



# **Faculty Resource Guide**

**Loyola Marymount University**

**2018-19**





# 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>.

## Welcome Message from our Provost 2018–2019

Dear New Faculty Member,

Welcome to Loyola Marymount University! I am delighted you are joining our community of dedicated teacher-scholars. This year, LMU will be celebrating two very exciting moments in its history: the first year of our new campus in Playa Vista and our fiftieth anniversary of Marymount College and Loyola College being together on the same campus. We will also launch an identity and branding initiative that will enhance LMU's reputation and global visibility. I look forward to your commitment to teaching and outstanding scholarly/creative work contributing to this visibility and strengthening the University.



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

Three aspects of LMU's stated mission are the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice. I thank you in advance for helping LMU in its realization of this mission through your talents, perspectives, and professional and lived experiences.

A handwritten signature in black ink, which appears to read "Thomas Poon". The signature is fluid and cursive, with a large initial "T" and "P".

Thomas Poon, Ph.D.  
Executive Vice President and Provost

## Table of Contents

<b>Mission Statement</b> .....	<b>iii</b>
<b>Welcome Message from our Provost</b> .....	<b>ivii</b>
<b>Office of Faculty Affairs</b> .....	<b>6</b>
<b>LMU Administration</b> .....	<b>7</b>
<b>Welcome Message from the Faculty Senate President</b> .....	<b>9</b>
<b>Campus Assistance</b> .....	<b>10</b>
Events and Academic Calendars .....	10
Child Care Center .....	10
Faculty Housing .....	10
University-Owned Homes: .....	10
Rental Assistance: .....	10
Home Purchase Assistance: .....	10
Human Resources .....	11
Payroll .....	11
<b>Campus Mail – Distribution Center</b> .....	<b>11</b>
<b>Emergency Contacts</b> .....	<b>11</b>
Public Safety .....	11
LMU Alert.....	12
After-Hours Access to LMU .....	12
Student Psychological Services (SPS) .....	12
<b>Ombuds Services</b> .....	<b>13</b>
<b>OneCard Office</b> .....	<b>13</b>
LMU LA OneCard .....	13
OneCard for Door Access .....	13
OneCard for Purchases (Debit Card) .....	13
Flexi-Dollar Account .....	13
Replacing a Lost OneCard.....	13
<b>Parking and Transportation</b> .....	<b>14</b>
Virtual Parking .....	14
Registration and Payment.....	14
Where to Park.....	14
Motorcycles.....	14
Loading Areas and Timed Parking Stalls .....	14
Parking Citations.....	15
Citation Appeals .....	15
Alternative Transportation .....	15
<b>Information Technology Services</b> .....	<b>15</b>
Overview.....	15

Information Security.....	15
ITS Help Desk .....	15
Instructional Technology .....	15
Faculty Innovation Center .....	16
Classroom Support.....	16
Creative Services .....	16
Tech on 2 .....	17
Software for LMU Faculty Computers .....	17
Faculty Computer Loan Program.....	17
LMU.build .....	17
Brightspace.....	18
Websites .....	18
E-mail.....	18
Finding and/or Resetting Your Network Account.....	18
Your Office Telephone and Voicemail.....	18
Wireless .....	18
Campus Directory .....	18
Finding People: Directory Information.....	18
Updating Your Directory Information .....	19
<b>Teaching .....</b>	<b>19</b>
Academic Advising .....	19
Auditing Classes .....	19
Class Attendance .....	19
Class Cancellations.....	19
Classroom Observations .....	20
Course Evaluations.....	20
General Information.....	20
Procedures .....	20
Disability Support Services .....	20
Disruptive and Threatening Student Behavior .....	21
Drop/Add Policies .....	21
Field Trips .....	21
Faculty Availability.....	21
PROWL and Class Rosters .....	21
Student Attendance Policies .....	22
Syllabus .....	22
Undergraduate Core Curriculum .....	22
<b>Classrooms .....</b>	<b>23</b>
Class Time Use .....	23
Classroom Information .....	23

Classroom Support.....	23
<b>Exams .....</b>	<b>24</b>
Final Exam Policies .....	24
Final Papers vs. Final Exams .....	24
Retaining Exams and Final Papers After Grading.....	24
When and Where to Offer Final Exams .....	24
<b>Grading.....</b>	<b>24</b>
Confidentiality of Grades .....	24
Grade Changes .....	24
Correcting Grading Errors .....	24
Grading Policy.....	25
Reporting Midterm Deficiencies.....	25
Student Appeals for a Change in Grade(s).....	25
Student Privacy .....	26
Student Requests for an Incomplete Grade (INC).....	26
Submitting Grades .....	27
Withdrawal Date .....	27
<b>Faculty Administrative Support .....</b>	<b>27</b>
Departmental Administrative or Senior Administrative Coordinators .....	27
Graduate Assistantships.....	27
Undergraduate Assistantships .....	27
Rains Research Assistant Program .....	28
<b>Office Supplies and Copying.....</b>	<b>28</b>
Making Copies for University Purposes.....	28
Obtaining Office Supplies .....	28
<b>Textbooks .....</b>	<b>28</b>
Bookstores.....	28
Ordering Textbooks.....	29
Course Adopted Texts (CATS) E-book Initiative .....	29
<b>University Definition of Academic Dishonesty .....</b>	<b>29</b>
Academic Honesty Policy .....	29
Academic Honesty.....	29
Suggestions on How to Prevent Cheating.....	30
<b>Research.....</b>	<b>30</b>
Office for Research and Sponsored Projects.....	30
Rains Research Assistant Program .....	30
<b>Library.....</b>	<b>30</b>
Library Services for Faculty .....	31
You Need Your OneCard To .....	31
Interlibrary Loan.....	31

Electronic Reserves (and Brightspace) .....	31
Library Research Instruction for Your Students .....	31
Ordering Materials for the Library .....	31
Library Liaisons & Faculty Representative .....	31
Archives and Special Collections.....	32
Other Faculty Support.....	32
Follow Us and Stay Up to Date .....	32
<b>Sabbatical Programs .....</b>	<b>32</b>
Sabbatical Leave.....	32
Conditions of the Sabbatical Leave Stipend .....	33
Procedure to be followed by applicants for sabbatical leave.....	33
Obligations of Faculty Member Who Has Been Granted a Sabbatical Leave .....	33
Pre-tenure Sabbatical Program.....	33
Administration of the Pre-Tenure Sabbatical Program .....	34
Faculty Leave.....	34
<b>University Policies .....</b>	<b>34</b>
Discriminatory Harassment and Complaint Process .....	35
Reporting Complaints .....	35
Ethics Reporting Line .....	35
Faculty Handbook.....	36
Faculty/Staff - Student Dating Policy .....	36
Graduation Policy.....	36
Policy on Travel to Meetings .....	36
<b>Service .....</b>	<b>37</b>
Committees and Other Assignments .....	37
LMU Centers .....	37
Academic Resource Center .....	37
Campus Ministry .....	37
Center for Ignatian Spirituality .....	38
Center for Service and Action.....	38
Center for Teaching Excellence .....	38
Faculty and Alumni Center.....	39
CSJ Center for Reconciliation and Justice .....	39
Fritz B. Burns Recreation Center .....	39
Thomas and Dorothy Leavey Center for the Study of Los Angeles .....	39
Marymount Institute for Faith, Culture and the Arts .....	40
<b>Faculty Programs.....</b>	<b>40</b>
Mentoring Assistant Professors (MAP) Program .....	40
Junior Faculty Seminar.....	41
Mentoring for Mission .....	41



Friday Faculty Colloquia .....	41
Study Abroad.....	41
Faculty Exit Survey .....	41
<b>Syllabus Checklist .....</b>	<b>42</b>
<b>Loyola Marymount University - Course Evaluation Form .....</b>	<b>46</b>
<b>Guidelines for Interpreting Student Teaching Evaluations .....</b>	<b>48</b>
<b>Copyright Clearance .....</b>	<b>49</b>
<b>LMU Student Classroom and Course-Related Behavior .....</b>	<b>50</b>
<b>Chairs and Program Directors List .....</b>	<b>52</b>
CHAIRS BY COLLEGE/SCHOOL.....	53
DIRECTORS OF SPECIALIZED PROGRAM.....	55
<b>Campus Dining .....</b>	<b>57</b>

## Office of Faculty Affairs

**Kathleen Weaver, Ph.D.**  
Associate Provost for Research and  
Professional Development  
Academic Affairs  
UH Suite 4820  
Kathleen.Weaver@lmu.edu  
(310) 258-7242



