of the project he/she intends to pursue, and a statement showing how it will increase his/her professional competence and value to the University and his/her qualifications to pursue such a project. The department Chair shall make written comments on the same and shall forward copies of the application and comments to the Dean.

The Dean shall transmit the application with his/her recommendations to the Provost, who shall refer the application to the Committee on Sabbaticals for review.

Final approval (or disapproval for stated cause) is to be given in writing by the Provost.

Obligation of Faculty Member Who Has Been Granted a Sabbatical Leave:

The applicant will be required to sign a written statement that he/she will return to the University for one year of full-time service following the completion of the sabbatical leave.

Upon return from sabbatical, a detailed report of the actual results of the project is due by the Second Friday of October. The Provost will then forward the copy to the Committee on Sabbaticals for its review and comments. The committee's comments will be submitted to the Provost for final approval.

Pre-tenure Sabbatical Program

Pre-tenure sabbatical proposals would be accepted from non-tenured assistant professors under three conditions:

1. The faculty member must be an assistant professor on a tenure track who is able to demonstrate excellent progress toward tenure in teaching and advising, as well as in scholarship and/or creative work and in service at the time of the second year retention review.

   A rigorous review by department, Chair, and Dean will be required to confirm that consensus exists about the faculty member's excellent progress in these three areas.

2. The faculty member's department, Chair, and Dean must agree that a suitable part-time faculty replacement for the faculty member is available to meet the department's teaching and advising needs if the sabbatical is granted.

3. The faculty member must demonstrate substantial progress on a scholarly/creative project that can be completed and disseminated no later than October 15th (or the date set by the Rank and Tenure Committee for review of tenure and promotion dossiers) of the year in which the tenure and promotion application is received.

   For purposes of definition, “dissemination” will mean that the product of the scholarship, research, or creative work will have been published or made available for critical scrutiny by professionals in one's discipline. Dissemination usually involves some form of juried or invited public dissemination and results in an artifact that is assessed by professionals in one's discipline in specific ways detailed as desirable by departmental statements on scholarship and creative work.

   Illustrations of dissemination appropriate to each discipline are available from the departments. These disseminated works should represent significant scholarly and/or creative work, involving major projects. Consequently, more limited projects resulting in presentations at professional meetings typically would not be included.

Once the pre-tenure sabbatical is completed, within six months, a sabbatical report should be submitted to the Dean of the college or school, detailing the results of the sabbatical and evidence of dissemination that has occurred or a plan to complete the work for dissemination. The Dean’s assessment of the sabbatical report will be included in his/her evaluation of the promotion/tenure file of the applicant. If the sabbatical did not produce disseminated work as promised, that fact will be noted in the Dean’s assessment submitted to the Committee on Rank and Tenure when the tenure review occurs.

ADMINISTRATION OF THE PRE-TENURE SABBATICAL PROGRAM:

1. Pre-tenure sabbatical proposals would be submitted and evaluated in Year Three of consecutive service on the tenure-track by the assistant professor. If an accommodation of the traditional tenure schedule was made in the first contract issued that granted “time toward tenure,” the Provost will be the final arbiter of when or if a pre-tenure sabbatical proposal can be submitted.

2. If granted, the pre-tenure sabbatical must be taken in the fall or spring semester of the Fourth Year of consecutive service on the tenure-track by the assistant professor. Pre-tenure sabbaticals may not be taken for an entire academic year.
3. If the faculty member takes a pre-tenure sabbatical in Year Four, the faculty member is eligible to take the next sabbatical in Year Eleven, i.e., after 6 consecutive years of additional service not including the year of the sabbatical.

4. The review of the sabbatical project will take place on a schedule determined by the Sabbatical Review Committee and will involve separate assessments of the results of the sabbatical by the Chair, Dean, and Sabbatical Review Committee. These reviews will be based on a Sabbatical Project Report submitted by the faculty recipient of the sabbatical according to a deadline and using report forms supplied by the Sabbatical Review Committee.

Faculty Leave
The University recognizes that many faculty are faced with balancing family demands and work obligations. While the University’s primary goal is to provide a meaningful educational and student experience, the University also recognizes the need for faculty to be away from the University from time to time for extended periods. To the extent reasonable and in a manner consistent with the effective and efficient operation of the University, the policy of the University is to support faculty with a need for family medical leaves including leaves related to: pregnancy, childbirth, adoption and parental leaves. This policy also governs faculty leaves relating to: California State military spousal leave, court and other judicial appearances, funeral leave, jury duty, military reserve leave, personal (non-medical) leaves and workers’ compensation leave. Pursuant to the following policies, the Dean, Department Chairs and other supervisors will make efforts to reasonably accommodate faculty with such needs. The Faculty Leave Policy can be found at: http://academics.lmu.edu/provost/resources/facultyresources.

UNIVERSITY POLICIES

Discriminatory Harassment and Complaint Process
The University is committed to providing an environment that is free of discrimination and harassment as defined by federal, state and local law, as well as by University policies.

Human Resources policies, including the Statement of Non-Discrimination and Discriminatory Harassment and Complaint Process, are accessible from the Human Resources landing page in MyLMU. Please log in to MyLMU and click on the Human Resources link within Quick Links to access this and all other Human Resources policies.

Faculty members may report allegations of discriminatory harassment without the fear of retaliation. Complaints shall be thoroughly investigated. Violations of the University’s anti-discriminatory harassment policies will be treated as serious misconduct and result in appropriate disciplinary action up to and including dismissal from the University.

Faculty members may report discriminatory or harassing conduct, as defined in the policies referenced above, to any of the following:

- Rebecca Chandler, Vice President, Human Resources, at x85118;
- Sara Trivedi, University EEO Specialist/Title IX Coordinator, at x86105;
- Abbie Robinson-Armstrong, Vice President, Intercultural Affair and University Ombudsperson, at x87598;
- Joseph B. Hellige, Executive Vice President and Provost, at x82733;
- The appropriate Chair or Dean, or
- For complaints against a student, Francesca Piumetti, Associate Dean of Students/Chief Judicial Officer, at x81821.

Faculty Handbook
The members of the faculty will find this book useful as publication of codified statements that will define the overall policies and procedures of Loyola Marymount University. It is available online at http://academics.lmu.edu/provost/resources/facultyresources/.

Faculty/Staff - Student Dating Policy
As a University dedicated to fostering the dignity of each person Loyola Marymount University strives to encourage learning and promote justice. The University seeks to create an environment that is free of exploitation and unlawful harassment or discrimination that undermines the integrity of the institution. The Faculty/Staff - Student Dating Policy does not alter, but is in addition to all federal and state laws regulating interpersonal conduct.

Loyola Marymount University prohibits consensual relationships of a dating, intimate and/or sexual nature between faculty members or members of the staff and any student with whom the faculty member or staff member is in a direct/power relationship. Furthermore, the University strongly discourages these consensual relationships even when no power relationship exists.

This policy is rooted in the recognition that faculty-student or staff-student relationships may be inherently unequal and contain an element of superiority or power.

