FACULTY HANDBOOK

2024-2025

LOYOLA UNIVERSITY MARYLAND

— 1852 —

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REMINDER CALENDAR*

Faculty on continuing contracts are paid on the 15th and 30th of each month.

August:
- 24, start of full-time faculty contractual commitments.
- New Faculty Orientation held in the week before classes start.
- Faculty Teaching Enhancement Workshop held in the week before classes start.

September:
- Mass of the Holy Spirit.
- 7, dossiers (application and supporting materials) for promotion are due to the Secretary to Board on Rank and Tenure by 5 p.m.
- Annual faculty update forms due to department chairs.

October:
- 1, Vice President for Academic Affairs notice to those who are to be reviewed for tenure.
- First Monday (of the year prior to proposed leave), electronic applications and departmental letter of support for sabbatical leave due.
- President's State of the University address (variable).
- Mid-term holiday.
- Mid-term grades for undergraduates.
- Book orders due for spring semester for undergraduates.
- 31 (for leave during the next fall), final electronic applications for tenure-track research leave due.

November:
- Thanksgiving Holiday.
- Book orders due for spring semester for graduate students.
- 30, VPAA notifies faculty of sabbatical outcomes.

December:
- 1, Evaluation materials for reappointment submitted to appropriate dean.
- 8, Board on Rank and Tenure submits recommendations on promotion to President.
- Student evaluation of teachers.
- 15, notice of action on sabbatical applications.
- Final examinations; grades due 72 hours after the examination.
- Christmas Break.

January:
- Departmental budget requests submitted to the Office of Academic Affairs.
- First Friday of spring semester, applications due for summer research grants and other internal funding opportunities:
- 5, VPAA notification to faculty of promotion decisions due.
- 15, dossier (application and supporting materials) for tenure and promotion to associate professor are due to the Secretary to the Board on Rank and Tenure by 5 p.m.
- 15, dossiers (application and supporting materials) for promotion are due to the Secretary to the Board on Rank for Teaching and Clinical Faculty by 5 pm

February:
- 27, last day for notice of non-renewal to first year tenue-track faculty and any clinical, teaching intensive (lecturer), practitioner in residence faculty.
- 27, (for leave during the next spring), final electronic applications for tenure-track research leave due.

March:
- Book orders due for summer sessions and fall semester for undergraduates.
- Spring Break (variable).
- Mid-term grades for undergraduates.
- Maryland Day Liturgy and Convocation
- Easter Holiday (variable).
- 25, VPAA notifies summer research grant applicants of decisions.

April:
- 15, by this date, full-time faculty appointment letters offered.
- 17, Board on Rank and Tenure submits recommendations on tenure to President.

- Book orders due for summer sessions for graduate students.
- Committee elections (facilitated by Faculty Affairs Committee).
- Academic Excellence Weekend

May:
- Student evaluation of teachers.
-15, VPAA notification to faculty of tenure decisions due.
- Operating budget requests returned to departments by the Office of Academic Affairs.
- Final examinations; grades due 72 hours after the examination.
- Baccalaureate Mass.
- Commencement.

June:
- 1, start of new fiscal year.
- 1, VPAA notice to those who are to be reviewed for tenure.
- 8, end of full-time faculty contractual obligations.

July:
- Book orders due for fall semester for graduate students.

* Deadlines are 5 PM on the specified date. If the date falls on a weekend, holiday, or other University closing, the deadline moves to the next business day.

INTRODUCTION

The Faculty Handbook was originally drafted by a committee composed of five full-time faculty members and an academic administrator and was formally adopted by the College Council after consideration by the faculty. Various editions followed the original. In 1998, the charge of the Faculty Handbook Revision Committee was changed to a yearly review. In 2001, the committee was renamed the Faculty Handbook and Academic Policy Committee.

The Handbook contains three general categories of materials: a) policy statements formally adopted by the Academic Senate, Loyola Conference, or other appropriate agencies; b) a description of current policies and procedures as they are implemented in practice; c) historical or explanatory information proceeds from general subjects to those that are more particular. The first sections contain a description of Loyola's development and general governance. Four sections dealing with major faculty concerns follow. The remaining sections include information on academic and administrative procedures, the Loyola/Notre Dame Library, student activities, and various University facilities and services. The appendices contain the full text of formally adopted policies and bylaws. In all cases, those documents take precedence over the summaries or overviews contained in this Handbook.

As you review and use this Handbook, if you notice any changes that need to be made, please forward your suggestions to the Office of Academic Affairs and the Chair of the Faculty Handbook and Academic Policy Committee. Your suggestions will be reviewed and considered for inclusion in the next revision of the Handbook.

FACULTY HANDBOOK AND ACADEMIC POLICY COMMITTEE

Charge

The committee ensures that the Faculty Handbook accurately describes policies, practices, and procedures of the University as they relate to faculty. At the request of the Academic Senate, it reviews academic policies not under the jurisdiction of other committees and forwards recommendations to the Senate. The committee reports annually, in writing, to the Senate.

Procedure

The Faculty Handbook is an evolving document that reflects the practices, procedures, and policy of Loyola University Maryland. In order to ensure that a timely document is available at all times, the following practices and process will be followed:

- The handbook will be online and accessible through the Office of Academic Affairs website.
- No changes will be made to the Handbook without authorization from the Faculty Handbook and Academic Policies Committee. The Committee will send substantive changes to the appropriate governance body (i.e., Academic Senate, Loyola Conference, etc.) for approval.
- The review process will be done annually. With each new edition, a summary of changes from the previous version will be included.

Membership

The committee consists of five faculty members, one from each area serving two-year, staggered terms, and the Governance Liaison who serves *ex officio*. The faculty members are selected by the Faculty Affairs Committee. The committee chair is selected by committee membership.

ON-LINE RESOURCES

In addition to the material contained in this handbook, the following information is available on-line:

Document/Information	**Accessible from**
Office of Academic Affairs	Academic Affairs homepage
Charter of Incorporation	Charter of Associated Professors of Loyola College in the City of Baltimore via Governance Information page
By-Laws of the Loyola Conference and Academic Senate	Governance By-Laws
Governance (Senate, Conference, Advisory) Information, membership lists, committee charters and charges	Governance Information page
Teaching Related Information disability support, procedures for administering student course evaluation forms, honor code	Information for Faculty page
Faculty Annual Update Forms	Information for Faculty page
Faculty Development Opportunities Summary	Faculty Development Opportunities page
Sabbatical Guidelines and Application Form	Office of Research & Sponsored Programs
Tenure-track Research Leave Guidelines	Office of Research & Sponsored Programs
Promotion Application	Information for Faculty page
Tenure Application	Information for Faculty page
Intellectual Property Policy	Information for Faculty page
Information for Chairs	Information for Chairs page
Faculty Hiring	Faculty Hiring Information page
Staff and Administrator Policy Manual	Staff and Administrator Policy Manual page

I. ORIGIN AND DEVELOPMENT OF LOYOLA UNIVERSITY MARYLAND

A group of nine Jesuits, headed by Father John Early, opened which was then known as Loyola College September 15, 1852 in two houses on Holiday Street. The immediate impetus for its founding came from a new archbishop, Francis Patrick Kenrick, who upon his arrival a year before asked the Sulpicians to restrict admissions to Saint Mary's to candidates for the priesthood and then asked the Jesuits to open a new institution for the students displaced from Saint Mary's and for future generations. During its first year, the school enrolled ninety-five students, small by today's standards but respectable then.

The buildings which served as Loyola's first home have long since disappeared, but their location, across from City Hall, is now marked by an attractive memorial plaque. After two and a half years there, the College moved into a new building next to Saint Ignatius Church at the comer of Calvert and Madison streets. These facilities, with a major addition erected at the turn of the century, served Loyola for almost seventy years.

A. Purpose

Loyola's founding purpose was clear enough even though it does not appear in a single statement. According to the words in a preliminary draft for its charter, the education Loyola College offered was to be "a sure means of securing good & useful citizens" and to serve "an important aid in the perpetuation of our free institutions." This definition of intent disappeared from the text of the charter during its passage through the Maryland legislature. Instead, the College was granted the right "to confer any degree" in any of the faculties, arts and sciences, and liberal professions which are usually "conferred in any colleges or universities in the United States of America." Even though there is no reference to its religious affiliation or any ecclesiastical title in the charter approved on April 13, 1853, Loyola's Jesuit founders certainly meant to implement the traditional objective of their Order—to produce knowledgeable, eloquent leaders of good moral character.

Loyola College at its founding was similar to almost all-American colleges operating then. Most had some religious association, and clergymen were the mainstay of the faculty. The course of study covered both the high school and college levels of instruction. The subjects taught were ancient and English literatures, history, mathematics, natural sciences, and philosophy. At Loyola, bookkeeping served as the mathematics course in one of the earlier years—a fitting adaptation to the needs of a commercial city like Baltimore—and modern languages were offered as optional studies.

What distinguished Loyola College from most other American schools was that it neither applied a religious test for admission nor required students who were not Catholic to participate in religious services or to take religious instruction. During the first forty or so years for which enrollment registers have survived, at least one out of four Loyola students had a religious affiliation other than Catholic; some of them were Jewish, and a few indicated no religious preference. From its founding, Loyola College has welcomed any student who was academically qualified.

B. Loyola History

Details about Loyola's history can be found on the Loyola website.

C. Philosophy and Objectives

Loyola University Maryland, as a private liberal arts institution in the Catholic and Jesuit traditions, is an educational community of students and faculty cooperating for the intellectual, spiritual, bodily, and professional betterment of all its members and for the improvement of the local community and society in general. The University provides a broad general education that stresses the arts of thought and communication and the principles that govern personal and public affairs. In the Catholic tradition, the University believes that the study of philosophy and theology is a valid source of knowledge and expects its students to grapple with basic philosophical and theological questions and to arrive at considered positions in regard to these perennial issues. Loyola also emphasizes four basic educational principles in the Jesuit tradition: the worth and freedom of the individual; personal contact with mature scholars; original and incisive thinking; and the creation of a personal synthesis of knowledge through inquiry and discussion.

Loyola stresses the unity of knowledge and the essential wholeness of human life. To this end, liberal arts, career preparation, and professional training are presented not as competing areas demanding individual

allegiances but as many paths towards a deeper insight into the unity of creation. Professional life, in the view of the University, is not divorced from personal commitment.

Its main objectives were succinctly summarized in the draft of its original charter: “securing good and useful citizens” and “the perpetuation of our free institution.”

D. Core Values Statement

In proceeding toward its vision as a Jesuit Catholic university, Loyola University Maryland community strives to uphold the ideals of the following core values:

- The pursuit of academic excellence.
- A focus on the holistic growth and development of each unique individual.
- An abiding commitment to integrity and honesty.
- A dedication to diversity that values the richness of human society as a divine gift.
- An appreciation for the strength found in shared community.
- The pursuit of justice to shape and inform our educational mission.
- An action-oriented response through service to the needs of the world.
- The creative application of leadership - as individuals and as an institution.
- The diligent practice of discernment that encourages reflection, self-evaluation, and change.
- The constant challenge to improve.

The values listed above were identified during the strategic planning process in 2001-2002 as central to Loyola. After extensive discussions, the Loyola Conference endorsed the Core Values Statement at Loyola University Maryland, which appears in Appendix A. This statement provides the historical context and current perspective for each value.

E. Diversity Statement

Loyola University Maryland values the benefits in diversity. We are committed to creating a community that recognizes the inherent value and dignity of each person. As a community, we actively promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, gender identity, religion, age, and disabilities among students, faculty, administrators, and staff.

This commitment to diversity requires the creation of a community that fosters and advocates the understanding of the impact of differences on ourselves and our institutions. An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

The acceptance and understanding of human differences are parts of the University’s heritage and are embodied in the Jesuit/Mercy ideals of personal concern for the humanity of others and service to those oppressed in any way by contemporary society. Consequently, all members of the University community are expected to participate in our diverse community in a manner consistent with the University’s precept of “strong truths well lived.”

II. OFFICERS OF THE UNIVERSITY

A. University Corporation

Like most private institutions of higher learning in America, Loyola University Maryland legally is the property of a self-perpetuating corporate body, Loyola University Maryland, Inc., which consists of the members of the Board of Trustees. The Board of Trustees is responsible for the good management of the property and affairs of Loyola. The Board consists of approximately thirty members selected for their expertise in various fields, their professional and civic stature, and their strong commitment to the continuing development of Loyola University Maryland. The Board is committed to maintaining a significant Jesuit presence on it; normally, its membership consists of several Jesuits, one or more Sisters of Mercy, and a significant number who are affiliated with religious traditions other than the Roman Catholic (The Charter of Incorporation is accessible from the Governance website). The President of the University, during his term of office, is a full member of the Board, ex-officio.

1. The term for service as a Trustee is three years, which can be renewed for a second term. Subsequent election of a former member is permissible only after the lapse of one year. These arrangements ensure both continuity and a regular infusion of new ideas and perspectives. Annually, the Board elects its own Chair, officers, and new members to replace outgoing members.

2. The Board normally meets three times during the academic year: in October, December, and March or April. Its functions are to define the goals of Loyola University Maryland, to approve the budget and significant curricular changes, and to authorize the granting of regular and honorary degrees. The October meeting is set as the annual meeting at which the Board's officers are chosen, and new members are elected at the March or April meeting.

3. An Executive Committee, consisting of the Chair, the immediate past Chair, the Vice Chair, the Secretary, the Treasurer, the Chairs of all standing committees, and the President of the University, exercises all the powers of the Board of Trustees not specifically reserved to the Board. It meets as necessary between the regular meetings of the Board and reports any action at the next regular meeting of the Board of Trustees.

4. The Board has created ten standing committees. Other than the Executive Committee, each consists of no fewer than three Trustees with the Board Chair and President of the University serving ex-officio. In addition, persons who are not members of the Board may be appointed to its standing committees after approval by a majority of the Trustee members.

5. The standing committee, which is of most interest to the faculty, is the Committee on Academic Affairs. This committee is concerned with all academic programs of the University and all matters of policy relating to the appointment, promotion, and tenure of faculty. The existence of this committee is a concrete application of the Middle States Association requirement that: "Channels for communication and consultation with all of the institution's constituencies, and especially the faculty and students, are essential."

B. Executive Management

1. The President

Is elected by the Board of Trustees. The president is the chief executive officer of the University. The president provides vision and leadership to the entire university community. The president exercises a general authority over all the affairs of the institution and brings such matters to the attention of the Board as appropriate. The president is responsible for the development of the University's relationships with governmental and educational agencies and with the general public. The president makes recommendations to the Board from time to time, touching any phase of University policy or administration. The president makes all nominations for administrative appointments to positions that are subject to approval by the Board of Trustees. The President may delegate such duties as he deems appropriate to any officer of the University. All officers of the University are ultimately responsible to the President.

2. **The Vice President for Advancement**
   Leads a staff of advancement professionals to build relationships with alumni, parents and friends and secure philanthropic support for Loyola's strategic priorities. Reporting to the vice president are the directors of annual giving, planned giving, donor relations, alumni relations, corporate and foundation relations, advancement services, advancement communications, advancement events, the director of development for the Sellinger School of Business and Management, the director of development for Loyola College and the School of Education, and career services. The Vice President for Advancement is appointed by the President with the approval of the Board of Trustees.

3. **The Provost and Vice President for Academic Affairs**
   Reports to the president and serves as the chief academic officer of the institution responsible for ensuring faculty oversight of the graduate and undergraduate curriculum, coordinates and monitors academic areas of the Strategic Plan; oversees the division of Enrollment Management; staffs, coordinates, and evaluates the work of the deans; is responsible for the implementation of faculty and professional staff policies through recruitment procedures and through the allocation of instructional services and space; coordinates the participation of the University community in the formulation of academic policies by serving ex-officio as Chair of the Loyola Conference, and in conjunction with the Loyola Conference and Academic Senate, provides for the continuing evaluation of academic effectiveness. The Provost and Vice President for Academic Affairs is appointed by the President with the approval of the Board of Trustees.

4. **The Vice President for Enrollment Management**
   Is responsible for providing leadership in managing the University's enrollments as well as its image with the public. The Vice President supervises the offices of undergraduate and graduate admission, financial aid, institutional research, and marketing and communications (creative services, institutional communications, web communications). The Vice President works closely with faculty, staff, students, alumni, and other key external constituencies in order to attract students from diverse backgrounds who excel in the classroom and positively contribute to the Loyola community. The Vice President also works with internal and external stakeholders to shape and strengthen the University's reputation and relationship with the public. The Vice President for Enrollment Management is appointed by the President with the approval of the Board of Trustees. The Vice President reports to the Provost.

5. **The Vice President for Finance and Administration/Treasurer**
   Is in charge of the financial and business operations of the University and directs the long and short-range planning pertaining to the finances and business operation of the University. The Vice President for Finance and Treasurer is the custodian of University funds and investments, is responsible for the recruitment, assignment, promotion, and evaluation of personnel engaged in the financial and business operations of the University and supervises the auxiliary services of the University. The Vice President for Finance and Treasurer is appointed by the President with the approval of the Board of Trustees.

6. **The Vice President for Student Development and Dean of Students**
   Is responsible for the overall management and organization of the University's co-curricular services provided to students in student life, student conduct, student support and wellness programs, counseling, health, disability support services, recreation, student engagement, the Messina Program, athlete student support, ALANA student services, the Women's Center, and Graduate and Technology Services. The Vice President for Student Development plans and implements both short and long-term goals and objectives for the student development division. In addition, the Vice President for Student Development has the primary responsibility for developing a campus environment that enriches the academic component by offering a coherent program of diverse services offered to students. The Vice President for Student Development is appointed by the President with the approval of the Board of Trustees.

7. **The Dean of Loyola College**
   Is the academic leader of Loyola College. The dean's responsibilities include the appointment of all faculty in Loyola College, the evaluation of faculty performance, the encouragement and financing of

faculty research and development, including sabbaticals, and the appointment (according to established procedures) and evaluation of department chairs, program directors, technical assistants, and administrators in Loyola College. The dean makes recommendations to the Board on Rank and Tenure concerning the promotion and tenure of tenured and tenure-track faculty. The dean reports to the Vice President for Academic Affairs.

8. **The Dean of the School of Education**
   Is the academic leader of the School of Education. The dean's responsibilities include the appointment of all faculty in the School of Education, the evaluation of faculty performance, the encouragement and financing of faculty research and development, including sabbaticals, and the appointment (according to established procedures) and evaluation of department chairs, program directors, technical assistants, and administrators in the School of Education. The dean makes recommendations to the Board on Rank and Tenure concerning the promotion and tenure of tenured and tenure-track faculty. The dean reports to the Vice President for Academic Affairs.

9. **The Dean of the Sellinger School of Business and Management**
   Is the academic leader of the Sellinger School. The dean's responsibilities include the appointment of all faculty in the Sellinger School, the evaluation of faculty performance, the encouragement and financing of faculty research and development, including sabbaticals, and the appointment (according to established procedures) and evaluation of department chairs, program directors, technical assistants, and administrators in the Sellinger School. The dean makes recommendations to the Board on Rank and Tenure concerning the promotion and tenure of tenured and tenure-track faculty. The dean reports to the Vice President for Academic Affairs.

10. **The President's Cabinet**
    Consists of the President, the Vice Presidents of the University, and the academic Deans. The Cabinet is charged with advising the President on matters of university policy and procedure, on the budgetary process, and on institutional planning. The Cabinet normally meets weekly during the academic year and twice monthly during the summer. The deliberations of the President's Cabinet are informed by a fundamental commitment to collaborative governance and interdivisional cooperation.

11. **The Dean of Undergraduate Studies**
    Coordinates, in cooperation with the other deans, all aspects of academic programs and academic support services for all undergraduate students. The dean supervises the Assistant Dean of Undergraduate Studies, Academic Advising and Support Center, The Study, the Academic Co-director of Messina, and chairs the undergraduate Academic Standards Committee, which upholds the academic standards required of undergraduate students to maintain good standing in the University, as well as the advisory board for Undergraduate Studies. The dean reports to the Associate Vice President for Undergraduate Academic Affairs.

12. **The Dean of International Programs**
    Supports existing study abroad programs for undergraduate and graduate students and develops new programs, in cooperation with the academic departments, as a need becomes manifest. The Dean supervises all student trips offered abroad, advertises study abroad opportunities, recruits and approves students for these programs, authorizes the transfer of credit from other institutions, evaluates the programs through visits and student interviews and supports all immigration requirements for international students. The Dean supervises the Associate Directors, Assistant Directors, and Coordinators of International Programs who monitor and develop opportunities for study abroad through exchange programs and through programs offered by other institutions. The Dean reports to the Associate Vice President for Undergraduate Academic Affairs.

13. **The Associate Vice President for Undergraduate Academic Affairs**
    Assists the Vice President for Academic Affairs/Provost in the everyday operation of the Office of Academic Affairs. The primary role of this position is oversight for undergraduate achievement, to work closely with the academic Deans and Dean of Undergraduate Studies to view the undergraduate curriculum and policies from a university-wide perspective, and oversee objectives and initiatives

related to the strategic plan. The Associate Vice President provides leadership and innovation regarding new curricular initiatives and academic advising, as well as the Messina program, the Dean of Undergraduate Studies, the Director of National Fellowships, the Faculty Director of Community Engagement and Service Learning, the Office of International Programs, and the Office of International Student Services. The Associate Vice President reports to the Vice President for Academic Affairs/Provost.

14. **The Associate Vice President for Graduate Academic Affairs**
Assists the Vice President for Academic Affairs/Provost in the everyday operation of the Office of Academic Affairs. The primary role of this position is oversight of graduate academic policies and initiatives to support graduate student success, and to work closely with the academic Deans to provide strategic leadership for innovation and program development at the graduate level. The Associate Vice President for Graduate Academic Affairs also provides leadership to the Executive Director of the Clinical Centers, the Director of Digital Teaching and Learning, the Director of the Office of Research and Sponsored Programs, and the Director of Academic Events, and coordinates a team of academic leaders who support faculty development initiatives. The Associate Vice President reports to the Vice President for Academic Affairs/Provost.

15. **The Associate Vice President for Academic Budgets, Data, and Governance**
Provides strategic leadership, oversight, and management to the Records Office. Specific responsibilities include operations, budget, assessment, and data management. Works closely with academic administrators and other University divisions to make strategic hiring, curriculum, and academic program decisions on operations and budgetary matters. The Associate Vice President also acts as the Academic Liaison to Governance and supervises the Governance Coordinator. The Associate Vice President reports to the Vice President for Academic Affairs.

16. **The Associate Vice President for Finance and Treasurer**
Is responsible for directing the fiscal functions of the organization in accordance with generally accepted accounting principles and in keeping with the goals and objectives of Loyola University Maryland. The Associate Vice President establishes financial policies, procedures, controls and reporting systems and ensures legal and regulatory compliance of accounting and financial reporting functions. The Associate Vice President reports to the Vice President for Finance and Treasurer.

17. **The Chief Information Officer and Associate Vice President for Technology Services**
Creates, communicates and implements a vision for technology at Loyola that can be used to support the academic, administrative, strategic and tactical goals of the University. Manages services offered by Technology Services, to ensure that the quality of service is sufficient to meet the campus needs in a timely fashion. Develop and maintain bidirectional communication between Technology Services department and all university constituencies that utilize Loyola's online systems and services in order to understand their goals and objectives in carrying out the mission of the institution. Identify and manage various risk factors within the computing environment at Loyola, including business continuity and disaster recovery, data breaches, identity theft, change management and others (as they emerge) through the use of technology tools, end-user awareness and policies.

18. **The Associate Vice President for Facilities and Campus Services**
Is responsible for the continued development of campus projects as well as the overall leadership to Campus Services. The Assistant Vice President reports to the Vice President for Finance and Treasurer.

19. **The Associate Vice President for Student Development**
Shares the responsibilities for the overall leadership and management of the Division of Student Development including areas such as establishing divisional priorities, supervising professional staff members, and overseeing departmental budgets. The Associate Vice President reports to the Vice President for Student Development and Dean of Students.

20. **The Assistant Vice President for Career Development**
Provides oversight of the Rizzo Career Center and collaborative efforts to integrate career development across the university. This position provides leadership to the Director of Partnerships and Recruiting and the Director of Career Readiness, along with the other professional staff members and student staff members, known as Loyola Career Ambassadors. The Assistant Vice President reports to the Vice President for Academic Affairs/Provost.

21. **The Assistant Vice President for Institutional Effectiveness and Academic Assessment**
Is responsible for institutional research and analysis, strengthening division-wide academic assessment systems, evaluation of institutional effectiveness, and for integrating review and institutional accreditation processes, as appropriate. The Assistant Vice President reports to the Vice President for Academic Affairs/Provost.

C. Academic Support Administration

1. **The Faculty Director of Messina**
The Faculty Director of Messina provides leadership in the collaborative process of recruiting, training, and supporting Messina faculty members participating in the Messina program. The Faculty Director of Messina also supports the development of campus-wide Messina programs and most notably, the Common Text Program, that helps develop students in the habits of the mind conducive to rich and serious intellectual inquiry and advances the Messina learning outcomes. The Faculty Director works closely with Academic Affairs and collaborates with Student Development through the Director of Messina in Student Development. The Faculty Director reports to the Dean of Undergraduate Studies.

2. **The Associate Deans of Loyola College**
Provide vision and administrative and academic leadership for most of those departments within Loyola College. The Associate Deans support these faculty members in achieving standards of excellence in teaching, curriculum development, scholarly growth and intellectual contributions, and service to the community. The Associate Deans report to the Dean of Loyola College.

3. **The Associate Dean of the School of Education**
Is responsible for assisting the Dean of the School of Education. The Associate Dean's has primary responsibility for internal operations in the School of Education, works closely with Department Chairs on matters related to faculty hiring, development, and evaluation. The Associate Dean serves as the designated representative for the School of Education for all matters dealing with MSDE, NCATE, and CACREP, ensures that policies established by departments and programs are in accord with those established by the University and the School of Education, and serves as Associate Chair of the Council of Academic Program Directors (CAPD). The Associate Dean reports to the Dean of the School of Education.

4. **The Associate Deans of the Sellinger School of Business and Management**
Provide administrative and academic leadership for the academic departments within the Sellinger School of Business and Management. The Associate Deans support faculty members in achieving standards of excellence in teaching, curriculum, development, student assessment, scholarly growth and intellectual contributions, and service to the community. The Associate Deans report to the Dean of the Sellinger School of Business and Management.

5. **The Director of Academic Events**
Is responsible for the coordination and planning of academic ceremonies and events, including commencement The Director reports to the Associate Vice President for Faculty Affairs & Diversity.

6. **The Director for Institutional Research**
Acts as an intermediary between requests and sources of information, conducts research on the institution that aids in its development, and provides information to institutional decision makers for tactical decisions and for strategic planning. The Director oversees the preparation of internal and external statistical reports, manages the design and development of all institutional studies and

functions as a clearinghouse for institutional surveys, and conducts assessment research to provide information and analysis for the forecasting, planning, and evaluating of institutional endeavors that support University goals and objectives. The Director reports to the Vice President for Academic Affairs.

7. **The Director of the Office of Research and Sponsored Programs**
   Disseminates information on grant opportunities to faculty; conducts funding searches for faculty-initiated projects; provides advice on working with funding sources; and assists with proposal and grant budget development. Additional responsibilities include coordinating the approval of academic grants and contract applications; negotiating and recommending acceptance of contracts; and overseeing adherence to grant terms along with the Disbursements Office. The Director also assists with the development of policies that support appropriate stewardship of government grants; and provides administrative support to the Human Subjects Research Review and Research and Sabbatical Committees. The Director of the Office of Research and Sponsored Programs reports to the Associate Vice President for Faculty Affairs and Diversity.

8. **The Director of Records**
   Is the custodian of all official academic records for Loyola University Maryland. The main function of the position is to assure the delivery of prompt, efficient service to students, faculty, and administrators through maintenance of student records. The Director is also responsible for planning, directing, and supervising on and -off-campus registration, development of course schedules, publication of University catalogues, and room assignments for credit and non-credit courses. The Director reports to the Associate Vice President for Academic Student Affairs.

9. **The Executive Director of the Loyola Clinical Centers**
   Is the chief administrative officer of the Loyola Clinical Centers. The Executive Director is responsible for creating an administrative environment that facilitates excellence in training for students as well as service delivery for clients through collaboration among academic departments in a fiscally responsible manner. The Executive Director is the conduit through which the Clinical Centers interface with its multiple constituents, including prospective and matriculating graduate students and prospective and current students. The Executive Director also represents the Clinical Centers to the Govans, Baltimore, and the greater Baltimore/D.C. communities. The Executive Director reports to the Associate Vice President for Research and Graduate Affairs.

10. **Equity and Inclusion Faculty Fellow**
    Coordinates faculty communication, hiring, development, retention, inclusion, and mentoring initiatives. The fellow works with academic search committees to ensure equitable hiring practices and to provide support throughout the hiring process. The fellow coordinates and leads a team of Equity Fellows through 1-to-2-year projects and coordinates activities such as the Diversity Reading Groups. The fellow works as a member of the Faculty Development Team at Academic Affairs to deploy programming such as: (1) Faculty Orientations; (2) Mentor Program for Tenure Track Faculty; (3) Faculty Awards. The fellow also provides a consultative role to faculty and students regarding DEI matters. The Fellow reports to the Vice President for Academic Affairs.

11. **The Council of Academic Directors**
    The Council of Academic Directors is an advisory body to the Provost and Vice President for Academic Affairs. As the operational complement to the strategically oriented Provost's Council, COAD meets on a regular basis with the Associate Vice Presidents for Academic Affairs to discuss and make recommendations about implementation of strategic priorities, new academic initiatives and programs, policy development, and coordination of procedures and policies across the division. The recommendations of COAD are passed on to the Provost/Vice President and to the members of the Provost Council, the Academic Senate, the Loyola Conference, and/or other groups, as appropriate. COAD members include all first-level directors within Academic Affairs, Enrollment Management, and Financial Aid (at both the Graduate and Undergraduate levels and including the Dean of the Office of International Programs); the Associate Deans of Loyola College, the School of Education, and the Sellinger School of Business and Management; the Dean of Undergraduate and Graduate Studies; the

Dean of Students; the Director of the Center for Community Service and Justice; the Director of the Loyola/Notre Dame Library; the Associate Vice President of Finance; the Director of Strategic Marketing (MarComm); and the Associate Vice Presidents of Academic Affairs. Regular guests include the Academic Assessment and Compliance Specialist, the Director of Technology and Graduate Student Services, and a director-level representative from the Office of Technology Services.

12. **Provost's Council**
The Provost's Council is an advisory body to the Provost and Vice President for Academic Affairs. As the strategic complement to the operations-oriented Council of Academic Directors (COAD), the Provost's Council meets regularly to strategize around Academic Affairs priorities within the broader university context represented by its members: the Vice President for Enrollment Management; the Deans of the Loyola College of Arts and Sciences, the School of Education, and the Sellinger School of Business and Management; the Associate Vice Presidents for Academic Affairs; the Director of Academic Assessment and Effectiveness; the Assistant Vice President for Student Development; the Assistant Vice President for Career Services; and the Assistant Vice President for Marketing and Communication. Strategic action items agreed to by the group are shared by members with their direct reports and constituencies, or, when appropriate, passed on to other advisory groups and/or chairs of relevant university committees to discuss and determine operational next steps.

D. Other Support Administration

1. **The Assistant Vice President for Human Resources**
Provides leadership, direction, and support for personnel policy and procedure, diversity initiatives, planning and budgeting, recruitment and employment, compensation and benefits, data management, employee relations, training and development, employee assistance programs, compliance, and workplace health and safety functions of the University. The Assistant Vice President reports to the Vice President for Finance and Administration/Treasurer.

2. **The Assistant Vice Presidents for Student Development and Director of the Counseling Center**
Assists the Vice President in the everyday operation of the Division of Student Development including areas such as supervising professional staff members, and overseeing mental health and wellness, while also serving as the Director of the Counseling Center. The Assistant Vice President reports to the Vice President for Student Development and Dean of Students.

3. **The Director of the Center for Community Service and Justice**
Directs a comprehensive community service program based on a model of preparation, action, and reflections, incorporating faith, social justice, and leadership dimensions, and supervises, trains, selects, and evaluates the full-time administrative staff, student staff members, and volunteer student leaders. The director provides daily administration for the Center including visioning and planning, program development, and fiscal management; provides leadership to the development of Loyola's Service-Learning Initiative working in partnership with the Faculty Director for Community-Engaged Learning and Scholarship to develop community service components within the academic curriculum and other academic contexts; and oversees Loyola's York Road Initiative and partnerships programs with the Choice program, The Learning Bank, St. Ignatius, and Beans and Bread/Frederick Ozanam House and other partners. The Director reports to the Vice President and Special Assistant to the President.

4. **The Director of Benefits and Wellness program**
The Director of Benefits and Wellness plans, organizes, develops, administers, and implements all employee benefit health and welfare programs, wellness initiatives, and retirement plan programs. This includes medical, dental, life and disability insurances, leave benefits, childcare reimbursement, tuition remission and other benefit programs. Review and analyze programs and expenses, industry trends and best practices in line with University goals. Coordinate and analyze RFPs and handle vendor management, contracts, and invoices, and monitor applicable budgets. The director is responsible for managing enrollments, changes, and all benefit and wellness programming communications and education, and to ensure positive employee service levels as it relates to access of the programs. Engage with employees on benefit satisfaction; prepare and present information for updates,

recommendations, proposals, and changes to vendors and/or programs. Lead and coach the benefits unit and collaborate with other HR units and University departments on HR initiatives.

5. **Director Employee Relations and Organizational Development:**
   The Director of Employee Relations and Organizational Development is responsible for developing, executing, monitoring, and analyzing human resources activities that affect employee relations and talent management and employee development. Responsible for guiding strategy for programs to attract, motivate, engage, and retain an effective and diverse workforce. Oversee HR business partners who facilitate the talent management, performance management, organizational development, and employee relations activities. Develop and implement solutions to create and maintain a fair and equitable, respectful, diverse, inclusive, and engaged workforce enabling employees to contribute their best. This includes career planning, succession planning, and assessment of activities geared toward employee satisfaction and institutional productivity. Lead programs to build university organizational capacity and talent bench strength; oversee the training/employee relations specialist who assists with investigations, career development programs and counseling, and other organizational development activities.

6. **Director of Compensation and HR operations**
   The Director of Compensation and HR operations provides leadership and management of the staff and administrator compensation program, all employee human resource information systems (HRIS), recordkeeping and HR operations. Responsible for developing, directing, and monitoring human resources activities within the functional scope of compensation, HRIS, recruitment and onboarding processes, and other HR operational processes. Lead strategic and technical projects that balance industry best practices, higher education culture, competitive information, compliance with local, state, and federal regulations, and aligns with University mission, goals, and strategic plans. Accountable for the staff and administrator classification and compensation system; staff and administrator salary budgets; student employment, and HRIS/recruitment systems and workflows to ensure data accuracy and operational effectiveness. Lead and coach the compensation/HRIS and operations unit; and collaborates with HR and other University colleagues on HR initiatives.

7. **The Director of Financial Aid**
   Is responsible for the administration of all federal, state, and institutional financial aid programs. The Director establishes the philosophy, general policies, and operational procedures under which the Office of Financial Aid functions, and, in addition, provides advice and assistance in the formulation of student financial plans and, with the assistance of other University offices, administers the awarding of scholarships, grants, loans, and part time employment to eligible students. The Director reports to the President.

8. **The Director of Messina**
   The Director of Messina is responsible for the administrative management of Messina by providing leadership in the areas of faculty and staff recruitment, training, and development; staff supervision, budget oversight, assessment, and programming. The Director partners with Academic Affairs to facilitate the seamless integration of the residential and curricular components of Messina. The Director of Messina serves within the Division of Student Development and assists with furthering divisional goals and initiatives.

9. **The Director of Learning Support**
   The Director of Learning Support is an experienced, forward-thinking professional with in-depth knowledge of academic support programs, academic coaching, and functions associated with the areas, including but not limited to tutoring, academic interventions, and multilingual student support. The Director will provide leadership for operational aspects of The Study, Loyola's learning center, including tutoring and other learning support services programs. The Director provides input to and administers departmental budget development and management processes. The Director is responsible for planning, implementing, supervising, and assessing services and coordinates collaborative efforts with The Writing Center, Loyola Notre-Dame Library, the Language Learning Center, and other areas

responsible for learning support. The Director of Learning Support reports to the Dean of Undergraduate Studies and is a member of the Dean's leadership team.

E. Boards of Sponsors

There are at present three boards of sponsors authorized by the Trustees for the University. Their general function is to provide information, advice, and support for the University divisions with which each is connected, but any recommendations are subject to the normal administrative procedures and the approval of the Board of Trustees.

The three authorized Boards are:

1. The Board of Sponsors for the Department of Engineering Sciences, which advises the Department and the Dean of Loyola College on interactions between industry and the University.

2. The Board of Sponsors for the Humanities Center works with the Dean of Loyola College and the Steering Committee of the Humanities Center on how the Center's activities and programs may better serve the University and the community and assists with funding.

3. The Board of Sponsors for the Sellinger School of Business and Management works with the dean and faculty of the school to promote its healthy development within the business community.

Only the Board of Sponsors for the Sellinger School of Business and Management has been implemented and is active at this time.

III. GENERAL GOVERNANCE

A. Governing Bodies

The governance of Loyola University Maryland requires a collegial and consultative structure, appropriate assignment of responsibilities, and informed participants. These goals are addressed structurally with two Governance Bodies and an Executive Committee. The Loyola Conference and the Academic Senate are endowed with the formal authority to make policy recommendations to the University President and the Board of Trustees. The Executive Committee of the University Governance System is responsible for administering the processes and providing timely information to the University Community. The Academic Senate is charged with establishing and maintaining the academic excellence of Loyola University Maryland. The Academic Senate monitors academic conduct and approves programs, policies, and resource utilization with the objective of improving the educational effectiveness of the University. The Academic Senate is comprised of full-time faculty members elected by each department. Academic Senators will attend meetings of the Academic Senate and seek input from and report to constituents in their departments on issues and agenda items. Members of academic departments are responsible for keeping their representatives to the Academic Senate informed of their views, and for ensuring that representatives keep them informed of the Senate agendas and actions. The Loyola Conference is charged with hearing, deliberating, and making recommendations on University-wide issues, such as strategic planning, resource allocation, and administrative policy. The administrators, full-time faculty representatives, staff, and students who serve on the Loyola Conference monitor progress of the University toward its mission and goals and set and approve University-wide budgets, policies, and programs with the objective of improving the effectiveness of the University. Faculty members of the Loyola Conference will attend meetings of the Loyola Conference and Budget Committee, as appropriate, and seek input from and report to constituents on issues and agenda items. Information about membership, organization, and purpose of both the Senate and the Conference is contained in Senate/Conference By-Laws; this document is accessible from the Governance website.

B. Academic Areas

For the purpose of faculty representation on the Loyola Conference as well as many committees, departments are grouped into 5 academic areas as follows:

Business: Accounting, Economics, Finance, Information Systems, Law and Operations, Management and Organizations, Marketing

Education: Education Specialties, Teacher Education

Humanities: Classics, Communication, English, Modern Languages and Literatures, History, Philosophy, Theology, Visual and Performing Arts, Writing

Natural and Applied Sciences: Biology, Chemistry and Biochemistry, Computer Science, Electrical Engineering and Engineering Science, Forensic Science, Mathematics and Statistics, Physics

Social Sciences: Political Science, Psychology, Sociology, Speech-Language-Hearing Sciences

C. Elected Committees

Information about the membership and Chair of each committee is accessible from the Governance website. In alphabetical order, these committees are as follows:

1. Board on Rank and Tenure

Charge: The Board consists of seven tenured faculty members chosen by the tenured and tenure-track faculty for a three-year term. The seats on the Board have been apportioned so that each of the five University areas is represented. Two seats, the sixth and seventh, are elected at-large. The main function of the Board is to provide a distinct academic and professional judgment on the qualifications of new faculty appointments at the rank of Associate Professor or Professor, promotion, the granting of tenure or emeritus status, and dismissal proceedings, in the initial stages. The Board elects its own

Chair, and its recommendations are made by at least a majority. The Board meets as it finds necessary. Normally, it deals with applications for promotion in the fall semester and with tenure reviews in the spring semester. Members may not present their credentials for promotion during their tenure on the Board (see Appendix B in the Faculty Handbook).

2. Board of Rank for Teaching and Clinical Faculty

Charge: The Board consists of seven teaching and clinical faculty members at the Associate Professor or Professor level, each elected by the teaching and clinical faculty for a three-year term. The seats on the Board have been apportioned so that each of the five University areas is represented. Two seats, the sixth and seventh, are elected at-large. The main function of the Board is to provide a distinct academic and professional judgment on the qualifications of new faculty appointments at the rank of Associate Professor or Professor, promotion, and dismissal proceedings, in the initial stages. The Board elects its own Chair, and its recommendations are made by at least a majority. The Board meets as it finds necessary. Normally, it deals with applications for promotion in the spring semester. Members may not present their credentials for promotion during their tenure on the Board (see Appendix B in the Faculty Handbook).

3. Curriculum Committee: Undergraduate (Committee of the Academic Senate)

Charter: The Committee may initiate proposals and studies of undergraduate curricular and related academic matters.

Charge: The committee's primary responsibilities are to maintain standards of academic excellence in the liberal arts tradition throughout the undergraduate curriculum and to ensure a coherent educational program congruent with Undergraduate Educational Aims approved by the Academic Senate.

a. Because the Core Curriculum is the primary bearer of the liberal arts tradition at Loyola University, the UCC reviews the Core: The Core aims approved by the Academic Senate, the ways faculty determine how well students meet those aims, and the processes faculty engage in to improve any shortfalls between the Core aims and Core accomplishments.

b. To assure coherent educational programs (coherent with the core and each other), the UCC reviews all new and substantially expanded or modified programs (majors, concentrations within majors) requiring Maryland Higher Education Commission [MHEC] certification.1

c. The UCC reviews new or substantially modified minors, changes in the curricular records on a Loyola undergraduate transcript (for example, specializations), changes in departmental courses affecting requirements in other departments or programs, and any aspects of the undergraduate curriculum assigned by the Academic Senate (for example, the Undergraduate Diversity/Justice requirement

d. The review of many other aspects of the undergraduate curriculum – whether the liberal arts and sciences core [1) above] or other educational programs [2) above] -- are primarily the responsibility of individual faculty, departments, and/or Deans.2 This includes the ongoing review of majors and minors and other educational programs. Faculty should consult with other departments or programs when considering changes in departmental courses (including cross-listed courses) affecting other departments or programs. Any issues that arise on these or other aspects of the curriculum which the faculty and Deans cannot resolve may be brought to the Undergraduate Curriculum Committee which determines whether to pursue that issue (as permitted by its Charter above) or refer the matter back to the appropriate departments and Deans.

4 Curriculum Committee: Graduate (Committee of the Academic Senate)

Charge: The committee's primary responsibilities are to maintain standards of academic excellence throughout the graduate curriculum and to ensure coherent educational programs congruent with the mission of the University and the current Graduate Learning Goals. Under the guidelines of the Curricular Proposal Process, the committee reviews any curricular changes to graduate programs, including but not limited to curricula of new graduate degree programs, new areas of emphasis that require submission to MHEC, as well as any action or proposal of existing programs that affect

another department/program. Curricular proposals for the Sellinger School of Business and Management and the School of Education are dealt with first within the school's curriculum review process, where effects on other departments and or programs within the schools are considered.

5. **Faculty Affairs Committee (Committee of the Academic Senate)**
   Charter: The committee makes recommendations on issues of faculty rights and welfare. The committee reports annually, in writing, to the Senate.
   Charge: The committee coordinates faculty elections, makes faculty appointments to several university-wide committees, and coordinates with administrators in appointments to advisory committees. It oversees the effective functioning of the appointed committees. It serves as a liaison and a communication body between the Loyola faculty and the Executive Governance Committee.

6. **Faculty Compensation Committee (Committee of the Academic Senate)**
   Charter: The committee represents the faculty on matters of salary and benefits. In doing so, the committee communicates directly with the Vice President for Academic Affairs, the Loyola Conference, the Compensation and Benefits Committee, and the Budget Committee.
   Charge: The committee makes recommendations on matters relating to faculty salary and benefits. The committee gathers information, oversees discussion, and makes recommendations on issues relating to faculty pay and benefits. In doing so, the committee communicates directly to the Vice President for Academic Affairs, the Loyola Conference, the Compensation and Benefits Committee, and the Budget Committee. The Committee reports annually, in writing, to the Senate and the faculty.

7. **Grievance Panel**
   Charge: The panel is a body elected in accordance with the Grievance Policy (see Appendix C in the Faculty Handbook) from which the members of the Hearing Committee are chosen. The panel consists of twelve elected members (three administrators, three tenured faculty members, three staff members, and three students). The faculty, administrators, and staff members serve three-year staggered terms; one member from each group is elected each year. The students serve one-year terms. If a seat becomes vacant, there is a special election to complete the unexpired part of the term.