**Elizabeth Chan**  
Faculty Affairs Associate  
Academic Affairs  
UH Suite 4820  
Elizabeth.Chan@lmu.edu  
(310) 338-7805



## **LMU Administration**

### **President and President's Cabinet**

Timothy Law Snyder  
*President*

Lane Bove  
*Senior Vice President for Student Affairs*

Thomas O. Fleming, Jr.  
*Senior Vice President & Chief Financial Officer*

John S. Kiralla  
*Vice President for Marketing & Communications*

John Parrish  
*Special Assistant to the President*

Craig Pintens  
*Athletics Director*

Thomas Poon  
*Executive Vice President and Provost*

Abbie Robinson-Armstrong  
*Vice President for Intercultural Affairs*

Lynne B. Scarboro  
*Executive Vice President & Chief Administrative Officer*

John T. Sebastian  
*Vice President for Mission and Ministry*

Kristi Wade (Interim)  
*Senior Vice President for University Relations*

Michael Waterstone  
*Senior Vice President & Dean of Loyola Law School*

### **Deans**

Bryant K. Alexander  
*College of Communication and Fine Arts*

Kristine R. Brancolini  
*William H. Hannon Library*

S.W. Tina Choe  
*Seaver College of Science and Engineering*

Robbin D. Crabtree  
*Bellarmino College of Liberal Arts*

Mary K. McCullough (Interim)  
*School of Education*

Dayle M. Smith  
*College of Business Administration*

### **Academic Affairs**

David Alan Sapp  
*Vice Provost for Academic Affairs*

Maureen P. Weatherall  
*Vice Provost for Enrollment Management  
& Interim Vice Provost for Graduate Studies*

Roberta Espinoza  
*Vice Provost for Global-Local Initiatives*

José I. Badenes, S.J.  
*Associate Provost for Undergraduate Education*

Kathleen Weaver  
*Associate Provost, Research & Professional &  
Development*

**Student Affairs**

(Vacant)  
*Dean of Students, Vice President for Student Affairs*

Richard Rocheleau  
*Associate Vice Provost, Student Life*

Francesca Piumetti  
*Associate Dean of Students*

Jade Smith  
*Associate Dean of Students*

## Welcome Message from the Faculty Senate President 2018–2019

Hello and welcome to LMU!

It is my pleasure to welcome you on behalf of the faculty. With a large incoming freshmen class, and many new things happening on campus, this is bound to be a great and exciting year. As the representative body of the LMU tenure-line, clinical, and contingent faculty, the Faculty Senate works to strengthen structures of shared governance throughout the university. We collaborate with administration on several projects and initiatives that contribute to our vision of the university as a center of intellectual inquiry. We are here to address faculty issues, governance procedure, curricular concerns, academic freedom, the rights and roles of faculty, and much more.

Please do not hesitate to email us at [faculty senate@lmu.edu](mailto:faculty senate@lmu.edu) if you have any questions about the work of the Senate.



Marne Campbell, Ph.D.  
President, Faculty Senate  
Associate Professor, African American Studies  
Bellarmine College of Liberal Arts

### Faculty Senate Roster

Marne Campbell - <i>President</i> African American Studies	Jamie Hazlitt Library	Cathleen McGrath Management	Tracy Tiemeier Theological Studies
Clinton Carl BCLA Core Curriculum	Dorothea Herreiner Economics	Brian Moss - <i>Additional Member</i> Art & Art History	Rachel Washburn Sociology
Paul Chitlik Screenwriting	Emin Issakhanian Mechanical Engineering	K.J. Peters - <i>Vice President</i> English	Leon Wiebers Theatre Arts & Dance
Vince Coletta Physics	John Jackson - <i>Secretary</i> Library	Annette Pijuan Hernandez Elementary & Secondary Education	
Paul De Sena Educational Support Services	Candice Kelsey Writing/Rhetorical Arts	Nina Reich Communication Studies	
Andrew Devereux History	Sina Kramer Women's and Gender Studies	Dermot Ryan English	
Christina Eubanks-Turner Mathematics	Maryann Krikorian Urban Education	Brad Stone Philosophy	
José Garcia Moreno Animation	Claire Leon Systems Engineering	Masaru "Macha" Suzuki Art & Art History	

## Campus Assistance

### Events and Academic Calendars

There are many special events at the University throughout the year. Certain dates on the Events Calendar (<http://cal.lmu.edu/>) and the Academic Calendar (<http://academics.lmu.edu/registrar/academicresources/calendars-academic/>) will shape the structure of your class schedules.

Please check these calendars annually for such events as:

Mass of the Holy Spirit / President's Inauguration / Provost's Convocation / Faculty Social  
Mission Day / Commencement Liturgy / Commencement

### 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. The Center offers both full-time and part-time care options. If you are interested it is highly encouraged to sign up early as there is 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 and are available for faculty to rent for a maximum of three years. 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".

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

For more information, contact the LMU Faculty Housing Office at [FacultyHousing@lmu.edu](mailto: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 Friday, August 24th 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 [William.McKinney@lmu.edu](mailto:William.McKinney@lmu.edu).

Pay dates for faculty are the 15<sup>th</sup> 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 – 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://bus.lmu.edu/maildistributioncenter/> or call (310) 338-2763, which is our shipping and receiving department.

## **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](mailto: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](http://www.lmu.edu/safety). For more information about Public Safety, visit [www.lmu.edu/safety](http://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](http://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](http://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](mailto: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. to 8:00 p.m. After-hours access requires a OneCard swipe.

## **Student Psychological Services (SPS)**

Student Psychological Services (SPS) has a staff of eight (8) licensed psychologists and three (3) Post-doctoral Fellows who provide confidential services for LMU students, including individual, couples, and group therapy, 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. Students who have a personal emergency do not require an appointment; a psychologist is available on a walk-in basis during business hours; after hours, a student may call SPS and will be directed to a therapist for a consultation. There is no charge for our service.

The Faculty/Staff Guide to SPS (see link below) provides warning signs that indicate a student may need professional help, general recommendations on what to do and say and when to refer students to SPS. Faculty/Staff may call the SPS office at (310) 338-2868 for consultation and or assistance. If a student exhibits behavior that is aggressive or violent, please contact Public Safety at (310) 228-2893.

Faculty/Staff Guide to Student Psychological Services:

<https://studentaffairs.lmu.edu/media/studentaffairs/sps/documents/lmu-sps-guide-for-faculty-staff.pdf>

SPS is located on the north side of Burns Recreation Center, 2nd floor. During the academic year, office hours are 8:00 am to 5:00 pm with extended hours to 7:00 pm on Wednesday.

SPS sponsors the Wellness Educator (WE) program comprised of a select group of student leaders who offer educational presentations to the LMU community intended to: educate fellow students about mental health and wellness; reduce stigma around mental illness; and raise awareness of our services and other wellness resources. For additional information, see link below:

<http://studentaffairs.lmu.edu/wellness/studentpsychologicalservices/programstraining/wellnesseducators/applytothewellnesseducatorprogram/>



## 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: [arobins@lmu.edu](mailto:arobins@lmu.edu)  
Telephone: (310) 338-7744

## OneCard Office

One of the first items you will need is a Loyola Marymount University OneCard. This card serves as your faculty ID and the key to the campus. In addition to serving as your official photo identification card and security badge, the OneCard will give you access to your office, department facilities, as well as the William H. Hannon library amenities. It will also give you access to the Lincoln and 80<sup>th</sup> street parking gate, various campus buildings and athletic events. It can also be used as a debit card at various on-campus dining facilities, vending, mail center and the bookstore.

### LMU|LA OneCard

Once your I9 is verified, visit the Campus Business Services | OneCard Office to obtain your OneCard. The office is located in the Von der Ahe Building, Suite 030 on the lower level. Be prepared to provide a valid government-issued identification card such as a US Driver's License issued by DMV, State ID, Passport book, or U.S. Military ID Card.

### OneCard for Door Access

You will need to activate your OneCard to access 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 then have to go to the OneCard Office to have the information encoded onto your card.

### OneCard for Purchases (Debit Card)

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

### Flexi-Dollar Account

Flexi-Dollars can be used at any on-campus dining area, bookstore, vending, and mail center, as well as Campus Graphics. Purchases made using Flexi-Dollars at any of the Sodexo dining locations only will receive a 20% rebate at the end of each semester. Deposits to your OneCard Flexi-Dollar Account 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 AMC (Account Management Center) 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](http://www.lmu.edu/onecard). Select "Manage Your OneCard" and follow the prompts. To ensure timely response to LMU requests, please cc emails to OneCard office at [onecard@lmu.edu](mailto:onecard@lmu.edu), or call (310) 338-2735 during regular operating hours, or call Public Safety anytime, 24 /7 days a week, at (310) 338-2893.

