



**Loyola Marymount  
University**

**Faculty Resource Guide  
2020-2021**





## 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

2020–2021

Dear New Faculty Member,

Welcome to Loyola Marymount University! I am delighted you are joining our community of dedicated teacher-scholars. You come to LMU at a time when higher education faces its greatest set of challenges. In fact, one of them, the global pandemic caused by COVID-19, has set academia back on its heels, and if spring 2020 was any indication, our academic year will be one of adjustment, dynamic change, and sacrifice. Yet I couldn't be more confident that our community is up to the challenge. Our students are resilient; our faculty remain student-centered; and our staff have been preparing all summer to support our academic endeavors. We entered the COVID crisis in a position of strength and we continue to leverage our momentum going forward. This year, we open two new residence halls that will house nearly 650 students, and construction continues on a 25,000 sq. ft. academic building that will house transformative learning spaces for LMU's School of Film and Television. We are also engaged in a year-long strategic planning process that will see us collaboratively learning about LMU's values, opportunities, and priorities. This year will also be our moment to stand in solidarity with our Black community, as we "initiate a sustained process of institutional transformation that addresses systemic racism and oppression," as President Snyder announced in June. I look forward to partnering with you and seeing your successes strengthen this great university.



This resource guide and all of the start-of-the-year programming that accompany it are designed to provide answers to most of your questions and help you thrive in your new academic home. These internal guides, together with an environment ideally suited to your professional development, make me confident that you will help LMU to realize the three aspects of our stated mission: 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 your talents, perspectives, and professional and lived experiences.

A handwritten signature in black ink, appearing 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

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## Office of Faculty Affairs

### **Kathleen Weaver, Ph.D.**

Associate Provost for Research, Professional  
Development, and Online Learning

Academic Affairs

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(310) 258-7242



### **Jasmine Robinson**

Faculty Affairs Associate

Academic Affairs

UH Suite 4820

[Jasmine.Robinson@lmu.edu](mailto:Jasmine.Robinson@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*

Jennifer Abe  
*Vice President for Intercultural Affairs*

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

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

John G. Baker  
*Senior Vice President for University Advancement*

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*

Michelle Young  
*School of Education*

Dayle M. Smith  
*College of Business Administration*

### **Academic Affairs**

David Alan Sapp  
*Vice Provost for Academic Affairs  
and Dean of Graduate Education*

Maureen P. Weatherall  
*Vice Provost for Enrollment Management*

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

Kathleen Weaver  
*Associate Provost for Research, Professional  
Development, and Online Learning*

Roberta Espinoza  
*Vice Provost for Global-Local Initiatives*

Branden Grimmett  
*Associate Provost for Career & Professional  
Development*

Jennifer Belichesky-Larson  
*Assistant Vice Provost for Strategic Initiatives*

**Student Affairs**

Terri Mangione  
*Dean of Students, Vice President for Student Affairs*

Richard Rocheleau  
*Associate Vice Provost for Student Life*

Francesca Piumetti  
*Associate Dean of Students*

Jade Smith  
*Associate Dean of Students*

# Welcome Message from the Faculty Senate President

2020–2021

Welcome to LMU!

We are excited to have you on board as new colleagues. We welcome you to the LMU community and wish we could do so in person. This year is going to be challenging for all of us, in particular, for you, as new faculty, in a new environment, that you can explore in person only in very limited ways. The Faculty Senate will be here to support you along with all our colleagues so that you have a good start at LMU.

The Faculty Senate represents the voice of the faculty in the decision making of the university. The faculty holds primary responsibility for areas such as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process. In other areas, the faculty collaborates with or advises university leadership. The Faculty Senate approves policies, exercises general oversight, and addresses questions of governance procedure as well as works to safeguard academic freedom and faculty rights.



Let us know if you have any concerns that you think the Faculty Senate should address: [FacultySenate@lmu.edu](mailto:FacultySenate@lmu.edu). You can find your Senators at <https://academics.lmu.edu/facultysenate/meetthesenate/> and find information of Senate meetings, etc. at <https://academics.lmu.edu/facultysenate/>. Faculty Senate typically meets every other week on Thursdays and all faculty are welcome as guests. You may also want to consider joining the “LMU Faculty Discussion Group” on Facebook.

Looking forward to meeting you all. Have a good start.

Best,  
Dorothea Herreiner, PhD  
Faculty Senate President 2020-21  
Economics Department

## Faculty Senate Roster

Dorothea Herreiner - <i>President</i> Economics	Veronique Flambard-Weisbart Modern Languages	Jerry Adler Communication Studies	Linh Hua Rhetorical Arts
Lawrence Lacey Theatre Arts	Tony Kmetty Management	Cathleen McGrath Management	Ellen Ensher Management
Nina Lozano Communication Studies	Elizabeth Reilly Educational Leadership	Brenden Smith Mechanical Engineering	Claire Leon Systems Engineering
Leon Wiebers Theatre Arts and Dance	Brad Stone Philosophy	Cecilia Gonzalez-Andrieu Theological Studies	Amy Woodson-Boulton History
Monica Cabrera Modern Languages	Yu Li Modern Languages	Peter Rolla Library	Aisha Conner-Gaten Library

Vince Coletta  
Physics

Blake Mellor  
Mathematics

Zahra Alavi  
Physics

Rachel Washburn  
Sociology

Sina Kramer  
Women's and Gender Studies

Inas R. Kelly  
Economics

David Glazier  
Loyola Law School Liaison

## 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.

### LMU Faculty Housing Program

There are three key components to the LMU Faculty Housing Program as detailed below. The Program is overseen by the LMU Board of Trustees and is supported by an annual budget funded largely by the university endowment. The Program is *not* an HR benefit and in any given year may experience demand greater than supply.