D. Committees of the Academic Senate

The membership of some of the committees appointed by the Faculty Affairs Committee is apportioned by the academic division. Information about the Academic Senate, membership, and Chair of each committee is accessible from the Governance website. In alphabetical order, these committees are as follows.

1. **Academic Standards Committee: Graduate**
   Charter: The Committee Chair convenes a Review Panel consisting of three Committee members upon written contact by a department chair or program director that a student is appealing a charge of academic dismissal or allegations of academic integrity. Dismissals and academic integrity charges are based on the student's testimony and materials gathered from the respective Program Director/Department Chair or Director of Program Operations. Materials may include but are not limited to professional assessment reviews, course transcripts, and notes from the professor of record and other documentation relevant to the particular case. Committee members are selected for the Review Panel to ensure appropriate representation. To avoid a conflict of interest, faculty must recuse themselves from the hearing if he/she is from the same department or has taught the student. The Chair also rotates Panel assignments, to balance the committee workload. The Chair, or a designee, serves as a non-voting member on all Review Panels in order to provide assistance and help ensure consistency from case-to-case. The Review Panel's finding in appeals of academic dismissal based on professional assessment reviews and unsatisfactory academic performance is final. In cases of academic dishonesty, the Panel's determination is a recommendation to the instructor, department chair, or graduate program director. The Committee may meet with other University committees to discuss policies and practices as necessary.
   Charge: The Graduate Academic Standards Committee reviews and makes decisions regarding graduate student appeals of program dismissal or allegations regarding academic integrity. The committee also regularly reviews university-wide policies on academic standing and dismissal for graduate students and makes recommendations when appropriate. The Committee may meet with other

University committees to discuss policies and practices when necessary. The committee reports annually, in writing, to the Academic Senate and to the Deans.

3. **Academic Standards Committee: Undergraduate**
   Charter: Review boards comprising approximately three faculty members from the Academic Standards Committee normally convene twice annually to review the appeals of students who are up for academic dismissal from Loyola University. An administrator from the Academic Advising and Support Center or the Dean of Undergraduates serves as a non-voting facilitator for each board. The Academic Standards Committee, Dean of Undergraduate and Graduate Studies and the probation monitor set probation sanctions for all students who have been placed on academic probation. The Dean of Undergraduate and Graduate Studies may refer upper-class students in good standing who receive a GPA of 1.5 or below in a given semester and students out of good standing who are referred directly to probation without dismissal to meet with a team of two faculty members.
   Charge: The Academic Standards Committee regularly reviews the criteria for maintaining good academic standing at Loyola University and makes recommendations for changes when appropriate. The committee also reviews the process by which the University upholds academic standards for undergraduate students, and it reports annually, in writing, to the Senate.

4. **Academic Technology Committee**
   Charge: The committee considers and makes recommendations about the technology and technology service requirements of the faculty. The committee reports annually, in writing, to the Senate. The committee also serves as an advisory committee to the Chief Information Officer and Assistant Vice President for Technology Services.

5. **Committee on the Assessment of Student Learning**
   Charge: The Committee on the Assessment of Student Learning (CASL) will review, provide feedback on, and facilitate the assessment of student learning at the program, school, and institutional levels.

6. **Enhancement of Teaching and Learning Committee**
   Charter: The committee recommends, plans, and executes programs and workshops to enhance teaching and learning.
   Charge: The committee considers ways to enhance teaching and learning. The Committee reports annually, in writing, to the Senate.

7. **Faculty Evaluation Committee**
   Charge: The committee examines the procedures and instruments for faculty evaluation currently in place at the University and makes recommendations on the continuation or alteration of both University evaluation procedures and the faculty evaluation procedures. In making its recommendations, the committee considers best practices at benchmark institutions. The Committee reports annually, in writing, to the Senate.

8. **Faculty Handbook and Academic Policies Committee**
   Charge: The committee ensures that the Faculty Handbook accurately describes practices, policies, and procedures of the University as they relate to faculty. At the request of the Senate, it reviews academic policies not under the jurisdiction of other committees and forwards recommendations to the Senate. The committee reports annually, in writing, to the Senate.

9. **Institutional Review Board**
   Charter: The committee must approve all research proposals involving human subjects. The committee may alter, suspend, or terminate any research activity that does not conform with either University policy or the guidelines set forth in 45 CFR 46, Code of Federal Regulations.
   Charge: The committee establishes guidelines and procedures for reviewing all research involving human subjects to ensure the protection of human rights in accordance with the guidelines set forth in 45 CFR 46, Code of Federal Regulations. The committee reports annually, in writing, to the Senate.

10. Library Committee

Charter: The committee serves as Loyola's faculty representatives on the Loyola/Notre Dame Faculty Library Committee.

Charge: The committee works to ensure that the Loyola/Notre Dame Library provides the best support possible to the Loyola community and to ensure the centrality of the Library in the academic life of the University. The committee reviews and recommends improvements to meet the faculty's Library needs. The Committee reports annually, in writing, to the Senate.

11. Research and Sabbatical Committee

Charter: The committee reviews and evaluates applications from faculty members for financial assistance from the University for summer research grants and sabbaticals. These recommendations are submitted to the Vice President for Academic Affairs for implementation with copies to the Dean of Loyola College Arts and Sciences, the Dean of the School of Business and Management, and the Dean of the School of Education.

Charge: The committee recommends policies to promote and support faculty research. The Committee reports annually, in writing, to the Senate and the faculty.

E. Committees of the Loyola Conference

Information about the Committees of the Loyola Conference, membership, and Chair of each committee is accessible from the Governance website. In alphabetical order, these committees are as follows:

1. Budget Committee

Charge: The committee assumes responsibility for establishing the annual budget assumptions and priorities, reviewing these assumptions and priorities in relation to the University's long-range room and board plan, and drafting the University's budget (including recommendations for tuition, room and board, and employee compensation). The committee sends copies of meeting agendas and minutes to the Senate-Conference Executive Committee, and reports annually, in writing, to the Conference.

2. Compensation and Benefits Committee

Charge: The committee advises the President's Cabinet, the Associate Vice President for Human Resources, and the Loyola Conference about compensation (for staff and administration) and benefits (for all employees) goals, the allocation of resources to meet those goals, and the monitoring of progress toward achievement of those goals from the constituents' perspectives. The committee sends meeting agendas and minutes to the Executive Committee of Governance, and reports annually, in writing, to the Loyola Conference. The committee reports annually, in writing, to the Conference. The committee, in consultation with the Chair of the Budget Committee regarding appropriate timing for advancing a formal recommendation, will vote and issue recommendations regarding compensation and benefits to the Budget Committee for eventual consideration by the Loyola Conference.

3. Committee on Institutional Effectiveness

Charter: The committee, with the help of working groups, compiles evidence from across the University to demonstrate adherence to the institutional accreditation standards, seeks consultation with non-members as needed, and reports to the Loyola Conference on:

- Analyses of the University's institutional effectiveness in meeting its stated mission and goals;
- Recommendations for meeting the *Constant Challenge to Improve* in regard to the institutional accreditation standards; and
- Gaps in procedures, policies, or documentary evidence in meeting the institutional accreditation standards.

The committee expands to become the steering committee during major accreditation events (e.g., self-study reports and site visits) that occur on a periodic basis (i.e., every eight years at the time of this draft).

Charge: The Committee on Institutional Effectiveness is charged with assisting the Loyola Conference in its role to oversee the University-wide issue of institutional accreditation. The committee will report on the University's effectiveness at meeting its stated mission and goals through analyses of key measures informed by data and evidence. In doing so, the committee will report at least annually to the Loyola Conference on Loyola University Maryland's adherence to the accreditation standards of the

Middle States Commission on Higher Education and will serve as the steering committee during major accreditation events.

4. **Technology Services Committee**
   Charter: The committee may form subcommittees or working groups to plan/study particular projects. The committee has a standing Academic Technology Subcommittee which considers and makes recommendations about the technology and technology service requirements of the faculty; the faculty committee members serve on this subcommittee.
   Charge: The committee considers ways to encourage and facilitate use of technology for instruction, research and administration, as well as informing the University community of the capabilities, limitations and changes in information technology. The committee sends copies of meeting agendas and minutes to the Senate-Conference Executive Committee, and reports annually, in writing, to the Conference.

5. **Sustainability Committee**
   Charter: The purpose of this committee is to build and foster a framework for building a culture of sustainability at the University. The committee makes recommendations related to environmental sustainability to the appropriate offices and governing bodies of the university. The committee may form subcommittees or working groups to plan/study particular projects as needed.
   Charge: The committee helps to set the University's sustainability goals & evaluate the progress toward these goals. The committee reviews and advises the university on current and proposed projects and policies related to sustainability. The committee determines ways to increase environmental awareness and education by fostering a dialogue between operations, teaching, research and student engagement around the issue of sustainability & justice. The committee ensures that the sustainability efforts of the University are being appropriately publicized.

F. Advisory Committees

Information about the membership and Chair of each committee is accessible from the Governance website. In alphabetical order, these committees are as follows:

1. **Admissions Committee-Undergraduate (currently not being staffed)**
   Charge: The committee works in an advisory capacity and collaborates with the Director of Undergraduate Admission on the development and execution of admission policies and strategies. As Admission trends are assessed and University needs are identified, other matters may be brought to the committee through the Director of Undergraduate Admission.

2. **Career Development Board**
   Charge: The Board advises the Director of the Career Development and Placement Center on campus recruiting, career planning workshops, career resources and other areas related to student careers and employment.

3. **Education for Life Committee**
   Charge: The committee reviews requests and allocates funds in support of educational initiatives designed to promote student learning outside the classroom.

4. **Engaged Scholarship Committee**
   Charge: The committee supports programs that advocate community-based research and civic- and community-engaged learning and scholarship. In particular, the committee advises the Office of Research and Sponsored Programs in administering the Kolvenbach Program and recommends the Faculty Award for Excellence in Engaged Scholarship. Chair by the Faculty Director for Community-Engaged Learning and Scholarship.

5. **Environmental Health and Safety Committee**
   Charter: The committee makes recommendations to the Loyola Executive Committee or other appropriate authority to eliminate or minimize safety or environmental hazards incurred throughout the Loyola University Maryland Community.

Charge: The committee reviews issues and establishes procedures and policies of general concern with regard to the safety of persons and property.

6. **Honor Council Advisory Committee**
   Charter: A hearing board, consisting of 3 to 5 students and a faculty moderator hears cases involving violations of the Honor Code.
   Charge: The committee promotes and administers the Honors Code. The committee constitutes the pool from which hearing boards are drawn.

7. **Institutional Animal Care and Use Committee**
   Charter: The committee reports annually on the animal use program and facilities to the Office for Protection from Research Risks. The committee and/or the doctor(s) of veterinary medicine may alter, suspend or terminate any research activity that does not conform to either University policy or the guidelines of the Office for Protection from Research Risks, a branch of the National Institute of Health (NIH).
   Charge: The committee reviews protocols and resolves concerns involving the care and use of animals on campus or under Loyola University Maryland auspices by recommending changes or improvements in the animal use program or facilities to the appropriate officers of the University. The committee reports annually on the animal use program and facilities to the Office for Protection from Research Risks.

8. **Kolvenbach Award Committee**
   Charge: The committee reviews and selects proposals for the Kolvenbach Award. These awards combine theory and practice, joining intellectual concepts and direct contact with communities. Peter-Hans Kolvenbach, S.J., calls for work that connects the university to human society, human life, and the environment. These awards support this work and are distributed among undergraduate and graduate student, faculty, and staff/administrator applicants according to the merit of the proposed project.

9. **Loyola's Commitment to Justice Committee**
   Charge: The committee distributes a campus-wide call for contributions to the national Commitment to Justice in Jesuit Higher Education conference. That conference occurs every three years and selects proposals in a national double-blind review. Members of Loyola Commitment to Justice Committee present talks at the national conference and return to campus to share the fruits of the conference and help practice on our home campuses the justice principles that define Jesuit education. The committee also oversees Loyola's signature justice speaker series.

10. **Messina Advisory Board**
    This Committee is an advisory committee. Faculty members of this committee are appointed by Faculty Affairs in consultation with the faculty co-director of Messina for three years. The Messina Advisory Board is an ongoing board. The charge of the Board is to serve as the leadership body concerning the stewardship of Messina for all first-year students in all of its aspects, curricular, co-curricular, and extracurricular. The Board is responsible for assuring that the learning aims of the Program are met and that they conform to the Undergraduate Learning Aims. The Board also will be responsible for the integration of the Catholic Intellectual tradition into the Program, theme generation, organization, and review, the development of the discernment component of the program consistent with Jesuit aims and pedagogies, and faculty and Student Development personnel recruitment; faculty of the Board will be responsible for all appropriate curricular elements of the Program. The Board also may develop and maintain appropriate sub-committees, consistent with University governance, to monitor specific program elements. The Board will provide reports to and, where appropriate, advise the Vice Presidents for Academic Affairs and Student Development, and the Undergraduate Curriculum Committee.

11. **National Fellowships Committee**
    Charge: The committee informs faculty as well as students about prestigious fellowships and scholarships available on a nationally competitive basis. It assists students in the application process by

reviewing their application materials, conducting interviews with the applicants, recommending ways to enhance the quality of their applications, submitting the final applications to the respective selection committees, and conducting mock interviews for those students who are invited to interviews beyond Loyola University Maryland. In addition, it prepares and submits Loyola's official evaluation of each applicant to the respective fellowship/scholarship selection committee(s).

12. **Student Research and Scholarship Committee**
    Charge: The committee plans and administers an annual "Undergraduate Student Research & Scholarship Colloquium." Held in early April, the forum is an all-day event at which students present their research in various disciplines in competition for monetary prizes.

13. **Undergraduate Studies Advisory Board**
    This Committee is an advisory committee. Members of this committee are appointed by Faculty Affairs in consultation with the Dean of Undergraduate Studies for three years. The Undergraduate Studies Advisory Board establishes communication between offices and programs that serve undergraduate students and advises the Dean of Undergraduate Studies on matters concerning the needs of undergraduate students.

14. **University Board on Discipline**
    Charter: A hearing board, consisting of three faculty members and two students, hears an appeal from a student or students found responsible for serious violations of the standards of student conduct, and recommends appropriate action to the Vice President for Student Development.
    Charge: The committee constitutes the pool from which hearing boards are drawn

G. Academic Program and Area Studies Committees
In alphabetical order, these committees are as follows:

1. **Asian Studies Committee**
   Charge: The committee administers the Asian Studies Minor and organizes various programs to facilitate the scholarly discussion of Asian Studies. Members serve a one-year term.

2. **Catholic Studies Committee**
   Charge: The committee administers the Catholic Studies Minor and organizes various programs to facilitate the scholarly discussion of Catholic Studies. Members serve four-year terms.

3. **Comparative Cultural and Literacy Studies Committee**
   Charge: The committee oversees the implementation of the Comparative Cultures and Literary Studies major/minor, such as course selection and approval of the capstone course. The committee also reassess the program periodically to maintain its integrity and interdisciplinary focus. Members serve two-year terms.

4. **Film Studies Committee**
   Charge: The committee administers the Film Studies Minor and organizes various programs to facilitate the scholarly discussion of film studies. Members serve a one-year term.

5. **Gender Studies Committee**
   Charge: The committee administers the Gender Studies Minor and organizes various programs to facilitate the scholarly discussion of gender issues. Members serve a one-year term.

6. **Health Pre-Professional Committee**
   Charge: The committee interviews all students applying to health professional schools who wish a letter of support from Loyola University Maryland. After examining credentials and recommendations, the committee decides by consensus on the level of support to be given the student and the general content of the letter of evaluation. Students are interviewed by the committee during September, May, and June, and at other times as necessary.

7. **Honors Program Executive Board**
   The Executive Board provides advice for issues related to the general administration and development of the Honors Program. Membership consists of the Honors Director, Associate (or Assistant) Director, Dean of Loyola College, one professor from each division of Loyola College, and two current Honors faculty members. Members of the Honors Program Executive Board are appointed by the Dean of Loyola College in consultation with the Honors Director to serve in staggered terms of three years. In addition to the ongoing general review and development of the program, the Board's primary tasks are reviewing curricular proposals, including faculty applications to teach Honors courses, as well as changes to the *Human Drama* sequence theme. Members of the Board also assist the Director in both the Admission process for students, by reading applications, and in the hiring of faculty to teach in the Program.

8. **Humanities Center Steering Committee**
   Charge: The committee provides advice on the Humanities Center. The steering committee consists of the chairs of the Humanities departments, the Vice President for Academic Affairs, the Dean of Loyola College, the Director of the Center, and the directors of the Honors Program and the Humanities Symposium. The committee assists the Director in formulating the policies of the Center and in operating its programs.

9. **Medieval Studies Committee**
   Charge: The committee administers the Medieval Studies Minor and organizes various programs to facilitate the scholarly discussion of Medieval Studies. Members serve a one-year term.

IV. FACULTY STATUS

The faculty at Loyola University Maryland includes all those engaged to teach any course or workshop during the regular semesters, or in the summer. According to the Rank and Tenure Policy Statement faculty membership consists of tenured faculty, tenure-track faculty, teaching and clinical faculty, affiliate faculty, and tenured faculty serving as administrators. Tenured and tenure-track faculty members are those whose primary responsibilities are teaching, scholarship, and service, and who have or are advancing toward tenure. Faculty who are neither tenured nor tenure-track that have renewable contracts are considered teaching and clinical faculty. Faculty who are neither tenured nor tenure-track and do not have renewable contracts are affiliate faculty members. The distinction between tenured or tenure-track, teaching and clinical faculty and affiliate faculty affects the way appointments are made and the relative level of responsibility the faculty member owes the University.

In addition to faculty status, appointments for faculty members includes the assignment of the rank of Instructor, Assistant Professor, Associate Professor, or Professor. The norms for these ranks are specified in the Rank and Tenure Policy Statement (see Appendix B, Section 1.2).

Faculty Members are also classified according to the type of contract that they hold in an academic year. Ordinarily, tenured and tenure-track faculty have a full-time, 10-month contract. Tenured faculty serving as administrators ordinarily have full-time, 12-month contracts. Affiliate faculty members have either a full-time (FT) 10- or 12-month contract or part-time (PT) contract. A part-time contract entails less than full-time employment; it may cover the entire academic year, a single semester, or a summer term. Finally, depending on the appointment type, some affiliate faculty members receive one-year or per-course appointments with the possibility of renewal, some are eligible to receive multi-year contracts, and others receive non-renewable contracts.

The following table provides a summary of tenured/tenure-track membership types:

Faculty Type	Description
Tenure-Track (probationary)	Reappointed annually throughout the probationary period; normal teaching load is 6 courses a year, plus research and service
Tenured	Normal teaching load is 6 courses a year, plus research and service
Tenured Faculty Serving as Administrators	Primary responsibility is administrative. Retain tenure as faculty members; may teach 1 or 2 courses a year; maintains right to return to full-time tenured faculty. (see Section IV-P)
Emeritus	Status conferred for record of distinction, does not retain tenure; no workload expectations. Eligible for year-by-year teaching contract. (see Section IV-S)

The following table provides a summary of teaching and clinical faculty position types:

Teaching and Clinical Faculty Position Type	Description
Clinical	Renewable unless notified. Teaching is done in clinical settings; some administrative responsibilities connected with clinic; normal load is 80% teaching (8 courses per year or equivalent) and 20% service; no research expectations. Rank determined at time of hire.
Teaching	Renewable unless notified; normal load is 80% teaching (8 courses per year or equivalent) and 20% service; no research expectations. Eligible for multi-year contract after period of successful service. Title: Assistant Teaching Professor, Associate Teaching Professor, Teaching Professor.
Practitioner	Renewable unless notified; normal load is 60% teaching (6 courses per year or equivalent) and 40% service/practice; no research expectations. Eligible for multi-year contract after period of successful service. Title: Practitioner-type in Residence or Senior Practitioner-type in Residence (e.g., Executive in Residence).

The following table provides a summary of affiliate faculty position types:

Visiting	Non-renewable. Normal load is 80% teaching (8 courses per year or equivalent) and 20% service; no research expectations. Rank determined at time of hire.
Post-Doctoral	Non-renewable. Normal duties include teaching four courses per year (or equivalent), professional development, and research activity. Limited positions as part of a University initiative. Title: Post-Doctoral Teaching Fellow.
Per-Course Affiliate	Per course contract; paid by the semester; no service or research expectations; not eligible for benefits. Rank determined at time of hire.

A. Tenured and Tenure-Track Faculty

1. Initial Appointment (Tenured and Tenure-Track Faculty)

Recruiting tenured and tenure-track faculty members is the responsibility of each department acting under the leadership of its Chair. Information about hiring procedures, as well as associated forms, is available from the Academic Affairs website on the Information for Chairs page.

a. When the campus interviews have been completed, the department reviews the qualifications of all the candidates and, by consensus or vote, reach agreement. The chair discusses the department's recommendation with the dean. Prior to making an offer to the candidate, the dean discusses with the chair the recommended rank and salary range. Appointment with tenure and/or at the rank of Associate Professor or Professor requires the concurrence of the Board on Rank and Tenure. The result of this negotiation will be communicated promptly to all those who participated in the interviews. If the position is to be a tenured one and/or the candidate is to be appointed with the rank of Associate Professor or Professor, the interview packet serves as the candidate's tenure and/or rank application. This material, as well as letters from the department chair, dean, and Vice President for Academic Affairs, is sent to the Board on Rank and Tenure following the procedures outlined in the Rank and Tenure Policy Statement, where feasible. The Board then makes a recommendation to the President in a timely manner. The chair will inform the new faculty member of the schedule of courses and office arrangements, and will offer assistance on relocation, if that is necessary.

b. Appointment as a tenured and tenure-track faculty member involves a full-time commitment from August 24 to June 8. As specified in Section 2.4 of the Rank and Tenure Policy Statement, annual contracts for tenure-track faculty members are automatically renewed for one academic year on

February 28 unless either party has notified the other, in writing, prior to that date, of the intention to terminate employment. Salary letters for tenured and tenure-track faculty members are ordinarily sent by the Vice President for Academic Affairs on or before April 15. If the faculty member does not intend to accept the offer, the faculty member should inform the Vice President for Academic Affairs in writing within 30 days of receipt of the salary letter, or prior to May 15, whichever is later. These dates may be extended by mutual agreement of the Vice President for Academic Affairs and the faculty member.

c. The dean, in consultation with the VPAA and Department Chair, may grant credit for previous experience in teaching, research, and service at other institutions of higher learning. At the time of hire, the dean must document the length of the shortened probationary period and the time period of the candidate's record that will count toward tenure and promotion. Ordinarily, no more than two years of qualified prior experience at other institutions of higher learning will be credited, in accordance with Section 4.2 of the RTPS.

d. Acceptance of a contract gives the University a well-grounded expectation that the faculty member will observe the policies and procedures of the University in a professionally responsible manner.

2. Rank (Tenured and Tenure-Track Faculty)

Tenured and tenure-track faculty are assigned the rank of Assistant Professor, Associate Professor, or Professor. The norms for these ranks are specified in the Rank and Tenure Policy Statement (see Appendix B, Section 1.2). Tenure-track faculty who have not yet earned a terminal degree (i.e., are ABD) at the time of initial hire may be temporarily assigned the rank of Instructor. Upon certification of completion of the terminal degree, the faculty member assumes the rank of Assistant Professor.

3. Teaching Load (Tenured and Tenure-Track Faculty)

The normal teaching load for tenured and tenure-track faculty is three courses, or the equivalent, per semester. When practical this includes no more than two preparations per semester and no more than four preparations per year. This can be reduced for sufficient reason by the dean after consultation with the department chair. Chairs will consult with faculty about their teaching preferences and take them into account, as much as possible, when assigning courses.

4. Annual Review (Tenured and Tenure-Track Faculty)

a. Departmental Review

An important feature of faculty development is the process during which the department chair meets annually with each tenured and tenure-track faculty member. This annual review figures prominently in faculty development, in merit decisions, and in charting the faculty member's progress toward promotion. For tenure-track (probationary) faculty members, the annual review also provides the opportunity for a mutual exchange on progress toward tenure and the department's recommendation on reappointment. For the latter, department chair must consult with the department's tenured faculty members (see Appendix B, Sections 2.1 and 2.4). Information about notice of non-renewal of contracts for tenure-track faculty members is in Section IV.I.

As stipulated in the Section IV-E on mid-term review, "the annual review can be suitably abbreviated in the year in which the mid-term year occurs, as agreed to by the faculty member, the chair (having consulted the department), and the dean."

The annual review begins with the faculty member submitting an Annual Update and supporting materials to the chair. After reviewing these documents, the chair drafts a letter or memo. This letter should explicitly and succinctly discuss how well the faculty member has met relevant personal, departmental, and University-wide goals in teaching, scholarship, and service during the previous year as well as the appropriateness of the faculty member's goals for the coming year. The Annual Update, the chair's letter, and the subsequent exchange between the faculty member and chair should focus on continuing improvement of teaching, scholarship, and service. As

required by Section 4.2 of the Rank and Tenure Policy Statement, the chair also indicates whether the faculty member is making "progress toward tenure." The letter should also include evaluations of teaching, scholarship, and service as well as an overall summary evaluation, using the terminology contained in the Faculty Compensation Agreement (i.e., outstanding, exceeding expectations, meeting expectations, and not meeting expectations). In making these evaluations (outstanding, exceeding expectations, meeting expectations, and not meeting expectations), the chair should use the departmental evaluation criteria for each area (teaching, scholarship, and service) for the appropriate rank (Professor, Associate Professor, or Assistant Professor).

After receiving the chair's letter, the faculty member and chair meet to engage in a mutual exchange about the faculty member's performance as well as the chair's letter. If the chair and faculty member do not agree on the summative evaluations, the faculty member should write a letter explaining any differences; this letter should be attached to the chair's letter.

After the meeting between the chair and the faculty member, the chair forwards the faculty member's Annual Update and supporting materials as well as the chair's letter to the appropriate dean. If the faculty member has written a letter expressing disagreement with the chair's evaluation, the chair also forwards it to the dean. The chair and dean then meet to discuss the chair's formative and summative evaluation. In the majority of cases, the chair and dean agree in their formative and summative judgments. When they do agree, the dean indicates agreement in the next contract letter by assigning the appropriate merit increment; however, for probationary faculty members, the dean explicitly indicates in writing whether the dean believes the faculty member is making progress toward tenure in teaching, scholarship, and service. If the chair and dean disagree in their final summative evaluations, the dean notifies the faculty member and the chair in writing, along with the dean's reasons. The final decision on a summative judgement is made by the Dean. A faculty member who wishes further clarification of the dean's evaluation can request such clarification.

Variations to this interchange between faculty member, chair, and dean must be agreed to by the department chair (having consulted the tenured and tenure–track faculty members) and the dean.

The contract for the following year is generated separately and subsequently.

b. Dean's Annual Review

The appropriate dean shall each year invite the tenure-track (probationary) faculty member to meet to discuss the faculty member's progress toward tenure. This meeting ordinarily takes place between the spring and fall semesters. After each year's annual meeting, the probationary faculty member may request a written summary of the discussion and evaluations and/or recommendations and the dean shall normally transmit this summary, evaluations and/or recommendations to the faculty member within two weeks. These arrangements have been made to ensure that faculty members are kept fully informed of their progress and status.

5. Mid-term Review (Tenure-track Faculty)

As specified by the Rank and Tenure Policy Statement in Section 4.3, each tenure-track faculty member is reviewed at the midpoint of the probationary period. The faculty member prepares a dossier that addresses the criteria for tenure articulated in the Rank and Tenure Policy Statement. The dossier is examined by the department chair and all tenured faculty members in the department as well as the appropriate dean and the Vice President for Academic Affairs.

The mid-term review is important and should be treated as approximating the tenure review process. Following the review, the department should take care not to recommend reappointment for a probationary faculty member whose progress toward tenure is clearly not sufficient; see section IV.I for non-renewal of contracts. If the department recommends reappointment and the dean approves, the annual review can be suitably abbreviated in the year in which the mid-term year occurs, as agreed to by the faculty member, the chair (having consulted the department), and the dean.

a. Dossier

Prior to preparing the dossier, faculty members are encouraged to review the tenure criteria listed in Section 4.6 of the Rank and Tenure Policy Statement Faculty members who began their tenure-track appointment in July 2005 or later should note that the tenure criteria also include the criteria for the rank of Associate Professor. As such, the mid-term review for faculty members who began their tenure-track appointment in July 2005 or later will include a review of their progress toward promotion to rank of Associate Professor, if they also do not already hold that rank.

Prior to preparing the mid-term review dossier, faculty members are encouraged to review the section of the Faculty Handbook on Preparation for Tenure and Promotion (IV.K.). The requirements and recommendations contained there give a broad framework, while allowing considerable freedom to individual candidates in compiling their tenure dossier. For example, in applying for tenure, candidates do not have to use the form posted on the Academic Affairs website, but they "must address the areas indicated on the form and in [the] order presented." Candidates must present "evidence of success" in teaching, research, and service, but "enjoy freedom in compiling a dossier to demonstrate this success." An approximation to this combination of "framework" and "freedom" characterizes the mid-term review.

In preparing the mid-term review dossier, faculty members should include the information on teaching, research, and service that is requested on the tenure application form. In compiling a dossier indicating progress toward tenure, faculty members may find it helpful to prepare narrative statements about their teaching, research, and service. In addition, the dossier should include evidence of effectiveness in teaching such as peer reviews and student evaluation summaries, evidence of quality scholarly activity, and evidence of quality service. The main body of the dossier, minus any appendices, generally should not exceed 4,000 words (approximately 10 pages of 12-point type). Dossiers should also include as appendices: a current resume, copies of annual letters of evaluation from the department chair, and letters or notes of evaluation from the dean.

b. Calendar

The following is the typical calendar:

Mar – Apr:	Faculty member prepares an electronic mid-term review dossier and submits via Interfolio according to the timetable established by the department, but no later than May 1.
Apr – May:	Tenured members of the department review the dossier and meet to discuss the departmental letter. Chair prepares the letter "expressing the department's assessment, including minority opinions, of the faculty member's progress toward meeting the tenure criteria" (RTPS, Appendix B 4.3). The departmental letter is forwarded to the dean during April or May, but no later than June 1 via Interfolio. A copy of the departmental letter to the faculty member via Interfolio.
June:	Faculty member meets with the dean, who typically uploads a review letter to Interfolio by July 15. A copy of the letter is forwarded to the faculty member and the department chair via Interfolio.
July:	Faculty member meets with the Vice President for Academic Affairs. The Vice President for Academic Affairs writes and uploads a letter of evaluation to Interfolio for the faculty member, the department chair, and the dean, usually by the end of August.

Exceptions to this typical calendar can be made if the faculty member, department chair, and dean agree. Faculty members on a shortened probationary period of four or five years ordinarily undergo mid-term review at the end of the second year. Faculty members on a lengthened

probationary period of six and half or seven years ordinarily undergo mid-term review at the end of the third year.

6. Evaluation Policy Clarifications (Tenured and Tenure-Track Faculty)
(passed by the Academic Senate and accepted by the Board of Trustees, Oct. 2000)

a. A customary weighting of teaching, scholarship, and service in the evaluation of faculty at the University has been 50% to teaching, 30% to scholarship, and 20% to service. While this is not unreasonable as a starting point for deliberations, a fixed set of weighting factors is unnecessarily restrictive. Just as the interests of a faculty member, and the demands on a faculty member's time and energy, vary with circumstances, so should the weight given to these evaluative categories vary similarly. Faculty members, in consultation with their department chair and dean, may opt for appropriate relative weighting of teaching, scholarship, and service in the overall evaluation process, consistent with the professional interests of the faculty member and with the mission and needs of the department and University. These agreements should be made in advance and would ordinarily specify some effective period of time. If prior arrangements are not made, an evaluative weighting of 50%, 30%, and 20% for teaching, scholarship, and service, respectively, will be accepted by the faculty member as a default position on an annual basis.

Department chairs and program directors have significant administrative and departmental responsibilities that require adjusting the weightings given in the previous paragraph. For department chairs, a customary weighting of teaching, scholarship, service, and chair's responsibilities is 35% for teaching, 20% for scholarship, 10% for service, and 35% for chair's responsibilities. These weightings are a starting point; chairs may discuss alternative weightings with their dean. For program directors, a customary weighting of teaching, scholarship, service, and director's responsibilities is 40% for teaching, 25% for scholarship, 15% for service, and 20% for director's responsibilities. These weightings are a starting point; directors may discuss alternative weightings with their department chair and dean.

b. The service component of a faculty member varies and includes service to the University, to the department, as well as to professional and civic organizations and entities. While the specific validity of any particular service undertaking is a matter of judgment by each faculty member in consultation with their department chair and dean, the general norm is that all forms of service that benefit the University, either compensated or uncompensated, are appropriate.

7. Suspension and Dismissal (Tenured and Tenure-Track Faculty)
If grounds for dismissal or suspension are found, the process proceeds according to Articles 11 and 8, respectively, of the Rank and Tenure Policy Statement (see Appendix B).

8. Notice of Non-Renewal (Tenure-Track Faculty)

a. The officers of the University, especially the department chairs, make every effort to discuss with each tenure-track (probationary) faculty member that member's future at Loyola. During the probationary period, the faculty member does not have any right to continued employment by the University beyond the term of the annual contract. Progress toward tenure is taken into consideration when making the decision about reappointment. A decision not to offer reappointment may be dictated by changing needs of students, programs, the department, or of the University generally, and need not involve any reflection on the preparation, competence, or contribution of the faculty member. The decision not to renew an appointment is made by the Vice President for Academic Affairs upon the recommendation of the dean; the dean's recommendation is based upon the department chair's letter of recommendation which accurately summarizes the views of the department's tenured faculty members on contract renewal (see Appendix B, Section 2.4).

b. Except in unusual circumstances, notice of intention not to offer reappointment will be given no later than February 27 of the first academic year of service, in the second academic year of service

by December 15, and in succeeding years at least twelve months before the expiration of appointment.

c. Upon receiving a notice of nonrenewal, the faculty member may request in writing of the dean a written summary of the considerations that prompted the decision. The faculty member may then request in writing that the department chair, dean, and Vice President for Academic Affairs meet to consider any factors that the faculty member believes may have been overlooked- in making the decision of non-renewal (see Appendix B, Section 2.4).

9. Tenure

The Rank and Tenure Policy Statement (see Appendix B) is the University's official policy on matters of tenure. What follows summarizes some of the more important aspects of the tenure process and provides a schedule.

a. Tenure is the right to continuing employment granted by the University to a faculty member upon the completion of the probationary period. Tenured faculty members have an expectation of employment until retirement subject to the provisions for dismissal, release for financial exigency, termination of degree programs, or medical disability. (See Appendix B, Rank and Tenure Policy Statement, Articles 9, 10, 11).

b. Tenure is granted by the President on the recommendation of the Board on Rank and Tenure in accordance with the Rank and Tenure Policy Statement. To be eligible for tenure, the faculty member ordinarily must have completed a probationary period of six years, if the faculty member has not taught elsewhere, or fewer than six years, if the faculty member has taught elsewhere in a regular full-time faculty position within the last three years. The date of tenure consideration is included in the initial contract. Ordinarily, a candidate for tenure must possess an earned doctorate or highest professional degree. Exceptions to the requirement of an earned doctorate or highest professional degree, or years of service may be made in justified circumstances.

c. In accordance with Section 4.4 of the Rank and Tenure Policy Statement, the rank of Associate Professor or higher is a requirement for tenure at Loyola University Maryland. A faculty member who is an Assistant Professor at the time of tenure review must be reviewed for promotion to Associate Professor at the same time. A faculty member who is an Associate Professor may be reviewed for promotion to Professor and for tenure at the same time, but such promotion is not required to achieve tenure.

d. The tenure process is a continuous one that begins with the initial appointment and includes the annual reviews, annual meetings with the department chair and dean, and a meeting with the Vice President for Academic Affairs. The final review for tenure actually occurs one year before the end of the probationary period. This procedure ensures that if tenure is denied, the faculty member will have a year to secure other employment. In the year prior to the expiration of the probationary period, the Vice President for Academic Affairs notifies the faculty member, the appropriate department chair, the appropriate dean, and the Board on Rank and Tenure that the faculty member is to be reviewed for tenure.

The Rank and Tenure Policy Statement states that the department chair, appropriate dean(s), and the chief academic officer are all required to submit written recommendations for or against tenure to the Board on Rank and Tenure concerning a tenure track faculty member being considered for tenure. Each letter shall address the specific criteria for tenure stated in the Rank and Tenure Policy Statement. The recommendation process will begin in the applicant's department, where their complete dossier will be made available to both tenured and tenure-track faculty. The department chair will entertain any comments on the application that tenure-track faculty members care to make. Ordinarily, the dossier will be available for at least two weeks. Then the department chair will hold a meeting of the tenured faculty to consider the application. At the meeting the chair will raise any issues communicated by the tenure-track faculty. After a discussion among the tenured members, the chair will draft a letter expressing the department's views as to whether the

candidate meets the tenure criteria set forth in the Rank and Tenure Policy Statement. This letter will summarize all views expressed, including those dissenting from the majority. It will be distributed for comment among the tenured faculty and candidate, allowing at least one week for responses. After the comment period is over the chair will transmit the department's recommendation to the Board on Rank and Tenure, the tenured faculty members in the department, the appropriate dean, and the chief academic officer. (See Appendix B, Sections 4.4, 4.5, and 4.6.) If the candidate for tenure is also applying for promotion, see Appendix B, Sections 5.4 and 5.5 and Section IV.K of the Faculty Handbook.

Letters of recommendation for or against tenure by the appropriate dean and chief academic officer, written in that order, will take into account the department's recommendation, as well as the tenure criteria specified in the Rank and Tenure Policy Statement. The chief academic officer shall also take into account the appropriate dean's recommendation. Their recommendations will be transmitted to the candidate and to the Board on Rank and Tenure according to deadlines stated in the Faculty Handbook

Signed written recommendations by other persons for or against tenure will be accepted by the Board if they are included in the candidate's dossier or with the department's recommendation. Each letter of recommendation shall address the relevant criteria for tenure, and promotion if applicable, and shall specify how long and in what capacity the writer has known the faculty member.

Normally, faculty members stand for tenure in the spring semester. In that case, tenure review and accompanying promotion review, if applicable, proceed according to the schedule that appears below. Deadlines are 5 PM on the specified date. If the date falls on a weekend, holiday, or other University closing, the deadline moves to the next business day. The dates in parentheses are for those instances when the tenure review and accompanying promotion review, if applicable, take place in the fall semester.

October 1 (June 1) - The Vice President for Academic Affairs informs faculty members who are to be reviewed for tenure, their chairs, the deans, and the Board on Rank and Tenure.

January 15 (September 7) Faculty members upload an electronic dossier (application and supporting appendices) on Interfolio. The Secretary to the Board on Rank and Tenure ensures that the application and supporting materials are secure and available to the department chair, the Board on Rank and Tenure, the appropriate dean, the VPAA, and the President. Any external letters of evaluation and other submissions that may have been solicited are also due at this time; they should be assembled and submitted by the department chair to the Secretary to the Board. If the applicant includes supporting appendices that cannot be electronically submitted, such as a book, the applicant submits only one copy to the Secretary to the Board; this material will be made available to the department chair, the Board, the appropriate dean, the VPAA, and the President.

February 6 (September 29) - The department chair uploads a letter of recommendation on Interfolio. The chair must consult all tenured and tenure-track faculty members in the department and the chair's letter must accurately summarize the views of the department's tenured faculty members (see Appendix B, Section 4.5). The Secretary to the Board distributes copies to the candidate. The appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

February 27 (October 20) - The appropriate dean and the Vice President for Academic Affairs upload letters of recommendation on Interfolio. The Secretary distributes copies to the candidate. The appropriate department chair, the appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

March 3 (October 23) - The Secretary to the Board provides the faculty member a list of material to be taken into consideration and schedules an interview with the faculty member and the Board. In accordance with the Rank and Tenure Policy Statement, this interview will be recorded.

April 17 (December 8) - The Board on Rank and Tenure submits its recommendations to the President.

May 15 (January 5) - The faculty member is notified by the Vice President for Academic Affairs of the President's decision. If tenure is granted, it becomes effective in the next year's contract. If because of the successful appeal of a denial of tenure, the faculty member is notified after the start of the next year's contract that tenure has been granted, tenure becomes effective retroactively to the start of the contract, as if it had been granted within the initial period of review.

e. **Extending the probationary period** (RTPS 2.6) "A faculty member who is a caregiver of newborn, newly-adopted, or newly-assigned foster children, with or without taking a leave of absence, or who receives a parental, family, personal medical, or military leave, may extend the probationary period. At the option of the faculty member, parental leave may be counted toward the fulfillment of the probationary period for tenure and toward years of service for any simultaneous application for promotion to associate professor. The probationary period may be extended for one or two semesters for each parental, family, personal medical, or military family leave, and the probationary period may be so extended at most twice, by the faculty member giving written notice to the Chair, Dean, and Chief Academic Officer, ordinarily at least six months before the tenure application is due."

   An application for personal medical, parental, or familial leave ordinarily follows the process of applying for an FML (see VII.B.5). If the FML is not granted, the faculty member may apply to the Vice President for Academic Affairs who may, in such unusual cases, grant such a leave (although it will not be an FML).

   An FML does not automatically extend the probationary period. A faculty member who opts to extend the probationary period provides written notice to the Chair, Dean, and Vice President for Academic Affairs, indicating whether the extension is for one or two semesters for each such leave. Professional and Personal leaves granted by the Vice President for Academic Affairs do not count as part of the probationary period (see VII.B.3 and VII.B.4.).

   This must ordinarily be done at least six months before the tenure application is due (according to the tenure year on the current faculty contract) in order to permit all parties to plan for the tenure consideration.

f. If during the tenure review process a faculty member is charged with misconduct or other negative information emerges that in the judgment of the Vice President for Academic Affairs is of serious concern, the Vice President for Academic Affairs shall instruct, after notifying the faculty member in writing, the Board on Rank and Tenure to suspend the tenure review process pending the conclusion of any on-campus or off-campus proceedings. The faculty member may then supplement their tenure application with information regarding the outcome of such proceedings. If no such proceedings will occur, the faculty member shall be given: notice of the negative information received; a reasonable time in which to prepare a response; an opportunity to submit written materials regarding the matter to the Board on Rank and Tenure; and an opportunity to meet with the Board on Rank and Tenure to discuss the matter.

   If, as the result of such a delay, the faculty member is notified after the start of the next year's contract that tenure has been granted, tenure becomes effective retroactively to the start of the contract, as if it had been granted within the initial period of review.

g. In the event of a negative decision, the Vice President for Academic Affairs provides a letter to the candidate explaining why the criteria for tenure were not met. A tenure-track faculty member who does not gain tenure may ask the President to review the decision, by sending a written request to the President within 30 days of receiving the letter from the Vice President for Academic Affairs that explains why the criteria were not met. In all cases where the faculty member is denied tenure, the contract for the next academic year becomes terminal. (See Appendix B, Sections 4.7 and 4.8.)

10. Promotion

The Rank and Tenure Policy Statement (see Appendix B) is the University's official policy on matters of promotion. What follows summarizes some of the more important aspects of the promotion process and provides a schedule.

a. Promotion to a higher rank is granted by the President on the recommendation of the Board on Rank and Tenure in accordance with the Rank and Tenure Policy Statement.

b. The initiative in applying for promotion rests with the faculty member, but before making a formal application it is prudent for the faculty member to consult the department chair.

c. The Rank and Tenure Policy Statement states that the department chair, appropriate dean(s), and the chief academic officer are all required to submit written recommendations for or against promotion to the Board on Rank and Tenure concerning a tenure-track faculty member being considered for tenure and or promotion. Each letter shall address the specific criteria for promotion stated in the Rank and Tenure Policy Statement. The recommendation process will begin in the applicant's department, where the complete dossier will be made available to both tenured and tenure track faculty. The department chair will entertain any comments on the application that tenure-track faculty members care to make. Ordinarily, the dossier will be available for at least two weeks. Then the department chair will hold a meeting of the tenured faculty to consider the application. At the meeting the chair will raise any issues communicated by the tenure-track faculty. After a discussion among the tenured members, the chair will draft a letter expressing the department's views as to whether the candidate meets the rank criteria set forth in the Rank and Tenure Policy Statement. This letter will summarize all views expressed, including those dissenting from the majority. It will be distributed for comment among the tenured faculty and candidate, allowing at least one week for responses. After the comment period is over the chair will share the department's recommendation with the tenured faculty members in the department and upload it on Interfolio, where it can be accessed by the Board on Rank and Tenure, the appropriate dean, and the chief academic officer. (See Appendix B, Sections 4.5, 4.6, 5.4, and 5.5.)

   Letters of recommendation for or against promotion by the appropriate dean and chief academic officer, written in that order, will take into account the department's recommendation, as well as the rank criteria specified in the Rank and Tenure Policy Statement. The chief academic officer shall also take into account the appropriate dean's recommendation. Their recommendations will be submitted on Interfolio and available to the candidate and to the Board on Rank and Tenure according to deadlines below.