# Parking and Transportation

## Virtual Parking

The University utilizes a virtual permit system, LMU Park, which allows permit holders to be identified via their license plate. No physical permit or decal is required.

## Registration and Payment

LMU Charges for parking Monday through Friday, 8 am until 8 pm. Payment options are dependent on your Human Resources classification. Most full-time, benefits eligible faculty are able to enroll in pre-tax payroll deductions for parking. Deductions continue without stoppage unless requested. To stop deductions after enrolling, a request must be submitted in writing to the Parking and Transportation Department at [parking@lmu.edu](mailto:parking@lmu.edu). Ineligible Faculty will be prompted to pay for semester parking up front via credit or debit card online at LMU Park, or can pay cash at the Parking Office.

Permits are purchased online through LMU Park. LMU Park can be accessed via mylmu once an employee's onboarding has been completed through Human Resources. Because the system uses license plate recognition technology, it is very important to be accurate when registering your vehicle/s. Faculty may register multiple license plates on their LMU Park account; however only one car may park on campus at a single time. License plates must be registered to a valid permit before parking on campus to avoid receiving a parking citation.

For current rates, please visit

<http://admin.lmu.edu/parking/facultystaffstudentparking/facultystaffparking/>.

## Where to Park

Faculty are permitted to park in any unreserved, marked parking space on campus with a valid faculty permit. Lot-I (the Xavier Hall parking lot), is not available for faculty parking unless paying as a visitor or outside of permit enforcement hours. Additionally, the following areas contain reserved parking for faculty and staff, Monday through Friday, 8:00 am until 5:00 pm:

- University Hall, P1
- Drollinger Parking Plaza, Lower Level
- Life Sciences Building, Lower Level
- Lot-K, McKay Parking Lot
- Whelan Lane

An online map is available for review from the Parking and Transportation webpage [HERE](#). Faculty purchasing parking using daily visitor rates may not occupy parking stalls in faculty and staff reserved areas. Reserved areas are first come, first serve, and exclude personal and department reserved stalls.

## Motorcycles

Motorcycles riders have the option of purchasing either a motorcycle permit or registering their motorcycle to their regular faculty permit. Motorcycles registered under a regular faculty parking permit may occupy a regular vehicle parking space but may not park if another vehicle is registered to the same permit and parked simultaneously on campus. Motorcycle permits are less expensive than regular faculty permits, but limit the motorcycle to parking in predetermined motorcycle areas. Motorcycle permits are not eligible for payroll deduction regardless of status with Human Resources and must be purchased in-person at the Parking Office.

## Loading Areas and Timed Parking Stalls

Loading and timed spaces are available for faculty use without prior approval. Loading spaces must be used for active loading and unloading only. Loading and timed spaces must be vacated within the indicated time limit. Spaces are strictly enforced and improper use or overstaying the time limit will result in a citation being issued.

## **Parking Citations**

Parking rules are enforced 24 hours a day, 7 days a week. All vehicles parked on campus are required to comply with local and state parking regulations. Drivers are required to comply with the University's Parking Rules and Regulations prior to parking on campus. The Rules and Regulations can be reviewed online at <http://admin.lmu.edu/parking/rulespolicies/>. Vehicles found in violation of state or local regulations are subject to citation and/or tow, at the owner's expense.

## **Citation Appeals**

Citations may be appealed within the first 14 days after issuance. Appeals must be submitted online through LMU Park. Citations left unpaid or uncontested after 14 days are considered delinquent and receive a 50% late fee.

## **Alternative Transportation**

LMU offers a variety of transportation alternatives. Visit the Parking and Transportation Department's Alternative Transportation webpage for the most current information on alternative commuting.

## **Information Technology Services**

### **Overview**

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 technology and audio/visual 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 and up-to-date information is available at <http://its.lmu.edu/whatwedo>.

### **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. Find alerts, tips, and tricks on the Information Security website: <http://its.lmu.edu/secureIT>.

To access certain systems at home or when off the on-campus networks, you may need to use DUO, a dual authentication system. Duo provides additional security by requiring both something you know (your username and password) and something you have (a smartphone, a tablet, a phone, etc.) any time you access Duo-protected services. Duo-supported devices include iPhone, Android, Blackberry, Windows Phone, and many tablets. To learn more, visit <http://its.lmu.edu/duo>.

### **ITS Help Desk**

The ITS Help Desk is your first point of contact for all technology-related questions and issues. Support is available Monday through Friday, 8:00 am to 6:00 pm. Summer and holiday hours vary, and emergency options exist when calling outside of business hours.

Common requests include:

- Software installation
- Computer hardware and telephone support
- Connectivity and system issues (MyLMU, Brightspace, etc.)

Contact the ITS Help Desk at (310) 338-7777 (x7777 when dialing from a campus phone) or email [helpdesk@lmu.edu](mailto:helpdesk@lmu.edu), or the Loyola Law School Help Desk at 213-736-1097 or [helpdesk@lls.edu](mailto:helpdesk@lls.edu).

### **Instructional Technology**

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. Learn more at <http://its.lmu.edu/instructionaltechnology/>.

The 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
- Supporting research computing applications and environments tailored to your needs (to get started, contact the instructional technologist from your college or school)
- Offering in-person technology training workshops on software titles, instructional technology, and more – see upcoming in-person training schedule and register for workshops at <http://its.lmu.edu/workshops>
- Giving you access to thousands of online tutorials via Lynda.com. Learn what you want, where you want – go to <http://its.lmu.edu/lynda> for different ways to access lynda.com

### **Instructional Technologists**

Elaine Coates, [Elaine.Coates@lmu.edu](mailto:Elaine.Coates@lmu.edu) - School of Education

Jeffrey Henline, [Jeffrey.Henline@lmu.edu](mailto:Jeffrey.Henline@lmu.edu) - Bellarmine College of Liberal Arts

Laurel Schmolze, [Laurel.Schmolze@lmu.edu](mailto:Laurel.Schmolze@lmu.edu) - College of Communication and Fine Arts & School of Film and Television

Jeff Schwartz, [Jeffrey.Schwartz@lmu.edu](mailto:Jeffrey.Schwartz@lmu.edu) - College of Business Administration

Michelle Yeung, [Michelle.Yeung@lmu.edu](mailto:Michelle.Yeung@lmu.edu) - Seaver College of Science and Engineering

### **Faculty Innovation Center**

The Instructional Technology team 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 in some cases borrow, cutting-edge technology resources. Faculty can contact the FIC with general questions, comments, requests, or propose a FIC presentation regarding the use of technology at (310) 338-5731 or [TheFIC@lmu.edu](mailto:TheFIC@lmu.edu).

Faculty have full access to the FIC with a OneCard. 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.

To learn more about LMU's general purpose spaces and specialty labs, visit <http://its.lmu.edu/whatwedo/classroomsupport/lablearningspaces/>.

### **Creative Services**

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, visit

<http://its.lmu.edu/whatwedo/creativeservices/>.

## **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. Tech on 2 offers help with resolving LMU account issues, wired/wireless assistance, virus/spyware scans, and media equipment checkout, including cameras and laptops. Located on level two of the William H. Hannon Library, Tech on 2 is open:

Monday-Thursday: 8 a.m. - midnight

Friday: 8 a.m. - 8 p.m.

Saturday: 11 a.m. - 8 p.m.

Sunday: 11 a.m. - midnight

## **Software for LMU Faculty Computers**

Information Technology Services has a variety of software applications available for installation on faculty computers. Many of these applications may come pre-installed on your computer. 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 at [helpdesk@lmu.edu](mailto:helpdesk@lmu.edu).

The standard list of software on LMU computers is available here:

<http://its.lmu.edu/whatwedo/computingsoftware/rmhardwaresoftware>

## **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.

Please refer to:

<https://www.lmu.edu/media/lmuacademics/provost/documents/Faculty%20Computer%20Loan%20Program%2009.07.16.pdf> for additional information.

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 the Faculty Affairs Office.

## **LMU.build**

Faculty can work with Instructional Technologists to set up customized domains for class assignments and research through LMU.BUILD, a web host with a wide array of options for creating and delivering content, including FTP, PHP, MySQL, WordPress, Drupal, and Wikis. Learn more at <http://lmu.build>.