**1. Rental Assistance:** The high cost of housing in the local area poses a challenge for the university in its efforts to recruit highly qualified faculty. Recognizing the importance of affordable housing, the university maintains a Rental Assistance Program. The Rental Assistance Program is intended to ease the transition into the local housing market for new, incoming tenure-line faculty during the first three years of their appointment by providing monthly rental assistance in the form of supplemental pay. See website below for policy and details.

**2. Home Purchase Assistance:** The LMU Faculty Housing Loan Program is for a new, primary residence purchase only. Eligible faculty members may apply for the LMU home loan program after completion of one year tenure track services and contracted for the second year. The application window is open during February/March each year. The \$150,000 home loan is in the form of a 2nd Deed of Trust and is payment free with 10% forgiveness annually on January 15 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 home loan leads to a lower overall mortgage payment it is often considered debt and *not a home purchase “down payment”*. In periods of high demand, qualified applicants are prioritized based on an existing methodology. See website below for policy and details.

3. **University-Owned Rental Properties:** The university owns a number of single family residence properties within close proximity to the Westchester campus. The homes require standard lease terms and are rented at below-market rental rates for a maximum rental period of three years. Rent is paid via payroll deduction only. See website below for policy and details.

Importantly, the different aspects of the LMU Faculty Housing Program may not be combined at the same time. For example, a faculty renter in a university-owned home may not receive rental assistance while living in the home.

Finally, the university reserves the right to amend/update the LMU Faculty Housing Program policies at any time. Please check the website for the most updated policies in effect. This document in no way serves as a promise or guarantee of any offering described above.

For more information, please review the LMU Faculty Housing website at:  
<https://resources.lmu.edu/facultyhousing/>

## **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 can be obtained on the Payroll website (<https://bus.lmu.edu/controller/payroll/downloadforms/>). These forms are also available in the Payroll Office in University Hall.

Please submit these forms no later than Monday, 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).

## **Campus Mail – Distribution Center**

Faculty members may mail business-related items through their department. Intracampus mail and outgoing mail can be coordinated with your department's administrative assistant.

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

LMU Public Safety's mission is to create a safe environment for the entire LMU community, including students, staff, faculty, and guests. Public Safety provides a wide range of services, including crime and accident reporting, medical and incident emergency response, general and specific safety and preparedness training, and investigations in conjunction with the Los Angeles Police Department.

Public Safety also manages a wide variety of common services for the LMU community, including:

- Bike Registration
- Campus Lost and Found
- Trainings (including disaster preparedness, theft prevention, rape prevention, and campus safety)
- Emergency Preparedness
- Courtesy Transportation for Students with Temporary Mobility Impairments

Public Safety has two offices. Its primary office is located in Foley Annex, with a satellite office 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 Public Safety staff by e-mail at [public.safety@lmu.edu](mailto:public.safety@lmu.edu).

You can report an incident at either of the Public Safety offices, by email or phone, online at [publicsafety.lmu.edu](http://publicsafety.lmu.edu), or via the Rave Guardian mobile app.

For more information about Public Safety, or to learn about emergency preparedness campaigns and trainings for incidents like active threat, earthquake, and fire, visit [publicsafety.lmu.edu](http://publicsafety.lmu.edu).

## LMU Alert

Public Safety manages LMU Alert, the university's mass emergency notification system. LMU Alert 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).

## Rave Guardian Mobile App

You can also receive LMU Alerts on your phone by downloading the Rave Guardian app in the Apple or Google Play store. In addition to LMU Alerts, Rave Guardian lets you text with DPS, report suspicious activity or safety-related incidents, utilize the "Watch Me Walk" feature for added security getting home at night, and



access important campus resources at your fingertips. Once you download the app and enter your phone number, a verification code will direct you to the customized LMU dashboard.

### **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/therapists and three (3) Post-doctoral Residents who provide confidential services for LMU students. As a result of COVID-19, SPS limits personal contact to reduce the risk of infection. SPS remains committed to supporting student wellbeing by providing Telehealth services to LMU students *residing in California*. TeleHealth services include individual, couples and group therapy, consultation, and psychoeducational outreach. SPS has an on-call therapist available 24/7 for immediate concerns. SPS also offers consultation to students, faculty, staff, or parents who are concerned about a student. There is no charge for our service, There is a \$25.00 charge for students who do not cancel and/or fail to keep their appointment.

The Faculty/Staff Guide to SPS (see link below) provides basic information that indicates when a student may need professional help, 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 threatening or dangerous, please contact Public Safety at 310-338-2893 for immediate assistance.

Faculty/Staff Guide link:

<https://studentaffairs.lmu.edu/media/studentaffairs/sps/documents/SPSFacultyandStaffGuide.pdf>

SPS is located on the north side of Burns Recreation Center, 2nd floor. During COVID-19, in-person contact and communication is on an as-needed basis. Please visit our website for hours of services. Please Note, information is subject to change during COVID-19. Our office number is 310-338-2868. Calls will be returned by the next business day.