   In the event that a department chair applies for promotion, the dean appoints a senior faculty member from the department to assume all responsibilities normally assigned to the department chair with respect to the promotion process.

   Signed written recommendations by other persons for or against promotion will be accepted by the Board if they are included in the candidate's dossier or with the department chair's letter. Each letter of recommendation shall address the relevant criteria for promotion, and tenure if applicable, and shall specify how long and in what capacity the writer has known the faculty member.

Promotion review proceeds according to the schedule that appears below. Deadlines are 5 PM on the specified date. If the date falls on a weekend, holiday, or other University closing, the deadline moves to the next business day.

September 7 - To be considered during the current academic year, faculty members upload an electronic dossier (application and supporting appendices) on Interfolio. The Secretary to the Board on Rank and Tenure ensures that the application and supporting materials are secure and available to the department chair, the Board on Rank and Tenure, the appropriate dean, the VPAA, and the President. Any external letters of evaluation and other submissions that may have been solicited are also due at this time; they should be assembled and submitted by the department chair to the Secretary to the Board. If the applicant includes supporting appendices that cannot be electronically submitted, such as a book, the applicant submits only one copy to the Secretary to the Board; this material will be made available to the department chair, the Board, the appropriate dean, the VPAA, and the President.

September 29 – The department chair uploads a letter of recommendation on Interfolio, which can be accessed by the appropriate dean, the Vice President for Academic Affairs, and the members of the Board. The Secretary distributes copies to the candidate.

October 20 - The appropriate dean and the Vice President for Academic Affairs upload letters of recommendation on Interfolio for review by the appropriate department chair, the appropriate dean, the Vice President for Academic Affairs, and the members of the Board. The Secretary distributes copies to the candidate.

October 23 - The Secretary to the Board provides the faculty member a list of material to be taken into consideration and schedules an interview with the faculty member and the Board. In accordance with the Rank and Tenure Policy Statement, this interview will be recorded.

December 8 - The Board on Rank and Tenure submits its recommendations to the President.

January 5 - The faculty member is notified by the Vice President for Academic Affairs of the President's decision. If promotion is granted, it becomes effective in the next year's contract.

d. In the event that promotion is denied, the faculty member may, within two weeks of receiving notification, request from the Vice President for Academic Affairs a written statement of the reasons for which the promotion was not recommended by the Board on Rank and Tenure and/or was not granted by the President. The faculty member may consult the Board on Rank and Tenure and may also request a review of the decision by asking the President in writing within 30 days of being notified that promotion had not been granted. (See Appendix B, Section 5.7.)

e. Promotion may carry with it an increment in salary according to the rank achieved. The promotion increment is included in the annual increment of the contract offered immediately after promotion. An increment for promotion is based on the rank achieved.

11. Preparation for Tenure and Promotion

a. Deadlines

Faculty members are advised that the promotion and tenure application deadlines are firm, and all supporting materials must be submitted with the original application. Any external letters of evaluation and other submissions that may have been solicited should be assembled by the department chair and submitted by the department chair at the time the candidate submits the dossier. This ensures that the department, the dean, and the Vice President for Academic Affairs make their recommendations based on the same information. Candidates and department chairs are advised to plan ahead so that solicited documents arrive well in advance of the published deadline.

There are limited exceptions to the application deadline. As stated in the Rank and Tenure Policy Statement "only such important new information such as acceptance of a publication or charges that might lead to disciplinary action under Article Nine may be submitted after the deadline." In addition, as provided for in Section 7.3.a of the Rank and Tenure Policy statement, faculty members may submit additional information relevant to issues discussed at the candidate's interview.

b. Application Form, Dossier, and Recognition Questionnaire

Application forms for tenure and promotion are part of the candidate's Interfolio case.

Candidates should keep in mind that the purpose of the dossier is to provide indicators of quality in teaching, scholarship, and service, not simply to document one's participation in activities. Recent reports from the Board on Rank and Tenure have noted that the best dossiers are organized, indexed, and complete with essential supporting documentation. Evidence that is missing or difficult to locate may not be given the importance it is due. Importantly, administrators and the Board rely on a candidate's narrative for orientation and explanation of quality indicators. The narrative portion of the dossier serves to integrate important experiences and accomplishments into a unifying statement of philosophy or mission. Thus, the narrative should be comprehensive and informative. The main body of the dossier, minus any supporting appendices, generally should not exceed 8,000 words.

Faculty members submit an electronic dossier, consisting of both the application narrative and the supporting appendices according to the calendar outlined in the Rank and Tenure Policy Statement. All materials, including the narrative and supporting appendices, need to be uploaded to Interfolio to ensure accuracy and consistency throughout the rank and tenure process. The Secretary to the Board on Rank and Tenure can be contacted for clarification. If the applicant includes supporting appendices that cannot be electronically submitted, such as a book, the applicant submits only one copy each to the Department Chair and to the Secretary to the Board on Rank and Tenure; this material will be made available to appropriate members of the Department, the Board, the appropriate dean, the VPAA, and the President. The Secretary to the Board on Rank and Tenure ensures that the dossier is secure and available to the appropriate members of the department, the Board on Rank and Tenure, the appropriate dean, the VPAA, and the President.

Candidates are also asked to submit the "Tenure/Promotion Recognition Publication Candidate Questionnaire." The information provided in the questionnaire will be used to recognize those faculty members earning promotion and/or tenure in a given year. The questionnaire is part of the candidate's Interfolio case. A copy of submitted promotion and tenure materials will be retained for the archives.

c. Documentation from mid-term reviews (e.g., letters from department, dean, VPAA) must be included in applications for tenure.

d. Examples of Evidence of Success in Teaching, Research, and Service

It is the responsibility of candidates for tenure and/or promotion to provide clear evidence that they have met the standards for success in teaching, research, and service for tenure and promotion articulated in the Rank and Tenure Policy Statement. There are many sorts of evidence, and many ways that a candidate's dossier and letters of recommendation can make a case for tenure and/or promotion. Prior to preparing the dossier, faculty members are encouraged to review requirements and recommendations outlined here, which give a broad framework, while allowing considerable freedom to individual candidates in compiling their tenure dossier.

The evidence in the dossier should be usable and organized in the usual categories of teaching, research, and service. The materials should be logically arranged and easy to find, with clear connections between the narrative and the appendices.

The following are examples of evidence in teaching, research, and service. Some evidence is explicitly required by the Rank and Tenure Policy Statement or Faculty Handbook (i.e., a current resume, copies of annual letters of evaluation from the chair and the dean, mid-term review letters from the AVP, dean, and chair, evaluation of teaching, and external letters on scholarship for those applying for the rank of professor). Further, some evidence is reported as common practice in annual reports of the Board on Rank and Tenure. Still further, individual faculty and administrators may make suggestions of other sorts of evidence to offer to demonstrate success in teaching, research and service. However, faculty and administrators should respect the freedom of the candidate to make the case for tenure and/or promotion ultimately constrained only by what is required in the Rank and Tenure Policy Statement or Faculty Handbook. There is no length restriction on the supporting appendices; however, candidates should only include evidence directly relevant to the tenure and/or promotion case.

e. Ongoing success in teaching, research, and service is an expectation of all tenured and tenure-track faculty members at Loyola University Maryland.

f. Evidence of Success in Teaching

As an institution, Loyola promotes effective teaching and high-impact practices. One aspect of a tenure or promotion application is providing evidence of success in teaching. Candidates for tenure and promotion enjoy freedom in compiling a dossier to demonstrate this success. For example, in its annual letters to the faculty, Boards on Rank and Tenure have made the following suggestions, which are provided here as examples for informational purposes:

- An opening essay that addresses: the candidate's philosophy of teaching, their strengths and weaknesses, and the ways these have been exploited and corrected.
- Course syllabi and/or written statements of key assignments.
- Grading rubrics, sample assignments, student writings, and/or other graded works;
- Relevant paragraphs from annual update letters by the candidate's chair;
- Classroom visitation reports by departmental colleagues.
- A description, when appropriate, from the candidate about how any peer evaluator's suggestions for improving teaching effectiveness have been addressed;
- Student evaluation form summaries, including full reports of students' open-ended comments on the reverse side (many departments routinely have administrative assistants' type these for annual reviews).
- Clarifying information, when appropriate, from both the candidate and the department chair, providing context for student evaluations;
- Departmental colleagues' assessment of a course folio over a range of courses with a view to determining the candidate's contributions to learning. The folio consists of course syllabi, tests and assignments, and/or examples of A, B, and C level student papers.
- Surveys of recent graduates.
- Letters from particularly successful students, such as those in graduate or professional school, and/or those now established in their fields.

- Any other reasonable measures of learning and the candidate's impact on students' intellectual and personal development.

g. Evidence of Scholarly Activity

Article 4.5.b. of the Rank and Tenure Policy Statement requires tenure applicants to submit "evidence of scholarly activity ... which has been reviewed by a body of peers outside the Loyola community." Article 1.2.d. requires "recognition by peers of productive work as a scholar" for promotion to the rank of Associate Professor and Article 1.2.e. requires "recognition by peers as a consistently productive scholar" for promotion to the rank of Professor. Candidates for tenure and promotion enjoy freedom in compiling a dossier to demonstrate this evidence and recognition. There are many ways in which a candidate may provide peer evaluation (See Section IV.N). Examples include book reviews, reader reports, acceptance of an article in a peer reviewed journal, and external letters.

Many faculty members have scholarship that includes co-authored books or articles. In such cases the nature and extent of the faculty member's contribution may be unknown to the department, the dean, the Vice President for Academic Affairs, and/or members of the Board on Rank and Tenure. The candidate should indicate the extent and nature of their collaboration in the case of co-authored publications.

Candidates should clearly demarcate the category of each publication, including refereed vs. non-refereed publications and journal articles vs. conference publications. In addition, the chair's letter should clearly state how scholarship is evaluated within the department. For example, in the Visual and Performing Arts Department, non-written materials constitute evidence of scholarship and in some departments, publications in conference proceedings are as valued as journal articles. Information about acceptance rates, impact factors, or citations for publications is helpful.

Candidates should use consistent citation formats when listing publications and should also include a brief description about how the citations are constructed (i.e., provide information about order of authorship, since practices vary by discipline).

Candidates should document if an article or chapter has been printed or reprinted in (an) other source(s) and is listed as two (or more) publications within the application. This prevents the misconception that several articles were published when, in fact, only one was. In addition, foreign language translations of previously published work should be clearly noted as such.

For applications for promotion to the rank of Professor, faculty members should either document only those publications that appeared in print after achieving the rank of Associate, or, in the case of listing all publications, place a dotted line in the vitae or application to make this distinction clear.

h. External Letters on Scholarship

- External letters are *one kind of evidence* in establishing a case for high quality scholarship. They are neither the sole nor primary evidence for quality scholarship. Their more exact role in a cumulative case for tenure or promotion will vary from case-to- case and letter-to-letter, but external letters (like all evidences) need to be evaluated to determine their contributions to the case for high quality scholarship.

- Loyola College and the Schools of Business and Education must establish and publish a clear uniform *calendar* for selecting letter writers and soliciting those letters. Final letters must be received ten days *before* the candidate's application is due.

- Letter writers should be *selected by the Chair* (see Rank and Tenure Policy Statement for designee, if the applicant is the Chair) in consultation with the candidate and members of the Department who will be voting on the application.

Significant disagreements among the parties over this process can be appealed to the Dean, who in such cases will make a final decision.

- Letter writers should be asked (a) to describe how long and in what capacity the writer has known the faculty member (including their personal and professional relationship to the candidate) and (b) to evaluate the merits of a selection of the candidate's scholarship -- the quality of scholarship represented in the faculty member's products, the quality and selectivity of the outlets in which the scholarly projects appeared, and the level of contribution to the existing literature. External reviewers are not responsible for knowing Loyola's tenure and promotion criteria or evaluating whether candidates should be tenured and promoted at Loyola.

- *Letters are not confidential in the sense that l*etter writers should be informed that candidates will have access to everything in their tenure and promotion files because Loyola aims to produce the same candid evaluation, including constructive criticism, we expect from internal letters. Neither external nor internal letters are confidential.

- *The Chair's department letter* of recommendation must describe the process used to solicit all letters. The Chair must also evaluate solicited letters; all received letters must be submitted unless excluded by agreement of the VPAA and chair of the Board on Rank and Tenure. Upon receipt of solicited letters, the Chair will share the letters with the candidate.

- VPAA, Deans and Chairs of Loyola College, the School of Business, and the School of Education will develop and publish on the Information for Faculty website more detailed procedures for soliciting external letters in each of Loyola's Schools and Loyola College – a calendar, strategies for selecting external reviewers, a template of the letter the Chair will send to each external reviewer, and so forth.

i. Evidence of Success in Service

One aspect of a tenure or promotion application is providing evidence of success in service. Candidates for tenure and promotion enjoy freedom in compiling a dossier to demonstrate this success. One way to organize service activities is to classify them as pertaining to the University as a whole, Loyola College, the School of Education, or the Sellinger School of Business and Management, the department, or the community outside Loyola. A reverse chronological listing within each category should include the academic year(s) of service and role on the committee. The most substantive service should be described so others can appreciate its significance. Often, explanation of more routine service activities is unnecessary, but the work of obscure or ad hoc committees may need to be described. If the applicant's service activities have special focus or characteristics, it would be appropriate to provide an introductory statement to this section of the application. As with teaching and research, the Board on Rank and Tenure looks for evidence of the quality of an applicant's service activities. Evidence that might be helpful includes:

- Chairs' and deans' evaluations;

- Letters from committee chairs commenting on the candidate's quality of contribution;

- Information about positions of leadership on a committee;

- Letters from service recipients;

- Letters from colleagues;

- Copies of any report that the applicant played a major role in writing;

- A listing of service outside of the University, both professional and community-related;

- A listing of service-related awards

j. Departmental Letter for Tenure or Promotion

A tenure or promotion application requires submission of the Departmental Letter. As outlined in the Rank and Tenure Policy Statement, Department faculty members review the applicant's dossier, the tenured faculty members meet to discuss the application, and the department chair prepares a Departmental Letter addressing the candidate's application from the point of view of the Department. More information about the Departmental review process is in Sections 4.5 and 5.4 of the Rank and Tenure Policy Statement.

As stated in Sections 4.5 and 5.4 of the Rank and Tenure Policy Statement, the Department's Letter must "summarize all views expressed, including those dissenting from the majority." The letter should specifically state whether or not the department recommends the candidate for tenure or promotion.

Because the Board does not meet with the department chair, the Departmental Letter needs to provide sufficient detail to help the Board place the candidate's accomplishments into the appropriate departmental, university, and disciplinary contexts. For example, Boards on Rank and Tenure have made the following suggestions:

i. In addition to commenting on the content and presentation of evidence detailed in the Evidence of Success in Teaching section (See Section IV.L), the Departmental Letter ordinarily includes, but is not limited to, a discussion of the rigor of the candidate's courses relative to University-wide and departmental standards and practices, peer evaluation of teaching (if a current practice of the department), an evaluation of how the candidate's grade distributions compare to departmental norms, and any relevant information from the student course evaluations also discussed in the context of departmental norms.

ii. In addition to commenting on the content and presentation of evidence detailed in the Evidence of Scholarly Activity section (See Section IV.L), the Departmental Letter ordinarily includes, but is not limited to, descriptions of what is typically involved in a discipline's scholarship or creative accomplishments. This should include, as appropriate, the quality of journals, publishers, or venues; the frequency of collaboration; the implications of multi-authored publications; the value of refereed publications in conference proceedings versus, say, publications in journals; the value of presentations at conferences; or the value of applicable exhibitions, productions, recordings, and so on.

iii. In addition to commenting on the content and presentation of evidence detailed in the Evidence of Success in Service section (See Section IV.L), the Departmental Letter ordinarily includes, but is not limited to, information about the typical departmental service requirements, the guidance offered to probationary faculty members on the importance and required scope of service necessary for tenure, the projects or programs initiated by the faculty member, and whether the faculty member received course reductions, monetary, or other accommodations for service.

iv. In all cases of application for tenure and promotion, as stated in Sections 4.5, 4.6, 5.4, and 5.5 of the Rank and Tenure Policy Statement, the faculty member must "show evidence of success in the three areas of the Rank Definitions (RTPS 1.2). The Departmental Letter should explicitly describe why the candidate is considered successful in all three areas or deficient in any, and how these determinations were made.

v. Copies of documents provided to the candidate outlining departmental expectations for tenure and promotion, such as the departmental guidelines and expectations, should be included with the Departmental Letter.

vi. Additionally, the departmental letter should include expectations for the future and constructive advice, where appropriate.

k. Peer Evaluation of Teaching

Peer evaluation has emerged as one of the methods used for the assessment of teaching at Loyola. Student course evaluations and letters from department chairs cannot provide a complete picture of teaching abilities. A system of peer evaluation can help build a broader, more reflective and more credible record of teaching performance and can benefit the faculty member in the tenure, promotion, and annual review processes. In addition, peer review can be an important tool to improve the quality of teaching within the department, and also ensure that students are receiving the very best education possible.

It is recognized that each department at Loyola is unique, with its own culture and ethos. Consequently, a single methodology for peer review may not be appropriate for all departments. The following should be interpreted as general guidelines when engaging in a peer review process. For more information on peer evaluation, including links to peer evaluation forms, templates and internet resources, see the Loyola Peer Evaluation Web Page.

Formative peer evaluation is designed primarily to aid faculty, particularly tenure-track faculty, in their development as teachers. Summative peer evaluation involves the evaluation of teaching effectiveness to provide information for the annual review process, promotion, and/or tenure decisions. The process of formative peer evaluation and summative peer evaluation can be compatible and faculty members will benefit from involvement in both.

The following are guidelines for the faculty peer-evaluation process:

i. All faculty members should have the opportunity to have a peer evaluation of their teaching either as a formative or summative exercise, or both.

ii. Prior to the peer-evaluation process, both the observer and the faculty member should be clear about the objective of the evaluation, and whether or not it is to be formative or summative.

iii. Peer evaluation should encompass a combination of peer observation of classroom teaching, review of course materials (texts used in class, the syllabus, exams), and a review of actual student work (e.g., papers, projects, essays) as appropriate.

iv. Peer observation of classroom teaching should take place at a frequency adequate to achieve the objectives of the evaluation. In general, each evaluation should include more than one classroom visit, and provide opportunities for the faculty member to review and discuss teaching objectives and approaches, course materials, and student work examples with the colleague both before and after classroom visitations.

The following are guidelines for departments to develop peer evaluation procedures:

i. Peer evaluation is a collaborative process in which both the faculty member and evaluator exchange ideas and best practices about teaching and assessment of student progress.

ii. Peer evaluation should be a process which is clearly described and easily understandable to all those who participate. Departments should have a well-defined protocol for conducting peer evaluation that includes a thoughtfully laid-out timetable, and a methodology for selecting the peer evaluator.

iii. The results of the peer evaluation should be clearly communicated to the appropriate parties (as determined by the faculty member in consultation with the department chair) and should be the result of an open exchange between the evaluator and the faculty member.

iv. For summative evaluations, the faculty member and department chair should maintain a record of the results.

l. Procedures of the Board on Rank and Tenure

The Rank and Tenure Policy Statement (see Appendix B) is the University's official policy on tenure and promotion, and provides information about the purposes, composition, and procedures of the Board on Rank and Tenure. What follows simply summarizes information about the Board's procedures that have appeared in yearly reports from the Board to the faculty and been approved by the Academic Senate.

i. Board members do not submit letters of recommendation for applicants who will come before the Board.

ii. If a candidate has questions about procedural matters, the first point of contact should be the Board Chair. Current board members do not otherwise advise applicants on their applications for tenure or promotion. Faculty members seeking tenure or promotion should seek advice from their department chair and dean.

iii. Ordinarily when an applicant for tenure and/or promotion is from a Board member's department, the Board member participates only in the Board deliberations and not in the department chair's consultation with the tenured members of the department. In contrast, Board members ordinarily do participate when the chair consults the tenured members of the department for annual reappointment reviews of probationary faculty.

iv. A candidate for promotion may give written permission for the Board to deliberate and make recommendations in the candidate's absence from campus. That is, a candidate for promotion may waive, in writing, the right to appear before the Board.

B. Clinical Faculty

Clinical faculty are full-time faculty whose primary teaching responsibility is supervising students in a professional setting, such as a practicum, internship, or clinic. Clinical faculty are not tenured or tenure-track. These appointments are initially 10- or 12-month renewable contracts and individuals may be eligible for multi-year contracts after periods of successful service.

1. Initial Appointment

The hiring process for clinical faculty follows the guidelines for tenured and tenure-track faculty (See Section IV.A). When unexpected circumstances do not allow a full search, the chair and dean may determine an emergency hire is necessary. Such appointments are non-renewable.

2. Rank

Appointment as a clinical faculty member includes an assignment of rank of Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor. In accordance with Section 6.1 of the Rank and Tenure Policy Statement, rank is determined by the dean in consultation with the department chair and is normally based on the criteria detailed in Section 1.3 of the Rank and Tenure Policy Statement.

3. Responsibilities

The normal load is 80% teaching (8 courses per year or equivalent) and 20% service with no research expectations. Specific responsibilities are determined by the department chair in writing and approved by the dean, taking into account differences in departmental programs. hairs will consult with faculty about their teaching/supervision preferences and take them into account, as much as possible, when assigning responsibilities. The following are general points to be contained in the agreement between the chair, the dean, and the clinical faculty member.

Teaching/Supervision

Clinical faculty members are assigned to specific schools, clinics, and/or professional settings to supervise students and coordinate activities related to the setting.

Service

Clinical faculty are expected to serve on department/school committees related to their responsibilities, and to serve on appropriate university committees according to their expertise and as assigned by the Faculty Affairs Committee.

Administration

Clinical faculty members are expected to complete administrative tasks related to the particular area(s) of responsibilities.

Professional Development

Clinical faculty members are expected to remain knowledgeable about and professionally active in their field. They are not required to do research but may pursue a research agenda as time and interests permit.

4. Annual Review

An important feature of faculty development is the process during which the department chair meets annually with each clinical faculty member who may be reappointed. Such meetings provide an opportunity for a mutual exchange on the faculty member's performance to date and shall also be concerned with the chair's recommendation to the dean regarding reappointment.

The annual review begins with the faculty member submitting an Annual Update and supporting materials to the chair. After reviewing these documents, the chair drafts a letter or memo. This letter should explicitly and succinctly discuss how well the faculty member has met relevant personal, departmental, and University-wide goals in teaching, and service during the previous year as well as the appropriateness of the faculty member's goals for the coming year. The Annual Update, the chair's letter, and the subsequent exchange between the faculty member and chair should focus on continuing improvement of teaching, and service. The letter should also include evaluations of teaching, scholarship, and service as well as an overall summary evaluation, using the terminology contained in the Faculty Compensation Agreement (i.e., outstanding, exceeding expectations, meeting expectations, and not meeting expectations). In making these evaluations (outstanding, exceeding expectations, meeting expectations, and not meeting expectations), the chair should use the departmental evaluation criteria for each area (teaching, and service) for the appropriate rank (Professor, Associate Professor, or Assistant Professor).

After receiving the chair's letter, the faculty member and chair meet to engage in a mutual exchange about the faculty member's performance as well as the chair's letter. If the chair and faculty member do not agree on the summative evaluations, the faculty member should write a letter explaining any differences; this letter should be attached to the chair's letter.

After the meeting between the chair and the faculty member, the chair forwards the faculty member's Annual Update and supporting materials as well as the chair's letter to the appropriate dean. If the faculty member has written a letter expressing disagreement with the chair's evaluation, the chair also forwards it to the dean. The chair and dean then meet to discuss the chair's formative and summative evaluation. In the majority of cases, the chair and dean agree in their formative and summative judgments. When they do agree, the dean indicates agreement in the next contract letter by assigning the appropriate merit increment; however, for probationary faculty members, the dean explicitly indicates in writing whether the dean believes the faculty member is making progress toward tenure in teaching, scholarship, and service. If the chair and dean disagree in their final summative evaluations, the dean notifies the faculty member and the chair in writing, along with the dean's reasons. The final decision on a summative judgement is made by the Dean. A faculty member who wishes further clarification of the dean's evaluation can request such clarification.

Variations to this interchange between faculty member, chair, and dean must be agreed to by the department chair (having consulted the tenured and tenure–track faculty members) and the dean.

5. **Renewal of Appointment**

Clinical faculty appointments are initially 10- or 12-month annual contracts and renewable unless notified. Beginning in the third year, Clinical Faculty at the Assistant Professor level, with the exception of Visiting Faculty, may begin to receive multi-year contracts (see Appendix B, Section 2.1). The department chair annually discusses with each clinical faculty member that member's future at Loyola. The clinical faculty member does not have any right to continued employment by the university beyond the term of the contract. A decision not to renew an appointment may be dictated by changing needs of students, programs, the department, or the University generally, and need not involve any reflection on the preparation, competence or contribution of the faculty member. The decision not to renew an appointment is made by the dean after consultation with the department chair, the chair having conferred with the tenured faculty members and other appropriate members (e.g., clinical or program directors) in the department. While the failure to give timely notice of non-renewal shall not result in automatic renewal of the contract, a notice not to renew the appointment will ordinarily be given by the dean no later than February 27.

6. Promotion

An individual teaching or clinical faculty member may, after consulting his or her department chair, apply to the Board on Rank for Teaching and Clinical Faculty for promotion. (See Appendix B, Section 6.2.)

The candidate's complete dossier must be submitted in strict accord with the deadline and procedures specified in the Faculty Handbook. Any external letters of evaluation and other submissions that may have been solicited should be assembled by the Department Chair and submitted by the Department Chair at the time the candidate submits their dossier. Any materials submitted by any party after the deadline, except those called for in Section 6.4, must be approved by the Board on Rank for Teaching and Clinical Faculty and the chief academic officer, and distributed immediately to all other parties involved in the deliberations. Deadlines for submitting dossiers are determined through consultation among chairs, deans, the chief academic officer, and the Board on Rank for Teaching and Clinical Faculty and are specified in the Faculty Handbook.

A Teaching or Clinical faculty member is reviewed for promotion after completion of the application procedure. The review is conducted by the Board on Rank for Teaching and Clinical Faculty according to the procedure established in Article 6 of the Rank and Tenure Policy. A candidate for employment at the University who currently has advanced rank at another institution and is seeking rank at Loyola may elect to participate in an interview with the Board on Rank for Teaching and Clinical Faculty or to waive the interview. In addition, a Loyola teaching and clinical faculty member who is a candidate for promotion and who is absent from campus may elect to waive the interview with the Board. In all cases, however, the Board reserves the right to require an interview with the candidate if deemed necessary in order to evaluate the application.

Promotion review proceeds according to the schedule that appears below. Deadlines are 5 PM on the specified date. If the date falls on a weekend, holiday, or other University closing, the deadline moves to the next business day.

October 1 (June 1) - The Vice President for Academic Affairs informs faculty members who are to be reviewed for promotion, their chairs, the deans, and the Board on Rank for Teaching and Clinical Faculty.

January 15 (September 7) - Faculty members upload an electronic dossier (application and supporting appendices) on Interfolio. The Secretary to the Board on Rank for Teaching and Clinical Faculty ensures that the application and supporting materials are secure and available to the department chair, the Board on Rank for Teaching and Clinical Faculty, the appropriate dean, the VPAA, and the President. Any external letters of evaluation and other submissions that may have been solicited are also due at this time; they should be assembled and submitted by the department chair to the Secretary to the Board. If the applicant includes supporting appendices that cannot be electronically submitted, such as a book, the applicant submits only one copy to the

Secretary to the Board; this material will be made available to the department chair, the Board, the appropriate dean, the VPAA, and the President.

February 6 (September 29) - The department chair uploads a letter of recommendation on Interfolio. The chair must "entertain any comments on the application that tenure-track faculty members and teaching and clinical faculty members at the Assistant Professor rank care to make" and the chair's letter must "accurately summarize all views expressed" (see Appendix B, Section 6.4). The Secretary to the Board distributes copies to the candidate. The appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

February 27 (October 20) - The appropriate dean and the Vice President for Academic Affairs upload letters of recommendation on Interfolio. The Secretary distributes copies to the candidate, The appropriate department chair, the appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

March 3 (October 23) - The Secretary to the Board provides the faculty member a list of material to be taken into consideration and schedules an interview with the faculty member and the Board. In accordance with the Rank and Tenure Policy Statement, this interview will be recorded.

April 17 (December 8) - The Board on Rank for Teaching and Clinical Faculty submits its recommendations to the President.

May 15 (January 5) - The faculty member is notified by the Vice President for Academic Affairs of the President's decision. If promotion is granted, it becomes effective in the next year's contract. If because of the successful appeal of a denial of promotion, the faculty member is notified after the start of the next year's contract that promotion has been granted, it becomes effective retroactively to the start of the contract, as if it had been granted within the initial period of review.

7. Termination

If it becomes necessary to terminate a clinical faculty member's contract, the process proceeds according to Section 2.7 of the Rank and Tenure Policy Statement (see Appendix B.)

C. Teaching Faculty

Teaching-Intensive faculty are full-time faculty whose primary responsibility is teaching. This includes Practitioners in Residence, who are professionals in their field who bring that professional experience to campus in both teaching and other defined duties. Teaching faculty are not tenured or tenure-track. These appointments are initially 10- or 12-month annual contracts and individuals may be eligible for multi-year contracts after periods of successful service (see Appendix B Section 2.1).

1. Initial Appointment

The hiring process for these faculty members follows the guidelines for tenured and tenure-track faculty. (See Section IV.A.). When unexpected circumstances do not allow a full search, the chair and dean may determine an emergency hire is necessary. Such appointments are non-renewable.

2. Title

Initial teaching faculty appointments carry the title of Assistant Teaching Professor. Initial practitioner appointments carry the title of Assistant Teaching Professor and are qualified with an "in Residence" designation (example: Assistant Teaching Professor, Executive in Residence), as determined by dean.

3. Responsibilities

The normal load for Teaching Faculty appointments is 80% teaching (8 courses per year or equivalent) and 20% service, with no research expectations. The normal load for Practitioner appointments is 60% teaching (6 courses per year or equivalent) and 40% service/practice, with no research expectations. Specific responsibilities are determined by the department chair in writing and approved by the dean, taking into account differences in departmental programs. Chairs will consult with faculty about their

teaching preferences and take them into account, as much as possible, when assigning responsibilities. Full-time teaching faculty, including Practitioners are expected to serve on department/school committees related to their responsibilities, and to serve on appropriate University committees according to their expertise and as assigned by the Faculty Affairs Committee.

4. Annual Review

An important feature of faculty development is the process during which the department chair meets annually with each teaching faculty member who may be reappointed. Such meetings provide an opportunity for a mutual exchange on the faculty member's performance to date and shall also be concerned with the chair's recommendation to the dean regarding reappointment.

The annual review begins with the faculty member submitting an Annual Update and supporting materials to the chair. After reviewing these documents, the chair drafts a letter or memo. This letter should explicitly and succinctly discuss how well the faculty member has met relevant personal, departmental, and University-wide goals in teaching, and service during the previous year as well as the appropriateness of the faculty member's goals for the coming year. The Annual Update, the chair's letter, and the subsequent exchange between the faculty member and chair should focus on continuing improvement of teaching, and service. The letter should also include evaluations of teaching, scholarship, and service as well as an overall summary evaluation, using the terminology contained in the Faculty Compensation Agreement (i.e., outstanding, exceeding expectations, meeting expectations, and not meeting expectations). In making these evaluations (outstanding, exceeding expectations, meeting expectations, and not meeting expectations), the chair should use the departmental evaluation criteria for each area (teaching, and service) for the appropriate rank (Professor, Associate Professor, or Assistant Professor).

After receiving the chair's letter, the faculty member and chair meet to engage in a mutual exchange about the faculty member's performance as well as the chair's letter. If the chair and faculty member do not agree on the summative evaluations, the faculty member should write a letter explaining any differences; this letter should be attached to the chair's letter.

After the meeting between the chair and the faculty member, the chair forwards the faculty member's Annual Update and supporting materials as well as the chair's letter to the appropriate dean. If the faculty member has written a letter expressing disagreement with the chair's evaluation, the chair also forwards it to the dean. The chair and dean then meet to discuss the chair's formative and summative evaluation. In the majority of cases, the chair and dean agree in their formative and summative judgments. When they do agree, the dean indicates agreement in the next contract letter by assigning the appropriate merit increment; however, for probationary faculty members, the dean explicitly indicates in writing whether the dean believes the faculty member is making progress toward tenure in teaching, scholarship, and service. If the chair and dean disagree in their final summative evaluations, the dean notifies the faculty member and the chair in writing, along with the dean's reasons. The final decision on a summative judgement is made by the Dean. A faculty member who wishes further clarification of the dean's evaluation can request such clarification.

Variations to this interchange between faculty member, chair, and dean must be agreed to by the department chair (having consulted the tenured and tenure–track faculty members) and the dean.

5. Renewal of Appointment

Teaching faculty appointments are initially 10- or 12-month annual contracts and renewable unless notified. Beginning in the third year, Teaching Faculty at the Assistant Professor level, with the exception of Visiting Faculty, may begin to receive multi-year contracts (see Appendix B Section 2.1). The department chair annually discusses with each faculty member that member's future at Loyola. The faculty member does not have any right to continued employment by the university beyond the term of the contract. A decision not to renew an appointment may be dictated by changing needs of students, programs, the department, or the University generally, and need not involve any reflection on the preparation, competence or contribution of the faculty member. The decision not to renew an appointment is made by the dean after consultation with the department chair, the chair having

conferred with the tenured faculty members and other appropriate members in the department. While the failure to give timely notice of non-renewal shall not result in automatic renewal of the contract, a notice not to renew the appointment will ordinarily be given by the dean no later than February 27.

6. Promotion

An individual teaching or clinical faculty member may, after consulting his or her department chair, apply to the Board on Rank for Teaching and Clinical Faculty for promotion. (See Appendix B, Section 6.2.)

The candidate's complete dossier must be submitted in strict accord with the deadline and procedures specified in the Faculty Handbook. A suggested list of evidence for success in teaching and service can be found in IV.L.4. Any external letters of evaluation and other submissions that may have been solicited should be assembled by the Department Chair and submitted by the Department Chair at the time the candidate submits their dossier. Any materials submitted by any party after the deadline, except those called for in Section 6.4, must be approved by the Board on Rank for Teaching and Clinical Faculty and the chief academic officer, and distributed immediately to all other parties involved in the deliberations. Deadlines for submitting dossiers are determined through consultation among chairs, deans, the chief academic officer, and the Board on Rank for Teaching and Clinical Faculty and are specified in the Faculty Handbook.

A Teaching or Clinical faculty member is reviewed for promotion after completion of the application procedure. The review is conducted by the Board on Rank for Teaching and Clinical Faculty according to the procedure established in Article 6 of the Rank and Tenure Policy. A candidate for employment at the University who currently has advanced rank at another institution and is seeking rank at Loyola may elect to participate in an interview with the Board on Rank for Teaching and Clinical Faculty or to waive the interview. In addition, a Loyola teaching and clinical faculty member who is a candidate for promotion and who is absent from campus may elect to waive the interview with the Board. In all cases, however, the Board reserves the right to require an interview with the candidate if deemed necessary in order to evaluate the application.

Promotion review proceeds according to the schedule that appears below. Deadlines are 5 PM on the specified date. If the date falls on a weekend, holiday, or other University closing, the deadline moves to the next business day.

October 1 (June 1) - The Vice President for Academic Affairs informs faculty members who are to be reviewed for promotion, their chairs, the deans, and the Board on Rank for Teaching and Clinical Faculty.

January 15 (September 7) - Faculty members upload an electronic dossier (application and supporting appendices) on Interfolio. The Secretary to the Board on Rank for Teaching and Clinical Faculty ensures that the application and supporting materials are secure and available to the department chair, the Board on Rank for Teaching and Clinical Faculty, the appropriate dean, the VPAA, and the President. Any external letters of evaluation and other submissions that may have been solicited are also due at this time; they should be assembled and submitted by the department chair to the Secretary to the Board. If the applicant includes supporting appendices that cannot be electronically submitted, such as a book, the applicant submits only one copy to the Secretary to the Board; this material will be made available to the department chair, the Board, the appropriate dean, the VPAA, and the President.

February 6 (September 29) - The department chair uploads a letter of recommendation on Interfolio. The chair must "entertain any comments on the application that tenure-track faculty members and teaching and clinical faculty members at the Assistant Professor rank care to make" and the chair's letter must "accurately summarize all views expressed" (see Appendix B, Section 6.4). The Secretary to the Board distributes copies to the candidate. The appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

February 27 (October 20) - The appropriate dean and the Vice President for Academic Affairs upload letters of recommendation to the Secretary to the Board on Rank for Teaching and Clinical Faculty (located in the Office of the Vice President for Academic Affairs). The Secretary distributes copies to the candidate. The appropriate department chair, the appropriate dean, the Vice President for Academic Affairs, and the members of the Board can access the letters on Interfolio.

March 3 (October 23) - The Secretary to the Board provides the faculty member a list of material to be taken into consideration and schedules an interview with the faculty member and the Board. In accordance with the Rank and Tenure Policy Statement, this interview will be recorded.

April 17 (December 8) - The Board on Rank for Teaching and Clinical Faculty submits its recommendations to the President.

May 15 (January 5) - The faculty member is notified by the Vice President for Academic Affairs of the President's decision. If promotion is granted, it becomes effective in the next year's contract. If because of the successful appeal of a denial of promotion, the faculty member is notified after the start of the next year's contract that promotion has been granted, it becomes effective retroactively to the start of the contract, as if it had been granted within the initial period of review.

7. Termination

If it becomes necessary to terminate a teaching faculty member's contract, the process proceeds according to Section 2.7 of the Rank and Tenure Policy Statement (see Appendix B).

D. Affiliate Faculty: Visiting

Visiting Faculty are affiliate faculty members on non-renewable contracts of a specified length up to one year. These positions are not tenured or tenure-track.

1. Appointment

The hiring process for these faculty members generally follows the guidelines for tenured and tenure track faculty. (see Section IV.A) When unexpected circumstances do not allow a full search, the chair and dean may determine an emergency hire is necessary. Such appointments are non-renewable.

2. Rank

Appointment as a Visiting faculty member includes an assignment of rank. In accordance with Section 6.1 of the Rank and Tenure Policy Statement, rank is determined by the dean in consultation with the department chair and is normally based on the criteria applicable for each rank for tenured and tenure-track faculty members as well as the rank that may be held by the candidate at another institution of higher education. To distinguish between tenured or tenure-track faculty and visiting faculty, the professorial ranks for the latter normally include a modifying adjective. In those instances when it was expected that the faculty member will be at Loyola for only one year (e.g., as a leave replacement), the term Visiting is used: e.g., Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.

3. Responsibilities

The normal load for Visiting faculty appointments is 80% teaching (8 course per year or equivalent) and 20% service, with no research expectations. Visiting faculty are expected to serve on department/school committees related to their responsibilities, and to serve on appropriate University committees according to their expertise and as assigned by the Faculty Affairs Committee. Specific responsibilities for Visiting Faculty are determined by the department chair in writing and approved by the dean, taking into account differences in departmental programs.

4. Renewal of Appointment

These positions are assumed to be non-renewable beyond the initial contract.

5. Termination
If it becomes necessary to terminate a visiting faculty member's contract, the process proceeds according to Section 2.7 of the Rank and Tenure Policy Statement (see Appendix B).

E. Affiliate Faculty: Post-Doctoral Teaching Fellows
Post-Doctoral Teaching Fellows are faculty members on non-renewable contracts of a specified length up to two years. These positions are not tenured or tenure-track.

1. Appointment
The hiring process for these faculty members generally follows the guidelines for tenured and tenure track faculty. (see Section IV.A) When unexpected circumstances do not allow a full search, the chair and dean may determine an emergency hire is necessary, in consultation with the VPAA. Such appointments are non-renewable.

2. Title
Post-doctoral teaching appointments carry the title of Post-Doctoral Teaching Fellow.

3. Responsibilities
The normal duties for a Post-Doctoral Teaching Fellow include teaching four courses per year (or equivalent), professional development, and research activity. Specific responsibilities for Post-Doctoral Teaching Fellows are determined by the department chair in writing and approved by the dean, taking into account differences in departmental programs.

4. Renewal of Appointment
These positions are assumed to be non-renewable beyond the initial contract.

5. Termination
If it becomes necessary to terminate a Post-Doctoral Teaching Fellows' contract, the process proceeds according to Section 2.7 of the Rank and Tenure Policy Statement (see Appendix B).

F. Affiliate Faculty: Partial Appointments
When appropriate, partial appointments of 0.80 FTE and 0.50 FTE are possible for any of the above affiliate position types. Refer to relevant position type descriptions. 0.80 FTE appointments receive benefits. 0.50 FTE appointments are not eligible for benefits.

G. Per-Course Affiliate Faculty

1. Initial Appointment
Per-course affiliate faculty members are a valuable, integral component of the faculty at Loyola University Maryland. Their recruitment, like that of full-time faculty members, is the responsibility of the department under the leadership of its chair but follows a different procedure:

a. Approximately four months before the start of a semester, the chair meets with the dean to receive authorization to hire per-course affiliates to teach courses that cannot otherwise be staffed by faculty members on 10- or 12-month annual contracts. At that time, the courses to be taught, the necessary qualifications, and the specific loads are to be discussed and agreed upon.

b. Upon authorization from the dean, the chair, with the assistance of the department, shall recruit the necessary number and kinds of instructors required. Circumstances do not allow for the elaborate procedures employed in recruiting full-time faculty members. Therefore, the advertising process may be adapted accordingly.

c. Candidates for per-course affiliate positions should provide any information and documentation deemed appropriate by the department chair, in consultation with the Dean.
d. Appropriate candidates are to be interviewed by the department chair, and other members of the department, as deemed appropriate by the chair.

e. The department chair will send to the dean a copy of the candidate's vitae and other relevant materials along with a memorandum stating the courses and semester(s) the candidate will be teaching. The dean will, in accordance with the Rank and Tenure Policy Statement, determine the appropriate rank and salary and offer a contract to the candidate. Normally, this contract, which is not offered without a completed faculty dossier, is offered no sooner than 45 days before the beginning of the semester.

f. As soon as the contract has been returned to the dean, the dean shall fully inform the department chair and Human Resources.

g. Once the contract has been returned to the dean, the chair should arrange with the candidate for the ordering of appropriate books for the course, filing a syllabus with the department chair, and completing the necessary tax forms and I-9 forms with Human Resources. If any changes are necessary in the time or location for a course, the chair should promptly inform the affiliate faculty member.

2. Rank

Appointment as a per-course affiliate faculty member includes an assignment of rank. In accordance with Section 6.1 of the Rank and Tenure Policy Statement, rank is determined by the dean in consultation with the department chair and is normally based on the criteria applicable for each rank for tenure and tenure-track faculty members as well as the rank that may be held by the candidate at another institution of higher education.

3. Renewal of Appointment

Per-course affiliate faculty members are not guaranteed renewal of appointment and have no vested right to continued employment by the University beyond the term of the operative contract. Renewal depends on the changing needs of students, programs, the department, or the University generally. Non-renewal of a per-course affiliate appointment need not involve any reflection on the preparation, competence, or contribution of the faculty member. Notice of further employment is made by the dean after consulting the department chair, ordinarily no sooner than four months before the start of a semester. Failure to receive such notice is tantamount to non-renewal.

4. Promotion

Per-course affiliate faculty members may apply for promotion in rank. (See Appendix B, Section 6.2.)

5. Termination

If it becomes necessary to terminate an affiliate faculty member's contract, the process proceeds according to Section 2.7 of the Rank and Tenure Policy Statement (see Appendix B.)

H. Salary Payments

Full-time faculty receive their salary in 24 payments on the 15th and 30th of each month from July through June. Four-fifths-time and half-time faculty also receive their salary on the 15th and 30th of each month; however, their salary may be paid over a ten-month period. Additional payments to faculty members beyond the base salary whether for overload or miscellaneous pay, are included with the regularly scheduled pay.

Per-course faculty pay is issued biweekly after the drop/add period, generally in 6 payments. Specific increments are specified in the written agreement.

Reductions

Under the terms of some of the University's benefit plans, gross salary may be reduced before taxes are calculated. Currently, this is done in two ways: Voluntary additional tax-deferred contributions to one or both of the University retirement plans, governed by a salary reduction agreement under IRC Section 403(b). Voluntary contributions for flexible benefits are made according to section 125 of the IRC and are unchanging on a fiscal year basis (July through June).

Deductions
Mandatory deductions from pay include the employee-paid portion of FICA (social security) tax, federal, state and local withholdings for income tax, court-ordered payments for child support, and wage garnishments. Employees are required to complete the withholding tax forms (W4 and MW 507) and keep them current on file with Human Resources. Any other payroll deductions are optional, are authorized at the employee's discretion, and may be arranged through the appropriate administrative office.