## **MyLMU**

MyLMU (<http://my.lmu.edu>) is the one-stop online community that provides faculty 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, the Center for Teaching Excellence, the Faculty Senate, and Rains Grants)
- Access to campus systems (e-mail, calendar, MyLMU Connect, myTime, WebEx, and others)

MyLMU provides faculty members with frequently requested forms, policies, and information. Upon signing in to MyLMU, click the “Academics” link in the grey header to see announcements from and information on the Academic Affairs Division and Faculty Senate, as well academic resources and other important information.

## **Brightspace**

LMU's Learning Management System is packed with resources like discussion forums, collaborative learning tools, Library Guides to aid student research, eReserves for reading lists, online grading, and more. It lets you focus on teaching your courses, rather than administering them. To access your courses, go to MyLMU (<http://my.lmu.edu>) and select "System Logins". Then choose Brightspace.

For additional information on workshops or training, contact your Instructional Technologist or visit: <http://its.lmu.edu/brightspace>

## **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, audio/video and other web issues. Your Web Manager coordinates all web efforts with academic department leadership and staff. Please see <http://marcomm.lmu.edu/resources-area-topic> to identify your Web Manager and to sign up for CMS training.

## **E-mail**

Your e-mail account and access to other network resources are automatically established upon processing of your signed faculty contract. To access e-mail and other online resources, login to MyLMU at <http://my.lmu.edu> and click "System Logins."

## **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](mailto:helpdesk@lmu.edu).

## **Your Office Telephone and Voicemail**

Campus offices are equipped with phones, offering a variety of calling and voicemail features. Go to <http://its.lmu.edu/whatwedo/networkinfrastructure/> and navigate to the "Telephones" section for instructions on dialing, voicemail set up, hearing voice messages in your email, and more.

## **Wireless**

The Westchester campus and Loyola Law School share a wireless network SSID, LMU-Wireless. This means once you have connected to the network on one campus, you will connect seamlessly to the network if you visit the other campus—perfect for faculty and staff who travel between campuses to teach or attend meetings, and for students who attend classes on both campuses, or use both facilities.

Connecting to the LMU-Wireless network is simple. In most cases, you just need to log in to the network using your LMU or LLS username and password. You may be asked to accept a security certificate. This is normal and expected. Go to <http://its.lmu.edu/whatwedo/networkinfrastructure/> and expand the "Wireless Access" accordion heading for instructions.

## **Campus Directory**

### 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://lmu.edu/resources/search/>
- Online directory is also available through MyLMU. Login at <http://my.lmu.edu>, click on "Quick Links", then "Directory Search."
- You may also obtain numbers by calling the LMU operator at (310) 338-2700 or pressing "0" from an on-campus phone.

### Updating Your Directory Information

Use the Employee Self-Service portal through MyLMU to update your directory information. Login at <http://my.lmu.edu> and, under “System Logins”, click “Employee Self-Service.” Contact Human Resources at (310) 338-7718 or email HR@lmu.edu with any questions.

## **Teaching**

### **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://bulletin.lmu.edu/>.

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 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. Also consider visiting others' classes to be inspired by their teaching methods.

The Center for Teaching Excellence (CTE; for more information, see page 39) organizes teaching-related events and 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 pages 47 & 48 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.

### 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 or a link to a Box folder 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 49, 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 current version of the Disruptive and Threatening Student Behavior Brochure on The Department of Judicial Affairs website:

[https://studentaffairs.lmu.edu/media/studentaffairs/sado/documents/1718\\_DTBBrochure\\_v1.pdf](https://studentaffairs.lmu.edu/media/studentaffairs/sado/documents/1718_DTBBrochure_v1.pdf)

### **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**

Field Trips should be brought to the attention of the Risk Manager and analyzed as to whether or not they pose risk to the participants and the university. The Risk Manager will work with you to mitigate the risk. Release of liability forms may be suggested. Please contact Doug Moore at (310)338-3071, or [dmoore25@lmu.edu](mailto:dmoore25@lmu.edu).

### **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. (Faculty Handbook 2018-2019, pg. 31)

### **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](mailto: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.
2. The Center for Teaching Excellence maintains LMU's syllabus checklist: <https://academics.lmu.edu/media/lmuacademics/centerforteachingexcellence/documents/CTE%20Syllabus%20Checklist%202017.pdf>.
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 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. 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.
4. 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.
5. 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 – Friday	7:30 a.m. to 10:00 p.m.
Saturday	7:30 a.m. to 10:00 p.m.
Sunday	7:30 a.m. to 7:00 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
- 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

The Faculty Handbook addresses 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 Academic Honesty Policy and Procedures in the LMU Bulletin for a description of what sanctions may be imposed and the process to be used.

### 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/calendars-academic/>. It is the responsibility of each faculty member to observe the examination schedule published by the Office of the Registrar at <http://academics.lmu.edu/registrar/academicresources/finalexamschedule/>. 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 27.

You will submit final grades through the PROWL system at the end of each term. PROWL can be accessed by clicking on System Logins in mylmu (<https://my.lmu.edu/portal/page/portal/mylmu/home>). 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 NEVER:

- post grades in public
- 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. A FERPA workshop is offered during new faculty orientation and more information is available on the Registrar's website at:

<http://academics.lmu.edu/registrar/academicresources/ferpa-rightsandprivacyact/#d.en.211375>

## **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 **INC** 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 22 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., 03/15/2018). 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 homepage. Graduate students may access the information online. 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 the proposal 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 401 and can be reached at (310) 338-7606 or [ses@lmu.edu](mailto: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 31 of this guide. 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](mailto: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/copyright/>. New court cases hold the individual as well as the University liable. For a sample copy of a Copyright Clearance form see page 50 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 E-Reserves module in Brightspace. 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 Campus Bookstore will also handle copyright permission, and Campus Digital Graphics will handle the reproduction of the copyright permission material that would be sold through the Bookstore. They must have sufficient lead-time to handle this task. 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 main LMU Bookstore is located on the basement level of the Charles Von der Ahe Building. This location offers textbooks purchasing and rentals, greeting cards, supplies, medicine, cold drinks, snacks, LMU Clothing, gifts, and accessories. This location also is an APPLE Authorized Campus Store, with educational discounted prices on APPLE Mac and iPad. A wide range of computer accessories, audio accessories, software and LMU branded computer accessories also available at this location. The phone number is (310) 338-2889.

The Bookstore Annex is located on the first floor of University Hall, room number 1300. This location carries a smaller selection of LMU Clothing, gifts, basic technology accessories, medicine, office 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 through LMU Connect and Brightspace. The Follett Discover tool is located on Brightspace under Resources section in the top right-hand corner. Prior to using the Follett Discover tool the instructor must be assigned as the Instructor of Record in PROWL. 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 source and acquire used textbooks and increase rental opportunities that save your students 25-50% over the cost of purchasing new textbooks.

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.

### **Course Adopted Texts (CATS) E-book Initiative**

In an effort to help reduce student spending on textbooks, the library has launched an initiative to cross-reference the faculty course-adopted text lists with multi-user e-books that are either already in the library's collections, or that the library can purchase. When a match is located, the library will notify faculty via email so that they can have the option to share the link to the e-book with their students through Brightspace. For more information, go to <https://library.lmu.edu/cats>.

## **University Definition of Academic Dishonesty**

Loyola Marymount University is a community dedicated to academic excellence. Academic honesty in scholarship and creative work stands at the center of LMU's academic life and is essential for true learning and creation of knowledge to take place. As a university in the Jesuit and Marymount traditions, this community expects its members to act in accordance with the highest standards of honesty and ethics at all times. Violations of academic honesty undermine the fundamental educational mission of the University and cannot be tolerated.

### **Academic Honesty Policy**

The LMU Academic Honesty Policy and Procedures defines various forms of academic dishonesty, including plagiarism, fraud, cheating and facilitating cheating, unauthorized access to, or alteration of, privileged and proprietary information, and academic sabotage. It also describes the procedures to be followed when dealing with cases of academic dishonesty. The LMU Academic Honesty Policy and Procedures is available here: <http://academics.lmu.edu/media/lmuacademics/academichonesty/documents/Academic%20Honesty%20Policy%20FINAL%20Appendices--051116.pdf>

Faculty and students are encouraged to read these pages. Students are responsible for understanding the standards of academic honesty. Faculty should include a statement about the Academic Honesty Policy in their syllabi.

### **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 electronic devices such as iPads or smart phones

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 applications, service or cooperative agreements, contracts and other mechanisms that request or award external funding must be processed by the Office for Research and Sponsored Projects. Only authorized University officers may sign external funding documents (authorized representative or award letters, reports, contracts, agreements, etc.) on behalf of the University, per LMU policy.