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:

<https://studentaffairs.lmu.edu/wellness/studentpsychologicalservices/wellnesseducators/>

Therapy Assistance Online (TAO) is an online platform where students are able to obtain self-help resources. TAO provides interventions for anxiety, depression, and mindfulness and tools to increase well-being. All members of LMU have access by signing onto TAO with their university issued emails. Go to [TAO](#) to sign up today! For more information, feel free to contact the SPS office.



## 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:

Jennifer Abe, Ph.D.

Special Assistant to the President for Intercultural Affairs

E-mail: [jennifer.abe@lmu.edu](mailto:jennifer.abe@lmu.edu)

Telephone: (310) 338-4586

## 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 and you have received your LMU network login credentials, you can then go to the new online photo submission website, <https://myphoto.lmu.edu/myphoto/> to upload your photo. Please contact [onecard@lmu.edu](mailto:onecard@lmu.edu) to coordinate pick-up of your printed OneCard. The OneCard 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. Due to Covid 19, office hours are subject to change.

## 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 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 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>.

### **COVID-19 Impact**

The following websites have been created to provide users with critical information to continue to teach, learn, and work during the pandemic.

- Keep Teaching <https://its.lmu.edu/keepteaching>
- Keep Learning <https://its.lmu.edu/keeplearning>
- Keep Working <https://its.lmu.edu/keepworking>

## Information Security

All LMU 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 our information. Find alerts, tips, and important updates on the ITS Information Security website at <http://its.lmu.edu/SecureIT>.

To access certain systems off campus or on campus, you may be required to use Duo, a multi-factor authentication (MFA) 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 Service Desk

The ITS Service Desk is your first point of contact for all technology-related questions and issues. Support from ITS Service Desk staff is available Monday through Friday, 8:00 am to 6:00 pm. Summer and holiday hours vary, and there is limited after-hours support available as well. Contact the ITS Service Desk:

- LMU Campus and Playa Vista Campus – 310.338.7777, option 2 (x87777 when dialing from a campus phone) or email [helpdesk@lmu.edu](mailto:helpdesk@lmu.edu). In-person support and consultation is also available on the 2<sup>nd</sup> floor of the William H. Hannon Library (appointment may be required due to Covid-19 guidelines).
- Loyola Law School – 213.736.1097 (ext. 1097 when dialing from a campus phone) or [helpdesk@lls.edu](mailto:helpdesk@lls.edu).

## 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.

Brightspace lets faculty focus on teaching courses, rather than administering them. To access Brightspace courses, go to MyLMU (<http://my.lmu.edu>) or <https://brightspace.lmu.edu>. For additional information on workshops or training, contact the [Instructional Technologist](#) or visit LMU Brightspace support website at <http://its.lmu.edu/brightspace>.

## 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, visit ITS Instructional Technology website 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, content creation, immersive technology, and more – see upcoming in-person training schedule and register for workshops at <http://its.lmu.edu/workshops>
- Providing Instructional Design consultation to ensure high quality design and support of online and hybrid faculty and students; and to train faculty on best practices for hybrid/online instruction and the meaningful integration of technology for learning and student engagement.
- Providing eFaculty Certification <https://academics.lmu.edu/cte/onlinehybridlearning/> in partnership with Center for Teaching Excellence

### **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
- Nick Somsavanh, [Nick.Somsavanh@lmu.edu](mailto:Nick.Somsavanh@lmu.edu) – College of Communication and Fine Arts & School of Film and Television
- Debi Aggers, [Debra.Aggers@lmu.edu](mailto:Debra.Aggers@lmu.edu) – College of Business Administration
- Andrew Baik, [Andrew.Baik@lmu.edu](mailto:Andrew.Baik@lmu.edu) – Seaver College of Science and Engineering
- Jeff Schwartz, [jeffrey.schwartz@lmu.edu](mailto:jeffrey.schwartz@lmu.edu), – Manager of Instructional Technology

### **Research Computing**

The ITS Research Services & Educational Applications team offers research computing services to faculty across campus through a wide-range of consulting and support services for research and grant projects. The team’s goal is to work with individuals, groups and departments to help drive quality research. This team acts as a liaison between faculty, the Office of Research and Sponsored Projects, and ITS to consult and determine what services and products would best fit the research goals. All interested faculty are encouraged to request a consultation prior to budgeting or purchasing any research computing technology. Through the consultations, this team may be able to provide more convenient and cost efficient solutions for faculty research projects. Please visit ITS Research Computing website at <http://its.lmu.edu/research> or email us at [researchservices@lmu.edu](mailto:researchservices@lmu.edu).

### **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.

To learn more about LMU’s classroom support, general purpose spaces and specialty labs, visit <https://its.lmu.edu/whatwedo/classroomsupport/>

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

### **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/>.

### **Software for LMU Faculty Computers**

Information Technology Services has a variety of software applications available for installation on LMU-issued 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 Service Desk at [helpdesk@lmu.edu](mailto:helpdesk@lmu.edu). The standard list of software on LMU computers is available at <http://its.lmu.edu/whatwedo/computingsoftware/rmhardwaresoftware>

### **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, Brightspace, myTime, Zoom, and others)
- Access to thousands of online tutorials via LinkedIn Learning. Free for students, faculty, and staff.

Refer students to save class time in teaching how to use apps required in your course. Visit <http://its.lmu.edu/linkedinlearning> for more information

### **E-mail (Outlook)**

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>.

### **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” link (below the Login button) and follow the instructions. If you experience any issues, contact the ITS Service Desk.

### **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 LMU 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” heading for instructions.