Consensual relationships between faculty or staff and students may give rise to the perception by others that there is favoritism or bias in educational decisions affecting students. These perceptions undermine the spirit of trust and mutual respect that is important to the University environment. This policy further strives to provide an environment that is free from sexual harassment.
The Faculty/Student Dating Policy is accessible from the Human resources landing page in MyLMU.

**Graduation Policy**

All tenured and tenure-track faculty members are required to attend the undergraduate graduation ceremony. All full-time graduate faculty members and directors of graduate programs are expected to attend the Graduate School graduation. Permission to be excused from attending commencement must be obtained in writing from the Provost.

Faculty attendance at the Commencement Liturgy, which takes place on the Friday evening before graduation, is strongly encouraged; however, attendance is not mandatory. If you do not already have appropriate academic regalia, you may purchase or rent it through the University Bookstore.

**Policy on Travel to Meetings**

The University recognizes that members of its faculty are interested in attending conventions of learned or professional societies as a means of keeping abreast of their fields of teaching and research, and the University will, within its financial resources, support such attendance.

It is presumed that under ordinary circumstances such attendance will not interfere with academic duties. If the situation warrants absence from class, the approval of the department Chair and the Dean is required.

Faculty members who have research grants from sources outside the University are encouraged to provide for their travel expenses from these grants.

Faculty members may ordinarily expect to receive support for one travel request per academic year; additional requests will be subject to available funds.

In deciding whether a particular request warrants support, the following criteria will be employed:

- If the trip is requested by the University (administrative attendance at conventions, etc.), the University will pay the air coach transportation plus the necessary hotel and restaurant expenses when supported by sales slips or invoices for days of the actual meeting only.
- If the trip benefits the faculty member, and notably benefits the University (as decided by the University Administration, e.g., the reading of a paper at a convention), the University will pay air coach transportation, registration fee, banquet and other directly related items when supported by sales slips or invoices, but not to exceed the amount specified by the Controller’s Office for days of the actual meeting only.
- If the trip mainly benefits the faculty member, but has a particular significance and value to the University, e.g., active attendance at conventions, meetings of colleagues, etc., the University will pay one-half the air coach and transportation.

Faculty members using their own automobiles on approved University business will be reimbursed at the current mileage rate approved by the Controller.

The respective Deans are responsible for the administration of this travel policy. Faculty members should discuss proposed plans with the appropriate administrative officer before making final commitments. All expense accounts which are to be itemized and accompanied by receipts must be approved by the Dean before being submitted to the Controller’s Office for payment.

Transportation is to be arranged through a University-approved travel agency. Use of private transportation will be recompensed to the extent of public transportation as described above. If an advance for expenses is authorized, support vouchers must be submitted and approved upon completion of the trip.

**SERVICE**

**Committees and Other Assignments**

Service is a required part of the professoriate. “Service includes active involvement, beyond departmental work, in the work of the College and University, in professional organizations, student activities, and community services that are consistent with LMU’s mission.” Please refer to the Faculty Handbook, 2015, I(M)(3).

You will be asked to accept certain departmental and College/School assignments that contribute to LMU’s needs and goals and to your growth as a member of the LMU community. A directory of University committees is available online at http://academics.lmu.edu/provost/resources/facultyresources.

You may be asked to represent the department at University or off-campus events (e.g., awards dinner, graduation banquet). Your cooperation and participation is important to the department and your College or School. Students and alumni also appreciate your attendance at their events.
**LMU CENTERS**

**The Academic Resource Center**
The Academic Resource Center provides academic support for all LMU students. It is the mission of the ARC to promote engaged academic citizenship and to provide opportunities for students to become more fully integrated into the rich and diverse culture of the university.

Our center offers content tutoring for gateway courses in subjects such as chemistry, economics, and modern languages. Certified ARC peer tutors provide one-on-one writing support for papers in any class and lead a wide variety of writing workshops on topics ranging from researching tools and argumentation to citing sources.

Students who need assistance utilizing their academic planning tools may meet with an ARC University Advisor. Students looking for an academic boost may receive access to the ARC online video library by signing up for Kickstart, where they will find tips on how to develop productive study habits such as time management skills, note-taking strategies, and more.

The ARC also supports a variety of programs for special populations, such as First to Go, which serves first-generation college students on campus, and programs for the entire campus community, such as the LMU Common Book, which brings faculty, students, and staff together for a shared academic experience.

The ARC is located on the second floor of Daum Hall, and all services are included in the cost of tuition. For additional information on ARC services, please call 310.338.2847 or visit our website at [www.lmu.edu/arc](http://www.lmu.edu/arc).

**Campus Ministry**
Campus Ministry is dedicated to promoting the spiritual growth and faith formation of our LMU students.

Our ministry is rooted in the University’s Roman Catholic identity and the heritage of our sponsoring religious communities with special attention given to Ignatian spirituality. Likewise, through various programs and staff, Campus Ministry reaches out to support people of all faith backgrounds – all those searching for deeper meaning in their lives.

In Campus Ministry students find a welcoming environment where they can express their faith passionately and discern their vocation in community. Through worship, prayer, the sacraments, retreats, spiritual direction, social justice opportunities, faith sharing groups, and a variety of other programming, Campus Ministry invites our students to grow spiritually and religiously. In times of distress, we comfort, console, and encourage healing and reconciliation.

Campus Ministry provides students a place to Believe, to Belong, and to Become.

For additional information, please call the Director, Rev. James Erps, S.J., at 310.338.2860 or visit our website [http://ministry.lmu.edu/](http://ministry.lmu.edu/).

**Center for Ignatian Spirituality**
The Center serves as a resource for faculty members and staff seeking to develop a personal spirituality. Ignatian spirituality, based on each person’s experience, is open to persons of all faith traditions and none.

The staff of the Center offers a variety of programs, including individual guidance for those who wish to learn practical applications of Ignatian discernment, and a nine-month series of weekly meetings for those who engage in The Spiritual Exercise of St. Ignatius for Busy Persons. The Center also offers many luncheon presentations on topics that relate to spirituality and art, science, and social concerns. Faculty members and staff have access to the Center for ad hoc pastoral concerns, such as sickness or death in their families, and for matters that touch upon the practice of faith or religion.

The Center makes available to members of the LMU faculty and staff practical and experiential adaptations of Ignatian spirituality that enable them to integrate spirituality within their college, department, or division. For more information, contact Randy Roche, S.J., or Anne Hennessey, C.S.J. at 310-338-3019 or visit the Center’s website [http://mission.lmu.edu/cis/](http://mission.lmu.edu/cis/).

**Center for Service and Action**
As a recipient of the national President’s Honor Roll for Community Service, LMU’s Center for Service and Action prides itself on the various student-led and staff-supported initiatives and programs designed with local, national and international organizations. In addition to students, CSA collaborates with faculty, staff and community organizations to live out the university’s commitment to service and justice. At LMU, Community-based Learning (CBL) is understood to be a pedagogical method that requires students to engage in organized service, research, or advocacy activities, guided reflection, and critical analysis that enhance both the academic objectives of the university curriculum and address the social needs of the larger community.