The Office for Research and Sponsored Projects is located in University Hall, Suite 3000. For more information, visit the website [www.lmu.edu/orsp](http://www.lmu.edu/orsp) or contact ORSP at [orsp@lmu.edu](mailto:orsp@lmu.edu) or (310) 338-4599.

### **Rains Research Assistant Program**

The Rains Research Assistant Program is intended to support faculty research by providing financial support for faculty members to hire one or more student research assistants, either undergraduate or graduate. 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, their Department Chair and the Associate Provost for Research and Professional Development. Faculty members on sabbatical are eligible, however, those on a leave of absence are not.

All awards are restricted to a maximum of 120 hours for the academic year (Summer / Fall / Spring). Amounts that exceed the 120-hour limit will be billed to a school/college or department budget account provided and approved by the respective Dean.

Special requests for additional hours must be submitted for approval via email to [ofd@lmu.edu](mailto:ofd@lmu.edu) and will be

considered pending the availability of funds. All hours must be completed by the end of the academic year; they cannot be carried over to the following year. Faculty are responsible for keeping track of their student(s)' declining balances.

Faculty and student applications, along with the guidelines and program overview can be found here: <https://academics.lmu.edu/ofd/resources/rainsresearchassistantprogram/>. Questions should be emailed to [ofd@lmu.edu](mailto:ofd@lmu.edu).

## **Library**

### **Library Services for Faculty**

Website: <https://library.lmu.edu/facultyservices/>

Library Hours: Monday – Thursday	Open 24 hours
Friday	Close at midnight
Saturday	11 a.m. to midnight
Sunday	Open at 11 a.m.

### **You Need Your OneCard To**

Enter the library after 10:00 p.m.

- Borrow library materials.
- Request books to be paged from the basement or the Main Stacks collection.
- Enter the Faculty Commons and Faculty Innovation Center on level 3 of the library.

### **Interlibrary Loan**

All inter-library loan services are free to LMU faculty.

- Looking for books not in our collection or already checked out? Use our LINK+ network of local academic libraries.
- Looking for articles beyond our many journal subscriptions? Use ILLIAD.

Contact: Orlando Penetrante at (310) 338-7683 or [Orlando.Penetrante@lmu.edu](mailto:Orlando.Penetrante@lmu.edu).

### **Electronic Reserves (and Brightspace)**

Electronic Reserves works hand in hand with Brightspace course management – we will work with you to obtain copyright permissions and pay copyright fees for copyrighted materials.

Contact Zakiya Hasan at (310) 338-6090 or [zhasan@lmu.edu](mailto:zhasan@lmu.edu).

### **Library Research Instruction for Your Students**

Don't forget that the LMU Core Curriculum has Information Literacy requirements! Reference Librarians are available to teach classes in information literacy and library research skills in both the classroom and online environments. 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](mailto:Elisa.SlaterAcosta@lmu.edu)

### **Ordering Materials for the Library**

The library gives particular attention to the research needs of new faculty members. 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 or delayed 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. 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 Jamie Hazlitt at (310) 338-6010 or [jamie.hazlitt@lmu.edu](mailto:jamie.hazlitt@lmu.edu).

To request media purchases for the library collections, please contact Rhonda Rosen at (310) 338-4584 or [rrosen@lmu.edu](mailto:rrosen@lmu.edu).

### **Library Liaisons & Faculty Representative**

LMU librarians support library outreach and collection development by developing liaison relationships with each academic department. Liaisons ensure that the collections comprehensively support LMU's academic programs. In their collection development role, librarian liaisons choose library materials by actively seeking out, evaluating, and reviewing materials that serve the needs of our faculty and students. Liaisons also serve an outreach function, and can act as a conduit between academic departments and the library. Each academic department/program at LMU typically assigns a faculty member to serve as Faculty Library Representative (FLR) for that department, who then coordinates with the library liaison. For more information, contact Jamie Hazlitt at (310) 338-6010 or [jamie.hazlitt@lmu.edu](mailto:jamie.hazlitt@lmu.edu).

### **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. We encourage the use of Special Collections materials in a curricular setting and will work with you to integrate unique, archival materials into assignments at both the undergraduate and graduate levels, including course-specific exhibitions and instruction sessions. For more information, contact Cynthia Becht at (310) 338-2780 or [cbecht@lmu.edu](mailto: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 an annual series highlighting faculty publications called Faculty Pub Night.) We are always looking for new ideas and partners, and would love to hear from you. Contact John Jackson, Outreach & Communications Librarian at (310) 338-5234 or [john.jackson@lmu.edu](mailto:john.jackson@lmu.edu).

Digital Commons at Loyola Marymount University and Loyola Law School & Selected Works. The university's 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 Jessica Young, Digital Initiative Librarian, at (310) 258-7273 or [jessica.young@lmu.edu](mailto:jessica.young@lmu.edu).

### **Follow Us and Stay Up to Date**

To stay abreast of library news and events, we recommend subscribing to the library's monthly e-newsletter, Happenings @ Hannon. Sign up on our website 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, unless the faculty member, Dean, and Provost have agreed to a different arrangement. 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 that 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 is issued by the Provost on the basis of faculty seniority. 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.

### Obligations 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 date indicated on the Sabbatical Timeline, which can be accessed on the Faculty Resource website (Provost Faculty Resources). The Provost will then forward the copy to the Sabbatical Review Committee 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 the first Monday of October (or the date set 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 Faculty Leave Policy, the Dean, Department Chairs and other supervisors will make efforts to reasonably accommodate faculty with such needs.

The Faculty Medical and Family Medical Leave Policy is available at:  
<https://intranet.lmu.edu/Assets/HR/Faculty+FMLA.pdf?method=1>.

The Faculty Personal Leave Policy is available by following the link below:  
<https://intranet.lmu.edu/Assets/Faculty+Personal+and+Other+Leave.pdf?method=1>.

Other university leave policies (e.g., workers' compensation, jury duty, military family leave, bereavement, etc.) can be answered by contacting Human Resources one of the following ways:

Email: HR@lmu.edu

Phone: 310.338.2723

Fax: 310.338.2722

## **University Policies**

### **Discriminatory Harassment and Complaint Process**

The University seeks to ensure a positive living, learning and working environment for all LMU community members. Specifically, this policy prohibits unwelcome, harassing conduct on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, legally protected medical condition (cancer-related or genetic characteristic), marital status, sex (including gender identity or gender expression as defined by law, pregnancy, childbirth, breastfeeding or related medical condition), age 40 or over, military or veteran status, sexual orientation, genetic information or any other bases protected by federal (including but not limited to Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990), state or local law. Students, faculty and staff should be aware of and avoid actions that others may construe as unwelcome and/or harassing.

The Discriminatory Harassment and Complaint Process can be found by following the link below:

<https://www.lmu.edu/Assets/Student+Affairs+Division/Judicial+Affairs/Discriminatory+Harassment+and+Complaint+Process.pdf>

### **Reporting Complaints**

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, Title IX Coordinator / University EEO Specialist, at x86105;
- Janet Lindsay, Deputy Title IX Coordinator / HR Specialist – Investigations, at x85345
- Abbie Robinson-Armstrong, Vice President, Intercultural Affairs and University Ombudsperson, at x87598;
- Thomas Poon, 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.

### **Ethics Reporting Line**

Loyola Marymount University maintains an Ethics Reporting Line. This confidential reporting line is a tool to support LMU's commitment to integrity. Speaking to your supervisor, Department Chair or Dean is the preferred method to report suspected misconduct; Human Resources and Internal Audit are other avenues for such reports. The Ethics Reporting Line provides an anonymous and confidential reporting mechanism for circumstances that require that. More information about this report intake system provided by NAVEX, a third party service, associated university policies, and Frequently Asked Questions can be found at lmu.edu (see Contact LMU), at Quick Links on mylmu or on the faculty/staff tab at lls.edu. If you would like more information, please contact Internal Audit at (310) 338-1826.

## **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.

The Faculty/Student Dating Policy can be found here:

<https://intranet.lmu.edu/Assets/FacStaff.Stud+Dating.pdf>

## **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 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 reports, which should be itemized and accompanied by receipts, must be approved by the appropriate administrative officer before being submitted to the



Controller's Office for payment. If an advance for expenses is authorized, support vouchers must be submitted and approved upon completion of the trip. (Faculty Handbook 2018-2019, pg. 41)

## **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, in student activities, and in community services that are consistent with LMU's mission." Please refer to the Faculty Handbook, 2018-2019, page 24.