## **Campus Directory**

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/>

## **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 “HR Self-Service.” Contact Human Resources at 310.338.2723 or email [HR@lmu.edu](mailto: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 37) organizes teaching-related events and provides an open and supportive environment for professional dialogue about teaching and learning.



## **Course Evaluations**

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 44 & 45 of this guide. Faculty members may also supplement the University form with additional forms of their own design. Faculty who choose not to submit evaluations and reports will be ineligible for merit pay, rank and tenure advancement in that academic year.

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

Course evaluations 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 46, 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 2020-21, 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 found here: <https://academics.lmu.edu/cte/pedagogicalresources/syllabiassignmentscollection/>.
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 26.

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: <https://registrar.lmu.edu/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 24 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).

### **Office of Research & Creative Arts**

The Office of Research & Creative Arts (ORCA) is the central office for student research and creative projects programs on campus. While ORCA primarily caters to students, it also provides significant support to faculty through providing financial and administrative support to students working with faculty on their research and creative projects, as well as through Rains research funding (see below). In addition, each year ORCA runs several student academic workshops, the annual Undergraduate Research Symposium, and a Research Learning Community, all designed to introduce undergraduate students to the foundations of effective research across the disciplines. Lastly, ORCA runs the Rains Research Assistant Program, which is designed to support faculty research by providing financial support for faculty to hire a student research assistant. More information on ORCA programs is below, and at [lmu.edu/orca](http://lmu.edu/orca).

### **Rains Research Assistant Program (Rains)**

The Rains Research Assistant Program (Rains) is intended to support faculty research by providing financial support for faculty members to hire one or more undergraduate or graduate student research assistants. In addition, the program allows students to develop research experiences and close collaborations with their faculty and other members of their research group. 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 Department Chair and the Associate Provost for Research, Professional Development and Online Learning. Faculty members on sabbatical are eligible, however, those on a leave of absence are not. All awards are restricted to a maximum of \$1750 for the academic year (Summer / Fall / Spring). Amounts that exceed the \$1750 limit will be billed to a school/college or department budget account provided and approved by the respective Dean. Special requests for additional funds must be submitted for approval via email to [student.research@lmu.edu](mailto:student.research@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.

In addition to the general Rains Program, there is also the Rains Additional Assistance Fund, which is designed to support faculty research and undergraduate student participation in research by providing federal work-study positions to students working on faculty Rains research projects. This fund is open to all full-time tenured and tenure-track faculty currently participating in the Rains Research Assistant Program. Faculty can request up to \$1,750. This funding is in addition to the funding they receive from the Rains Research Assistant Program.

Faculty are responsible for hiring their student(s), monitoring hours, and keeping track of their student(s)' declining balances. For the Rains Additional Assistance Fund, faculty are responsible for ensuring their student researchers have work-study before requesting the additional funding. Faculty applications, along with the guidelines and program overview can be found here at [lmu.edu/orca](http://lmu.edu/orca). Questions should be emailed to [student.research@lmu.edu](mailto:student.research@lmu.edu).

### **Summer Undergraduate Research Program (SURP)**

The Summer Undergraduate Research Program (SURP) enhances undergraduate education by providing administrative and financial support, academic workshops and on-campus housing opportunities for students wishing to engage in faculty-guided research and creative project opportunities during the summer. For faculty, SURP is an opportunity to have student researchers funded through ORCA during Summer Session I. While SURP is a student-centered program, and students must apply for admittance, many SURP participants work on faculty research alongside Rains Research Assistants.

SURP is a six-week program designed to provide students with insight into the research process. Further, it provides students an academic alternative to nonacademic summer employment through research stipends. SURP participants are involved in an intellectual community of learners in which leadership, critical inquiry, and communication (written and oral) skills are emphasized. Approximately 70% of SURP participants also receive on-campus housing in the SURP living-learning community.

### **Other ORCA Programs**

In addition to the two programs above, ORCA also facilitates several other programs and events. Notably, ORCA runs the campus-wide Undergraduate Research Symposium each spring, which provides a professional opportunity for undergraduates to present their research findings and creative work to a larger audience, the Research Learning Community, which introduces students to effective search strategies and research writing techniques, and the Independent Undergraduate Research Program, which encourages students to explore and undertake independent research and creative projects during the academic year by providing an academic alternative to federal work-study positions. More information on these programs and ORCA in general is at [lmu.edu/orca](http://lmu.edu/orca).

## **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 57 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, rentals and digital, greeting cards, supplies, medicine, cold drinks, snacks, LMU Clothing, gifts, and accessories. 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 15% discount on all purchases greater than \$1.00 at the campus bookstore, with the exception of Textbooks, software/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. You may submit orders through <http://FacultyEnlight.com>, as well as through Brightspace. Follow the procedures used in your department for submitting your textbook orders.

Textbook orders are due in late fall semester (for the following Spring) and in late spring semester (for the following Summer and 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, we use a company call Xanadu that can put together your packet for you, including any copyright clearance that might be needed. More information can be found on Faculty Enlight. Departments do not pay for these packets. Contact the Bookstore for arrangements at (310) 338-2889.

### **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 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 \$1750 for the academic year (Summer/Fall / Spring). Amounts that exceed the \$1750 limit will be billed to a school/college or department budget account provided and approved by the respective Dean.

Special requests for additional funds must be submitted for approval via email to [student.research@lmu.edu](mailto:student.research@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 [student.research@lmu.edu](mailto:student.research@lmu.edu).