The Center for Service and Action works with interested faculty members to create active learning experiences in community engagement projects. The assets and needs of the community organization are revealed so that student participants can engage more fully in the work of the organization through direct service, co-curricular immersion, participatory/action research, and internships. CSA works directly with faculty to create and implement Engaged Learning flagged courses. This collaboration supports the integration of CBL components into the course curriculum reflective of best practices. Additionally, CSA provides
personalized service to faculty seeking to strengthen the CBL component of their applications for LMU’s Faith and Justice Curriculum Development grant.

The Center for Service and Action also offers the Alternative Breaks program promoting service, social justice and cultural exchanges on 14 trips to local, national and international locations through hands-on, community-based learning projects. Interested faculty can apply to participate on these trips. If you are interested in creating a community-based learning course or would like more information on the programs of CSA, please contact the director of Community-Based Learning, Dr. Lezlee Matthews at Lezlee.Matthews@lmu.edu or 310-338-2959. You can also visit our website at www.lmu.edu/csa.

Center for Teaching Excellence
The Center for Teaching Excellence (CTE) supports Loyola Marymount University’s goal of academic excellence by advancing and inspiring excellence in teaching and learning so that all LMU students have the opportunity to become engaged self-motivated life-long learners.

The Center supports faculty members as they review, adapt, and develop their teaching through events, resources, and services. In addition to regular programming, signature CTE events and programs are the Teaching Certificate Program, the Open Classrooms Weeks and the Teaching-with-Technology Day. Among the resources offered by the CTE are the CTE Master Teachers, the CTE Faculty Associates, Service and Justice Modules, Guidelines for the Comprehensive Evaluation of Teaching, and Travel and Teaching Grants. CTE also offers individualized services such as Classroom Observations, Course Material Review, and Voice and Language Coaching.

For a calendar of events and more information, (1) visit the Center’s website at http://www.lmu.edu/cte, (2) "like" the CTE on Facebook under LMU Center for Teaching Excellence, or (3) contact the CTE Director, Dorothea Herreiner, at 310-338-2815, dherreiner@lmu.edu, or teachers@lmu.edu. For pedagogical resources, see: http://www.lmu.edu/libraries_research/cte/Resources/Pedagogical_Resources.htm.

Collins Faculty and Alumni Center
The Collins Faculty and Alumni Center is located in Leavey Center next to McKay Hall and is named for Sr. Mary David Collins, R.S.H.M. The center is the location for the Faculty Senate meetings, Friday Faculty Colloquia, and other events. It is open Monday through Friday 8 AM to 5 PM and provides a place to gather informally for coffee and tea. Coffee for faculty is available daily.

CSJ Center for Reconciliation and Justice
The CSJ Center serves faculty, staff, alumni and students, offering a forum for dialogue, a place of education and a resource for reflective action. Through a diverse array of offerings, the CSJ Center aims to be a presence for the needs of the LMU community in terms of the pursuit of LMU’s mission to encourage "the service of faith and the promotion of justice" at LMU and beyond. The CSJ Center provides resources and collaboration with other campus centers for the integration of action and reflection through panels, workshops, and symposia related to the mission; for classroom resources for curriculum development and engaged/community based learning; in the work place through awards recognizing LMU’s leaders who exemplify justice and reconciliation in their lives; and beyond as a liaison with regional justice and reconciliation organizations and St. Joseph Health for faculty research/curriculum-related options.

If you are interested in learning more about how the CSJ Center for Reconciliation and Justice can be of assistance to your particular needs around reflection and action, issues of reconciliation and justice, engaged learning and/or community-based experiences related to curriculum development, please contact Judith Royer, CSJ (310) 670-0362, MaryAnne Huepper, CSJ (310) 568-6695, Sheila Weisenberger (310) 568-6694, or visit the CSJ Center’s website http://www.lmu.edu/esecenter. We can also be reached via email at Judith.Royer@lmu.edu, MaryAnne.Huepper@lmu.edu, Sheila.Weisenberger@lmu.edu.

Fritz B. Burns Recreation Center
The Burns Recreation Center is located on the main campus near the Loyola Boulevard entrance and is open to LMU affiliates including faculty, staff, students, and alumni. To use this facility, you must purchase a membership.

The fee for an individual faculty/staff membership is $11 per month (automatic debit Visa/MasterCard information required) or $5 per paycheck via payroll deduction (full-time faculty members and staff only). The fee for a faculty/staff family/domestic partner membership is $22 per month (automatic debit Visa/MasterCard information required) or $10 per paycheck via payroll deduction (full-time faculty members and staff only).

Memberships may be purchased in the Membership Services Office in room 155, located in the Burns Recreation Center behind the front desk. With your membership, you will have access to the fitness center, group exercise classes, pool, basketball and tennis courts, and the Fitness and Wellness Center. For membership details call 310-338-1720; for general information call 310-338-2912 or visit the website: www.lmu.edu/campusrec.

Thomas and Dorothy Leavey Center for the Study of Los Angeles
The Thomas and Dorothy Leavey Center for the Study of Los Angeles is one of the leading undergraduate research centers in the nation. Founded in 1996 with a mission to promote research, action, and justice, it is a respected leader in public opinion surveys,
exit polling, and leadership and community studies. The Center also conducts groundbreaking research on voter preferences and voting patterns, quality of life concerns, and contemporary urban issues. In all of its work the Center provides rigorous, mentored research experiences for undergraduate students at LMU. To date, over 2,000 students have been involved in the its research, administrative and educational activities. Researchers at the Center have conducted over 40 surveys and other research studies, and published more than 50 peer reviewed articles, reports and book chapters. Print, radio and television media, policy forums and reports about Los Angeles and southern California also have regularly featured the Center’s research. The Center welcomes collaboration with faculty members and encourages the use of its many datasets.

One of the signature events hosted by the Center is Forecast LA, an annual conference that explores the civic and economic concerns, cultural identities, and levels of satisfaction of residents and leaders in the Los Angeles region. Attended by hundreds of government and civic leaders, corporate representatives, investors, and entrepreneurs, Forecast LA places LMU at the center of a vibrant community committed to a better future for Los Angeles. The Center’s educational forums create greater awareness about public policy issues in LA and facilitate collective action to achieve greater social justice. Aired by cable networks into over a million LA households annually, the Center’s Forecast LA Lecture Series brings together leaders, several LMU undergraduate classes, and the public to discuss the state of LA and solutions to its problems.

The Center also maintains a Research Collection archive that promotes the study, documentation and understanding of the history and social development of LA. The Center for the Study of Los Angeles is guided by a dedicated team of researchers -- several of whom have advanced degrees in political science, sociology, social policy administration, urban studies, and history -- together with a development council of prominent individuals from the public, private and non-profit sectors. For more information about the Center, and opportunities for collaboration, please visit www.lmu.edu/csla or call 310.338.4565.

Marymount Institute for Faith, Culture and the Arts
The Marymount Institute for Faith, Culture and the Arts preserves the transformative educational tradition of the Religious of the Sacred Heart of Mary (R.S.H.M.) and promotes a dialogue between faith and culture as expressed in fine, performing, literary and communication arts.