You will be asked to accept certain assignments at the department, college/school, or university level that contribute to LMU's needs and goals and to your growth as a member of the LMU community, and that promote the ideal of shared governance between faculty and administration. A directory of University committees is available online at <http://academics.lmu.edu/provost/resources/facultyresources>. Information about college/school and departmental committees is available from your dean or chair.

You may be asked to represent the department, college/school, or University at on- or off-campus events (e.g., awards dinner, graduation banquet). Your cooperation and participation are important. Students and alumni also appreciate your attendance at their events.

### **LMU Centers**

#### Academic Resource Center

The Academic Resource Center (ARC) 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.

The ARC offers course tutoring in various subjects including accounting, chemistry, modern languages, and dance kinesiology. Additionally, the ARC offers one-on-one writing tutoring across all disciplines and hosts writing workshops by faculty request.

University Advising is also housed in the ARC; students looking for guidance on how to navigate LMU's resources and services can meet with a University Advisor to receive general advice and referrals. This service works as a complement to faculty advising by providing answers to general student questions. In addition University Advising hosts workshops on various academic and technical skills that support retention and facilitate academic success. Advising appointments can be made by calling in, dropping by, or emailing [advising@lmu.edu](mailto:advising@lmu.edu).

The ARC also houses 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 <http://academics.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 and learn how to live out that faith in their daily lives. 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, Campus Ministers are available to console, to encourage and to foster 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/>.

#### 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 for those who wish to engage in Ignatian Spiritual Exercises for Busy Persons. The Center also offers a number of presentations on topics that relate to spirituality and art, science, and social concerns, often with luncheon included. Faculty members and staff have access to the Center for ad hoc pastoral concerns, such as personal or family-related issues, 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., at (310) 338-3019 or visit the Center's website <http://mission.lmu.edu/cis/>.

#### Center for Service and Action

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 working with 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 consultation 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 coordinates the Alternative Breaks program promoting service, social justice and cultural exchanges on 12 trips to local, national and international locations through hands-on, community-based learning projects. Interested faculty can apply to be participants on these trips. If you are interested in creating a community-based learning course or would like more information on the CSA programs, please contact the Director of Community-Based Learning, Dr. Lezlee Matthews at [Lezlee.Matthews@lmu.edu](mailto:Lezlee.Matthews@lmu.edu) or (310) 338-2959. You can also visit our website at [www.lmu.edu/csa](http://www.lmu.edu/csa).

#### Center for Teaching Excellence

The Center for Teaching Excellence (CTE) supports Loyola Marymount University's part-time and full-time faculty in advancing and inspiring best practices in teaching and learning. The CTE supports faculty members as they develop and refine their teaching practice through events, workshops and services dedicated to engaging our students in self-motivated lifelong learning. In addition, the CTE offers a variety of travel, teaching and technology grants. For a calendar of events and more information, visit the Center's website at <http://www.lmu.edu/cte>.

### 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/csjcenter>. We can also be reached via email at [Judith.Royer@lmu.edu](mailto:Judith.Royer@lmu.edu), [MaryAnn.Huepper@lmu.edu](mailto:MaryAnn.Huepper@lmu.edu), [Sheila.Weisenberger@lmu.edu](mailto:Sheila.Weisenberger@lmu.edu).

\*CSJ refers to 'Congregation of St. Joseph' and is the set of initials used by the Sisters of St. Joseph for identification.

### 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, or you may purchase a day pass for \$5.

The fee for an individual faculty/staff membership is \$12 per month (automatic debit Visa/MasterCard information required) or \$6 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 \$11 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 fitness classes, pool, basketball and tennis courts, locker rooms, 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](http://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 (StudyLA) is the premier independent public opinion research organization studying the Los Angeles region, and is recognized as one of the leading undergraduate research centers in the United States. It is an authority in LA-based public opinion surveys, exit polling, and leadership and community studies. StudyLA provides rigorous, mentored research experiences for undergraduate students with an emphasis on hands-on field research.

To date, over 2,000 students have been involved in StudyLA's research projects and initiatives. Researchers at StudyLA have conducted over 40 surveys and other research studies, and published more than 50 peer-reviewed articles, reports, and book chapters. In addition, StudyLA's research is regularly featured in print, radio and television media, policy forums, and reports.

Since 1996 the center has served as a bellwether for regional decision-makers seeking insight into the region, its leadership, and its people. Notably, in its LA Public Opinion Survey, StudyLA conducts the largest general social survey of a metropolitan area in the United States. A summary of the survey's results are presented at 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.

StudyLA encourages the use of its rich data repository, spanning 20 years of life in LA. StudyLA also welcomes collaboration with faculty members, such as co-authoring research questions on a survey, participating in panels and public fora, or receiving a competitive summer research stipend in partnership with the Bellarmine College of Liberal Arts.

Another available resource for faculty and students, the Thomas and Dorothy Leavey Center for the Study of Los Angeles Research Collection promotes the study, documentation, and understanding of the history and social development of LA.

StudyLA directly addresses the preamble to LMU's mission statement: "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." StudyLA brings LMU's Jesuit mission alive, taking pride in understanding and communicating the issues of LA.

StudyLA is guided by a dedicated team of researchers -- several of whom have advanced degrees in political science, sociology, urban studies, and history -- together with a development council of prominent individuals from the public, private, and non-profit sectors. For more information about its research and/or opportunities for collaboration, please visit <http://academics.lmu.edu/studyla/> or call (310) 338-4565.

### Marymount Institute for Faith, Culture and the Arts

#### Mission Statement

The Marymount Institute provides both a place and a context in which interdisciplinary research, teaching, and convivial conversation can take place. The Institute is wide-ranging and inclusive in scope. The Institute is defined by the educational ideals of a Marymount and Jesuit education that include: the fierce pursuit of intellectual excellence; an unwavering commitment to social justice; the promotion of teaching which is transformative; and the sustenance of rich, trans-national, and diverse communities of thinkers, artists, writers and leaders.

The Marymount Institute also seeks to protect the traditions and promote the mission of the Religious of the Sacred Heart of Mary. The Institute encourages the involvement of women faculty, and students, and religious in order to nourish and support and the role of women on campus and beyond in the 21st Century. It has its own press publishing books, plays, and cd's of music and spoken word. Student interns assist the press's Editors, Professors Elias Wondimu and Theresia de Vroom.

## **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 MAP Program provides 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.

### **Junior Faculty Seminar**

The Junior Faculty Seminar is a monthly gathering of non-tenured junior faculty members from all disciplines across the university. It offers faculty members an opportunity to meet each other, exchange experiences, and learn about each other's research activities and interests in a seminar presentation format. The purpose of the Junior Faculty Seminar is as much a social one 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 Prachi Jain ([prachi.jain@lmu.edu](mailto:prachi.jain@lmu.edu)).

### **Mentoring for Mission**

Mentoring for Mission is a faculty-designed program of several 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 including credit towards their LMU degrees, enhance language skills, advanced knowledge of global issues, improved communication skills, increased independence, and valuable social, educational, and career contacts. Many study abroad programs are led by LMU faculty members, who provide students with onsite support, high quality education, and country-specific knowledge. Faculty members are invited to apply to teach on both semester and summer programs.

Please visit our website at [www.lmu.edu/studyabroad](http://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 faculty 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](mailto: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](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-.s

**Attendance/Participation:** If applicable, describe details including how it affects grades. At professor's discretion; also check departmental/program/college/school policies and norms (SHS does not issue medical excuse notes).

**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**

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\*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.

## **Suggested Wording for Required and Selected Highly Recommended Items (marked +) – Adapt as Appropriate**

**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 set forth in the “Academic Honesty Policy” (see <http://academics.lmu.edu/honesty>.)

\*\* 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 at the above link.