## William H. Hannon Library

### Library Services for Faculty

Website: [library.lmu.edu/facultyservices/](http://library.lmu.edu/facultyservices/)

Hours: [library.lmu.edu/hours/](http://library.lmu.edu/hours/)

Research help: [library.lmu.edu/gethelp](http://library.lmu.edu/gethelp)

Bring your LMU OneCard to borrow library materials, access the Faculty Commons on Level 3, and enter the library when it is open after 10 p.m.

## **Library Research Support**

LMU librarians have curated research guides (aka *LibGuides*) with recommended research databases and tools for research in your discipline. Live chat research support is also available 24/7 for you and your students. Librarians are available for drop-in research support at the Information Desk on Level 1 or by appointment in research consultations for more in-depth research help.

## **Research and Information Literacy Instruction for Your Students**

Don't forget that Information Literacy is a key component of the LMU Core Curriculum! Reference & Instruction librarians are available to teach workshops on information literacy and library research skills in both the classroom and online environments. Our information literacy workshops can be subject-specific or more general in nature.

Use the Library Instruction Request form at [library.lmu.edu/libraryinstruction](http://library.lmu.edu/libraryinstruction)

## **Electronic Reserves in Brightspace**

We can help you scan book chapters or articles and add links to library e-books in Brightspace. We will work with you to obtain copyright permissions and, where possible, pay copyright fees for copyrighted materials. We also offer physical reserve for course materials like books or DVDs.

Use the Reserves Request form at [library.lmu.edu/reserves](http://library.lmu.edu/reserves)

## **Library Liaisons & Faculty Library Representatives**

LMU librarians support library outreach and collection development by serving as liaisons to each academic department. Liaisons ensure that library 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.

A Faculty Library Representative (FLR) for each department is appointed in the Spring through the Committee Preference Survey. The FLR will be the primary point of contact between your department and the library liaison.

For more information, go to [library.lmu.edu/liaisons](http://library.lmu.edu/liaisons)

## **Interlibrary Loan**

All interlibrary loan services are free to LMU faculty.

- Looking for books not in our collection or already checked out? Use our LINK+ network of local libraries.
- Looking for articles beyond our more than 53,000 journal subscriptions? Use ILLIAD.

For more information, go to [library.lmu.edu/borrowfromanotherlibrary](http://library.lmu.edu/borrowfromanotherlibrary)

## **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 use our LMU Faculty Subscription Request form at [library.lmu.edu/forms/lmufacultysubscriptionrequestform/](http://library.lmu.edu/forms/lmufacultysubscriptionrequestform/)

To request media purchases for the library collections, use our Media Request form at [library.lmu.edu/forms/mediarequestform/](http://library.lmu.edu/forms/mediarequestform/)

## **Archives and Special Collections**

The library provides access to collections of rare books, archival materials, manuscripts, the University Archives, art works, and specialized collections, like 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).

## **Faculty-focused Programming and Events**

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.

For more information, contact John Jackson at (310) 338-5234 or [john.jackson@lmu.edu](mailto:john.jackson@lmu.edu).

## **LMU Digital Commons & Selected Works**

The university's institutional repository, also known as *Digital Commons at LMU and LLS*, serves faculty and institutional interests by collecting, organizing, preserving, and disseminating faculty scholarship and creative works in a digital, open-access environment.

For more information, go to [digitalcommons.lmu.edu/](http://digitalcommons.lmu.edu/) or contact Dan Draper at (310) 338-5929 or [daniel.draper@lmu.edu](mailto:daniel.draper@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 Twitter, Instagram, and Facebook. 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. 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.

(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.

Eligibility to apply formally for a sabbatical leave is issued by the Provost. 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.

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.

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://admin.lmu.edu/secure/hr/hrpoliciesandprocedures/leavesofabsence/Family%20Medical%20Leave%20Policy.consolidated.rev%2008%202018.pdf>

The Faculty Personal Leave Policy is available by following the link below:

<https://admin.lmu.edu/secure/hr/hrpoliciesandprocedures/facultyresources/>

Other university leave policies (e.g., workers' compensation, jury duty, military family leave, bereavement, etc.) can be answered by following this link:

<https://admin.lmu.edu/secure/hr/hrpoliciesandprocedures/leavesofabsence/> or by contacting Human Resources one of the following ways:

Email: [HR@lmu.edu](mailto: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://admin.lmu.edu/media/admin/hr/policiesandprocedures-secure/Discriminatory%20Harassment%20and%20Complaint%20Process%2008-01-19.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
- Jennifer Abe, Vice President for 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, Terri Mangione, 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://admin.lmu.edu/secure/hr/hrpoliciesandprocedures/generalexpectations/Faculty.Staff%20and%20Student%20Dating.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, 2019-2020, 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, 2019-2020, 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

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, etc.) 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. Academic probation, suspension or dismissal from the University can also result after referral to the Academic Honesty Review Committee following multiple academic honesty violations. 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.

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 contact the Interim Director, Rev. Marc Reeves, S.J., at (310) 338-5708 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 integrate Ignatian principles into their professional and personal lives. 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 Ignatian spirituality available to members of the LMU faculty and staff that enable them to integrate their spirituality with the mission of the university and with that of 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 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 and community partners 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 Providence 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) 568-6696, MaryAnne Huepper, CSJ (310) 568-6695, Stefani Mejia (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), [Stefani.Mejia@lmu.edu](mailto:Stefani.Mejia@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 \$10.