I. Annual Increments
The "Faculty Salary Plan and Guidelines Commencing with The 2022-2023 Academic Year" was approved by the Board of Trustees in May 2022 and provides guidelines for determining salaries and benefits for full-time faculty. The guidelines are the result of a collegial and collaborative dialogue between the Faculty Compensation Committee and the Vice President for Academic Affairs. Under the guidelines faculty raises are based on the University's four categories of annual evaluation: outstanding, exceeding expectations, meeting expectation, below expectations. Within this framework, the annual increment for each continuing faculty member is determined by the dean. The dean considers the department chair's evaluation (a copy of which has been provided to the faculty member), equity, market, longevity, and rank. Final salary recommendations are reviewed and approved by the Vice President for Academic Affairs.

Beyond this, faculty compensation policy is under continuous review by the Vice President for Academic Affairs and the Faculty Compensation Committee, which is composed of seven faculty members who have been elected by the faculty.

The salary range available and the initial salary offered a new faculty member are determined by the dean.

J. Overload and Summer Employment
Fulfillment of the requirements of scholarship and service weighs heavily against, if it does not entirely preclude an overload or summer employment. Full-time faculty members are ordinarily given preference in regard to an overload or summer employment. Contracts for such extra employment are offered by the dean after consultation with the department chair. Payment for such extra employment is in accordance with the Faculty Compensation Agreement. Additional payments to full-time faculty members beyond the base salary whether for affiliate, overload, or miscellaneous pay will be included with the regularly scheduled salary check and taxed as miscellaneous income. Checks for workshops or continuing education courses are issued in accordance with the terms of the contract.

K. Administrative Appointments
Administrative appointments may be offered to members of the full-time faculty. These appointments carry no provision for tenure in such a position and may include teaching 1-2 courses per year. Salary payments are issued on the same schedule as for full-time faculty members. A non-tenured faculty member who accepts an appointment whose primary responsibility is administrative becomes a member of the affiliate faculty, with no right of return to full-time faculty status. A tenured faculty member who accepts an appointment whose primary responsibility is administrative becomes a "tenured faculty member serving as an administrator," with right of return to the tenured faculty. A faculty member who assumes an administrative position must be replaced on committees where assignments are designated as faculty positions.

L. Retirement
The Age Discrimination in Employment Act (ADEA) prohibits a mandatory retirement age for faculty members of the University. Based on personal decisions, a faculty member may choose to retire before or after the age of 65. Please contact Human Resources at any time for-information regarding benefits at separation.

When considering retirement:

1. Contact the Social Security office at least three months before desired retirement date to arrange an appointment to discuss Social Security and Medicare benefits. The Social Security Administration will review Social Security records and calculate the amount of monthly benefits.

2. Contact the department chair and appropriate dean regarding time frame for retirement, in consideration of preparing course schedules and coverage of other department and University responsibilities.

3. Contact TIAA at 1-800-842-2776 for information about your 403(b) retirement plan options upon retirement.

Contributions made by Loyola to the Loyola University Maryland Retirement Plan on the faculty member's behalf may generally be withdrawn only upon termination of employment. Generally, you may request a distribution of elective deferrals upon termination of employment, attainment of age 59 ½, or on account of hardship or becoming disabled. Social Security retirement benefits may begin as early as age 62. However, if Social Security retirement benefits are received before full retirement age, as defined by Social Security, any employment earnings above the annual earnings limit will result in a reduction of the Social Security benefit payment amount until the faculty member reaches full retirement age. Contact the Social Security office to verify current Social Security rules and limitations. The University may request that a retired and/or emeritus/a member of the faculty continue teaching (see Section IV.X and IV.R respectively).

M. Emeritus Status

An emeritus or emerita faculty member is one who has served with distinction as a tenured, teaching, or clinical faculty member and thus earned by service the status of Assistant, Associate, or Professor level beyond retirement. The following specify the procedures for implementing the emeritus policy summarized in the Rank and Tenure Policy Statement, Section 1.2.e and 1.3.d.

1. Full-time faculty members who are tenured, teaching, or clinical faculty are eligible to apply at the time of their request to retire from the University.

2. Faculty applicants for emeritus must have a record of distinction as a faculty member at Loyola University Maryland; ordinarily a minimum of fifteen years of full-time faculty service to Loyola at retirement is required.

3. Emeritus status is awarded using an abbreviated version of the application process for rank in the Rank and Tenure Policy Statement.

    a. The applicant for emeritus status requests in writing the support of the faculty member's department and provides a current CV. This ordinarily occurs in a request (as brief as a single sentence) accompanying a letter of intent to retire.

    b. Within thirty days following the receipt of the request, the department chair convenes the appropriate group of faculty members - tenured and tenure-track faculty for tenured and tenure-track applicants and teaching and clinical faculty for teaching or clinical applicants - for a discussion of the merits of the application; the chair uses this discussion as the basis for providing a letter of endorsement to be forwarded to the dean, Vice-President for Academic Affairs, and Board on Rank and Tenure for tenured faculty or Board on Rank for Teaching and Clinical Faculty. If the request is received after the end of the academic year and hence a meeting of the tenured and tenure-track faculty members is not possible, this meeting must take place within two weeks after the start of the next academic year.

    c. Within thirty days of receiving the department's recommendation, the dean forwards a recommendation to the Vice-President for Academic Affairs who, within thirty days of receiving the dean's recommendation, forwards a recommendation to the appropriate Board.
    d. If the department, dean, or Vice President for Academic Affairs does not endorse the application, written reasons must be specified to the applicant at the same time as the recommendation is forwarded.

4. The appropriate Board recommends for or against emeritus status within 60 days of receipt of the recommendations of the department, dean, and Academic Vice-President. The Board's recommendation is forwarded to the President, whose decision is final. The President informs the applicant of his decision. If the application for Emeritus status including all the letters is received between June 8 and August 24, and hence a meeting of the Board within the 60 days would fall outside the 10-month faculty contract period, the Board recommendation will be forwarded to the President by September 30 of the new academic year.

5. Emeritus faculty

    a. retain their computer accounts, library privileges, faculty identification and business cards, access to University facilities, invitations to faculty events, voicemail, and tuition remission benefits;

    b. may be provided (shared) office space, when it is available. Current, active full-time and part-time faculty will have priority for office space;

    c. are eligible to receive limited administrative support for ongoing research and to apply for research funding from the University, as approved by the department chair;

    d. are eligible to teach, at the discretion of the department; ordinarily they are compensated at the rate noted in the most recent Faculty Compensation Agreement;

    e. are eligible for a free FAC membership and an additional free membership for a household member.

6. Emeritus professors remain subject to the relevant sections of the Rank and Tenure Policy Statement.

N. Outside Employment

As stated in the Rank and Tenure Policy Section 2.3, "Fulltime faculty status at Loyola University Maryland precludes fulltime employment elsewhere." Some faculty members have found that self-employed activities, part-time professional employment, or community service enhances their teaching and acquaints a larger public with the quality of the professionals to be found at Loyola. For these reasons, the University looks with favor on such activities so long as they do not interfere with the scrupulous fulfillment of obligations to the University and do not involve more than incidental use of University resources and University resources are not used for personal gain without proper reimbursement. Faculty members should keep the department chair informed of all current or planned outside employment. No faculty member may contract to extend services to another employer without written permission of the Vice President for Academic Affairs. If a question is raised about whether or not a faculty member is properly discharging their obligations to the University, the burden of proof rests on the department chair, dean, and Vice President for Academic Affairs.

The general criteria for seeking approval for outside employment include whether outside work is paid, continuing, and time consuming. Paid one-time engagements or ones that take little or no time from regular activities do not require approval. In addition, *pro bono* and non-paid service do not need approval. When in doubt whether an outside engagement needs approval, the faculty member should consult with the department chair or dean. Approval and renewal forms for outside employment are available on the Information for Faculty Web page.

The chart below illustrates types of paid activities during the academic year that may or may not require approval.

PAID ENGAGEMENT	DOES NOT NEED APPROVAL	NEEDS APPROVAL
Teaching	Occasional guest lecturer or panelist	Teacher in course(s) or workshop(s) E.g., Affiliate at other institution LSAT prep course
Professional Work	Single *ad hoc* consultation	Ongoing contract or client(s) E.g., Private practice Work for service provider
Reviewing/Editing	Occasional engagement	Editorship or regular reviewer E.g., Editor for journal or publisher
Boards and Commissions	Single or occasional call	Ongoing engagement E.g., Board of Directors Accreditation Team
Work outside of profession	Single short engagement	Ongoing work E.g., Real-estate agent Antique Shop

O. Policy for Courtesy Appointments at Other Institutions

A courtesy appointment is a position designated by an institution other than Loyola University Maryland that carries with it no compensation. For example, one might be appointed at The Johns Hopkins University as an associate research professor but would not be paid by The Johns Hopkins University. The person with the courtesy appointment must include the affiliation with Loyola University Maryland on publications, in news stories and popular press, and on business cards.

P. Supervision of Relatives

An academic department will not employ two or more immediate family members in such a way that one directly supervises or evaluates the performance of the other(s). Immediate family members include full, or step members as follows: spouse, partner, parent, parent-in-law, sibling, or child. If these circumstances arise, appropriate adjustments must be made (e.g., delegation or assignment of supervisory duties to another employee or transfer or reassignment). Any such adjustments would require acceptance by the department, the appropriate dean, and the vice president for Academic Affairs.

Q. Non-Discrimination

The Loyola community is committed to the following statement:

> Loyola University Maryland does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, sexual orientation, gender identity, genetic information, military status, or any other legally protected classification in the administration of any of its educational programs and activities or with respect to admission or employment. Prohibited discrimination includes harassment on the basis of a protected classification and harassment based on participation in any "protected activity." Complaints of domestic violence, dating violence, and stalking (whether or not based on a protected classification) are also addressed under this policy.

Discrimination, harassment, domestic violence, dating violence, stalking, and sexual exploitation are inconsistent with Loyola's commitment to excellence and respect for all individuals. Loyola is also committed to protecting the academic freedom and freedom of expression of all members of the University community. This policy shall be applied in a manner that protects the academic freedom and freedom of expression of all parties to a complaint. Academic freedom and freedom of expression include but are not limited to the expression of ideas, however controversial, in the classroom, residence hall, and, in keeping with different responsibilities, in workplaces elsewhere in the University community. Loyola University Maryland

To make this principle effective, the University has adopted the Harassment and Discrimination Policy and Procedures.

R. Grievance Policy and Hearing Procedures

In the spirit of its Core Values, Loyola University Maryland recognizes that valid differences of opinion and interests will arise within the working community. The University expects its employees to address differences and resolve conflicts reasonably, rationally, and constructively. The University has adopted the Employee Grievance Policy and Hearing Procedures; the text of this policy may be found in Appendix C.

Faculty members should be aware that they may bring a work-related grievance against another employee, subject to the terms of the policy. They should also be aware that the grievance procedures may be invoked against them by another employee.

S. Policy on Consensual Relationships

The University's Core Values include the pursuit of academic excellence, a focus on the holistic growth and development of each unique individual, and an abiding commitment to honesty and integrity. Consistent with the Core Values, the University has adopted a Policy on Consensual Relationships. In brief, "consensual romantic and/or sexual relationships (hereinafter referred to as consensual relationships) between University employees and students are to be avoided where the employee has (or reasonably could have) professional responsibility for the student's academic performance or professional future…All employees are considered to have potential professional responsibility for undergraduate students…With respect to graduate students, consensual relationships are prohibited in cases where the employee has, or reasonably can expect to have, professional responsibility for that student." The text of this policy may be found in Appendix C.

V. PROFESSIONAL RIGHTS AND RESPONSIBILITIES

Appointment to the faculty of Loyola University Maryland involves a variety of professional responsibilities. Some of these are discharged individually and some in cooperation with other instructional or administrative officers of the University. The development of Loyola and its best interests are significantly promoted by the fulfillment of faculty responsibilities. The very reason for Loyola's existence is to form a collegium that promotes self-knowledge, personal commitment, self-direction, and professional excellence among all members of the University community.

A. Academic Freedom

Loyola University Maryland, as an institution, and every one of its officers, instructional or administrative, is committed to upholding and promoting academic freedom. This is in accordance with the 1940 Statement on Academic Freedom and Tenure drafted jointly by the American Association of University Professors and the Association of American Colleges, and it applies to all faculty members, tenured, tenure-track, teaching and clinical and affiliate.

1. The University recognizes peer review as the ordinary means for evaluating scholarship and publication.

2. In the classroom, teachers are free to discuss their subject according to the intrinsic necessities of the discipline. Controversial matter is a recognized stimulus to discussion and learning but should be avoided if it bears no relation to the subject.

3. Loyola encourages its faculty members to participate as citizens in the larger community. It is also concerned that such participation reflects the professionalism, maturity, and civility proper to a member of a learned profession. Care should be taken that it is sufficiently clear when the faculty member is not formally representing the views of Loyola University Maryland.

4. Academic freedom is an important means both for advancing knowledge and for benefiting society by independent criticism and honest judgment.

5. Tenure helps ensure that there will be present on campus faculty members who can act prudently and effectively in defense of academic freedom.

6. As stated in Section 3.1 of the Rank and Tenure Policy Statement, with due respect for faculty members as "citizens, members of a learned profession, and officers of an educational institution," faculty members are not "institutional spokespersons." When the news media seek an institutional spokesperson, faculty members should refer the request to the Institutional Communications Office. When the news media seek a faculty member's contribution as a member of a learned profession, the faculty member should inform Institutional Communications, who may provide counsel and publicize the faculty member's contribution as appropriate (see Appendix B, Section 3.1).

B. Integrity

All faculty members are to be persons of integrity; that is, they are to be committed to the Jesuit mission and educational vision of the University, to uphold the terms of their contracts and agreements, to be honest and forthright in all dealings and interactions with others, to respect confidentiality, to act in the best interests of the institution, and to uphold standards of academic integrity in the classroom (see VIII-8) and in their scholarship.

C. Teaching

The fundamental responsibility of all tenured and tenure-track, teaching, clinical, and most affiliate faculty members is to teach and guide the students. The most inspiring teachers are perennial students, alive to fresh possibilities in their courses as well as their disciplines. Teachers worthy of the name do not only impart what they already know but share with their students what they are working to discover, share also their doubts and confusion, their enthusiasm and convictions, in some sense share their daily lives to be for their students what they hope those students will become. They so share themselves, because as teachers, they genuinely care for and about students, and respect them as fellow learners. The aim is an increasing

enhancement of the student's ability to work independently and effectively, and ultimately to provide a leaven of expertise and good judgment in society. A good faith effort should be made in all courses to fulfill what has been publicized as the subject matter and requirements. Subject to various exigencies, classes are to be held as scheduled, and test results, papers, and assignments are to be returned to the students as soon as possible.

All faculty members may be assigned to teach in any division or program according to their academic qualifications.

D. Scholarship

Since the adoption of a formal rank and tenure policy in the late 1940s, Loyola University Maryland has consistently included evidences of scholarship among the criteria for promotion and the granting of tenure. As stated in Section 4.6.b of the RTPS, "In addition to their central role as teachers, professors are deemed to be experts in a particular area of knowledge. They have extensive training in a given field. In this respect, professors are able to provide a very distinctive learning experience. They do not simply disseminate knowledge. Rather, because of their scholarly expertise, they can educate students with respect to the specific scholarly practices of their discipline, including patterns of reasoning that characterize their discipline. Professors can introduce students to scholarship in the discipline as well as help students become scholars in their own right. To ensure that their knowledge and expertise are current, professors are expected to participate as active scholars in their specific disciplines. Scholarship entails the ongoing intellectual contributions of faculty members to their disciplines. Scholarship arises from the scholar's own intellectual interests. Moreover, it is marked by disciplined, rigorous, and/or creative endeavors to contribute to and advance the work of one or more disciplines. In the tenure and promotion process, it is the responsibility of faculty members to articulate an account of their own scholarship and how it arises from their own intellectual interests and to describe how their research relates to and advances the work of a particular discipline (or disciplines). Indeed, scholarship is a primary characteristic of the professor. Loyola faculty should aspire to the highest quality in their scholarly work. The best judges of this quality are one's peers in the discipline both within and outside Loyola. The means of contributing to the knowledge base will vary by discipline." The comments below were approved by the Academic Senate for inclusion in the Faculty Handbook.

Primary Outcome of Scholarship

The primary outcome of scholarship should be the placement of one's work in outlets within one's discipline (or disciplines). Within some disciplines, books, monographs, or journal publications are the most desirable outcomes, while in others, such as the fine arts, the salient outlets may be films, performances or the exhibition of artistic media. Placement of one's work in the most desirable outlets requires peer review. A peer review system ensures that one's work meets the basic criteria for significance and soundness within the discipline. As such, acceptance by the peers within the discipline is the litmus test of scholarly work.

Secondary Evidence of an Active Scholarship Program

Prior to achieving the ultimate goal of acceptance in a peer-reviewed outlet, there are interim markers that are evidence of an active program of scholarship. Departments have the responsibility for determining the relative significance of interim markers. However, interim markers should not be viewed as substitutes for the primary outcome of scholarship in Section II. B. Examples, in unranked order, of active scholarship programs could include the following activities:

1. *Professional Presentations.* Presenting the results of one's research at professional conventions and conferences is a mainstay of the active researcher. Such presentations provide for the rather rapid dissemination of ideas as well as the timely receipt of feedback on the work presented. Moreover, if a faculty member has an established reputation of being an intellectual leader with respect to certain topics within the discipline, members of professional associations may invite the faculty member to present their work at a professional meeting or conference. In these instances, professional presentations serve not only as a marker of an active scholarship program but may also be an indicator of the quality of the scholarship.

2. *Conference Proceedings.* In many disciplines, peer reviewed conference proceedings represent an important interim step toward publication in a journal. As such, conference proceedings represent work that is at a highly developed stage of completion, but not yet polished enough for acceptance into a journal. Publication in conference proceedings may also signify that the scholarly work is making a contribution to the discipline. Alternatively, within some disciplines, publication of conference proceedings can be the equivalent of a journal article and should be viewed as a primary form of scholarship.

3. *Applying for Outside Scholarly Grant Funding.* Applying for outside grant funding for scholarly endeavors is part of the development process for scholarly activity. Through the application process, the faculty member is forced to think about the details of the scholarly project and undertake tasks in the development of the project to emphasize the importance/worthiness of the project for funding.

4. *Other*. In addition to the items falling into the above categories numbered 1 through 3, a number of other markers of an active program of scholarship exist. These other markers include examples such as book contracts, commissions to do scholarly work, and commissions to produce artistic media.

Discerning the Quality of Scholarship

Scholarly activity is a significant component of a faculty member's work. It is also the responsibility of both departments and individual faculty members to be able to offer clear, reasoned accounts of the quality of their own and others' scholarship. Although there are a variety of ways of discerning the quality of scholarship, such discernment at the very least entails that faculty members will need to engage the work of their colleagues. Moreover, as it is required or permitted by the Rank and Tenure Policy Statement and Faculty Handbook, department and faculty members may solicit the views of experts in their field outside of Loyola. Also, it may be possible to glean reviews of such work from the professional literature, while in other instances it may be possible to obtain published reviews of a person's works.

Further, it is the responsibility of departments to articulate for themselves and for those outside their discipline the relative merits and qualities of various outlets for scholarship within their discipline. In certain cases, departments may also want to consider questions of scholarly quality in the light of a particular mission they have articulated for themselves. Ideally, faculty members' scholarship should result in their recognition as an intellectual leader with respect to certain topics within the discipline. By virtue of a faculty member's involvement in the complexities and subtleties of an academic or professional discipline, an individual establishes a reputation of being an authority with respect to certain topics. Recognition as an authority evolves from acquired competencies in the field via an active program of scholarship resulting in successful placement of work in durable outlets within the discipline.

The value of scholarship is found not only in how many publications one has but also in the significance and usefulness of the existing work to others in the field. Different disciplines will have different ways of determining the significance and usefulness of scholarship. Departments and faculty members should take particular care in explaining these so that they can be understood by those in other disciplines. For co-authored publications, the candidate should indicate the extent and nature of their collaboration. In addition, the following represent some, but by no means the only, forms that high-quality scholarship may take:

1. *Books*. Scholarly books advance knowledge within some disciplines and usually require a significant amount of research. The quality of a book can be ascertained from professional scholarly reviews. Other indicators of book quality can include such things as the prestige of the publisher, the type of publisher (i.e., academic vs. popular press), the intended audience of the book, and whether it is an original composition or edited compilation. Each department needs to decide the relative merits of a book. As these decisions are made, the department should be mindful of the definition of scholarship set forth in this document.

2. *Articles*. For determining the quality of published articles, one of the most basic criteria is whether or not the article appeared in a peer-reviewed outlet. Aside from some cases when one is commissioned to prepare an article or a chapter in a book, a peer-reviewed outlet is generally preferable. Within the

peer-reviewed category, several levels exist. For this reason, each discipline should be able to judge rigor and quality.

3. *Translation and Other Types of Scholarly Publication.* In many disciplines, the work of translating and editing significant texts is considered an important scholarly activity. Such work requires more than facility with another language. It usually requires familiarity with the intellectual and historical context of a document. In most cases, peers within a discipline can provide the most appropriate evaluation of such work. Departments and individual faculty will need to articulate how any particular work of translation should be evaluated relative to other forms of scholarship such as monographs and articles.

4. *Artistic Media*. For primary scholarship outcomes other than books or journal articles, peer review should be considered as one gauge of quality. Peer review should include reviews from professionals in the discipline. Depending on the type of scholarship outcome, other measures of quality should also be considered. For example, determination of quality for an art exhibition can include things such as the notoriety of the venue and the type of show (i.e., refereed vs. juried or one-person vs. group show).

5. *Extramural Grant Funding.* A final indicator of the quality of scholarship is the receipt of outside grant support from well regarded, independent sources. Receipt of outside grants recognizes the value of current plans and past achievements.

Relevance of Scholarship to Teaching and Service

Scholarship complements a faculty member's teaching and service responsibilities. With respect to teaching, faculty can incorporate their expertise resulting from their scholarship endeavors to enhance the educational experience students receive in the classroom. Sometimes this can result in publications in what is sometimes called "the scholarship of teaching"; such scholarship can be evaluated using the quality indicators mentioned above. Also, opportunities for faculty to collaborate with students on the students' scholarly projects or for students to collaborate with faculty-on-faculty scholarly projects involve teaching students the scholarly practices of the discipline. This type of collaborative activity becomes an important part of providing life and continuation to the discipline or profession. Again, the publications that may result from such efforts (with either student or faculty as primary author) can be evaluated using the quality indicators suggested above. With regard to service, establishing a record of quality scholarship increases the potential for professional service opportunities. Examples of professional service opportunities may include serving on the editorial boards of those journals that are part of a discipline or profession, providing peer reviews for journals, books, and artistic media, serving as outside reviewers for tenure and promotion cases at other institutions, and coordinating professional events. In addition, various forms of community service may both benefit and benefit from faculty members' research. Faculty members who seek advice or help on developing their scholarship, or integrating their scholarship with teaching and service, can seek mentoring from members of their department and from faculty in the University-wide mentoring program as well as from peers outside the University.

E. Service

Tenured and tenure-track faculty members share the responsibility for all decisions, which affect admissions and academic standards, curriculum, initial appointments, renewals of appointments, promotion, the granting of tenure, guidance of students, and any matter of policy that directly affects the mission of Loyola. This co-responsibility may be discharged through University committees and bodies, the department, and individual initiative. Probationary members should weigh carefully their volunteering for community service because of their more pressing responsibilities in regard to teaching and scholarship.

1. Normally after the first year, all tenured and tenure-track faculty members are asked by the Faculty Affairs Committee to list the committee(s) to which they would like to be appointed. Every effort is made to accommodate the faculty member's first choice. Annually the Loyola Conference and the Academic Senate review the list of committee assignments for those committees that report to them.

2. Service, on either elected or appointed committees, is included in the evaluation of a faculty member's contribution.

3. Service on department committees and projects, advising student activities, and involvement in projects established by the deans are also expected of tenured and tenure-track faculty members.

4. In their own interest and for the development of the University, faculty members are expected to recommend additions and withdrawals from library holdings.

5. All faculty members are responsible for advising students, both majors and non-majors, on their career plans and plans for further study. In addition, departments have established their own advising programs, and faculty members are expected to carry their share of the load. To this end, every faculty member is to establish office hours and post the schedule of hours. The generally accepted norm for office hours is six hours per week.

   On a voluntary basis, members of the faculty, under the leadership of the Dean of Undergraduate Studies, participate in the advisement of freshmen and sophomores in the core program. Advisors are obliged to be acquainted with the policies and procedures that pertain to the core. In addition, they are expected to know the backgrounds and the abilities of their core advisees and be in a good position to offer them sound advice regarding their academic and career goals. This requires knowledge of the diverse programs and majors offered at Loyola. The training of advisors, information necessary for the successful operation of this program, and other kinds of support are provided by the Director of the Academic Advising Support Center in cooperation with the Dean of Undergraduate Studies.

   There are volunteer opportunities for contributing to the life of the larger community, and such service is viewed favorably by Loyola.

F. Annual Updates

Each year full-time faculty members complete an "Annual Update Form" that summarizes their teaching, scholarly, and service activities and contributions for the previous year. (Current update forms, suitable for editing, are accessible from the Office of Academic Affairs website.) Evidence of activities is submitted with the update form. Possible evidence of activities for teaching, scholarship, and service are noted in Faculty Handbook sections IV.L.6-9. At least two forms of evidence addressing teaching effectiveness are required to be submitted. This information provides much of the data used by chairs and deans for evaluating faculty performance, is used for determining salary increments, affects reappointment decisions, and becomes the basis for tenure and promotion applications. For more information about the annual review process for tenured and tenure-track faculty, teaching faculty, and clinical faculty, see sections IV.A.4, IV.B.4, and IV.C.4 respectively.

G. Academic Functions

The collegial character of Loyola prompts the expectation that tenured and tenure-track faculty members will participate in department meetings, faculty meetings, sessions of the Faculty Assembly, and formal academic functions such as the Fall Honors Convocation, Mass of the Holy Spirit, Maryland Day ceremonies, Baccalaureate Mass, and Graduation. Attendance at such faculty and academic functions is a visible expression of professional commitment even though not a contractual obligation.

All meetings of Loyola committees are open to members of the University community. Attendance is welcomed, but the rules of some bodies, such as the Loyola Conference and Academic Senate permit limited participation by those who are not members.

H. Professional Responsibilities – Teaching, Clinical, and Affiliate Faculty

The basic responsibility of teaching, clinical, and affiliate faculty members is the same as for tenured and tenure-track members to teach and to guide students. Although differences in their level of obligation are recognized, teaching, clinical, and affiliate faculty members' participation in the life and work of departments and attendance at academic functions is welcomed and encouraged.

I. Intellectual Property, Copyrights, and Patents

In the course of fulfilling the University's educational mission of inspiring students to learn, lead, and serve in a diverse and changing world, Loyola faculty, administrators, staff, and students may develop

Intellectual Property through their research and other employment-related activities. Loyola University Maryland has adopted *Policies and Procedures for Intellectual Property, Copyrights, and Patents* in order to establish the principles and processes to guide decision-making related to Intellectual Property. This policy, which is posted online, covers all forms of Intellectual Property created at or under the auspices of the University, including but not limited to those covered by patents and copyrights. The paragraphs below highlight a few key features of this policy. Faculty members engaged in work that might lead to copyrights or patents should consult the policy.

In keeping with the longstanding tradition of faculty ownership of scholarly writings and creative works and other materials that are potentially subject to copyright protection, the University disclaims ownership of works of authorship by faculty members with the exception of sponsored projects or certain works developed specifically for the use of the University. The University shall have the right to use materials developed or used by faculty during their employment without payment of any royalties or other fees. In addition, faculty members must comply with Loyola's policy on outside employment prior to providing services to another institution that may result in the development of Intellectual Property (e.g., to create a distance-learning or internet-based course) (see Section 2.3 of the Rank and Tenure Policy Statement).

With respect to patents, unless the University has entered into a Sponsored Project agreement to the contrary, Loyola asserts its ownership of all Inventions made or conceived by a Member of the Loyola Community where the University has provided a Substantial Contribution. Detailed information on patents is contained in the policy. Non-Disclosure agreements should be obtained before discussing an Invention with any individual, including students, potential commercial partners, and others.

VI. FACULTY ORGANIZATION

Loyola University Maryland has one faculty, which, in cooperation with the administrative officers of the University, pursues its varied responsibilities and participates in the governance of the University through a variety of bodies and organizations. Issues are normally handled and decided at the lowest level consistent with good order. Furthermore, faculty participation in the policy-making process is a concrete application of the conviction that the proper development of Loyola is a shared responsibility, and that collegial deliberation is one of the best ways of assuring such growth.

The basic operating unit of the University is the academic department. These have been assigned to Loyola College, the School of Education, and to the Joseph A. Sellinger, S.J. School of Business and Management. The faculty as a whole assembles periodically on the call of the Vice President for Academic Affairs. It also meets on the call of the Chair of the Academic Senate acting in their role as Chair of the Faculty.

A. Academic Departments

Academic departments should operate on the same principles of collegiality and decision-making as the University. Departments are organized according to academic specialization. Each department is responsible, subject to the appropriate dean and committees, for developing, staffing and evaluating academic offerings within a particular academic specialty. Full-time and part-time department members may be assigned courses in any program, and all faculty members are responsible for advising students, both majors and non-majors, in all areas in which the department has offerings. All members of a department share a responsibility to contribute to the academic life of the University from the point of view of their academic specialty, to recommend library holdings, to advise and assist students in their career plans and plans for further study, and generally to be concerned with the academic development of each student.

1. Departments are expected to have regular meetings of full-time faculty, at least some of which are to include part-time members, as well as full-time visiting members.

2. Students, especially majors and graduate students, are to be involved as appropriate in departmental meetings and discussions.

3. All full-time, non-visiting, department members are to be consulted and make decisions on matters concerning the development of the department and its students. Other faculty are consulted, as appropriate.

4. Only tenured and tenure-track faculty members may participate in departmental decisions on matters concerning appointments, reappointment, promotion, and tenure. With respect to tenure-track faculty, Section 2.1 of the Rank and Tenure Policy Statement specifies that the chair must consult the department's tenured faculty members and then accurately summarize their views on contract renewal in a letter of recommendation to the dean. With respect to tenure and promotion, Sections 4.4 and 5.4 of the Rank and Tenure Policy Statement, respectively, specify that the chair must consult the department's tenured and tenure-track faculty, and the chair's letter must accurately summarize the views of the tenured members of the department.

5. Departments are responsible for keeping their representatives to the Academic Senate informed of their views, and for ensuring that representatives keep them informed of Senate agendas and actions.

6. Departments in related areas should communicate with each other on matters of common concern and on occasion meet together.

B. The Department Chair

1. The department chair is a teaching faculty member and the primary administrator of an academic department for a renewable term of no more than three years. Normally the chair is tenured. Since an academic department is an assembly of professionals whose autonomy, expertise, and stake in the department's health merit respect, the chair-faculty relationship should be fundamentally consultative, or collegial, in nature.

2. Thus, all-important matters of departmental policy should be decided in consultation with full-time, non-visiting faculty members except for those matters restricted to tenure-track and tenured faculty members by the Faculty Handbook and Rank and Tenure Policy Statement. The chair is expected to seek consensus on such matters to the fullest extent possible. The chair is expected to seek consensus on such matters. These include items such as: recruitment of tenured and tenure-track and teaching, clinical, or affiliate faculty members, initial determination of rank, renewal and non-renewal of contracts, departmental tenure and promotion recommendations, departmental sabbatical and tenure-track research leave recommendations, program and curriculum changes, course offerings and teaching assignments, student advising, allocation of department funds, and activities of departmental support personnel. Mechanisms for seeking consultation and consensus, including what to do when consultation does not lead to consensus, may vary from one department to another and from one issue to another, but they should be clearly understood and generally accepted within the department.

3. With respect to tenure-track faculty members, Section 2.1 of the Rank and Tenure Policy Statement specifies that the chair must consult the department's tenured faculty members and then accurately summarize their views on contract renewal in a letter of recommendation to the dean. With respect to tenure and promotion, Sections 4.5 and 5.4 of the Rank and Tenure Policy Statement, respectively, specify that the chair must consult all tenured and tenure-track faculty members in the department and the chair's letter must accurately summarize the views of the tenured members of the department.

4. The chair annually discusses with each member of the department the chair's evaluation of the member's teaching, scholarship, and service. Evaluations are ultimately the chair's decision, but they should reflect a broad base of information and frank discussion with the persons being evaluated. In addition, each year, the chair discusses with all tenure-track faculty members their progress toward tenure. Section 2.1 of the Rank and Tenure Policy Statement specifies that the chair must consult the department's tenured faculty members and then accurately summarize their views on contract renewal for tenure-track faculty members in a letter of recommendation to the dean.

5. The chair represents the department externally. The chair represents the department in consultations with the appropriate dean and other administrators. Additionally, the chair is expected to communicate to the department any relevant information from these consultations. The chair is an advocate for the department and attempts to attract students to departmental programs, which includes assisting the admissions office in presentations to prospective students and coordinating all information about the department publications, including the departmental website. The chair ensures that the department provides effective advising, especially for majors and minors.

6. In case of a disagreement between a student and a teacher in the department over grading or other academic matters, the student may appeal to the chair. For more information see page VIII-13as well as University catalogues.

7. To conduct departmental business, the chair convenes meetings, at least one per semester, normally having prepared and distributed an agenda at least a week in advance. Any department member may request a meeting, which the chair must convene within fourteen days. The chair should distribute minutes of meetings promptly to all members.

8. The department chair is formally reviewed each year by the dean as part of the Annual Review of all faculty members.

9. When the chair's term expires, or the position becomes vacant for some other reason, the appropriate dean asks a senior member of the department, who does not intend to stand for chair, to call a department meeting of the full-time, non-visiting, returning faculty for the purpose of selecting by secret ballot a person for department chair. The senior member will inform the department of the vote and forward the person's name to the appropriate dean as the department's recommendation for department chair.

If the current chair seeks another term, the senior faculty member coordinating the election will, prior to the election, conduct a departmental evaluation of the chair's previous term. The purpose of this evaluation is to provide advice to the chair about how to continue to carry out the office of chair, and to provide feedback to the chair about strengths as well as areas for improvement, should the chair be re-elected. The dean and chair take this evaluation into account as part of their ongoing conversations about the chair's leadership and service in the department. Departments can construct their own evaluation instruments, using models developed by other departments at Loyola and available from their dean. Departments may also use a nationally-normed evaluation instrument. Chairs should discuss with the dean and department how best to schedule this evaluation. This discussion should be done in a timely fashion so that it allows the department and dean to approve any evaluation instrument, such as a survey of the department. The evaluation will ordinarily be anonymous, with the results known only to the chair and the dean.

10. Normally, the dean accepts the department's recommendation for the chair. However, in cases where the recommendation is not accepted, the dean will provide a formal explanation to the department. Should disagreement follow such explanation, the dean shall consult with the department and the Vice President for Academic Affairs for an appropriate resolution.

11. Occasionally, a faculty member will serve a 1-semester or 1-year term as Interim Chair. For example, if the department chair is on leave in the middle of their 3-year term, then an Interim Chair serves temporarily in their place. Or, if the department is hiring an external chair, then an Interim Chair may serve in the interim. The selection of an Interim Chair follows the regular procedures, which appear in #8 above.

12. While not a frequent occurrence, the need to advertise and search externally for a chair may arise because a department persuades the dean and the Vice President for Academic Affairs that it needs a set of skills and abilities that do not currently exist within the department, because the department is not able to elect a chair, or because the dean is unable to appoint an elected chair and alternative possibilities have been exhausted with the department and the Vice President for Academic Affairs.

C. Academic Program Director

A program is a combination of courses, workshops, and other educational experiences for which academic credit is given and for which a Director has been appointed by the dean or department chair if the program is solely within a department. Program directors, if otherwise members of the faculty, are also members of a department with which the program is associated and as such, participate in general department meetings according to their faculty status. In regard to the program, a director has some of the same duties and responsibilities as a department chair. For example, the Director may schedule courses, oversee faculty members' participation in the program, and advise students. In addition, the Director should maintain good relations with the department(s) with which the program is associated. The Director's responsibilities also involve the establishment and maintenance of good relations between the specific program and the community at large. The Director should be sensitive to the needs of the community and should plan and execute offerings in accord with these needs, in consultation with the department with which the program is associated.

D. Faculty Meetings

There are two types of faculty meetings, those called by the Vice President for Academic Affairs and those called by the Chair of the Academic Senate acting in their role as Chair of the Faculty.

1. The Vice President for Academic Affairs calls faculty meetings as necessary. All tenured and tenure-track, teaching and clinical faculty members are expected to attend these meetings. Attendance by affiliate faculty members is welcomed, and they have the right to express their views.

2. The Chair of the Academic Senate in their role as Chair of the Faculty has the authority to assemble the entire faculty and will do so at least once a semester. All tenured and tenure-track, teaching, clinical, and affiliate faculty members are invited to attend and may express their views. All full-time,

non-visiting, faculty members have the right to vote, unless otherwise specified by policy. Such votes will be hosted anonymously or by secret ballot. An agenda is distributed in advance.

E. Faculty Elections

1. Conducting faculty elections is the responsibility of the Vice Chair of the Faculty Affairs Committee.

2. Elections for offices, boards, and elected committees are held in the spring according to the schedule established by the Faculty Affairs Committee.

3. All tenured and tenure-track faculty members who will have completed a year of service at Loyola by the time they would take office are eligible to register their candidacy or accept a nomination except for vacancies on the Board on Rank and Tenure. Only tenured faculty members are eligible to stand for elections to the Board on Rank and Tenure.

4. The Faculty Affairs Committee has determined that the winning margin in faculty elections is ordinarily a significant plurality. If no candidate secures a significant plurality (34%) of the vote, a run-off election is held between the two candidates who secured the highest number of votes for each seat.

5. All polls of the faculty involving University policy, procedure, or development shall be conducted by the Faculty Affairs Committee.

F. Special Centers

A special center is an administrative entity headed by a Director who is appointed by the appropriate dean or the Vice President for Academic Affairs. In formulating policy and in operating the center, the Director may be assisted by a steering committee composed of faculty members from the departments associated with the center and other people whose expertise or representative character would aid the committee. Certain of the centers also have a Board of Sponsors to promote and publicize their work and to assist in obtaining funding support.

The special centers are:

1. **The David D. Lattanze Center for Executive Studies in Information Systems**
   Is dedicated to research issues affecting the role of information systems in organizations. This research is directed toward the following specific topics: 1) the subject of information as a strategic resource; 2) the strategic relevance of information technology; 3) the relationships between strategic planning and information systems planning; and 4) the impact of new technology in the organizational environment. An Executive Committee assists the Director in the management of the Lattanze Center.

2. **The Center for the Humanities**
   Was established in 1983 through the generosity of many donors and the National Endowment for the Humanities. It exists to provide strength and vision to the humanities at Loyola University Maryland. To realize its goals, the Center sponsors a wide range of programs, some of which are ongoing, others representing one-time grants. Programs include lectures, lecture series, and fine arts performances; other forms of research support for both faculty and students; and various forms of support for teaching in the humanities. The Center is administered by a director and a Steering Committee which includes the humanities chairs. For a full listing of the Center's programs and policies see www.loyola.edu/humanities.

3. **The Center for Community Service and Justice**
   Seeks to introduce the students, faculty, administrators, and staff of Loyola University Maryland to the educational experience of critically reflective service in solidarity with people who are materially poor. Through this experience, the Center strives to form men and women committed to a way of life integrating service and critical reflection, and contemplative openness to God's presence and action in the world. The objectives of the Center in pursuit of its mission include (1) Promoting education for social justice facilitating apostolic activity that manifests God's preferential option for people who are poor. Ongoing and one-time community service placement opportunities are available in the areas of

adult literacy, advocacy, the environment, health care and hospitals, housing, homelessness and meal programs, senior citizens, special needs (children, youth, and adults), and youth, education, and tutoring; (2) Grounding service in a foundation of spirituality and assisting in student faith development and value formation. (3) Facilitating curricular and co-curricular service learning and reflection opportunities that provide students with a critical awareness of the reality of the world in which we live and that help students make connections between their curricular studies and their experience of our world; and (4) Allowing students to experience and explore the faith, culture, and gifts of people in communities unfamiliar to them through service immersion programming. The Center also coordinates summer service programming and assists students in exploring post-university service opportunities.

4. **The Loyola Clinical Centers**
   Provides state-of-the-art comprehensive clinical education to graduate students in and across a variety of disciplines. They train students in best practices to deliver evidence-based assessment and intervention services to individuals and families of all ages, cultural backgrounds and socioeconomic statuses. The Centers' mission is to provide access to care regardless of financial resources and promote an inclusive environment for the citizens of Baltimore City and surrounding communities. Those working at the Clinic are inspired by the words of the Superior General of the Society of Jesus, Father Peter-Hans Kolvenbach, S.J., "When the heart is touched by direct experience, the mind may be challenged to change…Students, in the course of their formation, must let the gritty reality of this world into their lives, so that they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively."

5. **The Center for Equity, Leadership, and Social Justice in Education (CELSJE)**
   Collaborates with educators, community members, students, and allies through a forum of professional learning, research, engaged scholarship, political action, and community involvement to amplify our collective voices, advocate for multiracial and multicultural human rights, and advance justice in education. Using Research-Practice-Partnership (RPP) paradigm as a framework, CESLJE promotes the production and use of rigorous research to answer key questions in education practice through a collaborative approach for engaged research and sponsored programs. CELSJE will serve as a leading educational equity resource for state leaders, teachers, students, and allies who wish to advance practices and policies in their school communities that advance human rights.

6. **The Center for Innovation and Entrepreneurship**
   The Simon Center for Innovation & Entrepreneurship aims to nurture student innovators and make an impact in the Baltimore community through education, hands-on experiences, and creative experimentation.

7. **The Center for Continuing Education (ASPIRE)**
   ASPIRE is an online learning platform with the aim of expanding educational opportunities in areas such as tech and business. The goal of Aspire is to expand access to Loyola University Maryland's educational offerings in Baltimore.

8. **The American Kodaly Institute**
   The American Kodály Institute at Loyola University Maryland provides an engaging and nurturing environment that allows music educators to thrive and reach their peak potential. Graduate students master 21st century applications of the Kodály philosophy and Music Learning Theory. This program applies the latest music education research with the goal of music literacy for all. AKI faculty are master teachers with current classroom experience teaching musicians from birth through adulthood, inspiring our students to become artists, pedagogues, and scholars of the highest caliber.

9. **The Karson Institute for Race, Peace & Social Justice**
   The Karson Institute provides a scholarly space for professors, students, social justice workers, and activists to come together to research, discuss, debate, and explore answers to America's most urgent

questions on inequality, injustice, and racial inequity. We are committed to establishing a research and data-based environment built on intersectional liberated ideas and ideologies.

10. **Loyola's Center for Montessori Education**
    Is committed to empowering professionals in Montessori education across the globe through innovative graduate programs. The Center is committed to Dr. Montessori's philosophy and methodology and the belief that the child will bring about change through respect and confidence in the child and their ability to become active members of society. Through research and professional development focused on diverse perspectives in education, effective and innovative tools to amplify equitable communities, and an informed understanding of the opportunities to create educational change, students, faculty, and stakeholders strive to uplift this unparalleled method of education.

G. The AAUP Chapter

The American Association of University Professors [AAUP] was founded in 1915 to protect academic freedom and to promote professional attitudes and standards among teachers in American colleges and universities. The Loyola University Maryland Chapter was organized in 1966, and until the establishment of the Faculty Council in 1976, served as the vehicle for developing a faculty consensus on important issues. The Loyola Chapter continues to hold colloquia on subjects of general concern. Membership in the national AAUP is required in order to join the local chapter.

VII. FACULTY BENEFITS

As employees of the University, faculty members enjoy a variety of benefits. The primary committees concerned with benefits and compensation are the Compensation and Benefits Committee (see III-5) and the Faculty Compensation Committee (see III-3). These committees work with the University administration to design the benefits offerings. Benefits at Loyola periodically undergo extensive review. The outcome of these reviews may change not only existing benefits but also the method in which they are administered. As changes are made, the Faculty Handbook and Academic Policies Committee will update the Faculty Handbook.

The description of the following benefits is not a commitment to provide them, and no contractual obligation is implied. Benefits of employment may change at the sole discretion of the University. Eligibility for participation in any benefit plan is governed by the terms of the plan document in question. **The following is intended for summary explanation only.** Further details regarding various benefits are available at the Human Resources website.