The Institute strengthens the contributions of the Marymount tradition and its legacy to the Loyola Marymount University community and to the larger society. It does this by encouraging interdisciplinary and intercultural scholarly and artistic activity in the form of research and publication, exhibits, performances, conferences, seminars, and lectures. The Marymount Institute is located in University Hall, Suite 3002 and may be reached at 310-338-4570.

FACULTY PROGRAMS

Mentoring Assistant Professors (MAP) Program
The Office of Faculty Affairs coordinates two mentoring programs: The Mentoring Assistant Professors (MAP) Program and Mentoring for Mission.

Mentoring Assistant Professors (MAP) Program is a formal program that matches each new tenure track assistant professor with a more senior faculty mentor outside of the department. The goal of the MAP Program to provide a positive role model and source of support for each new tenure track assistant professor. Features of the MAP Program include: monthly meetings between the mentor and mentee, mutual classroom visits solely for the purpose of generating conversations about teaching, and availability for confidential consultation about all aspects of LMU. The formal MAP Program is designed to last one academic year, but the mentor does continue to be available and interested in the mentee’s work afterward. New tenure track assistant professors learn details of the program at the end of New Faculty Orientation.

Pedagogy Workshops
Pedagogy Workshops provide (1) professional development linked to the mission of the university and interculturalism, (2) pedagogical support for tenure-track faculty in their second year of teaching at LMU, and (3) prepare faculty to teach in LMU’s diverse classrooms. The goals are addressed through a series of four, two-hour workshops during the academic year.

Junior Faculty Seminar
The Junior Faculty Seminar is a monthly gathering of non-tenured junior faculty members from all disciplines. It offers faculty members an opportunity to meet each other, exchange experiences, and learn about another faculty member’s research activities and interests in a seminar presentation format. The purpose of the Junior Faculty Seminar is as much a social one of support and contacts, as it is an interdisciplinary exchange of ideas – all of that over free lunch. For more information or to be added to the mailing list, contact Marne Campbell (Marne.Campbell@lmu.edu) or Traci Voyles (Traci.Voyles@lmu.edu). 

Mentoring for Mission
Mentoring for Mission is a faculty-designed program of several informal mentoring services and resources that mirror the university mission statement. The Mentor Network consists of faculty volunteers willing to listen and share expertise on particular topics that range across teaching, research, service and work-life balance. The Model for Mentors provides resources that can be used to
facilitate goal-setting and communication between mentors and mentees. For more information, visit http://academics.lmu.edu/ofd/resources/mentoring.

Friday Faculty Colloquia
The Friday Faculty Colloquia is a weekly gathering of faculty members from all disciplines to present and share research and creative activities and interests over lunch sponsored by the Office of Faculty Affairs. The schedule and previously recorded talks are available at http://www.lmu.edu/ofd.

Study Abroad
Today, more than ever, it is important for LMU students to graduate with the global perspective that a study abroad experience provides. LMU has been offering study abroad programs for over 50 years and currently sends over 500 students abroad each year in over a dozen countries around the world! Students can choose to study abroad for a summer, a semester, or even a year as a part of their college experience. Students who study abroad gain educational benefits such as academic credits and often mastery of a foreign language, as well as a superior knowledge of global issues, improved communication skills, increased independence, and valuable contacts. Most LMU study abroad programs are led by Loyola Marymount University faculty members, who provide students with in-country support, high quality education, and country-specific knowledge. Faculty are invited to apply to teach for a semester and/or summer programs.

Please visit our website at www.lmu.edu/studyabroad for more information.

Faculty Exit Survey
The LMU Faculty Exit Survey helps faculty and administrators: (1) gather and collect data in a structured manner, (2) identify consistent trends, patterns, and themes, and (3) use the results to determine and implement strategies to increase retention and reduce turnover.
Syllabus Checklist

Please use this checklist to review your syllabus. Items marked with * are essential for all courses. Some disciplines or programs require additional items. For selected items (marked +), suggested wording is offered on the back of this sheet. The latest version of this document is available at http://www.lmu.edu/SyllabusChecklist or at teachers@lmu.edu.*

GENERAL INFORMATION: UNIVERSITY & COURSE
☐ *University name, semester and year
☐ *Course number, title, section number, days, time (start and end), classroom location, credit hours

INSTRUCTOR CONTACT INFORMATION
☐ *Instructor name(s), title, office location, phone, email, fax, office hours

COURSE SPECIFIC INFORMATION
☐ Course Description: Provide description from the most recent LMU Bulletin.
☐ *Learning Outcomes: Describe what students will know, be able to do, and value upon successful completion of the course.
☐ Instructional Methods: If applicable, describe instructional methods such as lecture-discussion, problem-based learning, group work, projects, presentations, critiques, community-based learning, portfolios, etc.
☐ Prerequisites (if any)
☐ *Required Text(s) (if any)
☐ *Required Lab Fee(s) (if any): As discussed with Department Chair/Program Director, pursuant to College/School procedures or policies, if any, and as published in the Registrar’s Real-Time Schedule of Classes.
☐ Assignments, including Readings, Projects (with grading rubrics, if available), etc.: In addition to identifying the nature of assignments indicate policies, including if/how they will be graded and factored into the grade, and how late assignments will be handled.
☐ Exams/Quizzes (if applicable): Give policy on missed exams or quizzes, and include the Final Exam date/time – available from the Registrar’s calendar.
☐ *Work Load Expectations: Indicate the average minimal time students are expected to spend per week on class-related learning activities, and all substantial one-time activities (e.g., a weekend trip), in line with LMU’s Credit Hour Policy, see http://www.lmu.edu/Assets/LMU+Credit+Hour+Policy_Final.pdf.
☐ *Grading Scheme: Be very specific regarding the components of the grade, how each is weighted and include “floors” for each of the letter grades A (or A range) through D (or D range). One possible way to state a “floor” is as follows: an overall average of xx% will receive at least a grade of A-.
☐ Attendance/Participation: If applicable, describe details including how it affects grades. At professor’s discretion; also check departmental/program/college/school policies and norms.
☐ Use of Technology: Explain what will be used/required/optional/allowed and how to access it.
☐ Extra Credit: If offered, it must be fairly offered to all students and announced in a timely manner. Be specific how it is factored into the grading.

UNIVERSITY POLICY STATEMENTS (REQUIRED)
☐ *+Americans with Disabilities Act – Special Accommodations
☐ *+Academic Honesty
☐ *+Tentative Nature of the Syllabus

OTHER POLICY STATEMENTS (RECOMMENDED)
☐ +Expectations for Classroom Behavior
☐ +Electronic devices in the classroom
☐ +Student responsibility for checking identified communication channels, such as lion.lmu.edu address
☐ +Reporting Requirements of Sexual or Interpersonal Misconduct
☐ +Emergency Preparedness Information

* The original version of this checklist derives from Grunert O’Brien, J., Millis, B. & Cohen, M. The course syllabus: A learning centered approach, Anker Press (2008) and Nilson, L. Teaching at Its Best, Jossey Bass, (2010). The checklist was developed by the Faculty Senate Committee on the Comprehensive Evaluation of Teaching (CCET) in 2010 and has since been maintained and updated by the CTE.
Academic Honesty: Academic dishonesty will be treated as an extremely serious matter with severe consequences that can range from receiving no credit for assignments/tests, failing the class, to expulsion. It is never permissible to turn in any work that has not been authored by the student, such as work that has been copied from another student or copied from a source (including Internet) without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty set forth in the “LMU Honor Code and Process” which appears in the LMU Bulletin (see http://bulletin.lmu.edu.).