The fee for an individual faculty/staff membership is \$20 per month (automatic debit Visa/MasterCard information required) or \$10 per paycheck via payroll deduction (full-time faculty members and staff only). The fee for a faculty/staff family/domestic partner membership is \$40 per month (automatic debit Visa/MasterCard information required) or \$20 per paycheck via payroll deduction (full-time faculty members and staff only).

Memberships may be purchased through the online web-portal: <https://lmucampusrec.lmu.edu> or 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 more than 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 – many 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 in order to nourish and support and the role of women on campus and beyond in the 21st Century.

The Institute has its own presses, among them, The Marymount Institute Press which, in relation with Tsehai Publishers and the Harriet Tubman Press publish books, plays, and cd's of music and the spoken word. Student Interns, Graduate Assistants, our Graphic Designers, Photographers and Videographers, work with the presses' editors and publishers, Elias Wondimu and Theresia de Vroom, to publish and preserve stories that are often not told.

## **Faculty Programs**

### **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 Graham Beattie ([Graham.Beattie@lmu.edu](mailto:Graham.Beattie@lmu.edu)) and Arnab Banerji ([Arnab.Banerji@lmu.edu](mailto:Arnab.Banerji@lmu.edu)).

### **Global-Local Initiatives**

The office of Global-Local Initiatives facilitates collaborations and professional relationships among LMU faculty, staff, alumni, and other institutions on efforts related to comprehensive internationalization (global) and strategic community engagement (local). Our office provides ways to engage your "global imaginations" to intentionally incorporate global and local learning experiences into your teaching, research, and service.

### **LMU Study Abroad**

Under Global-Local Initiatives, LMU's Study Abroad team provides academic programming in over 60 locations worldwide. This essential college experience is open to students of all majors and includes a wide variety of summer, semester, and year-long options. LMU Study Abroad also invites applications from faculty to teach abroad with LMU's signature programs and covers transportation and in-country accommodations; families are welcome. LMU celebrates over 50 years of international programming, and more than 500 students study abroad each year. Please visit our website at <https://academics.lmu.edu/studyabroad/> for more information.

### **Office of National & International Fellowships (ONIF)**

Also under Global-Local Initiatives, ONIF serves students and alumni in identifying and applying to competitive awards that support their academic and professional goals. Through ONIF, students can learn about fellowship opportunities available through governments, private donors, foundations, civic organizations, and corporations. ONIF relies on the assistance of LMU faculty in aiding students in the application process, which may include serving on a fellowship committee, acting as a "sounding board" for student proposals, or writing supportive letters of recommendation. ONIF also offers support to faculty seeking Fulbright grants. To learn more, visit: <https://academics.lmu.edu/onif/facultyresources/>.

## Syllabus Checklist

\*Please use this checklist to review your syllabus:

<https://academics.lmu.edu/cte/pedagogicalresources/syllabiassignmentscollection/>

\* 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 <https://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.



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    S

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.*

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<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

222 Rosewood Drive Danvers, MA 01923 Tel: 508-750-8400 Fax: 508-750-4470

### 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:					

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

*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 **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.

## **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.

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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 Chair as soon as possible.

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

## Chairs and Program Directors List

### CHAIRS BY DEPARTMENT

DEPARTMENT	CHAIR	TERM EXPIRES
Accounting	Laurel Franzen, Ph.D.	2022
Aerospace Studies	Lt. Col. Kari Hill	2022
African-American Studies	Marne Campbell, Ph.D.	2023
Animation	Adriana Jaroszewicz, Ph.D	2023
Art and Art History		
Art History Chair	Damon Willick, Ph.D.	2022
Studio Arts Chair	Saeri Dobson, Ph.D.	2021
Asian and Asian American Studies	Edward Park, Ph.D.	2022
Biology	Kam Dalquist, Ph.D.	2023
Chemistry & Biochemistry	David Moffet, Ph.D.	2023
Chicano/a & Latino/a Studies	Eliza Rodriguez y Gibson, Ph.D.	2022
Civil Engineering & Environmental Science	Donald Kendall, Ph.D.	2023
Classics & Archaeology	Aine O’Healy, Ph.D.	2021
Communication Studies	Craig Rich, Ph.D.	2023
Computer Science	Raymond Toal, Ph.D.	2022
Economics	Zaki Eusufzai, Ph.D.	2022
Educational Leadership	Elizabeth Reilly, Ed.D.	2022
Electrical and Computer Engineering	Jie Xu, Ph.D.	2023
English	Barbara Rico, Ph.D.	2022
Film, Television, and Media Studies	Sue Scheibler, Ph.D. Carla Marcantonio, Ph.D	July 2020-2023 Interim Chair, May '20 – Jun '20
Film and Television Production	Mikael Kreuzriegler, M.F.A.	2021
Finance	Susan Elkinawy, Ph.D.	2022
Health & Human Sciences	Hawley Almstedt, Ph.D.	Interim Chair, Fall 2020
History	Elizabeth Drummond, Ph.D.	2021
Information Systems and Business Analytics	Kala Seal, Ph.D.	2022
Management	Anatoly Zhuplev, Ph.D.	2020
Marital & Family Therapy	Debra Linesch, Ph.D.	Interim Chair, July 2020-2021
Marketing/Business Law	Sijun Wang, Ph.D.	2021
Mathematics	Patrick Shanahan, Ph.D.	2021
Mechanical Engineering	Jim Landry, Ph.D.	Interim Chair, 2020-2021