Newly hired or eligible full-time or four-fifths-time faculty members may participate in benefits the first of the month coinciding with or following date of hire or eligibility. Temporary faculty members scheduled to work a minimum of 30 hours per week on a regular basis are eligible for medical coverage under any plan option determined by the University as of the first day of the month following 60 days of employment. The cost to faculty members of benefit elections offered through the Cafeteria Flexible Benefits Plan, under Section 125 of the Internal Revenue Code, is paid with pre-tax dollars (before taxes are calculated). Faculty members pay for premiums with regular pre-tax deductions from their pay over the course of the year. Benefit elections are binding for the benefits year (July 1 through June 30) unless a change in status event, as defined by the plan document, is experienced. All faculty members holding full-time or four-fifths-time appointments with the University, and who have satisfied the waiting period, are eligible to participate in the Cafeteria Flexible Benefits Plan. A faculty member's spouse and children to age 26 years of age regardless of student, financial dependency or marital status are eligible for medical, dental and vision coverage. This includes stepchildren, children legally placed for adoption, and legally adopted children; dependent children incapable of self-support because of a physical or mental disability are eligible for coverage regardless of age. Unmarried children between the ages of 19 and 25 are eligible for dependent life insurance coverage provided they are enrolled as full-time students in an accredited school, college, or university and are solely dependent upon the member for support, under IRS guidelines. Student status must be verified with a copy of the student's schedule or a note from the attending registrar's office, as requested.

A. Benefits of Employment

1. Retirement Plans

a. Loyola University Maryland Retirement Plan

Participation in the Loyola University Maryland Retirement Plan begins the first of the month coinciding with or following eligibility. The Plan allows participants to make voluntary tax-deferred contributions to a retirement account by means of a written salary reduction agreement (SRA). Tax-deferred retirement contributions are governed by the SRA under Internal Revenue Code Section 403(b). Investments are made at the direction of the participant into the University-approved retirement plan vendor. The University does not contribute its plan contribution to a participant's retirement account during periods of unpaid leave. In order to receive the University retirement contribution, the faculty member must satisfy all of the following conditions:

- be an eligible faculty member;
- attained the age of 21;
- completed one year of service at the University (at least 1,000 hours over 12 months);
- make a tax-deferred contribution of at least 2 percent of base pay.

The one-year waiting period may be waived if one year of continuous full-time employment (immediately prior to employment with the University) has been completed at an accredited four-year higher educational institution. Both the University contribution and required two percent participant contributions are directed into the participant's retirement account. Further details and information may be obtained from the Benefits Office.

b. The Board of Trustees renewed the Phased Retirement Program for tenured faculty members who will be at least age 60, but under age 70, by July 1 of the year in which participation begins in the phased retirement program. Applications are accepted 2020-2025. The voluntary program allows an eligible faculty member to work half-time for half pay with commensurate benefits. Detailed information and program guidelines are available from the Information for Faculty page of the Office of Academic Affairs website.

2. Insured Benefits

a. Health Care

Faculty members holding full-time, or four-fifths-time positions are eligible to participate in the University healthcare plans. Coverage begins the first day of the month coinciding with or following the date of hire. Health coverage for dependents and one legally domiciled adult is also available. The Patient Protection and Affordable Care Act (PPACA), or Health Care Reform law, is a United States federal statute signed into law in 2010. The University is meeting the requirements of this law. You may wish to consult www.healthcare.gov for a full explanation of the law. Temporary faculty members scheduled to work a minimum of 30 hours per week on a regular basis are eligible for medical coverage under any plan option determined by the University as of the first day of the month following 60 days of employment. The University contributes a portion of the cost for individual and dependent coverage. Members pay a portion of the cost with pre-tax dollars through payroll by means of a salary deduction plan. If a faculty member does not want medical insurance, they may waive the University's healthcare benefits. A waiver statement must be signed by the faculty member. Health care options include medical, dental, and vision coverage. Further details and information may be obtained by visiting the benefits section of the human resources website or by contacting the Benefits Office.

b. Life Insurance

Core term life insurance with accidental death and dismemberment coverage is a benefit provided by the University at no cost to faculty members holding full-time or four-fifths-time positions. The benefit is equal to base annual pay. The cost of insurance in excess of $50,000 is considered a taxable benefit. Those who earn less than $50,000 but purchase supplemental term life insurance may be subject to this taxable benefit if the combined total insurance exceeds $50,000. Faculty members have the option to "cap" their core term life insurance to $50,000 in order to avoid incurring possible taxes on the cost of this benefit. The group life insurance certificate is available under the benefits section of the human resources website. After open enrollment, forms may be obtained online for mid-year beneficiary changes. This form must be forwarded to the Benefits Office for processing.

Eligible faculty members have the option of choosing supplemental term life insurance for themselves. This optional life insurance does not include accidental death and dismemberment benefits. The cost of the supplemental term life insurance is based on age and may be purchased in amounts of $25,000, $50,000, $100,000 or $150,000. Newly hired or eligible faculty members electing $25,000 or $50,000 of supplemental insurance within 30 days of eligibility do not have to apply for medical approval. However, newly hired or eligible members electing $100,000 or $150,000 of supplemental insurance must complete a Medical History Statement. Pre-tax payroll deductions begin once the carrier approves the application. Faculty members who wish to add or increase coverage amounts during open enrollment must complete the Medical History Statement and forward the document to the Benefits Office. Pre-tax payroll deductions begin once the carrier approves the application.

c. Disability Insurance

The purpose of disability insurance is to replace a portion of income if illness or accident prevents an employee from working for an extended period of time. Typically, benefit payments are calculated as a percentage of monthly earnings and are paid after an employee has been absent from work due to a disability for a specific period of time. Disability means, during the first 60 months of disability, the complete inability of the employee, by reason of sickness or bodily

injury, to engage in their regular occupation. After 60 months, it means the inability to engage in any occupation for which they are reasonably qualified for by education, training, or experience.

Long Term Disability
The University provides core long-term disability insurance at no cost to a faculty member holding a full-time or four-fifths-time position. If a participant becomes disabled, the plan provides a monthly income benefit, including any social security or workers' compensation payments, equal to 66 2/3 percent of base monthly salary up to the plan maximum of $8,500 per month. Additionally, the plan provides for the continuation of University retirement contributions to the faculty member's Loyola University Maryland Retirement Plan provided the faculty member participants in the plan. The disability benefits certificate is located under the benefits section of the human resources website. An eligible faculty member becomes insured on the first day of the month coinciding with or following employment. The benefit begins following six (6) months of continuous disability.

Long Term Disability Buy-Up (Short Term Disability)
The University provides faculty members holding full-time or four-fifths-time positions the opportunity to purchase optional long-term disability buy-up insurance with pre-tax payroll deductions. If the faculty member becomes disabled, the plan provides a monthly income benefit, including any social security or workers' compensation payments, equal to 66 2/3 percent of base monthly salary up to the plan maximum of $8,500 per month. Additionally, the plan provides for the continuation of University retirement contributions to the Loyola University Maryland Retirement Plan provided the faculty member participates in the plan. The benefit begins following three (3) months of continuous disability. Faculty members who wish to elect buy-up for the long-term disability insurance as a new benefit during open enrollment must complete the Medical History Statement. Payroll deductions will begin as soon as the carrier approves the application. Additional information is located under the benefits section of the human resources website.

Note: All faculty members must make their benefit elections within the first 30 days of hire or becoming eligible for benefits. Additional information may be obtained by contacting the benefits office.

3. Statutory Benefits

a. Social Security
All eligible faculty members participate in Social Security, which provides a retirement fund for individuals who have worked the number of years required for eligibility. Other benefits include disability income as well as survivor, dependent, and medical benefits. The amount deducted from an employee's compensation and matched with a University contribution is determined according to rates established by the federal government. Further information may be obtained from the Social Security Administration, 6401 Security Boulevard, Baltimore, MD 21235, 410-965-1234.

b. Workers' Compensation
The University and all its employees are covered by workers' compensation insurance should an accident or injury occur on the job. All accidents are to be reported to the Benefits Office within 24 hours so that necessary insurance forms may be filed. When it is necessary to see a physician or to go to a hospital with a work-related injury, the employee should inform the hospital or the physician that this is a work-related injury and that workers' compensation may be liable for any expenses, instead of personal or group insurance. Workers' compensation insurance pays all *bona fide* medical expenses plus a percentage of an employee's base salary for a limited amount of time should it be necessary for the employee to be absent from work. Further information may be obtained from the Benefits Office or from the local Maryland Workers' Compensation Commission, 10 East Baltimore Street, Baltimore, MD 21202, 410-864-5100.

c. Unemployment Insurance
Each employee of the University is protected by the unemployment insurance laws of the State of Maryland, funded by the University. Income protection is provided as determined by the State's Department of Employment and Training. By statute, employees of educational institutions not working between terms or semesters who have reasonable assurance of re-employment in the next term or semester are not eligible to collect benefits during breaks between terms or semesters.

e. Notice Regarding Maryland Healthy Working Families Act
The Maryland Healthy Working Families Act (the "Act") requires Maryland businesses with at least fifteen (15) employees to provide paid sick leave to employees who regularly work twelve (12) or more hours each week. The sick leave may be used for the below reasons. Faculty may take time off from work as needed for reasons under the law with no loss of pay for up to 14 consecutive calendar days. Faculty members who are unable to report to work for an extended period of time (more than 14 consecutive calendar days) should refer to the Faculty Parental, Family, and Personal Medical Leaves Section, Section VII.B.5, in the Faculty Handbook for information on faculty leave policies including salary continuation. For more details, please contact Human Resources.

4. Flex Credits

The University provides a base set of 1,000 flex dollars to assist full-time and four-fifths-time faculty members with their purchase and selection of benefits. Eligible faculty members belonging to the religious orders of the Society of Jesus, or the Sisters of Mercy receive 850 base flex dollars. In addition to the base amount of flex dollars, the University provides additional dollars for length of service beginning with the sixth year of service. More information is available on the HR website.

5. Flexible Spending Accounts

Health Care and Dependent Care Flexible Spending Accounts (FSAs) provide a method to pay for expenses partially or not covered by an employer's medical, dental, or vision plans and for qualified dependent care expenses such as child and elder care. Each type of account is designed to serve different needs, and the accounts may not be combined. A faculty member may participate in either or both FSA accounts even if Loyola's medical coverage has been waived. FSAs reduce the amount of taxable income resulting in savings of Medicare, Social Security, federal, and state income taxes on the amount of contributions made into these accounts. Participation begins when a faculty member decides, either when first eligible or during a subsequent open enrollment period, how much money to deposit in either or both accounts for the plan year (July 1- June 30). Funds are directed into either or both accounts by authorizing money to be deducted from the faculty member's paycheck on a pre-tax basis.

Changes in plan contributions for the plan year are not permitted, except if a qualified life event occurs. The maximum plan year contributions are set by the Internal Revenue Service and change from time to time. Claims for expenses incurred during the plan year will be accepted up to two- and one-half months after the plan year ends. In most cases, September 15 is the last day to file claims for the plan year ending June 30. Amounts not claimed are forfeited under the "use it or lose it" federal requirement. Further information about the program, visit the benefits section of the human resources website or contact the benefits office.

6. University Benefits/Services

a. Employee Assistant Program (EAP)
All full-time and four-fifths-time faculty and their immediate family members are eligible for Employee Assistance Plan (EAP) services beginning the first of the month coinciding with or following the date of employment. The EAP is a benefit providing short-term assistance in a confidential and professional manner to employees and their family members experiencing personal difficulties. Among the types of distress for which the EAP offers assistance are: marital or family problems; emotional distress (depression, stress); alcoholism or alcohol abuse; drug abuse (prescription or other drugs); and other personal difficulties including those resulting from financial, legal, or health problems. The EAP vendor will also assist employees with locating

licensed childcare and elder care providers. There is no cost to employees for the services provided by the EAP. If outside referral professionals are recommended, fees charged by those professionals will be the responsibility of the employee in coordination with the employee's health insurance. A brochure explaining the plan in more detail is available from the Benefits Office.

b. University Events and Facilities

Full-time and four-fifths-time faculty members are able, by virtue of their employment, to make use of certain University services and some of the programs and events sponsored by various departments. Applicable services include the Refectory, Campus Ministry, Career Development and Placement Center, food service, and library. The bookstore offers a discount of 10 percent on most non-sale items. I.D. cards are required for the use of some of these facilities. Services are also provided at the Loyola Clinical Centers for employees and their dependents. Student Health Center usage is limited to emergency first aid treatment.

When it will not interfere with the activities of the University and its organizations, faculty members may reserve University facilities on behalf of recognized outside organizations with which they are affiliated. In all cases, such reservations are at the discretion of University officials. Fees will be charged and other stipulations may be made in conjunction with such reservations. All inquiries should be directed to the Special Events Office. Campus Ministry will answer inquiries regarding weddings and chapel reservations. University facilities may not be reserved for use for political fund-raisers or rallies.

Most sporting events are free of charge. Admission is charged for men's soccer, men's basketball, and men's lacrosse. For those regular season events for which a fee is charged faculty members may request two complimentary tickets and two additional tickets at half-price for each athletic regular season event. Complimentary admission will not be offered for post-season tournament action (Metro Atlantic Athletic Conference play-offs, NCAA championships, etc.). Further information may be obtained from the Athletic Department.

Faculty members are expected to pay general admission fees to dramatic productions, concerts, and other cultural events. There is no general policy for admitting faculty members to student social affairs.

Faculty members are eligible to purchase memberships to the University's Fitness and Aquatic Center. This 115,000 square foot recreational facility features a natatorium with on-deck whirlpool and sauna, a three-court gymnasium, racquetball and squash courts, an indoor running track, a 6,000 square foot fitness center, aerobic dance and multipurpose fitness studios, a rock-climbing wall, an outdoor adventure center, and locker rooms adjacent to the pool. Faculty members may purchase memberships for themselves and for their families as a payroll deduction. Faculty members who are not members may use the Center by paying the guest fee. A full-service membership desk is located in the Recreational Sports Offices in the Fitness and Aquatic Center. Fees are based on membership classification and specifics can be obtained from the Recreational Sports Office.

Faculty members whose primary office is in the Columbia Graduate Center are eligible for a complimentary membership in the Merritt Fitness Center in Columbia. Details are available from the Columbia Graduate Center's Facilities Manager

c. Credit Union

Loyola is affiliated with First Financial Federal Credit Union. It offers savings and checking accounts, loans, and other banking services. For further information, call the credit union at 410-321-6060 or visit their website at www.firstfinancial.org.

d. Interest Free Loans for Computer Purchases
Full-time faculty, staff, and administrators are eligible for payroll deducted interest free loans (up to 3 years) for purchased computer equipment. There is no service requirement for eligibility. Information as well as an application form is available from the Technology Services website.

e. Lactation Accommodation Policy
This policy establishes guidelines for promoting a breastfeeding-friendly work environment and supporting lactating employees at the University for as long as they desire to express breastmilk. The University supports the legal rights and necessity of employees who choose to express milk in the workplace. This policy applies to all University employees working at all campus locations.

In accordance with the City of Baltimore's Lactation Accommodations in the Workplace Ordinance, breastfeeding employees have a legal right to request lactation accommodation. The University will provide breastfeeding employees with reasonable break time and a suitable lactation location to express milk during working hours. Where providing such accommodation would impose an undue hardship to the University by causing significant expense or operational difficulty, the University may not be able to provide the requested accommodation and may seek a waiver or variance with the Baltimore City Community Relations Commission. For more details, please refer to The Staff and Administrator Policy Manual.

7. Education Benefits
For more details on any of these programs please refer to the Staff and Administrator Policy Manual section on tuition remission and tuition exchange benefits.

a. Credit Programs
Tuition remission for faculty is effective the first full semester coinciding with or following the first anniversary date of continuous employment and is limited to course work at Loyola University Maryland for a maximum of two undergraduate or graduate courses or six credit hours per semester, whichever is less. For the purposes of this policy, the various summer sessions will be treated as one semester. There is no limit on the number of undergraduate or graduate degrees that a faculty member may obtain through tuition remission.

Programs to which this benefit does not apply include but are not limited to Ph.D. programs, Executive MBA program, Emerging Leaders program, Full Time Master of Theological Studies program, Full Time Speech-Language-Pathology program, Full Time Montessori program, continuing education units, International Study Tours, courses that have not yet met minimum enrollment, and courses over maximum enrollment levels. The tuition remission benefit applies only to tuition charges. Any faculty member whose employment terminates during a course may remain in the course by paying pro-rated tuition costs occurring after employment ends.

Loyola University Maryland reserves the right to determine, without notice, whether other schools or programs are eligible or ineligible for purposes of this benefit. Prior to employment, eligible faculty members should check with Human Resources to confirm that the Tuition Remission benefit is applicable to the school and program in which they plan to enroll.

Regulations published annually by the IRS provide the criteria for taxation of tuition remission benefits. Information about current regulations is available from Human Resources.

All prospective students must meet the normal criteria for admission to the programs. Specific information regarding admissions criteria may be obtained from the Office of the Dean of Admissions. Tuition remission forms are available from the Benefits Office.

1. Full-time Faculty
Faculty members holding full-time appointments are entitled to full tuition remission when eligibility requirements have been met. This benefit is extended to retirees and full-time

ROTC faculty. To be eligible, the faculty member must have completed one full year of continuous service.

2. Part-time Faculty
   Faculty members holding four-fifths-time appointments with a minimum of one year of continuous service receive tuition remission on a prorated basis. Spouses and dependents of four-fifths-time faculty are not eligible for tuition remission.

   Part-time faculty members holding less than a four-fifths-time appointment with a minimum of one full academic year of continuous service may receive tuition remission during the academic year in which they teach at a rate of 25 percent of tuition remission for one course for each course that is contracted through the deans' offices. For example, a faculty member teaching two courses during a semester would be eligible for either 50 percent remission on one course taken that academic year or 25 percent remission on each of two courses taken that academic year. When calculating the number of courses taught in an academic year, workshops, special courses, and other assignments are not included. Spouses and dependents of part-time faculty are not eligible for tuition remission.

3. Legal Spouses and Dependents of Full-time Faculty
   Spouses of full-time faculty members (including retirees) who have completed two years of continuous service, receive full tuition remission for credit programs at Loyola University Maryland, exclusive of independent studies; Ph.D. programs, Executive MBA program, Emerging Leaders Program, Full Time Master of Theology Studies program, Full Time Speech-Language-Pathology program, Full Time Montessori program, continuing education units, or International Study Tours, courses that have not yet met minimum enrollment, and courses over maximum enrollment levels. The tuition remission benefit applies only to tuition charges.

   Dependent children of full-time faculty (including retirees) who have completed five years of continuous service, receive full tuition remission for undergraduate credit programs at Loyola University Maryland, exclusive of independent studies, fees, special charges, and books. Dependent children are defined to be children who would be eligible to be claimed by the employee on their federal income tax return in the tax year in which tuition remission is received. All prospective students must meet the normal criteria for admission to the programs. Should the faculty member terminate employment during the semester, a pro-rated balance of tuition may be due.

   In the event that a faculty member should die while in the employ of the University, the spouse, having met initial eligibility requirements, is given a remission of undergraduate and graduate tuition of 10 percent for each year of continuous full-time service. Eligible dependent children of full-time faculty, having met initial eligibility requirements, are given a remission of undergraduate tuition of 10 percent for each year of continuous full-time service in the event that the faculty member should die while in the employ of the University. This benefit applies only to Loyola University Maryland courses and does not apply to high school remission, FACHEX, and Tuition Exchange programs.

   Under tuition remission, spouses of full-time faculty are limited to one undergraduate and one graduate degree. Eligible dependent children are limited to one undergraduate degree. Since this degree must be completed within five academic years, dependent children are encouraged to attend Loyola on a full-time basis. Graduate remission is excluded from the tuition remission program for dependent children.

b. High School Remission
   Dependent children of full-time faculty hired prior to February 1, 2004, and with at least five completed years of continuous service, are eligible for remission of tuition at Calvert Hall, Loyola, and Mercy high schools effective the first full semester coinciding with or following eligibility.

The amount of the remission will be determined by the admitting school based on enrollment levels. All benefits are subject to the individual student(s) meeting normal criteria for admission as a full-time student at the given school. Four-fifths-time faculty and part-time faculty dependent children are not eligible for high school remission. High School tuition remission does not include summer school. A 4-year limit has been placed to obtain a high school degree.

c. FACHEX
The Faculty and Staff Children Exchange Program (FACHEX) is a program in which children of full-time employees of participating Jesuit colleges and universities may apply for admission to one of the institutions and, if accepted, are eligible to apply for tuition remission subject to the terms and conditions set by the accepting institution. Room and board charges, special fees, books, and other incidentals are paid by the student. Dependent children of full-time Loyola University Maryland faculty with five completed years of continuous service are eligible to apply for benefits. For details on eligibility or to receive a current list of participating members of FACHEX, contact the Benefits Office.

d. Tuition Exchange, Inc. (TE)
Loyola University Maryland participates in the Tuition Exchange Inc. (TE) network. TE is comprised of more than 500 nonprofit institutions of higher education. Eligible dependent children of full-time faculty who have completed five years of continuous service may apply for admission to one of the institutions and, if accepted, are eligible to apply for a tuition remission scholarship subject to the terms and conditions set by the accepting institution. The scholarship covers tuition, up to the limit set by the host institution, for a 4-year undergraduate degree at the host institution, but not mandatory or special fees, books, course overloads, or room and board charges.

The exchange benefit is limited to eight academic semesters and does not apply to summer school. Member institutions must balance as many semester "import" credits as "export" debits over a limited period of time. For details on eligibility for this benefit please contact the benefits office. To view a current list of participating member institutions, please visit the Tuition Exchange website.

B. Faculty Leaves

1. Sabbatical Leaves

Tenured faculty members are eligible for sabbatical leave upon the satisfactory completion of six years in the service of the University from the time of the last sabbatical leave or from date of employment. Such leaves are normally granted to provide time for preliminary or continuing research, pedagogical initiatives, or writing. The Senior Sabbatical Leave Guidelines and Review Process, a discussion of eligibility, the Application Form, and other available resources are accessible from the Office of Research & Sponsored Programs website. The information below summarizes some of the more important aspects of the leave program and application process.

Sabbatical leaves are granted for one-half year with full salary or for the whole year with 70 percent of salary. University-paid benefits, as part of compensation, continue at the University's expense for the duration of the leave. Life insurance and retirement benefits are based on the Loyola salary received during the sabbatical; this excludes any external funds paid through Loyola to the sabbatical recipient. Benefits that are independent of salary level are paid by the University. If applicable, faculty members are responsible for paying their portion of benefit premiums. Faculty rank and other privileges of a person on sabbatical leave are continued in the same manner as though the person were teaching.

An application for sabbatical must be critically reviewed and receive the support of the faculty member's department. The sabbatical application must be submitted by the faculty member to the department chair at least four weeks prior to the university application deadline, in order for the chair and department to have sufficient time for the aforementioned critical review. The departmental letter should include the results of a departmental review of the application and a departmental plan from the chair for replacing the faculty member on leave. The viewpoints of all tenured and tenure-track faculty members should be reflected in the letter. Applications as well as the departmental letter must be

submitted to the Office of Research and Sponsored Programs (ORSP) no later than the first Monday of October of the year prior to the academic year in which the proposed leave is to begin. All applications are reviewed by the Research and Sabbatical Committee which makes recommendations to the Vice President for Academic Affairs, the Dean of Loyola College, the Dean of the School of Education, and the Dean of the Sellinger School of Business and Management. Applicants are ordinarily notified of the disposition of their applications by November 30.

Faculty members receiving sabbatical leave are expected to return to the service of the University for at least one year following the year of the leave.

2. Tenure-Track Research Leave

The Tenure-track Research Leave Program provides a tenure-track faculty member with dedicated time to advance scholarly research and projects. An eligible faculty member is required to submit a proposal for external funding to an agency or party approved by the chair and dean. The Program application, upon approval by the chair and dean, will be routed through the Office of Research and Sponsored Programs. Submission of the approved external funding proposal guarantees this research leave to an eligible tenure-track faculty member. The faculty member ordinarily receives full salary and benefits for one semester; with approval of the chair and dean a faculty member may extend the leave to a full year at 70 percent of salary. University-paid benefits, as part of compensation, continue at the University's expense for the duration of the leave. Life insurance and retirement benefits are based on the Loyola salary received during the leave; this includes any external funds paid through Loyola to the leave recipient. Benefits that are independent of salary level are paid by the University. If applicable, faculty members are responsible for paying their portion of benefit premiums. Faculty rank and other privileges of a person on research leave are continued in the same manner as though the person were teaching.

Tenure-track faculty members ordinarily apply for external funding by their third year of service and take the leave during their fourth year. Tenure-track faculty members are eligible to apply through the Program after the completion of one year of service but cannot take research leave in the year in which they apply for tenure. The research leave ordinarily must be used in the academic year for which it is awarded. A faculty member may receive only one tenure-track research leave during the probationary period.

A research-related external funding application from an eligible tenure-track faculty member may be submitted at any time, but ordinarily no later than the last Monday of October of the year prior to the academic year in which the proposed leave is to begin. Additional information and application guidelines are available from the Office of Research & Sponsored Programs page. Any faculty member receiving a research leave is expected to return to the service of the University for at least one academic year following the year of the leave.

3. Professional Leaves

Tenured and tenure-track faculty members may apply for a leave to engage in professional activity or experiences that are likely to enhance the faculty member's teaching, scholarship, or service. There is no time in service qualification for this form of leave. Each application must include a letter from the department chair and each case is decided on its individual merits. The factors considered are the suitability of the program planned for the leave period, the ability of the department to make satisfactory arrangements during the leave, the character of the applicant's service, and the financial resources of the University. Normally, applications for professional leave must be submitted to the appropriate dean no later than October 1 of the year prior to the start of the proposed leave. Leaves are ordinarily granted for a period not longer than one year and do not count as a part of the probationary period. The University, normally, will pay no salary during such a leave and the coverage of University paid benefits is arranged on an individual basis and may continue while on an approved leave of absence, for up to 6 months. The leave is granted by the Vice President for Academic Affairs.

4. Personal Leaves

Personal circumstances may prompt a faculty member to seek a leave of absence not provided for otherwise. As such circumstances are not predictable, no deadline for applying can be established but the other particulars, conditions, and procedures provided for professional leaves will also be applied in these cases.

5. Faculty Parental, Family, and Personal Medical Leaves

This is an overview of the Family and Medical Leave Act as well as Loyola's faculty parental, family care, and personal medical leave policies. Faculty parental, family care, and personal medical leaves are administered in compliance with the federal Family and Medical Leave Act of 1993 ("FMLA"), when FMLA guidelines apply. These faculty leaves comply with the requirements of the FMLA in every aspect. Some aspects of Loyola's faculty parental, family care, and personal medical leaves are more generous than required by the FMLA. Aspects of these leave policies that are more generous than FMLA appear in ***bold italic*** print.

Family Medical Leave Act

The following provides a summary of the provisions of the Family and Medical Leave Act of 1993. For more detailed information, please contact Human Resources (410-617-2353). The Family and Medical Leave Act of 1993 (FMLA) is a federal law that entitles eligible employees to take up to 12 weeks of unpaid, job-protected leave in a 12-month period for certain parental, family medical and personal medical reasons such as:

- the birth and care of the employee's newborn child;
- the placement with the employee of a child for adoption or foster care;
- the care of an immediate family member (spouse, child or parent) with a serious health condition; or
- the inability of the employee to work due to a serious or chronic health condition.

The following terms appear in the faculty leave policies and are defined and regulated by the FMLA as follows:

To be eligible for FML, an employee must have worked for the employer for a total of 12 months and at least 1250 hours over the previous 12 months prior to taking leave. FML allows the employer to decide if and when leaves are paid leaves. Eligibility for paid leave is defined by the University in each leave policy.

Serious health condition can mean, but is not limited to, an illness, injury, impairment, or physical or mental condition that involves inpatient care and/or continuing treatment by a Health Care Provider. A serious health condition typically includes a period of incapacity of more than three calendar days but can also be a chronic or long-term condition or any period of incapacity due to pregnancy or prenatal care. For the complete definition of serious health condition, contact Human Resources.

Family member is defined as an employee's spouse, son, daughter, or parent. A son or daughter is a biological, adopted or foster child, stepchild or legal ward who is either under 18 years of age, or age 18 or older and who is incapable of self-care because of a mental or physical disability. A parent is the biological parent of an employee, legal guardian, or an individual who stands or stood in *loco parentis* to an employee when the employee was a child. Parents-in-law are excluded. For the complete definition of family member, please contact Human Resources.

Health Care Provider includes physicians, podiatrists, dentists, clinical psychologists, optometrists, chiropractors (for certain treatments), Christian Science practitioners, nurse practitioners, and nurse midwives. For a complete definition of healthcare provider, please contact Human Resources.

Special FMLA rules apply to spouses employed by the same employer. Together, they are limited to a combined total of 12 workweeks of family leave for the birth and care of a newborn child, or for the placement of a child for adoption or foster care within any 12 consecutive months of employment.

Faculty FMLA Procedures

Faculty members who will take leave for an FMLA-qualifying reason are required to provide 30 days advance notice when the need for the leave is foreseeable. When the need is not foreseeable, notice should be given as soon as possible. In the case of medical emergencies, the faculty member or their representative should contact the department chair and dean as soon as possible. Either the chair or dean should then immediately contact the Benefits Office. In addition, when the leave is for planned medical treatment, the faculty member must make a reasonable effort to schedule the treatment so as not to unduly disrupt their department's operation. All requests made under FMLA are to be directed to the Benefits Office. The Benefits Office will furnish the faculty member with the appropriate forms including a request for leave, medical or other certification, and a return-to-work statement.

It is the University's responsibility to designate parental, family care, and personal medical leave as eligible or ineligible under the FMLA. The University may make such a designation even when a faculty member would rather not use any of their FMLA entitlement. This designation must be based on information obtained from the faculty member or the named representative. The University should request the medical certification at the time the faculty member requests leave or within five business days thereafter or, if leave was unforeseen, within two days of the leave commencing. Medical certifications must be submitted to the Benefits Manager within 15 calendar days of the date requested by the University. Subsequent recertification may be required at 30-day intervals, or if the reason for and/or duration of the leave changes.

Taking of parental, family care, and personal medical leave will not result in any loss of benefits or conditions of employment accrued prior to the beginning of the leave period. The University is required to maintain group health insurance coverage for a faculty member while on FML whenever such insurance was provided before the leave was taken; the same terms and conditions will apply, including any required member contributions. In some instances, the University may recover premiums it paid to maintain health coverage for a faculty member who fails to return from FML.

The Benefits Office administers the FMLA program for the University, including determining faculty eligibility, notification, required reporting, and any return-to-work issues. A faculty member should notify the Benefits Office, department chair, and dean as soon as practicable of their need and request for parental, family care or personal medical leave. The Benefits Office will provide the faculty member with the documents necessary to certify leave under the FMLA, if applicable. The Benefits Office will confirm the FMLA eligibility status with the faculty member, the department chair and the dean. The University will keep confidential all information relating to requests for parental, family care, or personal medical leave. This information will be used only to make decisions in regard to the provisions of this policy.

For further information concerning FMLA, contact the Benefits Office.

As stated above, Loyola's faculty parental, family care, and personal medical leave programs are administered first in compliance with FMLA, when it is applicable. Each of the next three sections outlines how parental, family care, and personal medical leaves are administered.

a. Faculty Parental Leave

   Tenured and tenure-track faculty, ***without regard to length of service,*** may apply for one semester of ***paid*** parental leave due to the birth or adoption of a child, or the assignment of a foster child. Such leave may only be taken during the first year of birth, adoption, or assignment.

   Full-time teaching, clinical, affiliate and four-fifths-time faculty members with at least one year of service with the University may apply for one semester of ***paid*** parental leave due to the birth or adoption of a child, or the assignment of a foster child. Such leave may only be taken during the first year of birth, adoption, or assignment.

   Faculty members on parental leave will have no teaching duties during the semester in which they are on leave. In addition, the faculty member is not required to participate in the life of the

University or the department during the first 12 weeks of parental leave. However, depending on departmental needs as determined by the department chair and dean, the faculty member may be expected to participate in the life of the department, the University, and professionally at the end of the 12 weeks.

If all or part of a faculty member's parental leave qualifies as FML, time taken as parental leave will run concurrently with any FML. ***Salary*** and University paid benefits will continue for the duration of the leave up to a maximum of one semester.

If the requested and approved parental leave exceeds one semester, the faculty member will be responsible for paying the employee portion of the health insurance premiums for that time and salary will not be paid. The request for the extended parental leave must be approved by the dean and department chair.

If both parents are employed by the University, their maximum amount of parental leave time requested may not exceed a time equal to one semester in any continuous 12-month period for either spouse or the couple in total.

Faculty may, under the FMLA, request intermittent parental leave. Only the intermittent leave taken during the first eligible semester of such leave will be paid.

According to Section 2.5 of the Rank and Tenure Policy Statement, at the option of the faculty member, parental leave may be counted toward the fulfillment of the probationary period for tenure and toward years of service for any simultaneous application for promotion to associate professor. (See Appendix B).

b. Faculty Family Care Leave
Tenured and tenure-track faculty, without regard to length of service, may apply for one semester of ***paid*** family care leave to care for a family member with a serious or chronic health condition.

Teaching, clinical, full-time affiliate and four-fifths-time faculty members with at least one year of service with the University may apply for one semester of ***paid*** family care leave to care for a family member with a serious health or chronic health condition.

Faculty members on family leave will have no teaching duties during the semester in which they are on leave. In addition, the faculty member is not required to participate in the life of the University or the department during the first 12 weeks of parental leave. However, depending on departmental needs as determined by the department chair and dean, the faculty member may be expected to participate in the life of the department, the University, and professionally at the end of the 12-weeks of paid family care leave.

If all or part of a faculty member's family care leave qualifies as FML, time taken as family care leave will run concurrently with any FML. ***Salary*** and University paid benefits will continue for the duration of the leave up to a maximum of one semester.
According to Section 2.5 of the Rank and Tenure Policy Statement, these leaves are not credited toward years of service for tenure, promotion, or emeritus status.

Faculty may, under the FMLA, request intermittent family care leave. Only the intermittent leave taken during the first eligible semester of such leave will be paid.

c. Faculty Personal Medical Leave
Tenured and tenure-track faculty, without regard to length of service, may apply for one semester of paid personal medical leave to care for a serious or chronic health condition.

Teaching, clinical, full-time affiliate and four-fifths-time faculty members with at least one year of service with the University may apply for one semester of paid medical leave for their own serious or chronic medical condition.

Faculty members on personal medical leave will have no teaching duties during the semester in which they are on leave. In addition, the faculty member is not required to participate in the life of the University or the department during the first 12 weeks of parental leave. However, depending on departmental needs as determined by the department chair and dean, the faculty member may be expected to participate in the life of the department, the University, and professionally at the end of the 12-weeks of paid personal medical leave.

If a faculty member's personal medical leave qualifies under the FMLA, time taken as personal medical leave will run concurrently with any FML. Salary and University paid benefits will continue for the duration of the leave up to a maximum of one semester.

When a faculty member is unable to fulfill teaching responsibilities for a medical reason, the chair should take steps to replace the person in the classroom. If the medical leave is of a short-term nature (less than or equal to 14 consecutive calendar days), the department chair should replace the member's teaching duties with other departmental personnel. If the medical leave is expected to exceed more than 14 calendar days, the chair in consultation with the dean may make arrangements to replace the faculty member for the remainder of the term. If a faculty member whose personal medical leave qualifies under the FMLA is released by the provider to return to work during the academic term, the faculty member may elect to return to the classroom as provided by FMLA. Alternately, the faculty member may choose to remain on paid leave until the end of the term, with the substitute classroom coverage remaining in place. In this latter case, the leave period after the member is released for work will not be counted against any remaining balance of time available under FMLA; moreover, the faculty member will be expected to be available for special projects or assignments as needed.

If a faculty member becomes ill or injured during the months that the employment contract does not cover (with the exception of faculty teaching summer courses), leave will not be counted against the individual's accruals or FMLA entitlement. If the faculty member is unable to return to work at the beginning of the academic semester, the medical leave will be deducted from any available FML. If the faculty member received compensation during the summer months as pre-payments for the upcoming semester, and the faculty member does not have sufficient medical leave, then the remaining pay received during that academic semester may be prorated.

Faculty may, under the FMLA, apply for intermittent personal medical care leave. If the request is FMLA eligible, the faculty member will be paid their full salary and the University will continue to make benefit contributions. If all or part of the personal medical care leave request does not qualify as FML, the request for an extended leave for personal medical care will be reviewed on the basis of its merits and the needs of the University by the Dean and Department Chair.

Any faculty member on personal medical leave under this policy must provide a Return-to-Work Medical Certification prior to returning to the University. Failure to submit a Return-to-Work Medical Certification may result in the return being delayed until the Certification is provided.

d. Faculty Military Family Leave
Tenured and tenure-track faculty, without regard to length of service, may apply for six months of paid military leave.

Teaching, clinical, full-time affiliate and four-fifths-time faculty members with at least one year of service with the University may apply for six months of paid military leave.

Military family leave includes:

- Leave used to care for a spouse, child, parent, or next of kin who is a covered service member recovering from a serious illness or injury incurred in the line of duty while on active duty. In cases such as this, for eligible faculty members, the entire six months (26 weeks) is protected under the FMLA.
- Leave used for any qualifying exigencies of the faculty member's spouse, child, or parent who is serving in the Armed Forces on active duty or called to active duty in support of a contingency operation. Twelve weeks of the six months is protected under FMLA for eligible faculty members.

Faculty members on paid military family leave will have no teaching duties during the six months they are on leave. In addition, the faculty member is not required to participate in the life of the University or the department during the weeks protected by FMLA. However, depending on departmental needs as determined by the department chair and dean, the faculty member may be expected to participate in the life of the department, the University, and professionally at the end of 12 weeks taken for qualifying exigencies.
If all or part of a faculty member's military family leave qualifies as FML, time taken as military family leave will run concurrently with any FML. Salary and University paid benefits will continue for the duration of the leave up to a maximum of six months.

If the requested and approved military family leave exceeds six months, the faculty member will be responsible for paying the employee portion of the health insurance premiums for that time and salary will not be paid. The request for extended military family leave must be approved by the dean and department chair.

6. Sabbatical Leave Policy for Faculty Serving as Administrators

The University recognizes that serving as a faculty administrator requires significant focus and effort such that faculty administrators typically must completely or substantially pause scholarship and research activities during full-time administrative appointments. As a result, when a faculty member cease serving as an administrator and "returns to the faculty" following a lengthy administrative appointment, a ramp up period is necessary to prepare the faculty member to return to teaching and to allow the faculty member to reengage with the faculty member's scholarship and research activities.

Faculty administrators who serve at least three (3) continuous years in a full-time administrator role may apply to take sabbatical leave for one-half year at their full faculty salary. Faculty administrators who serve at least six (6) continuous years in a full-time administrator role may apply to take sabbatical leave for a full year at their full faculty salary.

Sabbaticals may not be taken during the course of an administrative appointment. As a result, sabbaticals under this policy are paid at the applicable faculty salary, not the faculty member's former administrator rate. University-paid benefits, as part of compensation, continue at the University's expense for the duration of the leave. Life insurance and retirement benefits are based on the Loyola salary received during the sabbatical in accordance with benefits policies and official Plan documents; this excludes any external funds paid through Loyola to the sabbatical recipient. University benefits are governed by University benefits policies and official plan documents. If applicable, faculty members are responsible for paying their portion of benefit premiums. Faculty rank and other privileges of a person on sabbatical leave are continued in the same manner as though the person were teaching. Faculty administrators receiving sabbatical leave pursuant to this Policy are expected to return to the service of the University as faculty members for at least one year following the year of the leave.

For further details on these types of sabbaticals please refer to the staff and administrators policy manual.

C. Faculty Development Grants

1. Summer Research Money

The Research and Sabbatical Committee selects projects for faculty research to be undertaken in a given summer. Currently the award is in the amount of $4,000 and is included as taxable income in the first paycheck in June. Projects that have been funded previously by the University or by other

agencies are normally not eligible for summer money. Eligibility is limited to tenured and tenure-track faculty. Submission of proposals is usually in early December and award recipients are announced in the spring. The chair of the Research and Sabbatical Committee or the Office of Research and Sponsored Programs (410-617-2561) can be contacted for the schedule and the application procedure.

2. **External Grant Proposals**
The University encourages and supports faculty members and staff in seeking external funding for research, service, and education projects. The Office of Research and Sponsored Programs assists faculty members in identifying funding sources, preparing grant applications, and managing post-award issues. A handbook for preparing grant applications is available from the Office of Research and Sponsored Programs at extension 2561, or from the office's website. In applying for external support, projects generally should promote institutional objectives, impact the educational mission of the University, and enhance the professional growth of the faculty member. Details about the application process are available from The Office of Research and Sponsored Programs. What follows is simply a summary of the more important procedures for seeking external funding.

   a. Faculty members must notify the Office of Research and Sponsored Programs prior to initiating contact with an external granting agency.

   b. Faculty members must use the routing forms available from the Office of Research and Sponsored Programs. These forms provide the required assurances for the protection of investigators and the University. Faculty members should discuss their projects with the appropriate department chair(s) and dean during the planning stages to ensure that necessary University commitments (space, equipment, matching funds, release time, etc.) are in place.

   c. Any negotiation with sponsors or significant post-award modifications to projects are conducted through the Office of Research and Sponsored Programs.

3. **Course Development**
Money is made available through the deans to faculty members who are involved in professional or personal improvement that leads directly to the development of new courses and thereby to an enhancement of the curriculum. These grants are not given for the preparation of courses that would be part of a faculty member's regular teaching responsibility.

4. **Faculty Travel**
The University encourages attendance at scholarly or professional meetings and conferences by providing funds for travel through the departmental budgets. A faculty member should consult the department chair about the necessary forms and receive approval prior to attending a conference. Travel expenses must be consistent with Loyola Travel Policy.

5. **Sponsored Travel and International Travel**
It is the policy of Loyola University Maryland that the University will only sponsor travel study programs and travel activities for clubs, athletic teams, and academic or other programs which are consistent with the curriculum of a class, associated with an academic program, or consistent with the charter or mission of an organization.

VIII. ACADEMIC PROCEDURES

A. Academic Programs

Loyola University Maryland offers its students a variety of academic programs: undergraduate, graduate; degree, non-degree; credit, non-credit and these elements are arranged in different combinations. They are offered as warranted to both full-time and part-time students.

1 For undergraduates, Loyola offers a broad liberal arts education with B.A. majors in Art History, Classical Civilization, Classics, Communication (with specializations available in Advertising/Public Relations, Digital Media, and Journalism), Comparative Culture and Literary Studies, Computer Science, Economics (with a specialization available in Quantitative Economics), Elementary Education, English, Forensic Studies, French, Global Studies, History, Performing Arts (with Comprehensive, Music, or Theater concentrations), Philosophy, Physics, Political Science, Psychology, Sociology, Spanish, Speech-Language-Hearing Sciences, Theology, Visual Arts (with Art History, InterArts, Photography, or Studio Arts concentrations), and Writing; B.B.A. majors in Accounting, Business Economics, Information Systems & Data Analytics, International Business, Leadership & Organizational Effectiveness, Marketing, and Sustainability Management; B.S. majors in Biochemistry, Biology, Chemistry, Computer Science, Data Science, Finance, Mathematics (with General Program, Pure Mathematics, and Secondary Education concentrations available), Nursing, Physics, Statistics, B.S.E. major in Engineering (concentrations in Computer Engineering, Electrical Engineering, Material Engineering, and Mechanical Engineering). Interdisciplinary majors are also available in Biology/Other, Biology/Physics, Biology/Psychology, Biology/Speech-Language-Hearing Sciences, Communication, Computer Science, Leadership and Organizational Effectiveness/Psychology, Writing, Mathematics (Differential Equations/Mathematical Modeling Track, and Discrete/Algorithmic Track), Philosophy, Psychology, Sociology, Speech-Language-Hearing Sciences, Statistics, and Theology. Each of the majors is composed of four components: the core curriculum, the major requirements, the nondepartmental electives, and the free electives.

a. Format of Core Curriculum:

Composition	Effective Writing (WR 100)
Ethics	One course from PL 300 through PL 319 or one course from TH 300 through TH 319.
Fine Arts	One course from a selection of courses offered in one of five designated areas: Art History, Music, Photography, Studio Arts, and Theatre.
History	One History course at the 100 level and another at the 300 level.
Language	All students are required to complete two courses at the intermediate level of a modern foreign or a classical language: Arabic, Chinese, French, German, Greek, Italian, Japanese, Latin, or Spanish.
Literature	Understanding Literature (EN 101) and one other English course at the 200 level.
Mathematics and Statistics	One MA course (excluding MA004 and MA109)
Natural and Applied Sciences	One course in Natural Science and one additional course in Mathematics and Statistics, Natural Science, Engineering Science, or Computer Science.