**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 2<sup>nd</sup> floor, 310-338-4216) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.lmu.edu/dss> 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://tinyurl.com/hbeokxl>)
- 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.”  
(<http://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



Please make no marks in this Area

Major(s): \_\_\_\_\_

Class Year:  Freshman  Sophomore  Junior  Senior  Graduate  Other

LMU Cumulative GPA:  Under 2.0  2.0 - 2.49  2.5 - 2.99  3.0 - 3.49  3.5 - 4.0  Not Applicable

Your Class Attendance:  Always  Almost Always  Usually  Occasionally  Rarely

Was this course in your major department?  Yes  No

Was this course required by your major?  Yes  No

Are you taking this course to fulfill Core requirements?  Yes  No

I had a strong interest in taking this course:  Strongly Agree  Agree  Uncertain  Disagree  Strongly Disagree

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

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

**1. Learning outcomes for the course were clearly stated.**    SA     A     U     D     SD

Comments:

**2. The learning outcomes were effectively addressed in this course.**    SA     A     U     D     SD

Comments:

**3. There were constructive interactions between the instructor and the students.**    SA     A     U     D     SD

Comments:

**4. The instructor was accessible for discussions about the course.**    SA     A     U     D     SD

Comments:

**5. I received feedback that improved my learning in this course.**    SA     A     U     D     SD

Comments:

Strongly Agree    Agree    Uncertain    Disagree    Strongly Disagree

**6. The course challenged me to do my best work.**

SA     A     U     D     SD

Comments:

**7. My experience in the course increased my interest in the subject matter.**

SA     A     U     D     SD

Comments:

**8. How would you rate the overall effectiveness of the instruction in this course.**

Very Good     Good     Fair     Poor     Very Poor

Comments:

**9. OPTIONAL question for faculty or departmental use.**

SA     A     U     D     SD

Comments:

**10. OPTIONAL question for faculty or departmental use.**

SA     A     U     D     SD

Comments:

**11. What did you find to be most beneficial about the course?**

**12. What would have made this course more effective for you?**

## 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).<sup>1</sup>

### 1. Sufficient Response Ratio

There must be an appropriately high response ratio.<sup>2</sup> 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

- a. 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.
- b. 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.

<sup>1</sup> Pallett, W. "Uses and abuses of student ratings." In *Evaluating faculty performance: A practical guide to assessing teaching, research, and service*. Peter Seldin (ed.). Bolton, MA: Anker Publishing, 2006.

Theall, M. and Franklin, J. (eds.) *Effective practices for improving teaching*. New Directions in Teaching and Learning, no. 48, San Francisco: Jossey-Bass, 1991.

<sup>2</sup> 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.

# Copyright Clearance

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## APS Request Form

▪ Date of Request:	Mo:	Day:	Yr:	▪ CCC Acct #:	
▪ Start of Term:				▪ Organization:	Loyola Marymount University
▪ University:				▪ Contact:	
▪ Course Name:				▪ Tel:	
▪ Course:				▪ Fax #:	
▪ Instructor:				Your Doc Ref:	
▪ No of Sets:					

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

*Please Type or Print Legibly*

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<b>ISBN/ISSN:</b> <b>Publisher/Rightsholder:</b> <b>Book/Journal Title:</b> <b>Chapter/Article Name:</b> <b>Author of Article:</b> <b>Your Line Item Ref #:</b>	<p style="text-align: center;">_____ <b>Auth/Ed/Trans of Book:</b> _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Total # of pages:</b> _____ <b>From:</b> _____ <b>To:</b> _____</p> <p style="text-align: center;"><b>+25% of Work?</b> Y/N <b>Out of Print</b> Y/N <b>Add'l Info?</b> Y/N</p>
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<b>ISBN/ISSN:</b> <b>Publisher/Rightsholder:</b> <b>Book/Journal Title:</b> <b>Chapter/Article Name:</b> <b>Author of Article:</b> <b>Your Line Item Ref #:</b>	<p style="text-align: center;">_____ <b>Auth/Ed/Trans of Book:</b> _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Total # of pages:</b> _____ <b>From:</b> _____ <b>To:</b> _____</p> <p style="text-align: center;"><b>+25% of Work?</b> Y/N <b>Out of Print</b> Y/N <b>Add'l Info?</b> Y/N</p>
<b>ISBN/ISSN:</b> <b>Publisher/Rightsholder:</b> <b>Book/Journal Title:</b> <b>Chapter/Article Name:</b> <b>Author of Article:</b> <b>Your Line Item Ref #:</b>	<p style="text-align: center;">_____ <b>Auth/Ed/Trans of Book:</b> _____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;"><b>Total # of pages:</b> _____ <b>From:</b> _____ <b>To:</b> _____</p> <p style="text-align: center;"><b>+25% of Work?</b> Y/N <b>Out of Print</b> Y/N <b>Add'l Info?</b> Y/N</p>

**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.<sup>1</sup>

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.

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<sup>1</sup> 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.

## Chairs and Program Directors List

DEPARTMENT	CHAIR	TERM EXPIRES
Accounting	Lawrence Kalbers, Ph.D.	2019
African-American Studies	Stefan Bradley, Ph.D.	2020
Animation	Thomas Klein, M.F.A.	2020
Art and Art History Art History Chair Studio Arts Chair	Damon Willick, Ph.D. Saeri Dobson, Ph.D.	2019 2021
Asian and Asian American Studies	Robin Wang, Ph.D.	2019
Biology	Wendy Binder, Ph.D.	2020
Chemistry & Biochemistry	Jeremy McCallum, Ph.D.	2020
Chicano/Chicana Studies	Eliza Rodriguez y Gibson, Ph.D.	2019
Chicano/Chicana Studies	Juan Mah y Busch, Ph.D.	Acting Chair 2018
Civil Engineering & Environmental Science	Donald Kendall, Ph.D.	2020
Classics & Archaeology	Aine O'Healy, Ph.D.	2021
Communication Studies	Michele Hammers, Ph.D.	2018
Economics	Jennifer Pate, Ph.D.	2019
Educational Leadership	Elizabeth Reilly, Ed.D.	2019
Educational Support Services	William Parham, Ph.D.	2019
Electrical Engineering/Computer Science	Raymond Toal, Ph.D.	2019
Elementary & Secondary Education	Candace Poindexter, Ed.D.	2019
English	Barbara Rico, Ph.D.	2019
Film and Television Production	Mikael Kreuzriegler, MFA	2021
Film, Media, and Television Studies	Carla Marcantonio, Ph.D.	2020
Finance/CIS	Richard Perle, Ph.D.	2020
Health & Human Sciences	James Landry, Ph.D.	2019
Health & Human Sciences	Sarah Strand, Ph.D.	Acting Chair, FA 2018
History	Elizabeth Drummond, Ph.D.	2020
Management	Charles Vance, Ph.D.	2019
Marital & Family Therapy	Einat Metzl, Ph.D.	2020
Marketing/Business Law	Andrew Rohm, Ph.D.	2021
Mathematics	Patrick Shanahan, Ph.D.	2021
Mechanical Engineering	Matthew Siniawski, Ph.D.	2020
Modern Languages and Literature	Rebeca Acevedo, Ph.D.	2019
Music	Mark Saya, D.M.A.	2021
Philosophy	Eric Perl, Ph.D.	2019
Physics	Jonas Mureika, Ph.D.	2019
Political Science	Janie Steckenrider, Ph.D.	2020



Psychology	David Hardy, Ph.D.	2018
Recording Arts	Mladen Milicevic, D.M.A.	2019
Recording Arts	Rodger Pardee, M.A.	Acting Chair, FA 2018
Screenwriting	Jeffrey Davis, M.F.A.	2019
Sociology	Rebecca Sager, Ph.D.	2020
Specialized Programs in Urban Education	Edmundo Litton, Ed.D.	2019
Theatre Arts and Dance	Patrick Damon Rago, M.F.A.	2019
Theater Arts and Dance	Kevin Wetmore, Ph.D.	2019
Theological Studies	Douglas Christie, Ph.D.	2020
Urban and Environmental Studies	Peter Hoffman, Ph.D.	2021
Women's and Gender Studies	Stella Oh, Ph.D.	Acting Chair, FA 2018
Women's and Gender Studies	Traci Voyles, Ph.D.	2020

## CHAIRS BY COLLEGE/SCHOOL

COLLEGE OF LIBERAL ARTS		
DEPARTMENT	CHAIR	TERM EXPIRES
African-American Studies	Stefan Bradley, Ph.D.	2020
Asian and Asian American Studies	Robin Wang, Ph.D.	2019
Chicano/Chicana Studies	Eliza Rodriguez y Gibson, Ph.D.	2019
Chicano/Chicana Studies	Juan Mah y Busch, Ph.D.	Acting Chair 2018
Classics & Archaeology	Aine O'Healy, Ph.D.	2021
Economics	Jennifer Pate, Ph.D.	2019
English	Barbara Rico, Ph.D.	2019
History	Elizabeth Drummond, Ph.D.	2020
Modern Languages & Literatures	Rebeca Acevedo, Ph.D.	2019
Philosophy	Eric Perl, Ph.D.	2019
Political Science	Janie Steckenrider, Ph.D.	2020
Psychology	David Hardy, Ph.D.	2021
Sociology	Rebecca Sager, Ph.D.	2020
Theological Studies	Douglas Christie, Ph.D.	2020
Women's and Gender Studies	Stella Oh, Ph.D.	Acting Chair, 2018
Women's and Gender Studies	Traci Voyles, Ph.D.	2020
COLLEGE OF BUSINESS ADMINISTRATION		
DEPARTMENT	CHAIR	TERM EXPIRES
Accounting	Lawrence Kalbers, Ph.D.	2019
Finance/CIS	Richard Perle, Ph.D.	2020
Management	Charles Vance, Ph.D.	2019
Marketing/Business Law	Andrew Rohm, Ph.D.	2021