Modern Languages & Literatures	Veronique Flambard-Weisbart, Ph.D.	2023
Music	Mark Saya, D.M.A. Todd J. Harper, D.M.A.	2021 August 2020 - 2021
Philosophy	Martin Nemoianu, Ph.D.	2022
Physics	Jonas Mureika, Ph.D.	2022
Political Science & International Relations	Gene Park, Ph.D.	2023
Psychology	David Hardy, Ph.D.	2021
Recording Arts	Rodger Pardee, M.A.	2022
Screenwriting	Karol Hoeffner, M.F.A.	2022
Sociology	Anna Muraco, Ph.D.	2023
Specialized Programs in Professional Psychology	Terese Aceves, Ph.D.	2022
Teaching and Learning	Victoria Graf, Ph.D.	Interim Chair, July 2020 to Sept 2020
Theatre Arts and Dance		
Dance Chair	Rosalynde Loo, M.F.A.	2022
Theatre Arts Chair	Katharine Noon, M.F.A.	2022
Theological Studies	Amir Hussain, Ph.D.	2023
Urban and Environmental Studies	Peter Hoffman, Ph.D.	2021
Women's and Gender Studies	Sina Kramer, Ph.D.	2023

## CHAIRS BY COLLEGE/SCHOOL

COLLEGE OF LIBERAL ARTS		
DEPARTMENT	CHAIR	TERM EXPIRES
African-American Studies	Marne Campbell, Ph.D.	2023
Asian and Asian American Studies	Edward Park, Ph.D.	2022
Chicano/a & Latino/a Studies	Eliza Rodriguez y Gibson, Ph.D.	2022
Classics & Archaeology	Aine O'Healy, Ph.D.	2021
Economics	Zaki Eusufzai, Ph.D.	2022
English	Barbara Rico, Ph.D.	2022
History	Elizabeth Drummond, Ph.D.	2021
Modern Languages & Literatures	Veronique Flambard-Weisbart	2023
Philosophy	Martin Nemoianu, Ph.D.	2022
Political Science & International Relations	Gene Park, Ph.D.	2023
Psychology	David Hardy, Ph.D.	2021
Sociology	Anna Muraco, Ph.D.	2023

Theological Studies	Amir Hussain, Ph.D.	2023
Urban and Environmental Studies	Peter Hoffman, Ph.D.	2021
Women's and Gender Studies	Sina Kramer, Ph.D.	2023

## COLLEGE OF BUSINESS ADMINISTRATION

DEPARTMENT	CHAIR	TERM EXPIRES
Accounting	Laurel Franzen, Ph.D.	2022
Finance	Susan Elkinawy, Ph.D.	2022
Information Systems and Business Analytics	Kala Seal, Ph.D.	2022
Management	Anatoly Zhuplev, Ph.D.	2023
Marketing/Business Law	Sijun Wang, Ph.D.	2021

## COLLEGE OF SCIENCE & ENGINEERING

DEPARTMENT	CHAIR	TERM EXPIRES
Biology	Kam Dalquist, Ph.D.	2023
Chemistry & Biochemistry	David Moffet, Ph.D.	2023
Civil Engineering & Environmental Science	Donald Kendall, Ph.D.	2023
Electrical and Computer Engineering	Jie Xu, Ph.D.	2023
Health & Human Sciences	Hawley Almstedt, Ph.D.	Interim Chair, Fall 2020
Mathematics	Patrick Shanahan, Ph.D.	2021
Mechanical Engineering	Jim Landry, Ph.D.	Interim Chair, 2020-2021
Physics	Jonas Mureika, Ph.D.	2022

## COLLEGE OF COMMUNICATION AND FINE ARTS

DEPARTMENT	CHAIR	TERM EXPIRES
Art and Art History		
Art History Chair	Damon Willick, Ph.D.	2022
Studio Arts Chair	Saeri Dobson, Ph.D.	2021
Communication Studies	Craig Rich, Ph.D.	2023
Marital & Family Therapy	Debra Linesch, Ph.D.	Interim Chair, 2020-2021
Music	Mark Saya, D.M.A.	2021
Theatre Arts and Dance		
Dance Chair	Rosalynde Loo, M.F.A.	2022
Theatre Arts Chair	Katharine Noon, M.F.A.	2022



## SCHOOL OF EDUCATION

DEPARTMENT	CHAIR	TERM EXPIRES
Educational Leadership	Elizabeth Reilly, Ed.D.	2022
Teaching and Learning	Ferdinand Rivera, Ph.D.	2023
Specialized Programs in Professional Psychology	Terese Aceves, Ph.D.	2022

## SCHOOL OF FILM & TELEVISION

DEPARTMENT	CHAIR	TERM EXPIRES
Animation	Adriana Jaroszewicz, Ph.D	2023
Film, Television, and Media Studies	Carla Marcantonio, Ph.D. Sue Scheibler, Ph.D	Interim Chair, May '20-Jun '20 July 2020 - 20203
Film and Television Production	Mikael Kreuzriegler, M.F.A.	2021
Recording Arts	Rodger Pardee, M.A.	2022
Screenwriting	Karol Hoeffner, M.F.A.	2022