Philosophy	Foundations of Philosophy (PL 201) and second 200-level Philosophical Perspectives course.
Social Science	Any combination of two survey courses from Economics, Political Science, Psychology, or Sociology.
Theology	Introduction to Theology (TH 201) and one other course from TH 202 through TH 280.

b. The major requirements provide the depth of study for the particular major. The requirements vary depending upon the major.

c. The non-departmental electives serve the purpose of exposing the student to courses outside of the department of the major. Students must take three non-departmental electives outside of the academic department of the major.

d. The free electives are the choice of the student.
For details concerning the above topics, consult the catalogue or the Academic Advising Support Center.

e. In addition to the major, students may also choose a minor. Minors may either be in a specified field of study or in related fields.

f. Honors Program
Loyola University Maryland offers suitably qualified undergraduates an Honors Program. Students in The Honors Program take courses that constitute an "alternative path" through Loyola's core Curriculum. During the freshman and sophomore years, Honors students take a four-course sequence known as "The Human Drama," and "*Eloquentia Perfecta*," a course in effective writing and speaking. Honors students fulfill their remaining core requirements with courses in a Foreign Language, Mathematical and Statistical Sciences, the Natural and Applied Sciences, Social Sciences, Humanities, and Fine Arts. Finally, in their senior year, Honor students take a capstone course that addresses ethical issues.

g. First-Year Student Programs
Loyola offers one program designed to enrich the learning experience for first-year students in order to encourage their adjustment to and appreciation of academic life.

Messina
Messina is a unique first-year program committed to liberal arts learning and the Jesuit tradition. It is designed to help undergraduates adjust quickly to college-level work and fore a clear path to success in college and in their lives and careers afterward. Messina is named for the city in Sicily, Italy, where the Jesuits established their first college to welcome lay students. The college at Messina set the tone for how Jesuit education has evolved throughout its nearly 500-year history-through commitment to academic excellence attained across a range of disciplines and the development of the whole person. Loyola's Messina offers a similarly distinctive beginning – and opportunity to explore learning in different disciplines, appreciate their interconnectedness, and take to heart the importance of learning to one's personal and intellectual growth.

In Messina, students take engaging interdisciplinary seminars designed and taught by Loyola's leading faculty. Messina enables students to form strong bonds with professors and peers and participate in stimulating conversations in and out of class, enhancing their interest in new subjects and improving their critical thinking, creativity, and global knowledge.

h. Study Abroad Programs

Loyola University Maryland offers a variety of study- abroad opportunities. Students typically go abroad during their junior year. There are 10 Loyola programs, 10 exchanges, 4 affiliations, and 7 non-Loyola programs. Loyola also offers 6 summer programs in France, China, Italy (2 programs), the Czech Republic, and Japan. Several programs require a student to have a GPA of 3.0 or higher, though students with a GPA of 2.5 are encouraged to apply as well. There is no restriction on a particular major or minor. Students must be able to find courses that will fit their Loyola program and cannot be on disciplinary probation or have a history of serious disciplinary problems. It is important for interested students to attend information sessions, to submit their online applications on time, and to meet all deadlines. Additional information can be found in the Office of International Programs.

i. Maymester

Maymester is typically a three-week summer session beginning the Monday after Commencement. Students can participate in a short for-credit study tour, complete a 1-credit (50 hour) internship, or take an intensive 3-credit online course. Maymester has two purposes: 1) to give students with long-term summer commitments an option for completing an intensive version of a course within a short timeframe, and 2) to provide short study-abroad immersion experiences for students who can't study abroad for an entire semester. Faculty who wish to direct a study tour should contact the dean of international programs. Faculty who wish to offer a 3-credit online course should consult with their chair.

j. Other Opportunities

Within the general undergraduate program, Loyola offers a variety of additional opportunities, such as: specialized concentrations within majors, advanced placement, credit by examination or course challenge, extra courses, pass/fail courses, independent study, internships, and interdisciplinary or double majors. The basic requirements and procedures for exercising these options are described in the undergraduate catalogue with additional information available through the Academic Advising Support Center.

2. Loyola offers the following advanced degrees and graduate programs:

Certificate of Advanced Study in School Counseling, CAS

Certificate in Health Communication

Master of Arts in Curriculum and Instruction for Social Justice, MA

Master of Arts in Emerging Media, MA

Master of Arts in Emerging Media, Health Communication Specialization, MA

Master of Arts in School Counseling, MA

Master of Accounting, MAcc

Master of Arts in Teaching, Elementary Education, Grades 1-6, MAT

Master of Arts in Teaching, Secondary Education, Grades 7-12, MAT

Master of Arts in Teaching, Secondary Education, Grades PK-12, MAT

Master of Business Administration, Emerging Leaders MBA

Master of Business Administration, Professional's MBA

Master of Education, Educational Leadership, MEd

Master of Education, Educational Technology, MEd

Master of Education, Kodály Music Education, MEd

Master of Education, Literacy – Literacy Teacher for Culturally and Linguistically Diverse Populations, MEd

Master of Education, Literacy – Reading Specialist, MEd

Master of Education, Montessori Education, MEd

Master of Education, School Counseling, MEd

Master of Science in Clinical Professional Counseling, MS

Master of Science in Data Science, Business Analytics Specialization, MS

Master of Science in Data Science, Technical Specialization, MS

Master of Science in Forensic Pattern Analysis, MS

Master of Science in Speech-Language Pathology, MS

Master of Theological Studies, MTS

Doctor of Psychology in Clinical Psychology, MS/PsyD

3. Postbaccalaureate Certificates are offered in Health Communication, Kodály Music Education, Teaching English Language Learners (TELL), and Theology and Ministry.

4. The Sellinger School of Business and Management offers a Masters-Plus Program for individuals who have an MBA and seek future education.

5. The School of Education offers a Masters-Plus in School Counseling Program for current school counseling who wish to become a Licensed Clinical Professional Counselor (LCPC).

6. The College of Arts and Sciences offers a Master's Plus Program in Theology for individuals holding master's degrees in theology (MTS, MA, or MDiv) and seek future education.

7. Post Master's Certificate for Administration and Supervision.

B. Baltimore Student Exchange Program

Loyola has cooperative undergraduate programs with the College of Notre Dame of Maryland, Johns Hopkins University, Peabody Conservatory of Music, Goucher College, Maryland Institute College of Art, Morgan State University, and Towson University. Regularly enrolled students (except freshmen) may take one course per term at any of these institutions during the fall and spring terms without additional charge, but scheduling may prove difficult. For further details, consult the undergraduate catalogue and the Academic Advising Support Center. Registration at Loyola suffices for all these other institutions.

C. College Town Shuttle

The College Town Shuttle is part of the Baltimore Collegetown Network providing shuttle service between Goucher College, The College of Notre Dame, Loyola University Maryland, Towson University, the Johns Hopkins University, and the Towson Town Center. The shuttle operates in the fall and spring semesters.

Information regarding the College Town Shuttle schedule, including times, dates of operation, and shuttle stop locations can be found via the Baltimore Collegetown website.

D. Academic Advising Support Center (AASC)

The Academic Advising Support Center is a support service for all students and academic advisers. While the core or major adviser is a student's primary source for aid and advice in dealing with academic problems and questions, the members of the advisement staff are available for assisting the student when problems with academic policies and procedures arise. The Academic Advising Support Center, however, does not replace the core or major adviser in the registration process or at other times when the adviser must be consulted. The Academic Advising Support Center is also available to all advisers whenever assistance is needed. The staff can be reached by calling extension 5050.

E. Writing Center

The Loyola University Maryland Writing Center, located in Room 057, Maryland Hall, offers peer consulting on writing assignments across the disciplines at any stage of development. Academically-trained undergraduate, graduate, and faculty consultants help writers to select and focus their topics; to develop critical reading and thinking skills; to build strong arguments, using evidence effectively; to choose appropriate citation styles and practices; to learn composing, drafting, revising and editing strategies; and to understand genre and disciplinary conventions. The Writing Center director and faculty consultants also offer faculty development opportunities, such as individual consultation for faculty members on using writing in the classroom, visits to departments, presentations to classes, and interdisciplinary faculty workshops. Hours vary by semester. For further information, students and faculty members may call the Writing Center or contact Lisa Zimmerelli, Director of Loyola Writing Center.

F. Disability Support Services (DSS)

University Policy Towards Students with Disabilities

It is the policy and practice of Loyola University Maryland to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students with disabilities. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified individual with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity. "Qualified" with respect to post-secondary educational services, means "a person who meets the academic and technical standards requisite to admission or participation in the education program or activity, with or without reasonable modifications to rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services." "Person with a disability" means "any person who:

1. has a physical or mental impairment which substantially limits one or more major life activities [including walking, seeing, hearing, speaking, breathing, learning, and working],

2. has a record of such an impairment, or

3. is regarded as having such an impairment."

Disabilities covered by legislation include (but are not limited to): AIDS, cancer, cerebral palsy, diabetes, epilepsy, head injuries, hearing impairments, specific learning disabilities, loss of limbs, multiple sclerosis, muscular dystrophy, psychiatric disorders, speech impairments, spinal cord injuries, and visual impairments.

University Disability Identification and Accommodation Process

Faculty Responsibilities:

Faculty members are encouraged to be responsive to the pedagogical needs of all students. However, students with disabilities may have some additional educational needs that they should discuss with each

faculty member. It is helpful to include a statement on the class syllabus inviting students who have disabilities to discuss academic needs. An example of such a statement is:

To request academic accommodations due to a disability, please contact Disability Support Services (DSS). If you have a letter from DSS or the Academic Advising Support Center (AASC) indicating you have a disability which requires academic accommodations, please present it to me so we can discuss the accommodations you might need in this class.

A student with a disability needing accommodations will provide each instructor with an accommodations letter from DSS or AASC which indicates possible accommodations. The faculty member can then work with the student to determine the appropriate accommodation(s) for the specific course.

Faculty members should neither agree nor refuse to make the requested accommodation until after receiving the appropriate documentation or consulting with DSS or AASC. For more information, consult the DSS or AASC websites.

Note: All Loyola University Maryland students are required to complete each of the published degree requirements, including the foreign language requirement, as it is an essential component of the Loyola curriculum. However, appropriate and reasonable accommodations will be made to ensure the needs of students with documented disabilities are met.

Student Responsibilities:
It is the students' responsibility to contact DSS or AASC to discuss their individual needs for accommodations and to complete the DSS registration process. It is also the students' responsibility to request accommodation letters each semester. It is important to note whether or not to disclose a disability is the student's choice. If students want classroom accommodations, they have the responsibility of contacting their course instructors each semester and providing them with accommodation letters. Accommodations may include: note takers; alternative testing; extended time for exams; lab assistance; taped lectures and texts; and sign language interpreters.

If a faculty member or student suspects that an undiagnosed learning disability is present and the student wishes to know their eligibility for accommodations, the student must be tested for a learning disability to determine whether or not they have this type of disability. DSS and AASC do have a referral list of providers in the area. Please note that students are responsible for the testing costs. After a student is diagnosed with a learning disability, they would then register with the Disability Support Services office and would be referred to AASC for services.

G. Assignment of Classrooms
Each instructor's schedule of classes is worked out with the department chair. Classrooms on the Evergreen campus are assigned by the Assistant Director of Records and classrooms at off campus locations are assigned by the Off-campus Facilities Manager.

H. Courtesy
The close proximity of classrooms requires that instructors make every effort to keep the sound level, especially of audio equipment, at a reasonable level. Each teacher should see to it that all material on blackboards is erased before departing the classroom and if no class immediately follows, the windows are closed.

I. Textbooks
The instructor chooses the textbooks and required reading materials. Often, departments that have multiple sections of the same course or linked materials for sequenced courses agree on common texts and materials. Copies of the textbook order forms are kept in the department. Desk copies are secured from the publishers by the instructor. Copied materials must comply with copyright laws (see Appendix F).

Textbook order forms are sent by the Bookstore to departments after course schedules are published. It is the responsibility of the instructor to ensure that book orders for each course reach the Bookstore in ample

time so that the Bookstore can obtain new and used copies at the lowest cost and in time for the start of classes. Early submissions of book orders also permit students to obtain copies from alternative sources. The deadlines for book orders are November 15 for the spring semester, March 15 for the summer sessions, and April 15 for the fall semester.

If a faculty member plans to use extensive handouts in class either as a substitute for or supplement to published texts, these handouts should be sent to Central Duplicating before the beginning of the semester. They will be distributed through the Campus Bookstore, and students will be charged for the materials to cover duplication costs. Faculty members are responsible for obtaining copyright permission for duplicated materials wherever necessary. The Office of Administrative Services will provide assistance to faculty members in obtaining copyright permissions (see Appendix F).

J. Syllabi

The instructor is to prepare and distribute a syllabus for each course. Normally a syllabus includes: office hours, schedule of assignments, reading assignments, course objectives that are congruent with content as described in the catalogue, the schedule of exams, as well as grading procedures, norms, and criteria. Sample entries to include in syllabi regarding the Honor Code, disabilities statement, and resources available to students related to academic and personal support are available on the Academic Affairs site. The syllabus should be prepared diligently as it: a) is the student's guide to the course, and b) is used as evidence of teaching when the instructor applies for rank and tenure. Refer to department syllabi for samples. At the beginning of each term, the instructor should file a copy of the syllabus for each course with the department chair.

K. Admission of Students to Class

Students should be admitted to class only if their name appears on the class roster. Students not properly registered should be asked to go immediately to the Records Office to resolve the problem.

L. University Attendance Policy

The Loyola educational experience comprises more than just private reading and the passing of examinations and tests. Mature and motivated students recognize that active and informed participation in class discussions is essential to the development of their intellectual abilities and their scholarly growth. Accordingly, the University expects its students to accept their responsibility to attend class regularly. The attendance requirements and the grading system for each course are stated in the syllabus and are explained by the instructor at the start of each term.

If, for reasons of health or other emergency, a student knows that they will be absent from class for several days, the student should inform the Academic Advising and Support Center (AASC). Documentation of the reason for the absences may be required. AASC will inform the faculty of the student's absence. With the exception of University-sanctioned absences, only instructors can excuse student absences from their classes. In cases where documented extenuating circumstances require an extended period of absence, the Dean of Undergraduate Studies will work with students and their professors to make appropriate accommodations in keeping with each professor's learning aims and course policies.

Students are excused from class attendance for travel to and participation in: (1) all their scheduled varsity athletic competitions; and (2) special University events as designated in writing by the Vice President for Academic Affairs or designee. Students must notify instructors of planned excused absences at least one week in advance and make arrangements to submit assignments and take make-up tests and quizzes according to each instructor's specifications.

Students absent from class for any reason are responsible for obtaining missed lecture notes and for scheduling make-up dates with the instructor for all missed quizzes, tests, class presentations and laboratories as permissible. Students who know in advance that they will be absent must ask the instructor's permission and must submit assignments and take scheduled tests and quizzes before the date of the absence unless advised otherwise by the instructor. Students are not entitled to make up work missed for unexcused absences.

While students may not be penalized for excused absences (assuming make-up work is completed according to the terms set by the instructor), neither may they be rewarded for attendance alone, which is a basic University expectation. Students should note that excessive absences for any reason may make it impossible for them to meet the learning aims of their courses, and that unexcused absences may adversely affect not only their learning but their participation grades as well.

Students are expected to be on time for all classes and must take semester examinations at the regularly scheduled time. Students who are absent from a semester examination for a serious reason may be permitted to take a deferred examination if they validate their absence to the satisfaction of their instructor. Students who are absent from a deferred examination automatically receive a grade of zero for the examination.

M. Academic Integrity

Loyola University Maryland is dedicated not only to learning and to the advancement of knowledge but also to the development of ethically sensitive and socially responsible persons. The University seeks to achieve these goals through a sound educational program and through its policies for encouraging maturity, independence, and appropriate conduct among its students and faculty members within the University community. It is the joint responsibility of faculty members and students alike to maintain the academic integrity of Loyola University Maryland in all respects.

The faculty member is responsible for announcing the standards for all work in a course, for the conduct of examinations, and for the security of tests, papers, and laboratories in connection with courses and programs of the University. Faculty members should remind students at the first meeting of each class of the standards of behavior and conduct to which they are expected to adhere. The instructor should also make every effort, through vigilance and the nature of assignments, to discourage dishonesty in any form.

The University expects every student to behave with integrity in matters of demeanor, academic and social, related to the University community. The undergraduate Student Government Association has written and adopted an undergraduate Honor Code, to which all undergraduate students at the University subscribe. Refer to the paragraphs below, Appendix H, and the Student Handbook for particulars.

Intellectual Honesty

Students have a duty to conduct themselves in a manner appropriate to the University's mission as an institution of higher learning. The first obligation of a student is to pursue conscientiously the academic objectives of the student's chosen program. This means that students will do their own work and avoid misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of [their] writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, 5th Edition) constitutes "plagiarism." Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work.

The University will not countenance cheating. "Cheating" is using unauthorized assistance or material or giving unauthorized assistance or material for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Students should refuse to give or receive assistance from other students, books, notes on course tests, papers, laboratory reports, or computer programs (unless specifically permitted by the instructor). Refer to the Writing Handbook for further discussion.

If an instructor suspects that an honor code violation has occurred, that instructor should follow guidelines established within the department for determining whether cheating has occurred. This may involve additional observation on subsequent tests, interviewing the student to determine whether submitted work was genuinely independent work, or a host of other approaches. Instructors are encouraged to work with department chairs in dealing with such incidents.

If convinced that a violation has occurred, the instructor must report the incident in writing to the Honor Council through the Director of the Academic Advising Support Center. A form for this purpose is

available from the Academic Advising Support Center. The incident must be reported even if the student has admitted the violation and agreed to sanctions. If the student contests the accusation, the Honor Council will conduct a hearing as described in the Honor Code document.

If the student has admitted guilt or is found guilty in the hearing, the Honor Council, in consultation with the instructor, will make a recommendation of sanctions to be imposed. The instructor is encouraged to accept this recommendation in the interests of evolving a system of uniform sanctions throughout the University community but is not bound to do so.

Standards of Conduct

It is expected that each student will conform to all regulations of the University and of the classes in which they are registered, including those regulations concerning procedure and conduct in the Loyola/Notre Dame Library. Students must abide by all federal and local laws as well as all policies and regulations of the University. The Director of Student Life is responsible for administering such regulations.

Violations are brought to the attention of the Director of Student Life, who shall then hear the case or refer it to the University Board on Discipline. The University Board on Discipline or the Dean of Students will hear the appeal of a decision of the Director of Student Life. The decision of the dean or the Board is final.

Warnings, restrictions on social and other activities, fines, suspensions, and dismissals are used in cases involving violations of University regulations and standards of personal conduct. Suspension and dismissal are normally the only disciplinary actions that are recorded on the student's permanent record. Particulars concerning violations, due process, and sanctions that may be imposed can be found in the Student Handbook and in Appendix H.

Confidentiality of Student Records

Faculty members are also responsible for maintaining student confidentiality both as a matter of professional ethics and as specified in the "Buckley Amendment" in the Federal Educational Rights and Privacy Act (FERPA). Information regarding FERPA requirements on what information can and cannot be released can be found in the Undergraduate and Graduate Catalogues and in Appendix I.

N. Student Evaluation of Courses

An evaluation questionnaire provides students the opportunity to evaluate their courses. Online course evaluations questionnaires are distributed by the Office of Institutional Research on Moodle, and this questionnaire or an appropriate substitute must be administered in every course at the end of each academic term. Results are summarized and returned to the individual faculty member, who submits them to the department chair. These evaluations are taken into consideration as part of the overall evaluation of faculty performance.

O. Guest Lecturers

The University encourages invitations to guest lecturers and experts to address an audience larger than a single class. For such presentations, the appropriate dean or department chair may be willing to contribute an honorarium and cover expenses. For presentations in the humanities, funds may be available from the Center for the Humanities. Arrangements for payments should be made at least a week in advance of the presentation.

P. Canceled Classes

Faculty members are expected to hold all scheduled class meetings during the semester. On occasion, the University may cancel classes due to inclement an extraordinary situation or emergency (see Section IX.A). Online courses and online components of hybrid courses are unaffected by University closures. A faculty member may also cancel class due to illness, personal emergency, or to attend a professional meeting. A faculty member should not cancel a class in anticipation of an upcoming holiday, since that may encourage students to extend their vacations by missing other classes and thereby impact other faculty members' learning goals. The faculty member's general policy for replacing canceled classes and maintaining instructional continuity should be published in course syllabi.

When a faculty member cancels a class, the students and department chair must be notified. If multiple class cancellations are anticipated the chair should consult with the dean's office and the faculty member about whether and how to recruit a substitute. Sometimes a special assignment might best achieve the aims of the course. As a rule, a substitute or substitutes should be sought if the faculty member will miss more than one week of class (whether the class meets one or more times per week). If hospitalization or an illness of three or more working days has occurred, the chair should consult with Human Resources about whether the Family and Medical Leave Act (FMLA) applies (see Section VII.B.5).

If classes are canceled or delayed by the university, faculty may schedule alternatives to meet the course learning aims, which includes meeting online during the regular scheduled class period. Suggestions and support are available from the Office of Digital Teaching and Learning. All course adjustments should be documented and communicated clearly to students and policies should be stated in the syllabus. Because some students may lose power or face other inconveniences from inclement weather or emergency, expectations of students should remain flexible. For further guidance, please consult Loyola's inclement weather policy.

The University reserves the right to modify the exam schedule to make up for classes that are canceled, due to weather or other unanticipated events.

Q. Mid-Term Grades

As a method for keeping undergraduate students aware of their standing in each course, instructors are to submit mid-term grades. If the teacher believes there is not yet sufficient data, then a grade of "S" should be assigned for generally satisfactory work or a "U" for that which appears unsatisfactory. A regular letter grade is normally to be assigned for each freshman in any course. For other undergraduate students only the grades of "C-", "D+", "D" and "F" should be recorded at midterm. Two weeks before the mid-term grades are due, the Records Office will distribute class rosters with a note of when the lists with grades are to be returned.

R. Final Examinations - Undergraduate

1. In each course, instructors are required to give a final examination unless the department chair has approved a waiver of this requirement. (Academic Council, Minutes, March 6, 1969, p.3)

2. The time normally allotted for final examinations is three hours. Should a longer period be needed, the instructor should inform the Director of Records well in advance of the end of the semester in order to make sure that a room will be available for the longer period. The schedule of final examinations is prepared by the Director of Records generally according to when each particular class first meets during the week. This schedule is published in the Course Schedule booklet.

3. All final examinations are to be given during the regular examination period, according to the schedule published by the Records Office.

4. The final examination may not, under any circumstances, be given during a regular class period before the term ends.

5. No tests should be given during the final week of the semester.

6. No one other than a faculty member may serve as proctor without the approval of the department chair. Under no circumstances is an administrative assistant to be asked to proctor an exam.

7. The instructor may make suitable arrangements for individual students who for a valid reason cannot take the final examination at the scheduled time.

8. The instructor should employ reasonable measures to ensure the security of final examinations.

S. Final Examinations - Graduate

1. All final examinations are to be given during a regularly scheduled class period. Normally, the final examination is given during the last class.

2. No one other than a faculty member may serve as proctor without the approval of the department chair. Under no circumstances is an administrative assistant to be asked to proctor an exam.

3. The instructor may make suitable arrangements for individual students who for a valid reason cannot take the final examination at the announced time.

4. The instructor should employ reasonable measures to ensure the security of final examinations.

T. Final Grades

1. Undergraduate

   Faculty are responsible for assigning fair and accurate grades reflecting student academic performance and should consult the undergraduate catalogue for grading policies and practices.

2. Graduate

   Faculty are responsible for assigning fair and accurate grades reflecting student academic performance and should consult the graduate catalogue for grading policies and practices.

3. A final grade is a summary of the evaluation of a student's work during the term. It consists of two parts: grades recorded during the term and the final examination. During the term, the evaluation opportunities include measures such as written or oral tests, questions and answers during class, laboratory reports, written assignments, term papers, and other evaluative devices specified in the syllabus.

4. The teacher should submit grades for each course to the Records Office within seventy-two hours after the final examination, Saturdays and Sundays accepted, or as directed by the Records Office.

5. Final grades must not be posted without written permission from the students.

6. The Undergraduate and Graduate Catalogues describe in detail the process for a review of a final course grade, a grade change, or a grade appeal. Please review the most recent Catalogues for information regarding these processes.

U. Grade Point Average

A student's rank in class, eligibility for honors or medals, the awarding of certain scholarships and academic probation or dismissal are based on the cumulative grade point average (GPA). This is calculated by the Records Office by averaging the grades in each course weighted by the credits assigned to each course.

The letter grades are converted according to the following schedule:

A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
Ff	0.00

A student may repeat any course. All grades for a repeated course taken at Loyola are averaged with all other grades in the computation of the student's cumulative GPA. Except for courses taken as part of a cooperative program, a grade of 2.000 or higher (on a four-point scale) must be obtained for any undergraduate course transferred to Loyola University Maryland, and then only the credits are transferred.

For the determination of honors at graduation, the cumulative average is computed on the basis of all courses taken at all universities. This includes courses taken at other institutions even though those grades do not transfer and count in the regular Loyola GPA. No higher honors will be awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs.

Loyola graduate students wishing to take courses at another accredited graduate school must obtain prior written approval from the chair of the department or the appropriate administrator. No more than six (6) credits from advanced standing and/or transfer will be accepted toward the degree. A grade of at least a "B" (3.000) must be received for each graduate course transferred to Loyola. Under exceptional circumstances, courses may be transferred after beginning degree work at Loyola University Maryland.

Students changing majors may be permitted to replace major courses in the original major with major courses in the new major. The grade for such a replacement course will replace the original grade in the computation of the cumulative GPA. The replacement grade is computed in the GPA regardless of whether it is higher or lower than the original grade. Both the old and the new grade appear on the transcript. The semester GPA is not affected if a grade for that semester is replaced by a later grade. The student should contact the Records Office to initiate this process.

V. Academic Probation and Dismissal - Undergraduate

Students are required to have a cumulative GPA of 1.800 at the end of the freshman year. Students will be placed on automatic probation at the end of the first semester of their freshman year if their cumulative GPA is below 1.800. Students having a cumulative GPA of less than 1.800 at the end of freshman year will be dismissed from the University.

At the end of the first term of sophomore year and at the end of each term thereafter, students are required to have a cumulative GPA of 2.000. Students having a cumulative GPA between 1.800 and 1.999 at the end of the first semester of sophomore year will be placed on academic probation; if the cumulative GPA is not raised to 2.000 at the end of the probationary semester, the student will be dismissed from the University. Students who have a cumulative GPA of less than 2.000 at the end of the second semester of sophomore year or any semester after that will be dismissed from the University.

A student dismissed from the University may be readmitted following an appeal to the Academic Standards Committee.

Formal admission to the major occurs at the end of the sophomore year; however, students on probation (1.800 to 1.999) are not formally admitted to a major and may not take upper-level courses in the first term of the junior year.

A minimum cumulative GPA of 2.000 is required for graduation and participation in Commencement and Baccalaureate Mass ceremonies.

W. Academic Probation and Dismissal - Graduate

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a B average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. The receipt of one F (0.000) will result in dismissal from the program. In Loyola College, the accumulation of two grades of C+ (2.330) or lower will result in dismissal from the program; in the Sellinger School of Business and Management, the accumulation of three grades of C+ (2.330) or lower will result in dismissal from the program. Some departments and programs have additional and/or more academic stringent standards; these are listed in the relevant department or program section of

this catalogue. As noted below, dismissal may also result from excessive withdrawals, academic dishonesty, or other unethical or unprofessional conduct reflecting upon a student's ability to enter into the academic or professional field in which the degree is being offered.

A student has the right to appeal an academic dismissal. A written request for appeal must be made within 30 working days after notice of dismissal. For students enrolled in or MBA Programs, the student appeals to the appropriate academic program director. For students in all other programs, the student appeals to the appropriate department chair. Within 10 working days of receiving the student's appeal, the chair or director contacts the chair of the appropriate appeal body. In Loyola College, the review is conducted by a 3-person Review Panel selected from members of the Graduate Academic Standards Committee. In the Sellinger School of Business and Management, the review is conducted by the Admissions and Retention Committee. The appeal body reviews information submitted by the student and meets with the student as well as others whom the Panel deems to have relevant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend these meetings, which are audio recorded. The appeal body informs the chair or director of its decision in writing, with a copy to the student, within 10 working days from the date of the appeal body's last meeting. The decision of the appeal body is final. At the discretion of the appropriate dean, the above timeline may be extended.

If a dismissal involves a grade appeal, then both the dismissal and the grade appeal must be filed within 30 working days of the close of the semester. Normally, grade appeals must be resolved prior to appeals of dismissal. Students who have been academically dismissed and who are in the process of an appeal may not register for future semesters until the appeal is resolved.

IX. ADMINISTRATIVE POLICIES AND PROCEDURES

A. Cancellation of Classes in Case of Inclement Weather or Other Emergencies

Inclement weather and other situations may require unanticipated closure of the University. University closures along with detailed information will be announced via email, the University webpage, and other media outlets. For more information, please consult the Records Inclement Weather Class Cancellations webpage.

Online courses and online components of hybrid courses are unaffected by University closures. Regular classes that would normally meet face-to-face may nevertheless be conducted online under such circumstances; for suggestions, please see the Office of Digital Teaching and Learning website. For further guidance on maintaining instructional continuity and fulfilling the learning aims for canceled classes, please see Section VIII.P.

B. Change of Personal Information

To change the record of your personal information (e.g., address, phone number, marital status) contact Human Resources and inform your department chair and dean.

Loyola University Maryland has adopted a policy providing all members of the campus community the opportunity to use their chosen first name in records and communications across the campus that do not require the use of their legal name. This policy is available to anyone who uses a chosen name regularly other than their legal name. The University's full Chosen Name/Legal Name Policy for both students and employees is available at Human Resources' Policies webpage.

C. Drugs and Alcohol Policy

The University's Drug and Alcohol Policy can be found in the Student Handbook. Refer to the Public Safety website for detailed information.

D. Emergency Evacuation

Refer to the Environmental Health & Safety website for detailed information. If you are experiencing an emergency, please call 911 and/or Campus Police at 410-617-5911.

E. Faculty Offices

Faculty offices are assigned by Academic Affairs in consultation with the appropriate department chairs. Whenever possible, assignments are made so that members of the same department are located on the same campus, in the same general area, and as close as possible to classrooms, seminar rooms, laboratories, or other special departmental facilities. Faculty members will be assigned one office. Normally this office will not be shared; however, single occupancy cannot be guaranteed due to office availability. Office space may be provided to Affiliate faculty depending on availability. Emeritus faculty members are not entitled to office space at any campus location. The University assumes no responsibility for personal belongings left in faculty offices. Faculty members are encouraged to have these insured in their own policies.

F. Financial Services

The Financial Services Department manages the accounting and finances of the University. Please refer to the following Financial Services website pages for detailed information:

1. Grants and Contracts
2. Procurement (cash advances, procurement card, reimbursement requests)
3. Travel
4. Payroll
5. Other

G. ID Card

All faculty members receive an ID card, which is also known as an Evergreen Card. This card is used to gain electronic access to campus buildings, operate printers, and make purchases at campus facilities including food services and the Post Office. To use the card for purchasing, faculty must deposit money on

the card account through the Evergreen Card link on Inside Loyola or at Student Administrative Services (SAS).

H. Institutional Communications/Media Relations

Institutional Communications, part of Loyola's office of marketing and communications located at the Graduate Center-Timonium campus, provides storytelling, messaging, and media relations/crisis communications services to the campus community. Specific services relevant to faculty include writing and distributing press releases, pitching faculty experts, media training, event promotion, social media consulting, publication of news stories on the Loyola website, and publication of stories in Loyola magazine (print and online). For more information on these and other services offered by Institutional Communications, please call 410-617-1334 or visit Office of Marketing and Communications site.

I. Keys

Keys and electronic access to campus facilities are maintained by the Department of Public Safety. Faculty office and building keys are obtained by the department chair. A written request from the chair to the Department of Public Safety is required before keys are issued and card key access is provided. In emergency situations, Campus Police can be called at extension 410-617-5010 for an officer to respond and provide access to closed areas. Questions about keys and card key access should be directed to the Department of Public Safety at 410-617- 2279.

J. Technology-Related Services

Please visit the Office of Technology Services site for details on the following:

1. Websites
2. Email
3. File Storage
4. Inside Loyola
5. Other support applications
6. Course management system (e.g., Moodle)
   Moodle is the University's online course and organization management system on which faculty can post course announcements, syllabi, lectures, notes, links, and more. Faculty members can access their classes on Moodle through Inside Loyola.

K. Use of the University Name

Faculty are encouraged to use the name of the University and official University stationery when professionally appropriate. Faculty members may also publicly use their affiliation with the University in order to identify themselves.

However, the University does not wish to be involved in projects with which it has no official association. Members of the University must not use the University name in personal or unofficial activity, if such use in any way can be construed as implying University endorsement of any project, product, service, or position.

X. LOYOLA ▪ NOTRE DAME LIBRARY

The Loyola Notre Dame Library (LNDL), opened in 1973, is an independent academic Library providing information services and resources to support the teaching, learning, and research objectives of Loyola University Maryland and Notre Dame of Maryland University. It contains approximately 451,000 volumes (including bound periodicals), 44,338 journal subscriptions (all but 223 in electronic format), 573,000 e-books, 111 databases, 19,503 units of media in CD, VHS and DVD formats, 2 streaming media services, and 690 microform units.

The Archives & Special Collections located in the Library houses unique and rare primary-source material including 2,500 linear feet of archival records reflecting the rich history of the two universities and a Special Collections consisting of over 2,000 volumes of rare books ranging from the 14th to 20th century and several notable modern manuscript collections including *The Evelyn Waugh Papers, The Flannery O'Connor Papers, and The Mark Bowden Papers*. Formats range from illuminated manuscripts, incunabula (early printed books), fore-edge paintings, organizational records, personal and family papers, literary manuscripts, drawings, photographs, and audio-visual material. Strengths of the collection include religion, philosophy, theology, history, and literature with an emphasis on British and American Catholic writers.

The Library's Website provides access to information about Library services and resources. Faculty members are encouraged to work directly with a department appointed Library liaison to learn more about Library resources and services.

A brief summary of services available to faculty members is described below:

A. Teaching & Learning Spaces

Faculty members may reserve the following spaces: the David L. and Kathy C. Ferguson Gallery provides space for up to 325, the Reverend Harold Ridley, S.J. Auditorium seats 100 and the Screening Room seats 76. The Auditorium and Screening Room are both located on the lower level of the Library and are equipped with video projection equipment (including VHS and DVD), lectern, and overhead projector.

Reservations that require equipment for the Gallery and Auditorium must be made as far in advance as possible with Loyola Event Services to guarantee use of facilities on requested dates.

Reservations for the Screening Room and its equipment must also be made as far in advance as possible by calling the Circulation Desk at 410-617-6801.

B. Circulation Services

The Library's Customer Services Department provides assistance to faculty members who want to use the Library's print resources to support research and teaching:

1. Borrowing Privileges
   a. Faculty members must use their Loyola ID card, which includes the Library barcode to borrow materials. Borrowing privileges are nontransferable except to spouses and dependent children if authorization is given by the parent.

   b. All circulating print material may be borrowed for four months and may be renewed twice. Reference materials and periodicals, current and bound, may not be taken from the Library.

   c. Any material that has been in circulation to faculty, students, or other users for more than three weeks is subject to recall.

2. Reserve Materials – Books, Book Chapters and Articles
   a. Any physical materials required for class reading may be placed on reserve except reference books, books housed in the Rare Book Room, and periodicals. Articles from periodicals requested for physical reserve are photocopied. Request forms are available on the Library's Website.

Articles or book chapters may be placed on electronic reserve. Faculty should direct students to articles and chapters already available in library databases using permanent links provided in the databases or through the Curriculum Builder plug-in available in Moodle. The library can assist with preparing all other articles and book chapters for online access via Moodle.

b. Reserve requests can be made electronically through the Library's Website or in writing. Requests must include complete citations, length of loan period (library use only, overnight, three days, or seven days), and number of copies.

c. Reserve requests must be received two weeks prior to the start of the semester to ensure that Library owned materials are available for student use at the beginning of a semester. Material not owned by the Library must be ordered at least two months before the beginning of the semester. Requests to place material on reserve will be processed in the order in which they are received.

C. Research and Instruction Services

The Research and Instruction Department provides services to faculty supporting teaching and research needs. Services may be requested through the Library's website, e-mail, telephone, campus mail or in person with a reference librarian. A brief summary of Research and Instruction Department services supporting faculty are listed below.

1. Reference librarians provide research assistance in person, via phone, email (askemail@loyola.edu), and 24/7 online chat from the Library website.

2. Faculty and librarians can create course- or assignment-specific research guides. These guides can be linked to the Course Management System to provide easy access for students.

3. All undergraduate students receive an introduction to the library resources freshman year during their WR100 class. Library research instruction sessions introduce individual classes to the research process using library search engines, identifying primary resources and introducing the scholarly research cycle. These sessions can be conducted either in a library classroom, on campus or online through Adobe Connect.

4. Individual or group research consultations in support of student success are available both online and in person. Advanced training sessions for faculty are also available in support of teaching and research objectives. Finally, Librarians can provide faculty with instruction and support to set up table of content and search alerts in periodicals in specific subject areas in support of going research priorities.

5. As needed and requested, special-interest workshops and presentations on topics of interest, such as "Plagiarism and the Internet" are facilitated by research and instruction librarians. The Research and Instruction Department welcomes suggestions.

D. Reciprocal Borrowing Privileges

The Loyola Notre Dame Library (LNDL) belongs to three library consortia that extend borrowing privileges to Loyola faculty. Call Customer Services at 410-617-6801 with questions.

1. University System of Maryland & Affiliated Institutions (USMAI) includes collections of over 9 million items in 16 public academic libraries plus LNDL. Faculty may borrow books from member libraries by placing holds via the Library's catalog. Faculty may check out materials in person from most of the USMAI libraries.

   a. Items are usually delivered to the LNDL Circulation Desk within 1 week of requesting. Items delivered to the Columbia or Timonium campus require an additional 1-2 business days for delivery. Faculty will receive an email when an item is ready for pick-up.

b. Faculty must return USMAI books on time or request a renewal loan before the item's due date; otherwise, they will be required to pay a fine. USMAI libraries charge fines to faculty and submit unpaid fines to a state collection agency. Loan periods and policies vary by institution.

c. Refer to the Library's USMAI page for additional information.

2. Baltimore Academic Libraries Consortium (BALC) includes Baltimore Hebrew Institute at Towson University, Goucher College, McDaniel College, Maryland Institute College of Art, Morgan State University, St. Mary's Seminary, Stevenson University, Towson University, University of Baltimore, and University of Maryland-Baltimore County. Faculty have in-person borrowing privileges at each library; however, they must present a Loyola ID card at time of check-out. Policies and procedures vary by library.

3. Maryland Independent Colleges and Universities Association (MICUA) libraries do not have a formal reciprocal borrowing agreement; however, some of the libraries will provide in-person library privileges to faculty from other institutions. Policies, fees, and procedures vary by library, so call before visiting: Capitol Technology University, Goucher College, Hood College, Johns Hopkins University, Maryland Institute College of Art, McDaniel College, Mount St. Mary's University, Ner Israel Rabbinical College, St. John's College, St. Mary's Seminary & University, Stevenson University, Washington Adventist University, and Washington College. Faculty are encouraged to borrow materials through LNDL using Interlibrary Loan.

E. Interlibrary Loans

Interlibrary Loan (ILL) is available to meet teaching and research needs. ILL staff will process requests for materials not owned by LNDL nor available for checkout from a USMAI library. Submit ILL questions to interlib@loyola.edu or call 410-617-6804.

1. Submit ILL borrowing requests through the Library's Website, in person at the ILL office or Circulation desk, or send via campus mail. Create an account in ILLiad to access ILL articles and check due dates of borrowed books.
   a. Borrowers must agree to comply with any use restrictions set by the lending library including length of the loan, in-library use only, or photocopying.

   b. Borrowers assume responsibility to use ILL materials within the limits of "fair use" as defined by the copyright law of the United States (Title 17, United States Code). Interlibrary loan materials are intended for personal research only. For use in course materials please contact the Copyright Information Center for more information.

F. Media Services

The Library's Customer Services Department can provide assistance to use the Library's media resources to support research and teaching as follows:

1. Streaming Media
   The Library provides access to two media streaming services that provides access to thousands of films, documentaries, and video clips in a variety of subject disciplines. These films can be linked to the Course Management System to provide easy access for students.

2. Circulation of Media Materials
   Media materials are loaned to faculty members for a three-week period. The Library does not circulate equipment; arrangements for classroom and lab support may be made through Loyola University's Office of Technology Services (extension 5555).

3. Reserve Media Materials – Compact Disks, Audiotapes, Videotapes and DVDS
   Any physical media materials required for class viewing or individual or small group study may be placed on reserve.

Requests to reserve media material for future use should be placed as far in advance as possible to ensure availability. Request forms are available on the Library's website.

4. Microforms Assistance
   The Digital Services Department assists Library users in the use of the microforms collection which includes periodicals, newspapers, and cataloged monographs on microfilm.

5. Campus Cable Network
   The Customer Services Department manages video distribution of two campus cable channels. Faculty members may book days and times, along with video or DVD titles, to utilize this service.

G. Acquisitions

Faculty input regarding overall collection development is always welcome. The addition of new programs or curriculums requires consultation between the Library and the department. A department's-liaison, librarian or Acquisitions staff member must be part of the discussion to ensure adequate funding for library materials to support teaching and research priorities.

1. Purchase Requests
   The Library encourages faculty members to submit requests for the purchase of materials, either individually or through department-appointed liaisons. Faculty may request books, e-books, journals, e-journals and media purchases via the Library's website. Alternatively, requests may be submitted via department-appointed Library liaison. Please provide as much information as possible with any acquisitions request that is submitted. Providing a full name allows the Library to easily notify you when the material is available. Also, please note on the request if the order is a rush or a reserve request.

2. Collection Development
   Faculty input regarding overall collection development is always welcome. Library materials are generally acquired using a "just in time" philosophy so that monetary resources are available at the point when faculty identify items that are needed for teaching or research. Collection development occurs throughout the year by format as follows:

   a. Journals are ordered once per year in September, with subscriptions beginning the following January.

   b. Requests for databases can be submitted to the Head of Acquisitions or the Electronics Resources Librarian and are reviewed on an ongoing basis. Factors influencing database acquisition include cost, relevance to the curriculum, and overlaps with other Library resources. When requesting databases, faculty members are encouraged to confer with department chairs and colleagues in their own and other departments in order to identify interdisciplinary benefits. If a database is determined to have a good fit with the collection, but the Library lacks funding to support the purchase, the request will automatically be added to a "wish list" so that future budget proposals can include funding requests to add the database at a later date.

3. Research Support
   a. New Faculty: The Library welcomes new tenure-track faculty by awarding them $1,000 to select Library-owned materials that will support their teaching and research needs. Eligible faculty may select books, e-books, DVDs, or other Library-appropriate resources that incur a one-time expense. Library liaisons contact new faculty members within the first month of their arrival on campus to provide information and support for this award.

   b. Research Leave/Sabbatical: Beginning with letters distributed to faculty members in Fall 2015, the Library awards $500 to those who are granted pre-tenure research leave or senior sabbatical. The funding maybe used to select Library-owned materials that will support faculty research while on leave. Faculty may select books, e-books, DVDs, or other Library-appropriate resources that incur a one-time expense. Please contact your department appointed Library liaison to learn more about this award and plan a mutually beneficial time for you to access this fund.

H. Digital Library Services

1. Location
   The lower level of the library is home to the France-Merrick Digital Media & Adaptive Technology Lab, providing specialized hardware and software for people with visual, learning, or physical disabilities. The lab also provides high-end resources for people developing multimedia projects.

2. Services
   a. Digital Services provides scanning and digitization services to faculty developing their online courses and for other library-based digital projects. Digital Services can digitize video clips for faculty from a number of sources, including personal clips, educational and commercial films.

   b. The Digital Services Department works with faculty to determine if projects fall within the fair use guidelines of copyright law or if there is a need to establish digitization agreements. The Department also works on special digitization projects related to the library's collections and on facets of Loyola's research specialties.

3. Contact Information
   Faculty members can contact the Digital Technology/Web Supervisor at 410-617-6862 for digitization support for online courses. For assistance with all other Digital Services contact the Head of Digital Services at 410-617-6872.

I. Archives & Special Collections

The Archives & Special Collections offers a range of services to the University and broader research community. In addition to acquiring, preserving, and providing access to primary source materials in a variety of formats, departmental staff collaborate with instructors to incorporate primary-source material into their curriculum; respond to reference requests and support the research of students, faculty, staff, alumni, and unaffiliated scholars; mount physical and electronic exhibitions; participate in university special projects and capstone events; sponsor lectures and outreach programs; offer consultation on the management and disposition of University records; and provide digital access to selected items and collections.

1. Location and Hours of Operation
   The Archives and Special Collections are located on the Third Floor of the Library, Reading Room #3012B and are open to the public Monday – Friday; 9-5. Appointments are encouraged and walk-ins are accommodated when possible.

2. General Description
   a. The Archives contains over 2,500 linear feet of records reflecting the institutional histories of Loyola University Maryland and Notre Dame of Maryland University. Records include: records of the university, photographs, publications, publicity, architectural drawings, ephemera, memorabilia, scrapbooks, and administrative records including but not limited to departmental and committee records such as correspondence, drafts, reports, and policies.