It is strongly recommended that you provide a more detailed statement about plagiarism relative to the specific assignments in your class and that you clearly identify the consequences of academic dishonesty. Suggestions for preventing plagiarism and the use of resources can be found on the library website and are provided by the CTE.

Special Accommodations: Students with special needs who require reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services (DSS) Office. Any student who currently has a documented disability (ADHD, Autism Spectrum Disorder, Learning, Physical, or Psychiatric) needing academic accommodations should contact the DSS Office (Daum Hall 2nd floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.lmu.edu/des for additional information.

Tentative Nature of the Syllabus: If necessary, this syllabus and its contents are subject to revision; students are responsible for any changes or modifications announced or distributed in class or posted on LMU’s course management system MYLMUConnect.

Students should be notified of any syllabus revisions in the same manner(s) that the original syllabus was distributed (for example, distributed in class and/or posting on MYLMU Connect) and via all typical class communication channels.

Expectations for Classroom Behavior: It is important to be clear regarding expectations for classroom behavior, both in what is prohibited and how the instructor will manage behavioral issues including possible consequences. The following LMU documents are available to reference:

- LMU’s Community Standards, which defines as prohibited conduct (IV.D):
  “Disruptive Behavior, and/or intentionally or recklessly interfering with normal University life, activities, processes or University-sponsored activities including, but not limited to: studying; teaching; research; classroom instruction; campus or residential life; University administration; judicial proceedings; or fire, police or emergency services.”
  (http://studentaffairs.lmu.edu/administration/judicialaffairs/studentcodespolicies/)

- The Lion’s Code (see LMU’s Community Standards)

- Guidelines on LMU Student Classroom and Course-Related Behavior
  (http://www.lmu.edu/libraries_research/cte/Resources/LMU_Student_Classroom_and_Course-Related_Behavior_Guidelines.htm)

- The LMU Student Affairs brochure Disruptive and Threatening Student Behavior (Fall 2010), which states
  “Disruptive behavior which is persistent or significantly interferes with classroom activities may be subject to disciplinary action. A student may be referred to the Office of Student Judicial Affairs if their behavior constitutes a violation of the conduct code.”
  (https://www.lmu.edu/Assets/Student+Affairs+Division/Judicial+Affairs/Disruptive+Behavior+Brochure.pdf)

Here is possible wording:

RESPECT FOR SELF AND OTHERS: As an LMU Lion, by the Lion’s Code, you are pledged to join the discourse of the academy with honesty of voice and integrity of scholarship and to show respect for staff, professors, and other students.

ELECTRONIC DEVICES: Please turn off and put out of sight all electronic devices (other than those and when allowed) during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process.

Communication: Identify the communication channels you use in your class and clearly describe the students’ responsibility to check those channels. Make sure that the chosen channels of communication are available to all students. It is strongly recommended that you (also) use the students’ LMU email addresses provided in PROWL and on LMU’s course management system (MYLMUConnect). Here is possible wording:

EMAIL COMMUNICATION: I will communicate with the class and individual students using campus email, so it is essential that you regularly check your lion.lmu.edu email account or the preferred email address to which you forward.

Reporting Requirements of Sexual or Interpersonal Misconduct: As “responsible employees,” faculty are required to report any case of suspected sexual or interpersonal misconduct and cannot protect student confidentiality. For information about confidential counseling on campus and for general information about consensual relationships, sexual harassment, and sexual assault, please see the LMU Cares website: http://studentaffairs.lmu.edu/lmucares/.

Emergency Preparedness: To report an emergency or suspicious activity, contact the LMU Department of Public Safety by phone (x222 or 310-338-2893) or at the nearest emergency call box. In the event of an evacuation, follow the evacuation signage throughout the building to the designated safe refuge area where you will receive further instruction from Public Safety or a Building Captain. For more safety information and preparedness tips, visit http://www.lmu.edu/emergency.
Loyola Marymount University - Course Evaluation Form

Course Title ___________________________________________ Term ___________________
Instructor ___________________________ Course/Section ________________________

**MARKING INSTRUCTIONS**
Please use a No. 2 pencil or black or blue ball point pen.

Correct Mark Incorrect Marks

<table>
<thead>
<tr>
<th>Major(s): ___________________________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Year:  ☐ Freshman  ☐ Sophomore  ☐ Junior  ☐ Senior  ☐ Graduate  ☐ Other</td>
</tr>
<tr>
<td>LMU Cumulative GPA:  ☐ Under 2.0  ☐ 2.0 - 2.49  ☐ 2.5 - 2.99  ☐ 3.0 - 3.49  ☐ 3.5 - 4.0  ☐ Not Applicable</td>
</tr>
<tr>
<td>Your Class Attendance:  ☐ Always  ☐ Almost Always  ☐ Usually  ☐ Occasionally  ☐ Rarely</td>
</tr>
<tr>
<td>Was this course in your major department?  ☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Was this course required by your major?  ☐ Yes  ☐ No</td>
</tr>
<tr>
<td>Are you taking this course to fulfill Core requirements?  ☐ Yes  ☐ No</td>
</tr>
<tr>
<td>I had a strong interest in taking this course:  ☐ Strongly Agree  ☐ Agree  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree</td>
</tr>
</tbody>
</table>

Instructions: Please MARK the response which MOST ACCURATELY reflects your opinion and include any comments or explanations to the following questions.

1. Learning outcomes for the course were clearly stated.  
   Strongly Agree  ☐ Agreed  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree  
   Comments: 

2. The learning outcomes were effectively addressed in this course.  
   Strongly Agree  ☐ Agreed  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree  
   Comments: 

3. There were constructive interactions between the instructor and the students.  
   Strongly Agree  ☐ Agreed  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree  
   Comments: 

4. The instructor was accessible for discussions about the course.  
   Strongly Agree  ☐ Agreed  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree  
   Comments: 

5. I received feedback that improved my learning in this course.  
   Strongly Agree  ☐ Agreed  ☐ Uncertain  ☐ Disagree  ☐ Strongly Disagree  
   Comments: 

Continued on reverse side of this form
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The course challenged me to do my best work.</td>
<td>Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>7. My experience in the course increased my interest in the subject matter.</td>
<td>Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>8. How would you rate the overall effectiveness of the instruction in this course.</td>
<td>Very Good, Good, Fair, Poor, Very Poor</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>9. OPTIONAL question for faculty or departmental use.</td>
<td>Strongly Agree, Agree, Uncertain, Disagree, Strongly Disagree</td>
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<td>11. What did you find to be most beneficial about the course?</td>
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<tr>
<td>12. What would have made this course more effective for you?</td>
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</table>
Guidelines for Interpreting Student Teaching Evaluations

Student teaching evaluations are the most commonly used measure for evaluating teaching in higher education. There are at least two purposes for evaluating teaching: to improve the teaching and to make personnel decisions (merit, retention, promotion). When using student teaching evaluations for either of these purposes, it is essential to follow certain guidelines to ensure valid interpretation of the data. The following guidelines are adapted from Theall and Franklin (1991) and Pallett (2006).1

1. Sufficient Response Ratio
There must be an appropriately high response ratio.2 For classes with 5 to 20 students enrolled, 80% is recommended for validity; for classes with between 21 and 50 students, 75% is recommended. For still larger classes, 50% is acceptable. Data should not be considered in personnel decisions if the response rate falls below these levels.