## DIRECTORS OF SPECIALIZED PROGRAMS

\* Graduate Program

### PROGRAM

Bilingual Education*	Francisco Ramos, ph.D.
Bioethics Institute*	Roberto Dell'Oro, Ph.D.
Bioethics Minor	Nicholas Brown
Caloyeras Center for Greek Studies	Christina Bogdanou, Ph.D.
Catholic Archdiocese School Teachers (CAST)*	Antonio Felix, M.A.
Catholic School Leadership Programs*	Lauren Casella, Ed.D.
Catholic Studies Program	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 Teaching Excellence (CTE)	Martina Ramirez, Ph.D.
Center for the Study of Los Angeles	Fernando Guerra, Ph.D.
Center for Undergraduate Teacher Preparation	Annette Pijuan Hernandez, Ph.D.
Chinese	Yu Li, Ph. D.
Civil Engineering and Environmental Science*	Jeremy Pal, Ph.D.
Center for Urban Resilience to the Directors for Specialized Programs	Eric Strauss, Ph.D.
Counseling*	Sheri Atwater, Ph.D.
Debate Program	Thomas Dowd, M.A.
Doctorate in Educational Leadership for Social Justice*	Jill Bickett, Ed.D.
Educational Studies Integrated 4+1, M.A.	Annette Pijuan-Hernandez
Electrical Engineering *	Gustavo Vejarano, Ph.D.
Electrical Engineering Undergraduate Program	Barbara Marino, Ph.D.

Elementary & Secondary Traditional Education	Annette Pijuan Hernandez
English*	Kevin J. Peters, Ph.D.
Environmental Science	Rachel Adams, Ph.D.
Film & Television Production*	Eugene Brancolini, Ph.D.
General Education (Intern Program)*	Kate Murray
Global Policy Institute	Michael Genovese, Ph.D.
Health and Society	Rachel Washburn, Ph. D.
Higher Education*	Beth Stoddard
Honors	Vandana Thadani, Ph.D. John Dionisio, Ph.D., Associate Director
Huffington Ecumenical Institute (HEI)	Tom Rausch, 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	Dermot Ryan, Ph.D.
Jewish Studies	Holli Levitsky, Ph.D.
Journalism Program	Evelyn McDonnell, Ph.D.

Lab and Art Gallery	Karen Rapp, M.A.
Liberal Studies	Bernadette Musetti, Ph.D.
Literacy & Reading	Morgan Friedman
Malatesta Program	Robin Wang, Ph.D.
Marital & Family Therapy*	Jessica Bianchi, Ph.D.
Marymount Institute	Theresia de Vroom, Ph.D.
Masters in Urban Education	Maryann Krikorian, Ph.D..
MBA Program and JD/MBA Program*	William Semos, M.B.A.
Executive MBA Program*	Joseph-Shannon O'Hannigan, M.B.A.
Management*	Rochelle Webb, M.B.A.
Master of Science in Business Analytics	Linda Leon, Ph.D., Co-program Director Sijun Wang, Ph.D., Co-program Director
Mechanical Engineering*	Rafiqul Noorani, Ph.D.
Modern Greek Studies	Christina Bogdanou, Ph.D.
Master of Science in Accounting (MSA) Program	Terry Wang, Ph.D.
Partners in L.A. Catholic Education (PLACE) Corps*	Antonio Felix, M.A.
Pastoral Theology*	Brett Hoover, Ph.D.
Peace and Justice Studies	Jennifer Ramos, Ph.D.
Philosophy*	Brad Stone, Ph.D.
School Psychology*	Brian Leung, Ph.D.
Sociology	Rachel Washburn, Ph.D.
Spanish Program	Alicia Partnoy, Ph.D.
Special Education (Intern/ Traditional Program)*	Vicki Graf, Ph.D.
Systems Engineering*	Claire Leon, Ph.D.
Teaching English to Speakers of Other Languages (TESOL)	Marta Sanchez, Ph.D.
Teaching Mathematics (MAT) Program*	Christina Eubanks-Turner, Ph.D.
Theology Studies*	Brett Hoover, Ph.D.

Writing and Producing for Television*	Patricia Meyer, M.F.A.
Writing for the Screen*	Patricia Meyer, 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.

current *Faculty Handbook* (pages 32-34) for information regarding Department Chair appointments.

## Campus Dining

LMU Dining Services operated 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. For community members on the run, the majority of campus dining venues accept advance orders placed through GrubHub.

**Covid-19 Impacts:** Due to the impacts of Covid-19, a significantly reduced dining operation will be in place for Fall 2020. All meals will be served in to-go containers and indoor seating areas will remain closed until permitted by local and state officials.

### LMU Dining Services

Anca Reyes, Resident District Manager

General Information: 310-338-2977

Catering Services: 310-338-1818

<http://dining.lmu.edu/>

#### General Dining

#### **The Lair Marketplace (main dining facility)**

Malone Center

#### **Crimson Lion Restaurant**

University Hall, First floor, Suite. 1767

#### **Einstein Bagels**

University Hall

#### **Iggy's Café**

McKay Hall

#### **Kikka Sushi**

Founder's Pavilion

#### **Roski Dining Room**

University Hall

Coffee and Beverages

**Coffee Bean and Tea Leaf**

Leavey Circle

**The Foundry Coffee Cart**

Founder's Pavilion

**Jamba Juice**

SE corner- Malone Center

**Lion Coffee Cart** (Independently Operated)

Alumni Mall/Foley Pond

**The Loft** (Student Operated)

Located between the Hannon and Tenderich Student Apartments

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

Malone, First floor

**Starbucks**

William H. Hannon Library

Convenience Stores

**The Grid Del Rey**

Del Rey Pavilion

**The Grid Leavey**

Leavey

**The Grid Malone**

Malone