      Access policy: Materials created for public circulation are open and available to all researchers. All other materials are currently restricted.

   b. Special Collections, Rare Books contains over 2,000 volumes dating from the 14th century to the 20th century. Strengths in the collection include 19th-20th century British and American literature (Gerard Manley Hopkins, Virginia Woolf, Evelyn Waugh, Edith Sitwell, Flannery O'Connor, Henry James, and William Faulkner); philosophy, theology, and religion; and European & American History.

      Access policy: Currently the Rare Books collection is undergoing preservation and arrangement work and remains largely uncatalogued. Please contact the Archivist for a consultation to view the collection and become familiar with materials in your area of research. Use of these resources for teaching and scholarly research is highly encouraged.

c. Special Collections, Manuscripts contain a small but rich collection of personal papers including: The Evelyn Waugh Papers, The Flannery O'Conner Papers, The Mark Bowden Papers, and The Herbert O'Conor Papers.

Access policy: Open for research. Please contact the Archives to set up an appointment at archives@loyola.edu.

3. Reference, Research, and Exhibitions
   a. General reference requests from faculty and staff of the University are a priority for the Archives. Researchers are provided up to four hours of research support per request. If additional research is required, the Archivist may pull materials for you to perform your own research. In general, please allow a lead time of 2 weeks for general research requests when possible.

   b. Projects can be discussed with the Archivist to understand needs and deadlines. Please allow a lead time of 4-6 weeks for larger projects. If materials need to be sent out-of-house for digitization (due to large size or unusual format), any associated fees will need to be absorbed by the requestor of the materials.

   c. Classes can be scheduled with the Archivist six to eight weeks prior to the class visit to arrange scheduling and select instruction materials.

   d. Exhibitions can be arranged based on consultation with the Archivist. Exhibits need to be planned with sufficient lead time and discussion with the Archivist will help determine the time necessary to effectively support exhibit objectives.

4. Records Management and Transfer of Materials
   The Archives collects and manages inactive records of enduring value for the University. The Archives collects materials of variety of formats including paper and electronic; analog and digital. Please email the Archivist at archives@loyola.edu with a descriptive inventory of items. The Archivist will work with you to arrange the safe transfer of materials.

5. Contact Information
   The Head of Archives & Special Collections can be reached at 410-617-6868 or archives@loyola.edu to provide access and support to the University community.

XI. STUDENT DEVELOPMENT

Loyola University Maryland is concerned with the education and development of the whole person and provides a range of services and activities for students in addition to formal academic instruction.

A. Campus Ministry

The Office of Campus Ministry seeks to foster the development of a spiritual community at Loyola through worship, reflection, and service. Refer to The Campus Ministry website for further information on worship times, Liturgical Ministry, retreats, programs, and pastoral care.

B. Career Center

The Career Center assists students in identifying and achieving career objectives, both during their university career and after graduation. Refer to The Career Center website for detailed information.

C. Counseling Center

The Counseling Center supports the academic mission of the University by providing services and programs that help students. Faculty members who believe a student might benefit from counseling assistance should encourage the student to seek such help. In cases of doubt, the staff of the Center may be consulted. Once the student engages in counseling, all information is considered confidential and may not be revealed without the student's knowledge and consent. A staff member is available daily to handle emergencies, as well as for after-hours crises in residence halls. Refer to The Counseling Center website for detailed information.

D. Department of Recreational Sports

The Department of Recreational Sports contributes to the goals of education by enhancing physical, social, emotional, and intellectual development and improves the quality of campus life. The wide range of activities offered provides opportunities to achieve physical fitness and develop sports skills in a positive social environment.

1. Intramural Sports

The comprehensive intramural program allows students, faculty, and staff to engage in friendly competition that emphasizes fun, relaxation, and teamwork. The vigorous exercise provided in this program contributes to the overall health and fitness of the participants.

2. Club Sports

Club sports bridge the gap between intramural and intercollegiate athletics, allowing members to enjoy extramural competition without the pressures of highly structured varsity sports. Because the clubs are student directed, members enjoy opportunities to develop organizational and leadership skills.

3. Outdoor Adventures

Outdoor Adventures offers students opportunities to participate in outdoor-related activities. Through the Outdoor Adventure Pre-Fall Program, first-year students may take a week-long trip with their classmates, upper-class leaders, and faculty members just prior to the start of fall semester. Outdoor Adventure Experience also offers trips to students and University employees on almost every weekend during the fall and spring semesters.

4. Recreational Sports Advisory Committee

This committee is composed of representatives from the student body, faculty, administration, and staff. Its purpose is to evaluate the recreational sports program and offer recommendations.

E. Faculty Moderators for Student Activities

The Office of Student Engagement is responsible for the development of an activities program and calendar that meets the social and cultural needs of the student community. The staff works in conjunction with all campus leaders including the Student Government, class representatives, and club presidents. In addition, the Office provides leadership training for campus leaders and resource manuals for the moderators and

officers of all student clubs. Questions and suggestions concerning student activities and student organizations should be directed to this office. The responsibilities of faculty moderators are outlined below.

1. To ensure that this aspect of Loyola's educational program is fully realized, it is necessary to call on faculty members to serve as moderators for such student organizations. Accepting a moderator's responsibility is considered a part of the service expected of all tenured and tenure-track faculty members.

2. A faculty moderator is neither an officer nor a member of the student organization but should provide mature and timely counsel to the membership and their officers.

3. The main responsibilities of a moderator are to ensure continuity in the operations of the student activity, to promote observance of the University policies, especially in regard to finances and alcoholic beverages, and to encourage development of a suitable program of activities.

4. In addition to assistance from departmental and other colleagues, the faculty moderator may on occasion wish to consult the Director of Student Activities.

5. The funds for many student organizations are allocated from the student activities fees by the Student Government Association (SGA). Requirements and procedures for securing such financial support are specified in materials distributed by the SGA. The moderator should note when requests for funds are due.

6. Special academic presentations may additionally be funded through the Office of the Vice President for Student Development and Dean of Students, departmental budgets, or the appropriate academic Dean.

7. If faculty members are formally invited as guests to a student-sponsored social function, they have no special responsibility beyond what one reasonably expects of any mature person.

F. Intercollegiate Athletics

Loyola University competes in NCAA Division I as a member of the Patriot League. Refer to the Athletics website for detailed information. The University fields teams in 16 intercollegiate sports, seven for men and nine for women:

MEN	WOMEN
Basketball (winter)	Basketball (winter)
Golf (spring)	Cross Country (fall)
Lacrosse (spring)	Lacrosse (spring)
Rowing (spring)	Rowing (spring)
Soccer (fall)	Soccer (fall)
Swimming & Diving (winter)	Swimming & Diving (winter)
Tennis (spring)	Tennis (fall)
	Track (spring)
	Volleyball (fall)

G. New Student Orientation

First-year and transfer undergraduate students entering Loyola for the first time in fall semester participate in the New Student Orientation Program prior to the beginning of the term. The purpose of the program is to provide quality time for academic advisement, pre-registration, and adjusting to university life. There is also a special program for parents of new students. Refer to the Orientation website for detailed information.

H. Student Health and Educational Services

The Student Health Center provides students with high-quality, confidential healthcare in a comfortable setting. Refer to The Student Health and Educational Services website for detailed information.

XII. UNIVERSITY SERVICES

A. Administrative Support Services

Every department has access to administrative support services during regular business hours (Monday through Friday, 8:30 a.m. to 5:00 p.m.), except for periods during the summer when hours or availability may be decreased.

These services are available for matters directly connected to the operations of the department and the University as well as the fulfillment of faculty professional responsibilities. The University highly values maintaining an environment in which the dignity and worth of every individual is respected. Faculty members should make certain that on all occasions their requests for support are professionally appropriate, considerate, and courteous.

Departmental administrative assistants report directly to the department chair. Faculty members should coordinate their professional administrative assistant needs with the chair's concern for the needs of the whole department.

The following are examples of appropriate departmental duties for departmental administrative assistants:

- proof-reading and revising departmental letters and reports;
- answering phones, greeting visitors, and handling mail;
- managing department supplies and ordering replacements when needed;
- supervising student workers;
- maintaining departmental files and assisting with the preparation of reports on departmental activities;
- assisting department chair with budgets;
- scheduling departmental meetings and appointments;
- assisting departmental faculty search committees in recruitment activities.

The following are examples of appropriate faculty-related duties for departmental administrative assistants:

- proof-reading, duplicating, and collating class-related materials, such as, syllabi, tests, and presentations;
- proof-reading and revising letters and reports;
- processing book orders;
- assisting in obtaining copyright permissions for course and research materials;
- scheduling meetings and appointments;
- making travel arrangements;
- processing reimbursement, employment, and other university forms.

The following are examples of inappropriate duties that may not be asked of departmental administrative assistants:

- proctoring tests in or out of the classroom;
- grading papers;
- recording grades;
- duplicating material for which copyright permission has not been obtained;
- performing personal errands for faculty;
- assisting faculty members with personal work, including any consulting or related business activities;
- assisting faculty members with childcare during working hours;
- returning books or picking up personal items for faculty members;
- working before 8:30 a.m., during lunch hour, or after 5:00 p.m., or on weekends, except as pre-authorized overtime.

Faculty members or administrative assistants with questions regarding appropriateness of tasks should contact their academic dean or Human Resources.

B. Disabilities Services and Resources

Loyola University strives to be accessible to individuals with disabilities in compliance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, Section 504. Questions of physical and programmatic accessibility for students with disabilities should be directed to Disability and Accessibility Services or the Academic Advising Support Center for students with learning disabilities and other disabilities. In addition, the Loyola/Notre Dame Library provides resources including an adaptive technology lab. Refer to the Accessibility at Loyola website for guidelines and resources about technology accessibility.

C. Event Services

Event Services is responsible for scheduling, planning, and executing all events held on campus or sponsored by campus groups. The Office is charged with ensuring a quality experience for all attendees of events while maximizing the use of existing facilities. Event Services maintains the University's master calendar of events and disseminates information throughout the University Community. University facilities may not be reserved for use for political fundraising or rallies. Event Services is also responsible for all commercial relocation for faculty and administrative offices on campus. For more information about reservations and scheduling of events consult the Event Services website.

D. Facilities and Campus Services

Loyola's Facilities and Campus Services works to ensure a safe, well-organized, and enjoyable environment for the Loyola Community. Areas of expertise include:

- Campus Services, including dining services, Evergreen off-campus, bookstore, printing and mail, and more.
- Environmental health and safety, including promoting and supporting efforts to protect human health, safety and the environment.
- Event Services is responsible for catering as well as the scheduling, planning, and execution of all events held on campus or sponsored by campus groups.
- Facilities Management handles all general maintenance needs.
- Sustainability is responsible for recycling and energy-management programs.

E. Office of Technology Services (OTS)

The Office of Technology Services provides academic and administrative computing facilities, user support and documentation, technology seminars, telephone services, and cable TV/video, to students, faculty, administrators, and staff. OTS provides a Help Center at 410-617-5555 available to all members of the University community.

OTS provides the following support:

- phone and email, including telecommunications and mass email;
- websites, including campus portal, personal websites, and security protections;
- digital access and storage, including account management, passwords, network connectivity, and file storage;
- computers and facilities, including hardware, software, and purchasing;
- printing, including campus services and professional services;
- specialty services, including project management, document management, and technology donations;
- television;
- technology training, including the various University-supported applications.

For Instructional Technology support, see the Office of Digital Teaching and Learning.

F. Parking and Transportation

Parking and Transportation handles shuttle services, motor pool, charters, and visitor parking for the university. Student Account Services (SAS) handles parking for employees and students. Registration can be completed online. Questions regarding parking registration, fees, and options should be directed to SAS.

G. Post Office and Mail Service

The University post office is currently located in the Andrew White Student Center and offers a variety of printing and mail services. Campus mail is delivered to individual departments. Postage on mail directly connected to the operations of the University or in fulfillment of professional responsibilities will be paid by the University. Bulk mailings should be scheduled with the manager of the Post Office and will be charged to the department. Postage on personal correspondence is the responsibility of the individual.

H. Printing and Duplication Services

Routine printing, scanning, and copying are available throughout the campus and supported by the Office of Technology Services. Faculty may consult their department chair for printing budgets.

Central Duplicating provides high-volume photocopying and offset printing of University material for the convenience of the faculty, administration, and staff. Because all photocopying and printing jobs are charged to the department budget, work orders must contain a budget number. For more information, including turnaround times, consult the Printing and Copying website.

I. Public Safety

The Department of Public Safety's mission is to ensure safety on campus, maintain order, preserve the peace, promote individual responsibility for preventing crime, reduce the opportunity for crime and disorder, reduce fear, and provide a sense of security for the Loyola Community.

J. Textbooks

The University Bookstore provides textbooks required for courses, as well as offers trade books, school supplies, health and beauty aids, Loyola apparel, and other items. Textbook orders may be submitted online through the campus bookstore website and the textbook manager is available to faculty as a resource. Deadlines for textbook orders are determined in accordance with the Higher Education Opportunities Act.

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APPENDIX A - CORE VALUES STATEMENT
ENDORSED BY THE LOYOLA CONFERENCE, FEBRUARY 2002
LAST REVISED BY LOYOLA CONFERENCE, OCTOBER 2014

From the time of their founding four-and-a-half centuries ago, Jesuits – beginning with their founder, St. Ignatius Loyola – have had a distinctive way of looking at life. Their characteristic Ignatian worldview has permeated their educational and spiritual apostolates and has been shared with hundreds of thousands of women and men formed by Jesuit teaching and pastoral care. This Ignatian worldview includes the following characteristic notes or emphases: 1) openness and enthusiasm toward the whole of God's richly diverse creation and for the human person as its crowning glory; 2) hopefulness and pragmatism in seeking graced solutions to life's challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness; 3) sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and 4) commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university with a 150-year history, Loyola University Maryland adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the University joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining, as will be seen in the text below. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism which is characteristic of American higher education today is by encouraging all of its constituents to cultivate and to live by certain core values.

During the preparation of the current strategic plan, groups representing the various constituencies of the University community met to identify and articulate what these core values are at Loyola today. Their deliberations resulted in the following list, the order of which in no way reflects a ranking in order of importance; indeed, while the values listed are discrete, they are also strongly connected and interrelated. There was, however, a fairly broad consensus that the values most typically associated with Jesuit education in the public mind over the centuries, and still today, are its commitment to academic excellence and its focus on educating the whole person. There was also a widely shared sense that these two values, along with all the others which follow, are bound together by the characteristic Jesuit striving after the "greater good," the "better thing," which Loyola highlighted when it called its last strategic plan *Magis*.

The paragraphs in italics are intended to offer a historical context which explains the distinctive Jesuit origins and character of each value (some which are certainly shared by non-Jesuit institutions of higher learning, and all of which are shared by non-Jesuits, non-Catholics, and non-Christians working at Loyola and other Jesuit institutions). These paragraphs thus remind Loyola that it is part of a greater reality which stretches across national boundaries, cultures, and several centuries. The non-italicized paragraphs summarize the consensus of the year-long discussions by more than 400 members of the Loyola University Maryland community. They, in turn, express the ideals toward which the University strives in understanding and practicing each of these values in its life today.

—Academic Excellence

The Jesuit motto Ad majorem Dei gloriam means "for the greater glory of God"; and nowhere has the pursuit of "greater" heights of human achievement been better or more consistently exemplified in the Jesuit educational tradition than in the pursuit of academic excellence. The preeminence and consistency of this value in Jesuit schools no doubt explain why academic excellence is the hallmark most often associated with a "Jesuit education" in the minds of the world at large.

At Loyola, the pursuit of academic excellence includes promoting a love for learning, discovery, and integration across a wide range of disciplines and interests. The ideal of integration, in particular, represents one expression of Loyola's Catholic character; the University seeks that "higher synthesis of knowledge, in which alone lies the possibility of satisfying that thirst for truth which is profoundly inscribed on the heart of the human person." [1] The University also situates itself within the Jesuit tradition of openness to a wide range of ideas by fostering and

protecting academic freedom. Loyola seeks to inculcate habits of thinking which are both critical and creative. It seeks to provide state-of-the-art facilities and to employ methodologies which foster active personal engagement as well as collaboration. The University strives in various ways to foster, recognize, and reward high standards of professionalism and excellence in learning, teaching, and scholarship. It also seeks to promote high levels of expectation and accountability across its constituencies, which naturally includes a commitment to academic honesty as expressed in its honor code and attendant policies. As Jesuit schools have traditionally done, Loyola pursues academic excellence by preserving the intellectual heritage of the past while at the same time boldly advancing to embrace the future. This value thus contributes to a sense of Loyola's mission and identity as Catholic insofar as the University "assists in the protection and advancement of human dignity and of a cultural heritage"[2] of humanism broadly construed. Loyola also joins itself to a long and venerable Jesuit tradition of encouraging education which is unapologetically open to faith and values, and which strives to integrate intellect with faith and with action for justice. Here again, Loyola embodies its Catholic heritage which encourages it "to promote dialogue between faith and reason, so that it can be seen more profoundly how faith and reason bear harmonious witness to the unity of all truth."[3] Lastly, Loyola seeks to instill a love for learning in its constituent members which will create in them lifelong habits of ongoing learning and growth. In all this, Loyola seeks to enhance a growing sense of school pride within the institution, as well as a growing reputation for excellence outside it.

—Focus on the Whole Person

In the Jesuit tradition, human beings are understood to be spiritual at their deepest level. This conception of human nature traces its roots to the biblical account of creation which portrays human beings as created "in God's image and likeness." Jesuits, who take their name and identity from Jesus, see the human condition as further ennobled by that union of divinity and humanity which they believe to have taken place in the life and person of Jesus Christ. These beliefs, as well as their historical roots in the Christian humanism of the Renaissance, help to explain why Jesuits have long sought to reverence, celebrate, and care for all that is best about human beings and their existence. As a result, Jesuit institutions have been noted for respecting and responding to the unique needs of individual persons, as well as for helping them to identify and develop the full range and variety of their particular gifts and talents, especially with an eye toward service and leadership.

Loyola manifests its effort to honor, care for, and educate the whole person by encouraging its constituents to strive after intellectual, physical, psychological, social, and spiritual health and well-being. It does this in its curricula by emphasizing the formative potential of the study of the liberal arts. Loyola also seeks to encourage holistic growth outside the academic context by providing members of its community with a wide variety of resources and opportunities, and by encouraging them to appreciate the value and importance of well-integrated, restorative leisure. For instance, Loyola's commitment to the classical ideal of "a sound mind in a sound body" is reflected in its state-of-the-art Fitness and Aquatic Center and the variety of programs and opportunities which that facility offers to members of the University's extended family. The University also seeks to provide varied and innovative cultural and recreational programming which fosters community, and which engages and develops minds outside the classroom context. Loyola offers a variety of retreat opportunities, as well as ecumenical and interfaith opportunities for prayer and meditation, to foster growth of the spirit within its members. Lastly, through its policies and procedures, Loyola seeks to call forth the best in its constituents, and to challenge them when they neglect or endanger their own well-being or that of others.

—Integrity and Honesty

In the Jesuit tradition, living truthfully and integrally is one important way of imitating Jesus Christ, who Jesuits regard as "the Way, the Truth, and the Life." Beyond that, however, insistence on integrity and honesty has been seen in Jesuit education as a vital element in caring for and educating the whole person; these virtues are regarded as essential both for full realization of individual potential and for promotion of trust and harmony between persons.

At Loyola, the commitment to integrity and honesty is manifested in an atmosphere of open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one's own work, as well as respect for others and for their work and their basic human rights. The Honor Code and the Honor Council are two specific means used by Loyola to educate students about and to encourage the practice of academic and intellectual honesty. The Code and the Council serve to support the University's presuppositions that "students who are truthful

on all academic matters and who submit academic work that is the product of their own minds demonstrate respect for themselves and the community in which they study, as well as a commitment to Jesuit education."[4] Loyola also hopes to instill in all members of its extended family a sense of balance, perspective, and personal satisfaction in trying hard and doing their best. Indeed, Loyola expects all of its constituent members to embrace, abide by, and help to enforce personal and professional standards of ethics – which represents one of many reasons for including the teaching and learning of ethics in the University's curricula. Loyola also strives to foster habits, standards, and structures of accountability which are consistently and fairly applied. All of the preceding helps to define the mindset which undergirds and comes to expression in Loyola's honor code, its personnel policies, and its other ways of proceeding.

—Diversity

Ignatius Loyola and his Jesuits have seen the world, in the phrase of the great Jesuit poet, Gerard Manley Hopkins, as "charged with the grandeur of God." This means that they regard the rich diversity of life and creation to be inherently good – even holy – insofar as that diversity shows forth countless reflections of the Creator's own inexhaustibly rich nature. Ignatius also conceived of his Jesuits from their inception as a global order at the service of the worldwide Church; and the Jesuit educational tradition, as a humanistic ideal conceived in the "age of exploration," has from the outset regarded greater breadth of knowledge and a more comprehensively global perspective as hallmarks of heightened excellence. Indeed, throughout their history, Jesuits have been noted for their openness to and close observation of cultures other than their own, as well as for their efforts at mutually enriching intercultural dialogue. Many have distinguished themselves, for instance, by the careful study of indigenous languages in their adopted countries and cultures. Hence, it seems unsurprising that Jesuit schools have traditionally fostered openness toward and special interest in peoples, experiences, and ideas that are new, different, and diverse. The Jesuit educational tradition has sought to celebrate differences, while at the same time seeking out and highlighting fundamental human qualities which are shared across diverse cultures. Beyond its Jesuit heritage, Loyola has its own tradition and history of religious diversity. When the University was founded in 1852, one of its seven original students was non-Christian; and perhaps as a consequence, chapel attendance was never mandatory at Loyola. The current and ongoing commitment of the Jesuits to such diversity is expressed in the documents of their most recent General Congregation: "The signs of the times give stark proof of the fact that a faith doing justice must necessarily lead to ecumenical and interreligious dialogue and cooperation[5]."

Seeking to increase its own diverse nature, Loyola encourages openness to new discoveries, ideas, methods, and perspectives, and it actively encourages and celebrates diversity in all forms. This includes promoting "awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, gender identity, religion, age, and disabilities" as articulated in the University's current undergraduate and graduate catalogs.[6] Indeed, Loyola sees diversity as an inherent source of richness and a necessary opportunity for learning and growth. In this, it accepts the contemporary challenge of the Catholic Church that universities "must become more attentive to the cultures of the world of today, and to the various cultural traditions existing within the Church in a way that will promote a continuous and profitable dialogue between the Gospel and modern society."[7] Loyola also seeks to encourage all of its constituents to respect, value, and welcome "inherent value and dignity of each person"[8] as a gifted contributor to the community as a whole. The University is of course committed to challenging and repudiating prejudice in all its forms, and to encouraging global and international awareness, both within and outside its curricula.

—Community

Ignatius Loyola and his first Jesuit companions – in keeping with the values of Jesus who came "that all might be one" (John 17:21), and who urged his followers to love their neighbors as themselves – decided early on to bind themselves together as a community of "friends in the Lord" founded on shared faith, values, and mission. In so doing, they complemented their reverence for individual persons with a conviction that humans are social by nature – i.e., created for relationship – and that love is "a more excellent way" (I Corinthians 12:31). Having united themselves to one another, the early Jesuits then sought to include others in their faith vision and to "help souls" by whatever means came to hand. Imitating their example, Jesuit institutions historically have made community a high priority.

As a Jesuit institution committed to the value of community, Loyola strives to define its goals and values clearly so as to ensure unity of purpose and to encourage shared ownership for the University's mission and vision. Loyola also seeks to foster a spirit of trust, hopefulness, collegiality, and dialogue by providing members of its community with structures that encourage open sharing of ideas and values, and which encourage collaboration within and across institutional divisions and constituencies. The University joins here with other Catholic institutions of learning in encouraging community "animated by a spirit of freedom and charity… [and] characterized by mutual respect, sincere dialogue, and protection of the rights of individuals." [9] In its ongoing commitment to hospitality and conviviality, which it expresses in many and various ways, Loyola recognizes a particular contribution of its Mercy heritage which is the legacy of Mount Saint Agnes University. Lastly, the University reminds its members of the practical wisdom of St. Ignatius, who encouraged people to give each other the benefit of the doubt – i.e., to be generous in spirit, and more ready to put a good interpretation than a negative one on each other's words, actions, and intentions. [10]

—Justice

Jesuits who practice openness to and appreciation for the rich diversity of God's creation are also concerned for its proper ordering and responsible use. In the "First Principle and Foundation" of his *Spiritual Exercises*, St. Ignatius presents the attainment of this sense of order and responsible use of creation – of wholeness, holiness, and the right ordering of relationships according to God's primordial plan – as the primary purpose for human existence. [11] This sense of wholeness, holiness, and right relationships is also what the bible means by the term "justice." Belief in the importance of this practical, guiding value has thus naturally predisposed educators in the Jesuit tradition to a committed pursuit of justice as an inseparable correlate to an authentic life of faith. The pursuit of justice continues to inform and shape both the educational mission and daily dealings of life in Jesuit institutions, including colleges and universities. As recently as October 2000, Jesuit General Peter-Hans Kolvenbach stated: "As Jesuit higher education, we embrace new ways of learning and being formed in the pursuit of adult solidarity; new methods of researching and teaching in an academic community of dialogue; and a new university way of practicing faith-justice in society[12]."

Loyola's commitment to justice begins at home with creation of an environment where each individual is valued and attended to, can live safely, and can express him or herself honestly. The University seeks to be sensitive to and supportive of individuals in their particular needs situations, and it also seeks by all available means – including fair and competitive wages and equitable application of policies and procedures – to provide for all its members a lived experience of consistency and fair play. Educationally, Loyola strives to foster global awareness, as well as a sense of solidarity with and care for all who struggle for justice. In particular, the University strives to foster awareness and understanding of first-world privilege, and of its attendant responsibilities for leadership and for advocacy of social and structural change. In advocating both actual and spiritual solidarity with and direct service of the materially poor, Loyola expresses a characteristic note of the spiritual heritage of Catherine McAuley and her Mercy Sisters which came with the joining of Loyola to Mount Saint Agnes University. Loyola also seeks to infuse its curricula and its day-to-day practices with justice-related themes and issues such as critical examination of unjust social, economic, and political structures, awareness of how personal and national choices contribute to the conditions of society, conservation of the global environment, and minimization of needless consumption.

—Service

Jesuits were the first religious order in the Church to liberate themselves completely from the constraints of the cloister in favor of full engagement with and activity "in the world." (It is interesting to note in this connection that the Religious Sisters of Mercy, whose tradition of service lives on at Loyola as a result of its joining with Mount Saint Agnes University in 1971, were the first order of religious women to establish similar freedom from the cloister.) The new and somewhat radical founding vision of Ignatius Loyola foresaw from the outset that his Jesuit companions should be "men on the move" – "contemplatives in action" whose lives were completely devoted to "reading the signs of the times" and responding creatively and concretely to the pressing needs of their world. In the Jesuit educational tradition, this "apostolic" or action-oriented focus has translated into a tradition of forming "men and women for others" [13] who are committed to generous service which aims to create a more just world for all men and women. This "institutional commitment to the service of the people of God and of the human family in their

pilgrimage to the transcendent goal which gives meaning to life"[14] also marks Loyola as a Catholic institution of higher learning.

In keeping with this Jesuit tradition of commitment to service, Loyola offers to all of its constituent members a rich variety of opportunities for solidarity and service both within and outside the institution. These service opportunities extend Loyola's helping hand throughout the greater Baltimore area, as well as to the wider national and international communities. The University also seeks to encourage habits of caring, engagement, and civic responsibility by incorporating its own particular approach to service learning into its curricula, by reflecting a service orientation in its research interests, and by emphasizing and encouraging the connection between excellence, leadership, service, and development for the professions.

—Leadership

Very early on, Jesuits were recognized as innovators and leaders in educational methods, in approaches to foreign mission work, and in the giving of retreats and spiritual direction. Indeed, leadership would seem to flow naturally from a number of the other defining Jesuit values already enumerated here: openness and curiosity about all things new and different, commitment to the alleviation of human injustice and suffering, conviction that individuals can and should make a difference to their fellows, and commitment to bringing the best intellectual resources to bear on creative responses to problems and challenges. It was natural enough, therefore, that Jesuit educational institutions from their earliest beginnings should become renowned for training leaders who would go on to render effective service to their various human communities.

The Jesuit commitment to the particular form of service which is leadership continues to the present day. Loyola's commitment to this value includes identifying, developing, encouraging, and rewarding the exercise of gifts of leadership in all of its constituent members in all areas of their lives. The University likewise encourages in all of its members the regular practice of both leadership and "followership." In other words, it encourages its diverse constituents to think and act both as teachers and learners who lead by lived example, modeling the University's mission and values and contributing to the common good. Loyola hopes by all these means to continue forming alumni and alumnae – as well as other members within its extended family – who can serve as leaders and exemplars in the University, in their communities, and in society at large.

—Discernment

At the heart of Ignatian spirituality is the practice of discernment – an art which St. Ignatius learned through sustained careful attention to and reflection on his own experience. Discernment is based on several presuppositions, including: 1) humans have freedom, and their choices have consequences; 2) some choices are better – and freer – than others; 3) human choices are not only between good and evil, but are often between lesser goods and greater goods; 4) it is possible through attending to motivations, feelings, and patterns of decision-making to improve the freedom, goodness, and authenticity of one's choices. The early Jesuits also discovered the art of "communal discernment," whereby they were able to make corporate choices for their future as an apostolic body through shared deliberations. For Ignatius and his Jesuits, discernment involved prayer and the enlightenment of grace; they sometimes referred to their own practice of ongoing discernment as "seeking God's will for their lives." As they trained others in the practice of discernment, however, the art became practical as well as spiritual. Thus, Jesuit institutions have been known over the centuries for teaching people – regardless of their individual faith convictions – to think critically, to inform their consciences, and to cultivate habits of ongoing reflection and self-evaluation.

Loyola's commitment to carry on the tradition of discernment includes encouraging the practice of regular reflection and self-examination which foster awareness of personal freedom (or lack thereof), a sense of personal responsibility for choices and actions, and a balance between enlightened self-interest and promotion of the common ("greater") good. The University encourages this habit of reflection and self-examination by introducing its constituents to the Jesuit practice of the *examen* (a daily self-review) in a variety of venues – e.g., through its Alpha courses, and through various projects of the Jesuit-Lay Committee. Loyola likewise encourages critical thinking and reflection by including the study of ethics in its curricula, and by offering seminars and employing pedagogies (such as debate) which foster both the expression and critical refinement of opinions. Loyola seeks in general to foster open expression and careful consideration of a wide range of viewpoints and positions, cultivating in its constituents an awareness that argument or difference of opinion can be accommodated without compromising mutual respect. In

service of this core value of discernment, the University continues to recruit qualified Jesuit faculty and administrators who can share their particular expertise in discernment within the Ignatian tradition; but Loyola also offers to all of its constituents a variety of supports, resources, and opportunities – including Ignatian retreats – to enhance their efforts at making freer and more well-informed choices.

—Constant Challenge to Improve

As noted at the outset, "for the greater glory of God" is one expression of the Jesuit ideal of the magis *– that is, commitment to the "greater good" or the "better way." For Jesuits themselves, of course, this "better way" is the model of charity and self-sacrifice which they seek to emulate in the person of Jesus Christ. Within Jesuit institutions, however, this ideal – which presumes and builds upon the practice of discernment – has played itself out in a broad-based commitment to ongoing evaluation and improvement at both the personal and structural levels. The ideal of the* magis *undergirds a certain restless pursuit of excellence across the board – a refusal to be satisfied with mediocrity, or to become easily contented with the* status quo.

Loyola challenges itself and its constituents to strive for improvement on an ongoing basis by holding out an ideal of personal wholeness and integration as the ultimate horizon of growth while simultaneously recognizing that development and growth require time and sustained effort. The University seeks to encourage its constituent members to think creatively and to challenge the *status quo* when appropriate. Loyola also seeks to foster habits of learning, inquiry, and personal and corporate self-examination which will encourage ongoing growth and change in its members, even after they leave the University community. Lastly, Loyola seeks to recognize and reward the pursuit and achievement of excellence, and to continue attracting high-quality students, faculty, administrators, and staff from a wide variety of backgrounds and religious traditions who will embrace, own, and promote the Ignatian core values which have been elucidated in this document.

1 John Paul II, Apostolic Constitution on Catholic Universities (Ex Corde Ecclesiae), 1990, par. 16. This document articulates Pope John Paul II's understanding and expectations regarding Catholic higher education.
2 Ibid., par. 12.
3 Ibid., par. 17.
4 "Honor Code Statement," Loyola University Maryland Undergraduate Catalog 2001-2002.
5 Society of Jesus, General Congregation 34, Decree 12: Ecumenism, 1995, par. 1.
6 "Diversity Statement," Loyola University Maryland Undergraduate Catalog (and Loyola University Maryland Graduate Catalog) 2001-2002.
7 Apostolic Constitution, par 45.
8 "Diversity Statement."
9 Apostolic Constitution, par. 21.
10 Ignatius Loyola, Spiritual Exercises, trans. Elder Mullan (New York: P.J. Kenedy, 1914), par. 22.
11 Ibid., par. 23.
12 Rev. Peter-Hans Kolvenbach, S.J., The Service of Faith and the Promotion of Justice in American Jesuit Higher Education (address given at Santa Clara University, Santa Clara, CA on October 6, 2000)
13 Ibid.
14 Apostolic Constitution

APPENDIX B - RANK AND TENURE POLICY STATEMENT (RTPS)
APPROVED BY THE BOARD OF TRUSTEES May 4, 2022
EFFECTIVE JULY 2022

ARTICLE ONE: FACULTY MEMBERSHIP AND RANK

1.1 **Membership:** The faculty consists of all the officers of instruction of the University. The faculty is composed of:

a. Tenured Faculty - those full-time officers of instruction who have tenure and whose primary responsibilities are teaching, scholarship, and service.

b. Tenure-track Faculty - those full-time officers of instruction who are advancing toward tenure and whose primary responsibilities are teaching, scholarship, and service.

c. Teaching and Clinical Faculty – those full-time officers of instruction who are neither tenured nor on tenure track and who have renewable contracts.

d. Affiliate Faculty - those officers of instruction who have non-renewable contracts.

e. Tenured Faculty Serving As Administrators - those officers of instruction who are tenured faculty members and whose current primary responsibilities are administrative.

1.2 **Rank Definitions for Tenure-Track and Tenured Faculty:**

a. **Instructor** - The Instructor shall ordinarily possess at least the Master's degree in a field appropriate to the department in which they will be teaching. Normally, this rank is reserved for affiliate faculty or tenure-track faculty who have not yet completed a terminal degree.

b. **Assistant Professor** - Appointment to the rank of Assistant Professor ordinarily requires the following:
   i. commitment to a teaching career;
   ii. attainment of the doctorate or the highest professional degree or a recognized equivalent appropriate for his or her field of teaching,
   iii. evidence of promise as a scholar.

c. **Associate Professor** - Appointment to the rank of Associate Professor ordinarily requires the following:
   i. five or more years of full-time teaching in the rank of Assistant Professor;
   ii. continued commitment to teaching and evidence of established excellence as a teacher;
   iii. the actual possession of the earned doctorate or the highest professional degree or a recognized equivalent appropriate for his or her field of teaching;
   iv. recognition by peers of [high quality[1]] productive work as a scholar;
   v. evidence of personal and professional contributions to the University community.

   [1]The nomenclature "high quality" applies to faculty who join Loyola on or after July 1, 2015, though it is noted in Article 4.6.b that all "Loyola faculty should aspire to the highest quality in their scholarly work."

d. **Professor** - Appointment to the rank of Professor ordinarily requires the following:
   i. five or more years of full-time teaching in the rank of Associate Professor;
   ii. evidence of continuing commitment to teaching and established excellence as a teacher;
   iii. the actual possession of the earned doctorate or the highest professional degree or a recognized equivalent appropriate for his or her field of teaching;
   iv. recognition by peers, both within and beyond the University, as a consistently productive scholar of high-quality work;

v. evidence of significant service contributions that are consistent with the University's mission and benefit the University.

e. **Emeritus** - Ordinarily the designation Emeritus (or Emerita) preceded by the current professional rank may be granted by the President, after consultation with the Board on Rank and Tenure, to those who have served 15 years with distinction as tenured/tenure-track faculty members at Loyola University Maryland upon their retirement. Emeritus faculty members shall enjoy such rights and privileges as the University shall grant.

1.3 Rank Definitions for Teaching and Clinical Faculty

a. **Assistant Teaching/Clinical Professor** – Appointment to the rank of Teaching or Clinical Assistant Professor requires the following:
   i. commitment to a teaching career,
   ii. attainment of degree and/or experience as required by program.

b. **Associate Teaching/Clinical Professor** – Appointment to the rank of Teaching or Clinical Associate Teaching Professor requires the following:
   i. five or more years of full-time teaching in the rank of Teaching/Clinical Assistant Professor and/or in a comparable rank;
   ii. evidence of continuing commitment to teaching and established excellence as a teacher;
   iii. attainment of degree and/or experience as required by program;
   iv. evidence of personal and professional contributions to the University community.

c. **Teaching/Clinical Professor** – Appointment to the rank of Teaching or Clinical (full) Professor requires the following:
   i. five or more years of full-time teaching in the rank of Teaching Associate Professor, or ten or more years of full-time teaching in a Teaching or Clinical faculty position prior to the establishment of this rank in the Rank and Tenure Policy Statement;
   ii. evidence of continuing commitment to teaching and established excellence as a teacher;
   iii. attainment of degree and/or experience as required by program;
   iv. evidence of significant service contributions that are consistent with the University's mission and benefit the University.

d. **Emeritus** – Ordinarily the designation Emeritus (or Emerita) preceded by the current professional rank may be granted by the President, after consultation with the Board on Rank for Teaching and Clinical Faculty, to those who have served 15 years with distinction as teaching or clinical faculty members at Loyola University Maryland upon their retirement. Emeritus faculty members shall enjoy such rights and privileges as the University shall grant.

ARTICLE TWO: CONTRACT TERMS

2.1 **Faculty Contracts:** Tenured and tenure-track faculty contracts are issued by the chief academic officer who is required to request recommendations from the appropriate dean and the department chair. For tenure-track faculty, the department chair must consult the department's tenured faculty members and the chair must accurately summarize their views on contract renewal in a letter of recommendation to the dean. Contracts for tenured and tenure-track faculty will be issued no later than April 15 of the academic year in which the previous contract is to expire. No tenure-track faculty member has any right to continued employment by the University beyond the dates of the contract period. Contracts with tenured faculty members are deemed to be continuous to retirement with salary set for one academic year or more as negotiated. The faculty member is required to accept the contract offer within thirty (30) days of receipt or prior to May 15, whichever is later, or the offer becomes null and void. The dates for issuing or accepting contracts may be extended by mutual agreement of the chief academic officer and the individual faculty member.

Contracts for teaching, clinical, and affiliate faculty are issued by the dean of the division in which the faculty member is to teach in consultation with the department chair.

Ordinarily, all teaching and clinical faculty at the Assistant Professor level, with the exception of Visiting Faculty, will be given contracts for the following lengths of time:

- First year – 1-year contract
- Second year – 1-year contract
- Third year and beyond – 2-year contract

Ordinarily, all teaching and clinical faculty at the Associate Professor level, with the exception of Visiting Faculty, will be given 3-year contracts for as long as they are employed at Loyola University Maryland at the Associate level.

Ordinarily, all teaching and clinical faculty at the Professor level will be given 3-year contracts for as long as they are employed at Loyola University Maryland at the Professor level.

Contract lengths of shorter time periods may be issued by the dean of the school in which the faculty member teaches, in consultation with the department chair, if enrollments are not expected to support the need for the position.

Overload contracts for tenured and tenure-track, and teaching and clinical faculty are issued by the dean of the division in which the course is to be taught in consultation with the department chair. Tenured and tenure-track faculty shall ordinarily be given preference in such additional employment. Overload contracts require the approval of the chief academic officer.

2.2 **Contractual Obligation of Faculty:** The academic contract year extends from August 24 to June 8. Contractual obligations of tenured and tenure-track faculty apply during this period. By accepting a contract, a tenured or tenure-track faculty member agrees to discharge the usual obligations for a person in his or her rank. Specifying the normal obligations of tenured and tenure-track faculty is complicated by many factors, e.g., number of preparations, class size, laboratories, research, administrative duties, necessary travel, counseling, moderatorships, etc. A norm for a faculty member workload is six courses per contract year, normally evenly divided between spring and fall terms, and the fulfillment of responsibilities for keeping regular office hours, attending department meetings, counseling students, research, discharging department administrative duties, committee service, proctoring examinations, and serving as a moderator. Reduction in teaching or other responsibilities may be made by the dean, upon recommendation of the department chair. Tenured and tenure-track faculty are normally expected to teach appropriate courses offered by their department in any of the divisions of the University.

Attendance at faculty meetings, commencement, and academic convocations, while not contractual, are professional obligations.

Affiliate faculty members are required to teach the assigned courses and to perform other assigned duties as described in the Faculty Handbook. They are encouraged to participate in commencement, academic convocations, and department meetings.

2.3 **Employment Outside the University:** Full-time faculty status at Loyola University Maryland precludes full-time employment elsewhere. Full-time faculty who wish to contract to provide continuing services for compensation outside the University are required to seek written permission of the chief academic officer, having consulted the department chair and the appropriate dean. If approval is denied, the chief academic officer will give an explanation of how or why such activities may hinder the full-time faculty member's discharge of duties to Loyola or are not in the best interests of the University. If approval is granted, the faculty member must at all times ensure that such activities do not in any way hinder the discharge of duties to the University or harm the best interests of the University.

2.4 **Nonrenewal of Contract:** No tenure-track faculty member has any right to continued employment by the University beyond the dates of the contract period. The needs of the students, the academic qualifications and performance of the faculty member, and the development of the department of the University must be given due weight in any decision to offer reappointment. Such decisions are made by the chief academic officer upon the

recommendation of the dean; the dean's recommendation is based upon the department chair's letter of recommendation which accurately summarizes the views of the department's tenured faculty members on contract renewal. Upon written request by the faculty member who is not to be reappointed, the department chair, the deans, and the chief academic officer will reconvene to consider any factors which the faculty member believes they have overlooked in their earlier decision. Except in unusual circumstances, notice of intention not to offer reappointment will be given no later than February 27 of the first academic year of service, in the second academic year of service by December 15, and in succeeding years at least twelve months before the expiration of an appointment. Contracts with the tenure-track faculty shall be automatically renewed for one academic year on February 28 unless either party has notified the other, in writing, prior to that date, of the intention to terminate employment.

Teaching and clinical faculty appointments are initially 10- to 12-month annual contracts are renewable unless notified. The department chair annually discusses with each faculty member that member's future at Loyola. The faculty member does not have any right to continued employment by the university beyond the term of the contract. A decision not to renew an appointment may be dictated by changing needs of students, programs, the department, or the University generally, and need not involve any reflection on the preparation, competence or contribution of the faculty member. The decision not to renew an appointment is made by the dean after consultation with the department chair, the chair having conferred with the tenured faculty members and other appropriate members in the department. While the failure to give timely notice of non-renewal shall not result in automatic renewal of the contract, a notice not to renew the appointment will ordinarily be given by the dean no later than February 27. For teaching and clinical faculty who have had between 6 and 11 years of service, a notice not to renew the appointment will ordinarily be given by the dean no later than December 15. For teaching and clinical faculty who have had12 or more years of service, a notice not to renew the appointment will ordinarily be given by the dean no later than September 1. In exceptional circumstances, faculty members will be notified if the university is unable to provide notice by the specified dates.

2.5 **Leaves of Absence:** For the purpose of fulfilling years of service for promotion, tenure or emeritus status, sabbatical leave time will be credited but with the exception noted in the next paragraph no other leaves shall be credited.

2.6 **Extending the Probationary Period for Child-Rearing and Certain Leaves:** A faculty member who is a caregiver of newborn, newly-adopted, or newly-assigned foster children, with or without taking a leave of absence, or who receives a parental, family, personal medical, or military leave, may extend the probationary period. At the option of the faculty member, parental leave may be counted toward the fulfillment of the probationary period for tenure and toward years of service for any simultaneous application for promotion to associate professor. The probationary period may be extended for one or two semesters for each parental, family, personal medical, or military family leave, and the probationary period may be so extended at most twice, by the faculty member giving written notice to the Chair, Dean, and Chief Academic Officer, ordinarily at least six months before the tenure application is due.

2.7 **Termination of a Teaching, Clinical, or Affiliate Contract:** Ordinarily, contracts will be honored for their full length. However, contracts may be terminated as described below.

a. The contract of a teaching, clinical, or affiliate faculty member may be terminated for cause[1] by giving thirty calendar days' notice or thirty days' pay in lieu of notice. After consultation with the department chair, the appropriate dean shall give the affiliate faculty member written notice of termination that shall specify the reason(s). Within five working days of receiving the notice of termination, the affiliate faculty member may appeal the termination, in writing, to the chief academic officer. Within five working days of receiving the appeal, the chief academic officer shall respond to the faculty member, in writing, with copies to the department chair and the appropriate dean. The decision of the chief academic officer is final.