2. Appropriate Comparisons
Because students tend to give higher ratings to courses in their majors or electives than they do to courses required for graduation, the most appropriate comparisons are made between courses of a similar nature. For example, the Bellarmine College of Liberal Arts average would not be a valid comparison for a lower division American Cultures course.

3. When Good Teaching is the Average
When interpreting an instructor’s rating, it is more appropriate to look at the actual value of the rating instead of comparing it to the average rating. In other words, a good rating is still good, even when it falls below the average.

4. Written Comments
Narrative comments are often given great consideration by administrators, but this practice is problematic. Only about 10% of students write comments (unless there is an extreme situation), and the first guideline recommends a minimum 50% response threshold. Thus decisions should not rest on a 10% sample just because the comments were written rather than given in numerical form! Student comments can be valuable for the insights they provide into classroom practice and they can guide further investigation or be used along with other data, but they should not be used by themselves to make decisions.

5. Other considerations
- Class-size can affect ratings. Students tend to rank instructors teaching small classes (fewer than 10 or 15 students) most highly, followed by those with 16 to 35 and then those with over 100 students. Thus the least favorably rated are classes with 35 to 100 students.
- There are disciplinary differences in ratings. Humanities courses tend to be rated more highly than those in the physical sciences.

6. One Final Point
Teaching is a complex and multi-faceted task. Therefore the evaluation of teaching requires the use of multiple measures. In addition to teaching evaluations, the use of at least one other measure, such as peer observation, peer review of teaching materials (syllabus, exams, assignments, etc.), course portfolios, student interviews (group or individual), and alumni surveys is recommended.

Contact the Center for Teaching Excellence (310-338-5866) if you need assistance in adopting one of these alternate measures or have any questions about these guidelines.


The following describes how to compute the response ratio for a given set of forms from one section of one course. First, note the number (n) of forms returned and the number (N) of students in the class, compute the ratio n/N, and then multiply by 100% to convert the ratio to a percent. Then, for each question under consideration, from this percent subtract the percent of blank and “Not Applicable” responses. The result is the response ratio for that particular question. If the result does not meet the threshold recommended in Guideline #1 above, the data from that question should not be considered.
### APS Request Form

Photocopy permission is requested for the following works for ONE-TERM use in educational course sets:

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Permission is null and void if timely payment is not received.
LMU Student Classroom and Course-Related Behavior

Introduction

In keeping with the mission of the University and in accordance with the current LMU Bulletin and Community Standards, students and instructors both have a responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards conducive to an effective learning environment may be subject to disciplinary action. Instructors have the professional responsibility to treat students with dignity and respect in all classroom, laboratory, creative, and other learning environments and to define reasonable standards and set limits for what is acceptable as students engage in respectful discourse and exchange of ideas.

Disruptive student behavior in an academic setting hinders the educational process. Disruptive student conduct is prohibited by the Loyola Marymount University Community Standards, Student Conduct Code IV. The purpose of this policy is to clarify:

- what constitutes disruptive behavior in an academic setting, including, but not limited to:
  - classroom, laboratory, creative arts/production spaces, faculty offices and other academic locations on and off campus;
  - what actions Instructors, Department Chairs or Program Directors (or equivalent), and respective Deans' offices may take in response to disruptive classroom conduct; and,
  - what authority the Office of Judicial Affairs has to initiate disciplinary proceedings against students for disruptive classroom conduct.

What Constitutes Disruption?

"Disruption," as applied to academic settings, means behavior that an Instructor would reasonably view as interfering with normal academic functions related to the learning activity and/or learning environment. Examples include, but are not limited to: persistently speaking without being prompted or recognized, or interrupting other speakers; behavior that distracts the class from the subject matter, discussion or performance; or in extreme cases, physical threats, harassing behavior or personal insults, unsafe laboratory or production practice, or refusal to comply with faculty direction.

Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.

Students with qualifying disabilities are entitled to reasonable accommodation but they are held to the same standards of conduct as any student.

Policy

- Students are required to adhere to the behavior standards listed in the Loyola Marymount University Community Standards and to refrain from disrupting classes and other academic settings.

For cases involving immediate threats to the safety of the Instructor or Students in the class:

- If a Student’s disruptive behavior in the determination of the Instructor threatens the safety of the Instructor or students in the class, the Instructor should immediately call the Department of Public Safety (if this behavior occurs off campus the Instructor should contact the appropriate Safety authority, e.g. police). At this point, the appropriate judiciary processes and procedures as outlined in the Loyola Marymount University Community Standards will be followed and the case will be referred to the Office of Judicial Affairs. In addition, the Instructor should inform the Department Chairperson or Program Director (or equivalent), and the Dean’s Office of the incident as soon as possible.

For cases not involving immediate threats to the safety of the Instructor or students in the class the following policy and procedures are to be followed:
• If a Student is disruptive, the Instructor, the Department Chair, Program Director (or equivalent), and/or the respective Dean’s Office may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.¹

• If a Student is in a course in which another Student is continually disruptive and thinks that the Instructor is not acting to stop the disruptive behavior, the Student should inform the Instructor that s/he feels that his/her learning is being impeded by the disruptive behavior.
  
  o If then, in the opinion of the Student the Instructor fails to address the disruption s/he may bring this situation to the attention of the Department Chairperson or Program Director (or equivalent) to resolve the disruptive classroom environment.
  
  o If either the Student or the Instructor thinks the action of the Department Chairperson or Program Director (or equivalent) does not resolve the handling of the disruptive behavior s/he may bring the situation to the attention of the appropriate Dean of the Instructor’s college or school.

• An Instructor may ask a student to leave the classroom or other academic site at the time of the disruption if the Instructor deems it necessary to prevent further or continuing disruption. If a Student is dismissed from class or another academic site, the Student remains responsible for the class activity during the period missed. If the Instructor takes such action, s/he should report such action to the Department Chair or Program Director (or equivalent), and the Dean’s Office and describe the circumstances and action taken in writing within 24 hours of taking the action.

  o A student’s refusal to follow the instructor’s request for the student to leave constitutes an additional act of disruptive behavior and may be viewed as a threat to the safety of the Instructor or other students in the class.

  o If the Student feels the Instructor’s request for the Student to leave the classroom was not justified, the Student may appeal this decision to the Instructor’s Department Chair or Program Director (or equivalent), and/or respective Dean’s Office within three (3) business days.