<b>COLLEGE OF SCIENCE &amp; ENGINEERING</b>		
<b>DEPARTMENT</b>	<b>CHAIR</b>	<b>TERM EXPIRES</b>
Biology	Wendy Binder, Ph.D.	2020
Chemistry & Biochemistry	Jeremy McCallum, Ph.D.	2020
Civil Engineering & Environmental Science	Donald Kendall, Ph.D.	2020
Electrical Engineering/Computer Science	Raymond Toal, Ph.D.	2019
Health & Human Sciences	James Landry, Ph.D.	2019
Health & Human Sciences	Sarah Strand, Ph.D.	Acting Chair, FA 2018
Mathematics	Patrick Shanahan, Ph.D.	2021
Mechanical Engineering	Matthew Siniawski, Ph.D.	2020
Physics	Jonas Mureika, Ph.D.	2019
<b>COLLEGE OF COMMUNICATION AND FINE ARTS</b>		
<b>DEPARTMENT</b>	<b>CHAIR</b>	<b>TERM EXPIRES</b>
Art and Art History	Damon Willick, Ph.D. Saeri Dobson, Ph.D.	2019
Art History Chair		2021
Studio Arts Chair		
Communication Studies	Michele Hammers, Ph.D.	2018
Marital & Family Therapy	Einat Metzl, Ph.D.	2020
Music	Mark Saya, D.M.A.	2021
Theatre Arts and Dance	Patrick Damon Rago, M.F.A. Kevin Wetmore, Ph.D.	2019
Dance Chair		2019
Theatre Arts Chair		
<b>SCHOOL OF EDUCATION</b>		
<b>DEPARTMENT</b>	<b>CHAIR</b>	<b>TERM EXPIRES</b>
Educational Leadership	Elizabeth Reilly, Ed.D.	2019
Educational Support Services	William Parham, Ph.D.	2019
Elementary & Secondary Education	Candace Poindexter, Ed.D.	2019
Specialized Programs in Urban Education	Edmundo Litton, Ed.D.	2019
<b>SCHOOL OF FILM &amp; TELEVISION</b>		
<b>DEPARTMENT</b>	<b>CHAIR</b>	<b>TERM EXPIRES</b>
Animation	Thomas Klein, M.F.A.	2020
Film and Television Studies	Carla Marcantonio, Ph.D.	2020
Recording Arts	Mladen Milicevic, D.M.A.	2019
Recording Arts	Rodger Pardee, M.A.	Acting Chair, FA 2018
Screenwriting	Jeffrey Davis, M.F.A.	2019

## DIRECTORS OF SPECIALIZED PROGRAM

### \* Graduate Program

PROGRAM	DIRECTOR
Bilingual Education*	Francisco Ramos, Ph.D.
Bioethics Institute*	Roberto Dell'Oro, Ph.D.
Caloyeras Center for Greek Studies	Christina Bogdanou, Ph.D.
Catholic Archdiocese School Teachers (CAST)*	Antonio Felix, M.A.
Catholic School Leadership Programs*	Mary McCullough, Ph.D.
Catholic Studies	Marc Reeves, S.J.
Center for Catholic Education	Rosemarie Nassif, SSND, Ph.D.
Center for Equity for English Learners (CEEL)	Magaly Lavadenz, Ph.D.
Center for Math & Science Teaching (CMAST)	Philip Molebash, Ph.D.
Center for Teaching Excellence (CTE)	Vincent Coletta, Ph.D.
Center for the Study of Los Angeles	Fernando Guerra, Ph.D.
Center for Undergraduate Teacher Preparation	Annette Pijuan Hernandez, Ed.D.
Civil Engineering and Environmental Science*	Jeremy Pal, Ph.D.
Counseling*	Sheri Atwater, Ph.D.
Debate Program	Thomas Dowd, M.A.
Doctorate in Educational Leadership for Social Justice*	Jill Bickett, Ed.D.
Early Childhood Education*	Candace Poindexter, Ed.D.
Electrical Engineering *	Gustavo Vejarano, Ph.D.
Electrical Engineering Undergraduate Program	Barbara Marino, Ph.D.; Jie Xu, Ph.D., Spring 2018
Elementary & Secondary Education*	Liza Mastrippolito, M.Ed., Acting Director
EMBA*	Joseph-Shannon O'Hannigan, MBA
English*	Dermot Ryan, Ph.D.
Environmental Science	James Landry, Ph.D.
Ethics Program	Christopher Kaczor, Ph.D.
Film & Television Production*	Eugene Brancolini, Ph.D.
General Education (Intern Program)*	Jody Moody, Ed.D.
Higher Education*	Elizabeth Stoddard, Ph.D.
Honors	Vandana Thadani, Ph.D. John Dionisio, Ph.D., Associate Director
Huffington Ecumenical Institute (HEI)	Cyril Hovorun, Ph.D.
Humanities	Alexandra Neel, Ph.D.
Institute for Leadership Studies	Michael Genovese, Ph.D.
Institute of School Leadership & Administration*	Manuel Ponce, Ed.D.
International Relations	Jennifer Ramos, Ph.D.
Irish Studies	K.J. Peters, Ph.D.
Jewish Studies	Holli Levitsky, Ph.D.
Journalism Program	Evelyn McDonnell, Ph.D.,

PROGRAM	DIRECTOR
Laband Art Gallery	Karen Rapp, M.A.
Liberal Studies	Bernadette Musetti, Ph.D.
Literacy & Educational Studies*	Candace Poindexter, Ed.D.
Malatesta Program	Robin Wang, Ph.D.
Marital & Family Therapy*	Debra Linesch, Ph.D.
Marymount Institute	Theresa de Vroom, Ph.D.
Mathematics*	Anna Bargagliotti, Ph.D.
MBA Program*	William Semos, M.B.A. Interim Director
MBA Program – Executive*	Joseph-Shannon O'Hannigan, MBA

Mechanical Engineering*	Rafiqul Noorani, Ph.D.
Modern Greek Studies	Christina Bogdanou, Ph.D.
MSA Program	Michael Moore, Ph.D.
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Peace Studies	Jennifer Ramos, Ph.D.
Philosophy*	Brad Stone, Ph.D.
Pre-Law Advisor	Janie Steckenrider, J.D., Ph.D.
School Psychology*	Brian Leung, Ph.D.
Special Education (Intern Program)*	Juliet Anyanwu, Ed.D.
Special Education (Traditional Program)*	Diana Limon, Ed. D.
Systems Engineering*	Claire Leon, Ph.D.
Teach For America*	Edmundo Litton, Ed.D.
Teaching English to Speakers of Other Languages (TESOL)	Marta Sanchez, Ph.D.
Theology Studies*	Brett Hoover, Ph.D.
Theology Studies Undergraduate Coordinator	Tracy Tiemeier, Ph.D.
World Policy Institute	Michael Genovese, Ph.D.
Writing and Producing for Television*	Karol Hoeffner, M.F.A.
Writing for the Screen*	Karol Hoeffner, M.F.A.
Yoga Studies*	Christopher Chapple, Ph.D.

Please direct questions regarding Department Chair or Program Director appointments to the Office of Faculty Affairs. 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* (pages 32-34) 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 310-338-1818  
Follow us on Instagram at: @LMUDining

### **LMU Hospitality by Sodexo Dining Services**

Lester Echeverria, General Manager  
Dana Massamiani, Director of Operations  
Peter Pryor, Executive Chef, LMU Catering  
Virginia Organista, Executive Chef, West Campus  
Alfonso Campos, Executive Chef, East Campus

#### **Catering Services**

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

#### **The Lair Marketplace**

Located in Malone Center, East  
Phone: 310-338-2977

#### **C-Lion Del Rey**

Del Rey Pavillion  
Phone: 310-568-5210

#### **The Lion's Corner Café**

University Hall - West Campus  
Phone: 310-338-8720

#### **C-Lion Leavey**

Leavey  
Phone: 310-258-8672

#### **The Lion's Den (Student Operated)**

Malone, First floor

#### **Coffee Bean and Tea Leaf (I)**

Leavey Circle

#### **The Loft**

Located between the  
Hannon and Tenderich  
Student Apartments

#### **Coffee Bean and Tea Leaf (II)**

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

#### **C-Lion Malone**

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