[1] "For cause" means for professional incompetence, for continued neglect or continued non-performance of academic duties or responsibilities, or for conduct inconsistent with professional and/or moral standards, that is, contrary to the philosophy and objective of the University (this shall not be so interpreted as to constitute interference with academic freedom).

b. The contract of an affiliate faculty member may be terminated for financial reasons by giving thirty calendar days' notice or thirty days' pay in lieu of notice. After consultation with the department chair, the appropriate dean shall give the affiliate faculty member written notice of termination that shall specify the reason(s). Within five working days of receiving the notice of termination, the affiliate faculty member may appeal the termination, in writing, to the chief academic officer. Within five working days of receiving the appeal, the chief academic officer shall respond to the faculty member, in writing, with copies to the department chair and the appropriate dean. The decision of the chief academic officer is final.

c. The contract of a teaching or clinical faculty member may be terminated for financial reasons. The faculty member will ordinarily be notified no more than two weeks after the add/drop deadline in a semester. The member whose contract is terminated under this Article shall be entitled to a lump sum computed according to the following formula: greater of current contractual salary or that salary x .05 x years of service. After consultation with the department chair, the appropriate dean shall give the teaching or clinical faculty member written notice of termination that shall specify the reason(s). Within five working days of receiving the notice of termination, the Teaching or Clinical Faculty member may appeal the termination, in writing, to the chief academic officer. Within five working days of receiving the appeal, the chief academic officer shall respond to the faculty member, in writing, with copies to the department chair and the appropriate dean. The decision of the chief academic officer is final.

ARTICLE THREE: ACADEMIC FREEDOM

3.1 **Commitment:** Loyola University Maryland and each of its officers are committed to upholding and promoting academic freedom. The University and its officers understand this institutional commitment to include the following principles adapted from the 1940 Statement of the American Association of University Professors and the Association of American Colleges and Universities:

a. Teachers are entitled to full freedom in research and the publication of the results, subject to adequate performance of their academic duties. However, research for a pecuniary return is to be based on an understanding with the chief academic officer.

b. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

c. Teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they are free of institutional censorship and/or discipline, but their special position in the community imposes special obligations. As a member of a learned profession and as educational officers, they should remember that the public judges the profession and the institution by their utterances. Hence, they should at all times be accurate, exercise good judgment, show respect for the opinions of others, and make every effort to indicate they are not institutional spokespersons.

3.2 **University Philosophy:** It is expected that a faculty member, by accepting employment at Loyola University Maryland, will conduct himself or herself in a manner consonant with the philosophy and objectives of the University.

ARTICLE FOUR: TENURE

4.1 **Definition:** Tenure is the right to continuing employment granted to a faculty member by the University. Loyola University Maryland pledges that service of a tenured faculty member shall not be terminated except by retirement or adequate cause as specified in the Articles on dismissal, financial exigency, or reduction or termination of a department or program i.e., Articles Eight, Nine, and Ten.

4.2 **The Probationary Period:** A maximum of six years of service as a tenure-track faculty member at Loyola University Maryland shall constitute the probationary period. Prior service in full-time teaching and/or research at other accredited institutions of higher learning may qualify for credit toward fulfillment of the probationary period for tenure at Loyola University Maryland. Credit may be given only if the last year of such service occurred not more than three years prior to arrival at Loyola and this teaching and/or research was in the same

discipline that the person will teach at Loyola University Maryland. Ordinarily no more than two years of qualified prior service at other institutions of higher learning will be credited to the probationary period at Loyola University Maryland. However, the number of years of qualified prior service to be credited toward the probationary period is subject to agreement between the faculty member and the University at the time of appointment; and, in the case of senior-level applicants, the probationary period may be waived by the President to permit hiring with tenure. Such agreement may not contravene the other provisions of the Rank and Tenure Policy Statement, nor may tenure be granted without recommendation by the Board of Rank and Tenure and decision of the President. Any agreements to be binding shall be in writing. A copy of such agreements shall be kept in the faculty member's personnel file and a copy shall be furnished to the faculty member.

For the purpose of reviewing progress toward tenure, the appropriate department chair and divisional dean will meet annually with each probationary faculty member. At least once before the year in which a probationary faculty member must be formally considered for tenure, the chief academic officer will meet with that faculty member for the purpose of reviewing progress toward tenure.

4.3 **Mid-term Review:** A tenure-track faculty member is reviewed at the midpoint of the probationary period. The faculty member to be reviewed prepares a dossier indicating progress toward tenure, explicitly addressing the criteria for tenure articulated in the Rank and Tenure Policy Statement. The dossier will be examined by the department chair and all tenured faculty members in the department. The chair will write a letter expressing the department's assessment, including minority opinions, of the faculty member's progress toward meeting the tenure criteria. The dean and the chief academic officer will also examine the dossier and the chair's letter, and each will write a letter assessing the faculty member's progress toward tenure. All letters will be made available to the faculty member.

4.4 **Tenure Review:** A tenure-track faculty member is reviewed for a tenured appointment one year before the end of the probationary period. The review is conducted by the Board on Rank and Tenure, which interviews the faculty member. If the University refuses to offer a tenured appointment, the contract for the next year automatically becomes terminal.

A candidate for employment at the University who currently has tenure at another institution and is seeking tenure at Loyola may elect to participate in an interview with the Board on Rank and Tenure or waive the interview; the Board, however, reserves the right to require an interview with the candidate if deemed necessary in order to evaluate the application.

The candidate's complete dossier must be submitted in strict accord with the deadline and procedures specified in the Faculty Handbook. Any materials submitted by any party after the deadline, except those called for in Section 4.5, must be approved by the Board on Rank and Tenure and the chief academic officer, and distributed immediately to all other parties involved in the deliberations. Only such important new information as acceptance of a publication or charges that might lead to disciplinary action under Article Eight may be submitted after the deadline. Deadlines for submitting dossiers are determined though consultation among chairs, deans, the chief academic officer, and the Board on Rank and Tenure, and are specified in the Faculty Handbook.

The rank of Associate Professor or higher is a requirement for tenure at Loyola University Maryland. A faculty member who is an Assistant Professor at the time of tenure review must be reviewed for promotion to Associate Professor at the same time. A faculty member who is an Associate Professor may be reviewed for promotion to Professor and for tenure at the same time, but such promotion is not required to achieve tenure.

4.5 **Recommendations:** The department chair, appropriate dean(s), and the chief academic officer are all required to submit written recommendations for or against tenure to the Board on Rank and Tenure concerning a tenure-track faculty member being considered for tenure. Each letter shall address the specific criteria for tenure stated in the Rank and Tenure Policy Statement. The recommendation process will begin in the applicant's department, where his or her complete dossier will be made available to both tenured and tenure-track faculty. The department chair will entertain any comments on the application that tenure-track faculty members care to make. Ordinarily, the dossier will be available for at least two weeks. Then the department chair will hold a meeting of the tenured faculty to consider the application. At the meeting the chair will raise any issues

communicated by the tenure-track faculty. After a discussion among the tenured members, the chair will draft a letter expressing the department's views as to whether the candidate meets the tenure criteria set forth in the Rank and Tenure Policy Statement. This letter will summarize all views expressed, including those dissenting from the majority. It will be distributed for comment among the tenured faculty and candidate, allowing at least one week for responses. After the comment period is over the chair will transmit the department's recommendation to the Board on Rank and Tenure, the tenured faculty members in the department, the appropriate dean, and the chief academic officer.

Letters of recommendation for or against tenure by the appropriate dean and chief academic officer, written in that order, will take into account the department's recommendation, as well as the tenure criteria specified in the Rank and Tenure Policy Statement. The chief academic officer shall also take into account the appropriate dean's recommendation. Their recommendations will be transmitted to the candidate and to the Board on Rank and Tenure according to deadlines stated in the Faculty Handbook.

Applications for tenure may include external review letters of scholarship, solicited and received in accord with the formal process set forth in the Faculty Handbook. These letters address the quality of a candidate's scholarship and do not address the criteria for tenure and promotion. External letters for scholarship are submitted with the candidate's dossier.

Signed written recommendations by other persons for or against tenure will be accepted by the Board if they are included in the candidate's dossier or with the department chair's letter. Each letter of recommendation shall address the relevant criteria for tenure, and promotion if applicable, and shall specify how long and in what capacity the writer has known the faculty member.

4.6 **Criteria:** To qualify for a tenured appointment at the end of the probationary period, a faculty member must first and foremost have displayed commitment to the philosophy, values, and objectives of the University. The faculty member must have the rank of Associate Professor or higher or must apply for rank of Associate Professor at the time of tenure review.

Since the University recognizes that there are differences between certain faculties, it follows that there may be a variety of ways to account for a particular individual's effectiveness as a teacher, success as a scholar, and involvement as a member of the University community. It is the responsibility of each department to agree on instruments or criteria whereby the effectiveness of the members of that department can be judged. Nonetheless, the qualities set forth in the particular guidelines below must be characteristic of all tenured faculty.

a. Teaching is the central activity of the entire University faculty. So, every tenured faculty member must be an able and dedicated teacher, one who is skilled in the craft and committed to its exercise and demonstrates established excellence. Any activity undertaken by the faculty member that contributes to the efforts of the students to acquire intellectual skills, extend their knowledge and understanding, or develop attitudes and habits that foster continued growth, shall be considered as evidence of the effectiveness of the faculty member as a teacher.

b. In addition to their central role as teachers, professors are deemed to be experts in a particular area of knowledge. They have extensive training in a given field. In this respect, professors are able to provide a very distinctive learning experience. They do not simply disseminate knowledge. Rather, because of their scholarly expertise, they can educate students with respect to the specific scholarly practices of their discipline, including patterns of reasoning that characterize their discipline. Professors can introduce students to scholarship in the discipline as well as help students become scholars in their own right.

   To ensure that their knowledge and expertise are current, professors are expected to participate as active scholars in their specific disciplines. Scholarship entails the ongoing intellectual contributions of faculty members to their disciplines. Scholarship arises from the scholar's own intellectual interests. Moreover, it is marked by disciplined, rigorous, and/or creative endeavors to contribute to and advance the work of one or more disciplines. In the tenure and promotion process, it is the responsibility of faculty members to articulate an account of their own scholarship and how it arises from their own intellectual interests, and to describe how their research relates to and advances the work of a particular discipline (or disciplines).

Indeed, scholarship is a primary characteristic of the professor. Loyola faculty should aspire to the highest quality in their scholarly work. The best judges of this quality are one's peers in the discipline both within and outside Loyola. The means of contributing to the knowledge base will vary by discipline.

c. Teaching is shared, encouraged, supported, developed and grows as the faculty member contributes personally and professionally to the University community. So, every tenured member must be involved in serving that community and provide evidence of personal and professional contributions to it. Service activities that promote the general welfare of a department or the University will be considered as evidence of a person's involvement in the University.

To receive tenure, the faculty member must be a person of integrity and show evidence of success in the three areas of the Rank Definitions (1.2)—teaching, scholarship, service.

4.7 **The Tenure Decision:** The Board on Rank and Tenure gives its written recommendation, including a summary of the reasons for its recommendation to the President. The President shall make the tenure decision after receiving the recommendation of the Board on Rank and Tenure, and in conformity with the policies established in this document. If the President finds the recommendation unacceptable, ordinarily the President will refer it back to the Board on Rank and Tenure for reconsideration with a notation of the specific reasons why the recommendation is being returned. When the President refers the recommendation back to the Board for reconsideration, the Board reconsiders and forwards its recommendation to the President, along with a response to the President's notation. The President makes the final decision. The chief academic officer shall notify the faculty member in writing of the tenure decision. In the event of a negative decision, the chief academic officer shall provide a letter to the candidate explaining why the criteria were not met. If the President has overridden a positive recommendation by the Board on Rank and Tenure, the letter should state this fact and provide the President's reasons for the negative decision.

4.8 **Review of Adverse Decision:** A tenure-track faculty member who does not gain tenure may ask the President to review the decision, by sending a written request to the President within thirty days of receiving the letter from the chief academic officer that explains why the criteria were not met. The President shall have the obligation of reviewing the rationale and the evidence with reasonable promptness to determine whether some error in judgment or procedure occurred. Should the President deem such to be the case, the President shall direct the Board on Rank and Tenure to reconsider the evidence with respect to the particulars cited by the President. The Board shall then report the result of this reconsideration with the reasons for it to the President within fourteen days. The President shall then make a final decision on the request for reconsideration. The chief academic officer shall notify the faculty member in writing of the decision. An appeal of the President's decision may be made to the Board of Trustees within twenty days of notification. The Board of Trustees will review the procedures not the judgments in the case.

ARTICLE FIVE: INITIAL DETERMINATION OF RANK AND ADVANCEMENT IN RANK - TENURED AND TENURE TRACK FACULTY

5.1 **Initial Determination of Rank:** The initial determination of rank for tenured and tenure-track faculty is subject to negotiation. The chief academic officer is authorized to negotiate on the basis of the definitions of rank in this statement in consultation with the deans and department chair concerned. Whenever the rank sought is Associate Professor or Professor, the Board on Rank and Tenure must make a recommendation as to rank.

5.2 **Application for Promotion:** The individual faculty member may, after consulting his or her department chair, apply to the Board on Rank and Tenure for promotion.

The candidate's complete dossier must be submitted in strict accord with the deadline and procedures specified in the Faculty Handbook. Any external letters of evaluation and other submissions that may have been solicited should be assembled by the Department Chair and submitted by the Department Chair at the time the candidate submits his/her dossier. Any materials submitted by any party after the deadline, except those called for in Section 5.4, must be approved by the Board on Rank and Tenure and the chief academic officer, and distributed immediately to all other parties involved in the deliberations. Only such important new information as acceptance of a publication or charges that might lead to disciplinary action under Article Eight may be

submitted after the deadline. Deadlines for submitting dossiers are determined though consultation among chairs, deans, the chief academic officer, and the Board on Rank and Tenure, and are specified in the Faculty Handbook.

5.3 **Promotion Review:** A tenured or tenure-track faculty member is reviewed for promotion after completion of the application procedure. The review is conducted by the Board on Rank and Tenure according to the procedure established in Article 5 of the Rank and Tenure Policy. A candidate for employment at the University who currently has advanced rank at another institution and is seeking rank at Loyola may elect to participate in an interview with the Board on Rank and Tenure or to waive the interview. In addition, a Loyola faculty member who is a candidate for promotion and who is absent from campus (e.g., on sabbatical, teaching abroad, on a leave of absence) may elect to waive the interview with the Board. In all cases, however, the Board reserves the right to require an interview with the candidate if deemed necessary in order to evaluate the application.

5.4 **Recommendations:** The department chair, appropriate dean(s), and the chief academic officer are all required to submit written recommendations for or against promotion to the Board on Rank and Tenure concerning a tenure-track faculty member being considered for promotion. Each letter shall address the specific criteria for promotion stated in the Rank and Tenure Policy Statement. The recommendation process will begin in the applicant's department, where his or her complete dossier will be made available to both tenured and tenure-track faculty. The department chair will entertain any comments on the application that tenure-track faculty members care to make. Ordinarily, the dossier will be available for at least two weeks. Then the department chair will hold a meeting of the tenured faculty to consider the application. At the meeting the chair will raise any issues communicated by the tenure-track faculty. After a discussion among the tenured members, the chair will draft a letter expressing the department's views as to whether the candidate meets the rank criteria set forth in the Rank and Tenure Policy Statement. This letter will summarize all views expressed, including those dissenting from the majority. It will be distributed for comment among the tenured faculty and candidate, allowing at least one week for responses. After the comment period is over the chair will transmit the department's recommendation to the Board on Rank and Tenure, the tenured faculty members in the department, the appropriate dean, and the chief academic officer.

Letters of recommendation for or against promotion by the appropriate dean and chief academic officer, written in that order, will take into account the department's recommendation, as well as the rank criteria specified in the Rank and Tenure Policy Statement. The chief academic officer shall also take into account the appropriate dean's recommendation. Their recommendations will be transmitted to the candidate and to the Board on Rank and Tenure according to deadlines stated in the Faculty Handbook.

Applications for the promotion to Professor must include external review letters of scholarship, solicited and received in accord with the formal process in the Faculty Handbook. These letters address the quality of a candidate's scholarship and do not address the criteria for tenure or promotion.

Signed written recommendations by other persons for or against promotion will be accepted by the Board if they are included in the candidate's dossier or with the department chair's letter. Each letter of recommendation shall address the relevant criteria for promotion, and tenure if applicable, and shall specify how long and in what capacity the writer has known the faculty member.

5.5 **Criteria for Promotion:** In any evaluation of the application for promotion of a tenured or tenure-track faculty member, the following criteria shall apply:

a. The applicant for promotion substantially meets the requirements for the rank applied for as stated in Article One.

b. The applicant is a person of integrity who shows evidence of success in the Rank Definitions (1.2) of teaching, scholarship, and service.

5.6 **Advancement in Rank:** Advancement in rank for tenured and tenure-track faculty shall be made by action of the President after receiving the recommendations of the Board on Rank and Tenure and in conformity with the

policies established in this document. If the President finds the recommendation unacceptable, ordinarily the President will refer it back to the Board on Rank and Tenure for reconsideration with a notation of the specific reasons why the recommendation is being returned. The President makes the final decision. The chief academic officer shall notify the faculty member in writing of the promotion decision.

5.7 **Review of Adverse Decision:** A tenured or tenure-track faculty member who does not receive a promotion may ask the President to review the decision by sending a written request to the President within thirty days of receiving the letter from the chief academic officer that explains why the criteria were not met. The President shall have the obligation of reviewing the rationale and the evidence with reasonable promptness to determine whether some error in judgment or procedure occurred. Should the President deem such to be the case, the President shall direct the Board on Rank and Tenure to reconsider the evidence with respect to the particulars cited by the President. The Board shall then report the result of this reconsideration with reasons for it to the President within fourteen days. The President shall then make a final decision on the request for reconsideration. The chief academic officer shall notify the faculty member in writing of the decision.

ARTICLE SIX: INITIAL DETERMINATION OF RANK AND ADVANCEMENT IN RANK – AFFILIATE, TEACHING, AND CLINICAL FACULTY

6.1 **Initial Determination of Rank:** The initial determination of rank for teaching, clinical, and affiliate faculty shall be determined by the appropriate divisional dean in consultation with the department chair and with the chief academic officer if necessary. The assignment of rank for affiliate faculty normally shall be based on consideration of the criteria required for each rank for tenured and tenure-track faculty and the rank held by the individual at other institutions of higher education. More detailed information about the criteria for rank of affiliate faculty is contained in the Faculty Handbook. The assignment of rank for clinical and teaching faculty normally shall be based on the criteria for rank for teaching and clinical faculty in Article 1.3 of the RTPS.

6.2 **Application for Promotion:** An individual teaching or clinical faculty member may, after consulting their department chair, apply to the Board on Rank for Teaching and Clinical Faculty for promotion.

The candidate's complete dossier must be submitted in strict accord with the deadline and procedures specified in the Faculty Handbook. Any external letters of evaluation and other submissions that may have been solicited should be assembled by the Department Chair and submitted by the Department Chair at the time the candidate submits their dossier. Any materials submitted by any party after the deadline, except those called for in Section 6.4, must be approved by the Board on Rank for Teaching and Clinical Faculty and the chief academic officer, and distributed immediately to all other parties involved in the deliberations. Deadlines for submitting dossiers are determined through consultation among chairs, deans, the chief academic officer, and the Board on Rank for Teaching and Clinical Faculty and are specified in the Faculty Handbook.

6.3 **Promotion Review:** A Teaching or Clinical faculty member is reviewed for promotion after completion of the application procedure. The review is conducted by the Board on Rank for Teaching and Clinical Faculty according to the procedure established in Article 6 of the Rank and Tenure Policy. A candidate for employment at the University who currently has advanced rank at another institution and is seeking rank at Loyola may elect to participate in an interview with the Board on Rank for Teaching and Clinical Faculty or to waive the interview. In addition, a Loyola teaching and clinical faculty member who is a candidate for promotion and who is absent from campus (e.g., on sabbatical, teaching abroad, on a leave of absence) may elect to waive the interview with the Board. In all cases, however, the Board reserves the right to require an interview with the candidate if deemed necessary in order to evaluate the application.

6.4 **Recommendations:** The department chair, appropriate dean(s), and the chief academic officer are all required to submit written recommendations for or against promotion to the Board on Rank for Teaching and Clinical Faculty concerning a teaching and clinical faculty member being considered for promotion. Each letter shall address the specific criteria for promotion stated in the Rank and Tenure Policy Statement. The recommendation process will begin in the applicant's department, where his or her complete dossier will be made available to all full-time faculty. The department chair will entertain any comments on the application that tenure-track faculty members and teaching and clinical faculty members at the Assistant Professor rank care to make. Ordinarily, the dossier will be available for at least two weeks. Then the department chair will hold a

meeting of the tenured faculty and the teaching and clinical faculty at the rank of Associate Professor or Professor to consider the application. At the meeting the chair will raise any issues communicated by the tenure-track faculty and full-time teaching and clinical faculty at the Assistant Professor rank. After a discussion among the faculty members present, the chair will draft a letter expressing the department's views as to whether the candidate meets the rank criteria set forth in the Rank and Tenure Policy Statement. This letter will summarize all views expressed, including those dissenting from the majority. It will be distributed for comment among the tenured faculty, teaching and clinical faculty at the Associate Professor and Professor ranks, and candidate, allowing at least one week for responses. After the comment period is over the chair will transmit the department's recommendation to the Board on Rank for Teaching and Clinical Faculty, the tenured faculty members in the department, the teaching and clinical faculty at the Associate Professor and Professor ranks, the appropriate dean, and the chief academic officer.

Letters of recommendation for or against promotion by the appropriate dean and chief academic officer, written in that order, will take into account the department's recommendation, as well as the rank criteria specified in the Rank and Tenure Policy Statement. The chief academic officer shall also take into account the appropriate dean's recommendation. Their recommendations will be transmitted to the candidate and to the Board on Rank for Teaching and Clinical Faculty according to deadlines stated in the Faculty Handbook.

Signed written recommendations by other persons for or against promotion will be accepted by the Board if they are included in the candidate's dossier or with the department chair's letter. Each letter of recommendation shall address the relevant criteria for promotion and shall specify how long and in what capacity the writer has known the faculty member.

6.5 **Criteria for Promotion:** In any evaluation of the application for promotion of a teaching and clinical faculty member, the following criteria shall apply:

a. The applicant for promotion substantially meets the requirements for the rank applied for as stated in Article One.

b. The applicant is a person of integrity who shows evidence of success in the Rank Definitions (1.2) of teaching and service.

6.6 **Advancement in Rank**: Advancement in rank for teaching and clinical faculty shall be made by action of the President after receiving the recommendations of the Board on Rank for Teaching and Clinical Faculty and in conformity with the policies established in this document. If the President finds the recommendation unacceptable, ordinarily the President will refer it back to the Board on Rank for Teaching and Clinical Faculty for reconsideration with a notation of the specific reasons why the recommendation is being returned. The President makes the final decision. The chief academic officer shall notify the faculty member in writing of the promotion decision.

6.7 **Review of Adverse Decision**: A teaching and clinical faculty member who does not receive a promotion may ask the President to review the decision by sending a written request to the President within thirty days of receiving the letter from the chief academic officer that explains why the criteria were not met. The President shall have the obligation of reviewing the rationale and the evidence with reasonable promptness to determine whether some error in judgment or procedure occurred. Should the President deem such to be the case, the President shall direct the Board on Rank for Teaching and Clinical Faculty to reconsider the evidence with respect to the particulars cited by the President. The Board shall then report the result of this reconsideration with reasons for it to the President within fourteen days. The President shall then make a final decision on the request for reconsideration. The chief academic officer shall notify the faculty member in writing of the decision.

6.8 **Change of Status:** If, after becoming an affiliate faculty member at Loyola, a person is considered for a tenure-track faculty appointment, the affiliate rank shall not be determinative. The normal process and standards for determining rank at initial hiring of tenured and tenure-track faculty shall be applied.

ARTICLE SEVEN: THE BOARD ON RANK AND TENURE

7.1 **Purposes of the Board:** The Board on Rank and Tenure recommends to the President the application of Loyola University Maryland's policies on rank and tenure: In the case of advancement in rank of faculty members; in the case of new faculty member appointments where the appointment is to be made at the rank of Associate Professor or Professor; in matters dealing with the granting of tenure, in the case of possible dismissal of a tenured or tenure-track faculty member during the term of a contract. The Board shall operate in conformity with the policies established in this document and is accountable to the faculty for interpretations that the Board makes.

7.2 **Composition and Selection of the Board:**

a. The Board is made up of seven tenured faculty members, each elected to a three-year term by ballot of the tenured and tenure-track faculty members, according to the established procedures of the University; elections are staggered so that two or three vacancies will normally occur each year.

b. Elections involve the entire tenured and tenure-track faculty, but representatives are chosen as follows: one each from the areas formed by the School of Business and Management, by the School of Education, by the Humanities departments, by the Social Science departments, and by the Natural and Applied Sciences departments; the sixth and seventh members are at large, from the entire University. No two members may come from the same department, and no more than two may come from the same area.

c. No member of the Board may serve two consecutive terms.

d. At the last meeting of each academic year, the chair for the following year shall be elected by secret ballot of the current members of the Board from among their own membership.

e. No one, while a member of the Board, may apply for promotion to a higher rank in the University; resignation is required before the start of the academic year in which the application for promotion comes before the Board.

f. Sabbatical leave, or other leave of absence, may not be taken during a term as member of the Board; resignation is required before the start of the academic year in which such leave is to begin.

g. Any member who thus resigns from the Board, or otherwise leaves it, is replaced by election of a new member to serve for a full three-year term; through written ballot of all tenured and tenure-track faculty members, an area representative is replaced by a tenured faculty member from that area, and an at-large representative is replaced by a tenured faculty member from any area.

7.3 **Procedures of the Board:**

a. The Board on Rank and Tenure reviews the performance of tenured and tenure-track faculty members who apply for advancement in rank or for tenure. Subject to the exceptions in Article 4.4 and 5.3, the Board interviews all candidates being reviewed for tenure, appointment at rank, and promotion in rank. In conducting its review, the Board considers the candidate's full dossier, the letters of recommendation submitted by the department chair, the dean, and the chief academic officer, and any late-appearing evidence that the Board and the chief academic officer have deemed acceptable under Section 4.3. The Board does not consider anonymous written recommendations. The Board shall provide the person under review with a list of material taken into consideration in his or her case. In particular, the Board will provide the faculty member with a copy of the signed written recommendations that it has received. Ordinarily this information will be transmitted at least one week before any interview with the candidate.

   The purpose of the interview is to permit the candidate an opportunity to meet with the Board and present his or her case in person and to address any issues that may arise in the dossier or in the letters of recommendation submitted by the department chair, the dean, and the chief academic officer. The interview also gives the Board an opportunity to ask the candidate any questions that it deems relevant. An audio recording shall be made of all interviews. The Board may request that a person being reviewed for appointment, promotion, or tenure attend additional interviews.

The Board, having set specific deadlines for replies, may request additional information or clarification from any person. In addition, the candidate may submit additional information relevant to issues discussed at the candidate's interview, according to a timetable specified by the Board. All requests and replies shall be in writing and distributed to the candidate and to all parties involved in the decision. The Board forwards its recommendation and supporting reasons to the President on or before the deadline stated in the Faculty Handbook.

b. The Board on Rank and Tenure shall record its reasons for each recommendation. While scrupulously avoiding identifiable reference to individual faculty members, the Board shall publish reports of its work and problems at appropriate intervals, at least once per year. The reports from the Board should include a statistical summary of decisions and shall identify and discuss interpretations that have been made, along with questions on which the Board seeks guidance from the faculty for the Board's future deliberations.

c. The laws and rules of evidence shall not apply in any proceeding of the Board on Rank and Tenure. The Board alone shall determine what evidence is admissible.

d. In case of conflict between the Rank and Tenure Policy Statement and another University document, the Rank and Tenure Policy Statement is determinative.

7.4 **Record of Board Actions:** Since the deliberations of the Board are privileged, the written record of the meetings of this Board shall be communicated only to the President and the chief academic officer. A faculty member shall, on request, receive from the chief academic officer and/or the Board on Rank and Tenure a copy of those portions of the written record dealing with his or her case.

ARTICLE EIGHT: THE BOARD ON RANK FOR TEACHING AND CLINICAL FACULTY

8.1 **Purposes of the Board**: The Board on Rank for Teaching and Clinical Faculty recommends to the President the application of Loyola University Maryland's policies on rank for teaching and clinical faculty members: In the case of advancement in rank of faculty members; in the case of new faculty member appointments where the appointment is to be made at the rank of Associate Professor or Professor; in the case of possible dismissal of a faculty member during the term of a contract. The Board shall operate in conformity with the policies established in this document and is accountable to the faculty for interpretations that the Board makes.

8.2 **Composition and Selection of the Board:**

a. The Board is made up of seven teaching and clinical faculty members at the Associate Professor or Professor level, each elected to a three-year term by ballot of the teaching and clinical faculty members, according to the established procedures of the University; elections are staggered so that two or three vacancies will normally occur each year.

b. Elections involve the entire teaching and clinical faculty, but representatives are chosen as follows: one each from the areas formed by the School of Business and Management, by the School of Education, by the Humanities departments, by the Social Science departments, and by the Natural and Applied Sciences departments; the sixth and seventh members are at large, from the entire University. No two members may come from the same department, and no more than two may come from the same area.

c. No member of the Board may serve two consecutive terms.

d. At the last meeting of each academic year, the chair for the following year shall be elected by secret ballot of the current members of the Board from among their own membership.

e. No one, while a member of the Board, may apply for promotion to a higher rank in the University; resignation is required before the start of the academic year in which the application for promotion comes before the Board.

f. Sabbatical leave, or other leave of absence, may not be taken during a term as member of the Board; resignation is required before the start of the academic year in which such leave is to begin.

g. Any member who thus resigns from the Board, or otherwise leaves it, is replaced by election of a new member to serve for a full three-year term; through written ballot of all teaching and clinical faculty members, an area representative is replaced by a teaching or clinical faculty member from that area at the rank of Associate Professor or Professor, and an at-large representative is replaced by a teaching or clinical faculty member from any area at the rank of Associate Professor or Professor.

h. If sufficient candidates cannot be found for Board positions from the teaching and clinical faculty, tenured faculty members may stand for election for Board positions, following all guidelines for areas of representation listed above.

8.3 **Procedures of the Board:**

a. The Board on Rank for Teaching and Clinical Faculty reviews the performance of teaching and clinical faculty members who apply for advancement in rank. Subject to the exceptions in Article 5.3, the Board interviews all candidates being reviewed for appointment at rank and promotion in rank. In conducting its review, the Board considers the candidate's full dossier, the letters of recommendation submitted by the department chair, the dean, and the chief academic officer, and any late-appearing evidence that the Board and the chief academic officer have deemed acceptable under Section 4.3. The Board does not consider anonymous written recommendations. The Board shall provide the person under review with a list of material taken into consideration in his or her case. In particular, the Board will provide the faculty member with a copy of the signed written recommendations that it has received. Ordinarily this information will be transmitted at least one week before any interview with the candidate.

b. The purpose of the interview is to permit the candidate an opportunity to meet with the Board and present his or her case in person and to address any issues that may arise in the dossier or in the letters of recommendation submitted by the department chair, the dean, and the chief academic officer. The interview also gives the Board an opportunity to ask the candidate any questions that it deems relevant. An audio recording shall be made of all interviews. The Board may request that a person being reviewed for appointment or promotion attend additional interviews.

c. The Board, having set specific deadlines for replies, may request additional information or clarification from any person. In addition, the candidate may submit additional information relevant to issues discussed at the candidate's interview, according to a timetable specified by the Board. All requests and replies shall be in writing and distributed to the candidate and to all parties involved in the decision. The Board forwards its recommendation and supporting reasons to the President on or before the deadline stated in the Faculty Handbook.

d. The Board on Rank and Tenure shall record its reasons for each recommendation. While scrupulously avoiding identifiable reference to individual faculty members, the Board shall publish reports of its work and problems at appropriate intervals, at least once per year. The reports from the Board should include a statistical summary of decisions and shall identify and discuss interpretations that have been made, along with questions on which the Board seeks guidance from the faculty for the Board's future deliberations.

e. The laws and rules of evidence shall not apply in any proceeding of the Board on Rank for Teaching and Clinical Faculty. The Board alone shall determine what evidence is admissible.

f. In case of conflict between the Rank and Tenure Policy Statement and another University document, the Rank and Tenure Policy Statement is determinative.

8.4 **Record of Board Actions:** Since the deliberations of the Board are privileged, the written record of the meetings of this Board shall be communicated only to the President and the chief academic officer. A faculty member shall, on request, receive from the chief academic officer and/or the Board on Rank for Teaching and clinical Faculty a copy of those portions of the written record dealing with his or her case.

ARTICLE NINE: DISMISSAL PROCEDURES FOR TENURED AND TENURE-TRACK FACULTY MEMBERS

Note: The provisions in this article are limited to tenured or tenure-track faculty.

9.1 **Notification of Charges:** When it appears that there are grounds for dismissing a tenured or tenure-track faculty member, the chief academic officer shall draw up a memorandum listing all charges with reasonable specification. The recognized grounds for dismissal are the following:

a. professional incompetence

b. continued neglect or continued non-performance of academic duties or responsibilities

c. conduct inconsistent with professional and/or moral standards, that is, contrary to the philosophy and objective of the University. This shall not be so interpreted as to constitute interference with academic freedom.

Dismissal procedures must be instituted within five years of the incident constituting grounds for dismissal, or the last in a connected series of such incidents, or such incidents may not be used later as grounds for dismissal. The memorandum with the charges shall be delivered to both the faculty member charged and to the chair of the Board on Rank and Tenure.

9.2 **Board on Rank and Tenure:** The faculty member who has been charged has the right to appear before the Board on Rank and Tenure. Within fourteen days of such an appearance or, if such an appearance does not occur, within fourteen days after the delivery of the memorandum of charges, the Board on Rank and Tenure shall declare whether cogent grounds exist for initiating formal proceedings for dismissal. If the Board declares there are cogent grounds, it shall, if requested, assist the chief academic officer in preparing a statement with reasonable particularity of the grounds proposed for dismissal. If the Board's declaration is favorable to the faculty member, the chief academic officer may still commence formal dismissal proceedings.

9.3 **Formal Proceedings:** Formal proceedings shall commence with a letter addressed to the faculty member from the chief academic officer informing the faculty member of the final charges with reasonable specification and that if the faculty member chooses, he or she may request a hearing to determine whether he or she should be removed from his or her faculty position. In requesting a hearing, the faculty member shall answer in writing the chief academic officer's letter not more than fourteen days after receiving it.

The failure of the faculty member who is under review for dismissal to request a hearing within fourteen days of receiving the chief academic officer's letter shall constitute a waiver of the right to any further hearing or review of dismissal. If the faculty member requests a formal hearing, the chief academic officer shall convene the Hearing Committee.

9.4 **Hearing Committee:** This hearing is to be conducted by a committee of three tenured faculty members constituted from former members of the Board on Rank and Tenure. They are designated members of the Hearing Committee in the order of the expiration of their terms on the Board on Rank and Tenure starting with the one whose term has expired most recently and continuing in this order until three eligible members have been found. The University and the faculty member shall each be able to challenge one potential Hearing Committee member without having to state any cause. In the case of ineligibility or inability to serve, the membership shall be constituted by continuing down the roster of former members of the Board on Rank and Tenure until the requisite number is reached. If the process yields only two but not three members, then the two shall choose the additional member from among the tenured faculty members.

9.5 **The Formal Hearing:** At any formal hearing of a dismissal case, the following procedures shall be observed:

a. The Committee shall determine the order of presentation and shall have the right to question all witnesses.

b. The University shall have the right to legal counsel who shall advise on the preparation of the case and have the right to question all witnesses.

c. The faculty member shall have the right to legal counsel at the faculty member's expense; the faculty member and counsel have the right to be present at all open proceedings and to question all witnesses.

d. The laws and rules of evidence shall not apply. The Hearing Committee alone shall determine what evidence is admissible.

e. The burden of proof for dismissal rests with the University and should be satisfied only by clear and convincing evidence in the record considered as a whole. The Committee's decision must be based only on the record.

f. Complete stenographic records shall be kept of all proceedings. The Hearing Committee shall make explicit their findings with respect to each of the grounds for dismissal. The President and faculty member shall each be notified in writing and shall be given a copy of the record of the hearing. The President makes the final decision. If the President's decision disagrees with the Hearing Committee's findings, the President must communicate his or her reasons in writing to the Committee for inclusion in its record. The President shall transmit the decision and copy of the hearing record to the Board of Trustees.

9.6 **Review by Board of Trustees:** If requested within fourteen days by the faculty member, the Board of Trustees shall have the obligation of reviewing the decision to determine whether any substantial error in procedure occurred. The Trustees' review shall be based on the record of the Hearing Committee, but the President or his or her representatives and the faculty member or his or her representatives may submit further written arguments. Should the Board of Trustees decide that a substantial error in procedure has occurred, the matter shall be returned to the Hearing Committee for reconsideration of the specific exceptions. The Hearing Committee shall then reconsider, taking account of the stated exceptions, and taking new evidence if necessary. The Hearing Committee shall frame its findings and communicate in the same manner as before. After receiving the Hearing Committee's reconsideration, the Board of Trustees shall review it to satisfy itself that the reconsideration is free of substantial error in procedure.

9.7 **Announcements:** Except for such simple announcements as may be necessary, dealing with the time of the hearing and similar matters, the faculty member and the University's administrative officers shall avoid as far as possible any public statements about the case until the proceedings have been completed. The President shall announce the final decision and shall include a statement of the Hearing Committee's or Board's decision, if this has not previously been made known.

ARTICLE TEN: RELEASE FOR FINANCIAL EXIGENCY

10.1 **Establishment of Financial Exigency:** When the University faces actual and projected operating deficits for the usual fiscal years of the institution which cannot be resolved by ordinary measures, e.g., deferring payments, investments, or discretionary transfers, and by extraordinary measures, e.g., reducing capital or endowment, without substantially impairing the operation of the institution, the President shall declare that a state of financial exigency exists. The President shall then convene a committee consisting of the Loyola Conference, the Board on Rank and Tenure, the chair of the Academic Senate and the chair of the Faculty Affairs Committee for the purpose of apprising them of the University's financial situation. The Committee shall then be given a full presentation of the financial state of the University. The Committee may seek additional information, including the opinion of outside consultants, but it must keep all information confidential. Within 60 days of receiving the President's recommendation, the Committee must decide whether or not it agrees that financial exigency exists. If a two-thirds majority of the Committee agree that a financial crisis is imminent, the Academic Senate will determine the criteria for termination of appointments within one week. These criteria shall include a preference for retention of tenured over non-tenured faculty, but not to the detriment of a sound educational program which is consistent with the mission of the institution. If the Committee believes a financial crisis is not imminent, it may appeal the President's decision to the Board of Trustees, who shall make the final decision. Should the Board of Trustees decide that financial crisis is imminent, the Committee will determine the criteria for termination of appointments within one week.

10.2 **Notification of Release for Financial Exigency:** The chief academic officer shall apply these criteria, after consultation with the department chair and the deans, and shall notify in writing each faculty member to be released of the date of termination, the criteria established by the Committee, and the specific application of these criteria to the faculty member's individual case.

10.3 **Hearing**: A tenured faculty member who has received notification of termination of appointment for financial exigency has the right to a hearing by the Board on Rank and Tenure. A tenure-track faculty member who has received such notification of termination of appointment which takes effect before the end of the term specified in his or her contract has the same right. The Board on Rank and Tenure may decide whether the criteria and the provisions of Section 9.5 were properly and fairly applied. The faculty member will be afforded an opportunity to obtain necessary documentary or other evidence. In case of a disagreement between the chief academic officer and the Board on Rank and Tenure, the President shall resolve the conflict.

10.4 **Replacement of Faculty:** In all cases of termination of a tenured faculty appointment because of financial exigency, the place of the tenured faculty member shall not be filled by a replacement within the following three years unless the released tenured faculty member has been offered reinstatement at the same rank and tenure.

10.5 **Retention of Faculty:** The chief academic officer shall make every effort to place tenured faculty members whose positions have been eliminated by reason of financial exigency in other suitable positions at the University for which their training qualified them. When alternative appointments are being determined, favorable consideration shall be given to rank and seniority.

10.6 **Termination and Compensation to Faculty:** If no suitable position is available at the University, the tenured faculty appointment shall be terminated. The tenured faculty member whose appointment is thus terminated shall be entitled to compensation, including employee benefits, through the end of the academic year following the year in which the termination occurs.

ARTICLE ELEVEN: RELEASE AT THE REDUCTION OR TERMINATION OF A DEPARTMENT OR PROGRAM

11.1 **Establishment of Grounds:** If the chief academic officer deems it necessary to terminate or reduce a degree program or department by releasing tenured faculty members, he or she shall communicate his or her concern to a joint session of the Academic Senate and the Loyola Conference which will meet to consider this matter. The chief academic officer shall include in his or her recommendation a rationale for the termination or reduction of the program or department which justifies the action in terms of the educational or financial priorities of the institution. The Joint Session will make a recommendation to the President, who shall make the final decision.

11.2 **Notification of Release:** The chief academic officer shall notify in writing each faculty member to be released of the decision of the President, including the date of termination, the specific application of these recommendations to the faculty member's individual case, and any rights the faculty member has.

11.3 **Hearing:** A tenured faculty member who has received notification of termination of appointment because of the termination or reduction of a program or department has a right to a hearing by the Board on Rank and Tenure. A tenure-track faculty member who has received such notification of termination of appointment which takes effect before the end of the term specified in his or her contract has the same right. The Board on Rank and Tenure may decide whether the decision of the President, and the provisions of section 10.4 were properly and fairly applied. The faculty member will be afforded an opportunity to obtain necessary documentary or other evidence. The administration will cooperate with the Board on Rank and Tenure in making available documentary or other evidence. In case of a disagreement between the chief academic officer and the Board on Rank and Tenure, the President shall resolve the conflict.

11.4 **Retention of Faculty:** If a degree program or department is terminated or reduced, the chief academic officer shall make every effort to place the tenured faculty members in other suitable positions at the University, even if this requires a reasonable period of training. Financial and other support will be made available during this

period of training. When alternative appointments or training are being determined, favorable consideration shall be given to rank and seniority.

11.5 **Termination and Compensation of Faculty:** If no suitable position, with or without retraining, is available at the University, the tenured faculty member shall be terminated. The member whose appointment is terminated under this Article shall be entitled to the full contract amount remaining plus a lump sum computed according to the following formula: greater of current contractual salary or that salary x .05 x years of service.

Employee benefits, such as insurance premiums and contributions to the retirement fund, shall be continued for one year or until the member is reemployed in a suitable position, whichever comes first.

ARTICLE TWELVE: SUSPENSION

Definition: Suspension is any non-punitive discontinuance by administrative order of a faculty member's service to the University during the term of a contract.

Conditions: A faculty member may be suspended only if there is a reasonable risk of his or her offering immediate harm to himself or herself or others by his or her continuance, or if he or she is unable or unwilling to function appropriately in the performance of his or her duties as a faculty member. A faculty member may be suspended only by the chief academic officer and only after consultation with the faculty member's department chair and the appropriate dean(s). Suspension shall remain in effect only as long as the circumstances that warranted the suspension are operative. In addition, suspension shall be carried out in such a manner as to minimize the personal and professional damages and effects. When warranted by circumstances, suspension may involve limiting a faculty member's access to University facilities and University-sponsored events. The faculty member's compensation shall not be affected during the suspension period. If it is decided by the administration to initiate dismissal proceedings, the suspension shall be converted to a leave of absence with continuance of contractual compensation.

ARTICLE THIRTEEN: AMENDMENT

13.1 Any amendment of this Rank and Tenure Policy Statement shall require consultation with the Academic Senate and the tenured and tenure-track faculty, and approval of the President and Board of Trustees. Such consultation will take the following form:

Any amendment shall be developed as a motion for consideration by the Academic Senate. The President shall be informed of the passage or failure of the motion. If the motion passes, prior to forwarding the amendment to the President, the amendment shall be submitted to a vote, by ballot, of the tenured and tenure-track faculty. Such a vote shall be taken after the amendment has been published to the faculty for thirty days within an academic year, preferably, when feasible, within a semester. The result of the vote shall be communicated to the President. The Academic Senate chair shall have the right to be present during the portion of the meeting of the Academic Affairs Committee of the Board of Trustees at which the amendment is considered, to present the Academic Senate's vote and rationale to the Trustees.

13.2 Any amendment to this document approved of the President and the Board of Trustees during the course of an academic year will become effective on July 1 immediately following the close of that academic year.