• The Dean, after consultation with the Instructor and the Instructor’s Department Chair or Program Director (or equivalent), may exclude the student from a classroom or other academic area, pending resolution of the matter, by: (1) informing the Student, in writing, of the exclusion, and (2) informing the Student of his/her rights to request an expedited review of the exclusion to the Dean or her/his designee. The request for expedited review must be in writing and received by the Dean’s Office within three (3) business days of written notification of the exclusion. (The exclusion review shall occur only between the student and the Dean or her/his designee; the Instructor and Department Chair or Program Director (or equivalent) are informed about the outcome of such review.) If a Student is excluded from class or another academic site, the Student remains responsible for the class activity during the exclusion period.

• Nothing in this policy prohibits an Instructor or Student from immediately calling the Department of Public Safety or referring the matter directly to the Office of Judicial Affairs. If the Department of Public Safety is called or the incident is referred to the Office of Judicial Affairs the Instructor shall inform the Department Chair, Program Director, or the equivalent and the Instructor’s Dean’s Office as soon as possible.

¹ For Disruptive Behavior occurring in an off campus LMU program, (e.g. Study Abroad, Experiential/Engaged Learning, etc.) the policies, rules and procedures of the respective program will apply. If the off campus program does not have an applicable policy, the situation will be handled in accordance with this LMU Student Classroom and Course-Related Behavior policy.
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## CHAIRS BY COLLEGE/SCHOOL

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<td>Mladen Milicevic, D.M.A.</td>
<td>2016</td>
</tr>
<tr>
<td>Screenwriting</td>
<td>Jeffrey Davis, M.F.A.</td>
<td>2019</td>
</tr>
</tbody>
</table>

**Directors of Specialized Programs**

- **Graduate Program**

<table>
<thead>
<tr>
<th>Program</th>
<th>Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian &amp; Pacific Studies</td>
<td>Robin Wang, Ph.D.</td>
</tr>
<tr>
<td>Asian Pacific American Studies</td>
<td>Constance Chen, Ph.D.</td>
</tr>
<tr>
<td>Bilingual Education*</td>
<td>Olga Moraga, Ed.D.</td>
</tr>
<tr>
<td>Bioethics Institute*</td>
<td>Roberto Dell’Oro, Ph.D.</td>
</tr>
<tr>
<td>Caloyeras Center for Greek Studies</td>
<td>Christina Bogdanou, Ph.D.</td>
</tr>
<tr>
<td>Catholic Archdiocese School Teachers (CAST)*</td>
<td>Edmundo Litton, Ed.D.</td>
</tr>
<tr>
<td>Catholic Studies</td>
<td>Thomas Ward, Ph.D.</td>
</tr>
<tr>
<td>Center for Catholic Education</td>
<td>Robert Walsh, S.J.</td>
</tr>
<tr>
<td>Center for Equity for English Learners (CEEL)</td>
<td>Magaly Lavadenz, Ph.D.</td>
</tr>
<tr>
<td>Center for Math &amp; Science Teaching (CMAST)</td>
<td>Philip Molebash, Ph.D.</td>
</tr>
<tr>
<td>Department</td>
<td>Director</td>
</tr>
<tr>
<td>------------------------------------------------</td>
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</tr>
<tr>
<td>Center for Teaching Excellence (CTE)</td>
<td>Dorothea Herreiner, Ph.D.</td>
</tr>
<tr>
<td>Center for the Study of Los Angeles</td>
<td>Fernando Guerra, Ph.D.</td>
</tr>
<tr>
<td>Center for Undergraduate Teacher Preparation</td>
<td>Annette Pijuan Hernandez, Ed.D.</td>
</tr>
<tr>
<td>Civil Engineering/Environmental Science*</td>
<td>Joseph Reichenberger, M.S.</td>
</tr>
<tr>
<td>Counseling*</td>
<td>William Parham, Ph.D.</td>
</tr>
<tr>
<td>Debate</td>
<td>Jay Busse, M.A.</td>
</tr>
<tr>
<td>Doctorate in Educational Leadership for Social Justice*</td>
<td>Ernest Rose, Ph.D.</td>
</tr>
<tr>
<td>Early Childhood Education*</td>
<td>Liza Mastrippolito, M.A., Acting Program Director</td>
</tr>
<tr>
<td>Electrical Engineering/Computer Science*</td>
<td>Lei Huang, Ph.D.</td>
</tr>
<tr>
<td>Elementary &amp; Secondary Education*</td>
<td>Irene Oliver, Ed.D.</td>
</tr>
<tr>
<td>EMBA*</td>
<td>Richard Stafford, Director</td>
</tr>
<tr>
<td>English*</td>
<td>Dermot Ryan, Ph.D.</td>
</tr>
<tr>
<td>Environmental Studies Program</td>
<td>Mona Seymour, Ph.D.</td>
</tr>
<tr>
<td>Ethics Program</td>
<td>TBD</td>
</tr>
<tr>
<td>European Studies</td>
<td>Petra Liedke-Konow, Ph.D.</td>
</tr>
<tr>
<td>Feature Film Screenwriting</td>
<td>Karol Hoeffner, M.Ed.</td>
</tr>
<tr>
<td>Film &amp; Television Production*</td>
<td>Kennedy Wheatley, M.F.A.</td>
</tr>
<tr>
<td>Film/T.V. Studies Program (FTVS)</td>
<td>Richard Hadley, Ph.D.</td>
</tr>
<tr>
<td>Honors</td>
<td>Vandana Thadani, Ph.D.</td>
</tr>
<tr>
<td></td>
<td>John Dionisio, Ph.D., Associate Director</td>
</tr>
<tr>
<td>Huffington Ecumenical Institute (HEI)</td>
<td>Nicholas Denysenko, Ph.D.</td>
</tr>
<tr>
<td>Humanities</td>
<td>Aine O’Healy, Ph.D.</td>
</tr>
<tr>
<td>Institute for Leadership Studies</td>
<td>Michael Genovese, Ph.D.</td>
</tr>
<tr>
<td>Institute of School Leadership &amp; Administration*</td>
<td>Sergio Pesqueira, M.A., Acting Program Director</td>
</tr>
<tr>
<td>Irish Studies</td>
<td>John Menaghan, Ph.D.</td>
</tr>
<tr>
<td>Jewish Studies</td>
<td>Holli Levtisky, Ph.D.</td>
</tr>
<tr>
<td>Journalism Program</td>
<td>Linda Bannister, Ph.D.</td>
</tr>
<tr>
<td>Laband Art Gallery</td>
<td>Carolyn Peter, M.A.</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>Bernadette Musetti, Ph.D.</td>
</tr>
<tr>
<td>Literacy &amp; Educational Studies*</td>
<td>Candace Poindexter, Ed.D.</td>
</tr>
<tr>
<td>Malatesta Program</td>
<td>Robin Wang, Ph.D.</td>
</tr>
<tr>
<td>Marital &amp; Family Therapy*</td>
<td>Debra Linesch, Ph.D</td>
</tr>
<tr>
<td>Marymount Institute</td>
<td>Theresia de Vroom, Ph.D.</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>Anna Bargagliotti, Ph.D.</td>
</tr>
<tr>
<td>MBA Program*</td>
<td>William Semos, Director</td>
</tr>
<tr>
<td>Mechanical Engineering*</td>
<td>Mel Mendelson, Ph.D.</td>
</tr>
<tr>
<td>Partners in L.A. Catholic Education (PLACE) Corps*</td>
<td>Diana Murphy, M.S.</td>
</tr>
<tr>
<td>Pastoral Theology*</td>
<td>TBD</td>
</tr>
<tr>
<td>Peace Studies</td>
<td>Daniel Smith-Christopher, Ph.D.</td>
</tr>
<tr>
<td>Philosophy*</td>
<td>Elizabeth Murray, Ph.D.</td>
</tr>
<tr>
<td>Pre-Law Advisor</td>
<td>Janie Steckenrider, J.D., Ph.D.</td>
</tr>
<tr>
<td>School Psychology*</td>
<td>Brian Leung, Ph.D.</td>
</tr>
<tr>
<td>Special Education*</td>
<td>Esther Perez, Ed.D., Acting Program Director</td>
</tr>
<tr>
<td>Systems Engineering Leadership*</td>
<td>Fred Brown, Ph.D.</td>
</tr>
<tr>
<td>Teach For America</td>
<td>Eric Young, M.B.A.</td>
</tr>
<tr>
<td>Theology Studies*</td>
<td>Daniel Smith-Christopher, Ph.D.</td>
</tr>
<tr>
<td>Theology Studies Undergraduate Coordinator</td>
<td>Charlotte Radler, Ph.D.</td>
</tr>
<tr>
<td>Urban Studies</td>
<td>Peter Hoffman, Ph.D.</td>
</tr>
<tr>
<td>Writing and Producing for Television</td>
<td>Karol Hoeffner, M.Ed.</td>
</tr>
<tr>
<td>Yoga Studies</td>
<td>Christopher Chapple, Ph.D.</td>
</tr>
</tbody>
</table>

Please direct questions regarding Department Chair or Program Director appointments to the Office of Faculty Affairs, ofd@lmu.edu. A Department Chair’s term will expire at the end of the spring semester unless indicated by specific month. Please consult the current Faculty Handbook and Handbook Addenda for information regarding Department Chair appointments.
Campus Dining

LMU Hospitality by Sodexo is the dining service for the LMU community. LMU Hospitality by Sodexo has been a proud partner of Loyola Marymount University for over 30 years. There are several dining areas on campus that offer flexible hours in settings that complement and enhance the dining experience. LMU Hospitality by Sodexo prides itself on offering a wide selection of healthy and delicious menu items made with only the freshest ingredients and local whenever possible, prepared just the way you want.

More information is available at http://dining.lmu.edu/ or by calling 310-338-2977

Sodexo Dining Services

Wassim Boustan – Director of Operations
Dana Massimiani – Chef de Cuisine, East Campus
Alfonso Campos – Chef de Cuisine, West Campus

Catering Services
Located in Malone Center, East campus
Phone: 310-338-1818

The Lair Marketplace
Located in Malone Center, East Campus
Phone: 310-338-2977

C-Lion Del Rey
Del Rey Pavillion
310-568-5210

The Lion's Corner Cafe
University Hall – West Campus
Phone: 310-338-8720

C-Lion Leavely
Leavely
310-258-8672

The Lion’s Den (Student Operated)
Malone, First floor

Coffee Bean and Tea Leaf
Leavely Circle

The Loft
Located between the Hannon and Tenderich Student Apartments

Coffee Bean and Tea Leaf
Life Sciences Building

Mein Bowl
Founder’s Pavilion
Phone: 310-568-5210

Crimson Lion Restaurant
University Hall, First floor, Suite. 1767
Phone: 310-568-6103

Munch Market
Located in the Lair Marketplace
Phone: 310-338-1668

Iggy’s Diner
McKay Hall
Phone: 310-338-5999

Pizza Hut
Founder’s Pavilion
Phone: 310-568-5210

Jamba Juice
SE corner- Malone Center
Phone: 310-338-1817

Roski Dining
University Hall – West Side
Phone: 310-338-3750

Lion Coffee Cart
Alumni Mall/Foley Pond

Starbucks
William H. Hannon Library
Phone: 310-338-5369
*See LMU Parking Map for specific assignments and detailed information regarding parking.

LMU CAMPUS MAP

**CAMPUSS BUILDINGS**
- BER Bird Nest
- BLC Baseball Lion Cage
- BRC Burns Rec. Center
- BUR Burns Fine Art Center
- BAN Burns Annex
- BPC Burns Faculty Center
- FAQ Murphy Recital Hall
- CFL Central Plant
- CCC Children's Center
- CON Communication Arts
- DAU Daum Hall
- DHA Daum Hall Annex
- DOO Doolan Hall
- EST East Hall
- EDC Engineering Design Ctr.
- FLY Foley Annex
- FMA Facilities Management
- FMC F.M. Craft Shops
- FNT F.M. Transportation
- FOL Foley Building
- SIS Florey Theatre
- FOU Founders Pavilion
- WOW Wings
- C Store
- GTH Lions Garden
- GBL Gersten Pavilion
- GTL Greenhouse
- HNL Hannan Loft
- HLB Hilton Center for Bus.
- LEV Leavy Hall
- LAC Athletics (Coaches)
- MLC Maloney Student Center
- MLA The Lair Marketplace
- KLU (Radio)
- NNO North Hall
- PBS Page Baseball Stadium
- PER Pereira Hall of Engineer.
- PAN Pereira Annex
- RAX Research Annex
- SHC Sacred Heart Chapel
- SEA Seaver Science Hall
- SOU South Hall
- STR St. Roberts Hall
- UNH University Hall
- ATR Ahernson Auditorium
- BNS Bonneterre
- LDC Lions Den Cafe
- UPB Univ. Pool & Building
- VDA Charles Von der Ahe Bldg
- WHH William H. Hannan Library
- XAV Xavier Hall

**CAMPUSS PARKING**
- F-9 General Parking
- H-8 General Parking
- H-8 General Parking
- H-6 (opening summer 2015)
- P1-P3 General Parking
- J-6 General Parking
- J-6 General Parking
- J-4 General Parking
- J-4 General Parking
- J-1 General Parking
- F-2 Visitor Only Parking
- F-2 Jesuit Only Parking
- E-7 Faculty / Staff Only Parking
- D-7 Drollinger Parking Plaza
- D-7 Ground & Lower level - General Parking
- D-7 ADA / Loading
- C-6 University Hall Building
- A-9 P1 - Faculty / Staff Parking
- A-10 P2-3 - Student / Visitor Parking
- C-6 Temporary Only Parking
- J-3 General Parking
- J-2 Faculty / Staff Only Parking

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