

## Section 4 Participants

### 1. Participants: Students

#### Undergraduate

The College has instituted a major change in our student support by the implementation of our Business Portfolio Program. Since the College's last maintenance review in 2009, the Business Portfolio Program for student professional development has expanded to encompass a broader range of student support and development activities. Portfolio is now the center of a comprehensive student support system for undergraduate business students that covers academic and career issues over all four years of student enrollment. Enhancements to the Business Portfolio Program are summarized below:

- In fall 2010, the College hired a full-time academic and career counselor (Karin Iwasaka) to serve business students through the Business Portfolio Program office. Ms. Iwasaka joins Portfolio Director Kathy Barnett, Associate Dean Angie Hoffer, and Director of Student Services Lyse Herrera in advising and preparing schedules for incoming business freshmen. Additionally, Karin maintains a large online library of career and internship related resources for students through the Portfolio webpage <http://www.business.loyno.edu/portfolio>.
- In fall 2011, the administration of the College's Executive Mentor Program was incorporated into the Business Portfolio Program for the purpose of streamlining and integrating the first-year requirements of the business curriculum. The freshman-level Portfolio courses now focus primarily on the Executive Mentor Program and its associated activities. Major and career assessments, networking events, and personal professional development are conducted in conjunction with the Executive Mentor Program, and students discuss their career goals and career assessment results with their mentors as part of the program.
- In fall 2012, the College will welcome its first senior class to the Business Portfolio Program which began in fall 2009, the freshman year for this cohort. In preparation for the entry of upper-division students into the program and in support of enhanced career search and placement services, the College hired Mr. Mark McLean in fall 2010 as a part-time consultant and coordinator for a Pilot Placement Program. Mark conducted surveys of students who were juniors or seniors in the 2010-2011 and 2011-2012 academic years to determine the specific placement and career search services that would have been most helpful to them, and identifies the industries or regions of the country/world students were most interested in working.

In fall 2011, Mr. McLean began implementation of the Pilot Placement Program with the 2012 cohort as they entered their junior year. In preparation for their career and internship searches, mock interviews and one-on-one coaching / career planning sessions with students were conducted. As a result of the survey distributed in spring 2011, the

internship requirement was expanded to include a career/graduate school search plan document reviewed by Portfolio staff members before the students are able to complete their internship requirements. Also, the Portfolio office developed a network of “executive coaches” that will meet with students during their senior year in Portfolio.

### Graduate

Since the College’s last maintenance review in 2009, the administration of the MBA Program has undergone significant process and personnel-related developments. In fall 2010, long-time Assistant Director of Graduate Programs Stephanie Mansfield departed Loyola for a position with the Intelliworks Corporation. In fall of 2012, the directorship of the MBA program was taken over by Dr. Jerry Goolsby, Hilton Baldrige Distinguished Chair in Music Industry Studies. In spring 2011, the College hired Jay O’Conor as Assistant Director of Graduate Programs, and in fall 2011 hired Megan Bourg for the newly created position of Graduate Admissions Counselor. Additionally, three offices and a portion of the atrium of the Miller Hall third floor were renovated to create a new suite for the College’s graduate programs. These developments have resulted in enhancements to graduate student support as follows:

- Tables 9-1 and 10-2 for the MBA program are shown on the next page. The tables show that for 2011-12 and for the previous years all prescribed threshold percentages are surpassed by the CoB.

<b>Table 9-1: Summary of Faculty Sufficiency by Discipline and School (2011-2012; MBA Program)</b>									
<i>Acct., Econ., Fin.</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>	<i>Mgmt. &amp; Mktg.</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
D'Amico D	Part.	42			Fok W	Part.	33		
Dicle M	Part.	75			Goolsby J	Part.	129		
Leefe R	Supp.		15		Johnston M	Part.	96		
Levendis J	Part.	18			Krug J	Part.	72		
Lynch P	Part.	99			Locander W	Part.	36		
Mitchell W	Supp.		39		Matherne B	Part.	12		
Straight N	Supp.		18		Schulinkamp R	Supp.		63	
White C	Supp.		69		Sirois M	Supp.		51	
Wood J	Part.	24			Weinberg F	Part.	21		
<b>Total</b>		<b>258</b>	<b>141</b>	<b>65%</b>	<b>Total</b>		<b>399</b>	<b>114</b>	<b>78%</b>

**Note:** Metric used is Student-Credit-Hours by curricular area of courses taught; the MBA program has 2 main curricular

<i>Overall Program</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
<b>Grand Total</b>	<b>657</b>	<b>255</b>	<b>72%</b>

**Table 10-2: Calculations Relative to Deployment of Qualified Faculty (2011-2012; MBA Program)**

<i>Acct., Econ., Fin.</i>	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>%A</i>	<i>%A+P</i>	<i>Mgmt. &amp; Mktg.</i>	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>%A</i>	<i>%A+P</i>
D'Amico D	AQ	1.000				Fok W	AQ	1.000			
Dicle M	AQ	1.000				Goolsby J	AQ	1.000			
Leefe R	AQ	0.125				Johnston M	AQ	1.000			
Levendis J	AQ	1.000				Krug J	AQ	1.000			
Lynch P	PQ		1.000			Locander W	AQ	1.000			
Mitchell W	PQ		0.125			Matherne B	AQ	1.000			
Straight N	PQ		0.125			Schulinkamp R	PQ		0.125		
White C	PQ		0.375			Sirois M	PQ		0.125		
Wood J	PQ		1.000			Weinberg F	AQ	1.000			
<b>Total</b>		<b>3.125</b>	<b>2.625</b>	<b>54%</b>	<b>100%</b>	<b>Total</b>		<b>7.000</b>	<b>0.250</b>	<b>97%</b>	<b>100%</b>

**Note:** Metric used is Full-Time-Equivalent of time devoted to mission: Participating = 1 FTE; Supporting = 0.125 FTE per section

<i>Overall Program</i>	<i>AQ</i>	<i>PQ</i>	<i>%A</i>	<i>%A+P</i>
<b>Grand Total</b>	<b>10.000</b>	<b>3.000</b>	<b>77%</b>	<b>100%</b>

- In an effort to increase the professionalism of the MBA program and the caliber of enrolled students, the marketing and admissions efforts of the program have been redesigned to attract students with more work experience and stronger academic backgrounds. In spring 2011, Assistant Director Jay O’Conor began working with Director Jerry Goolsby to develop a targeted list of businesses in the New Orleans area with employees that would benefit from a professional, cutting-edge management education.
- A major factor governing the MBA enrollment has been the lack of scholarship funds. Loyola’s tuition for MBA students is \$958 per credit hour. With little scholarship support, Loyola found itself quickly pricing the MBA program out of the market for core business and the working adults in an evening program. In response to the financial situation, Loyola University agreed to freeze MBA tuition in the Fall 2012 for the entire program. Additionally, the university has accepted a graduated tuition/scholarship plan to be implemented in fall 2013, which utilizes GPA, GMAT scores, and work experience so that Loyola can recognize high achieving students through that progressive scholarship program.
- In fall 2011, the creation of the position of Graduate Admissions Counselor and hiring of Megan Bourg supported this focus on enrolling business professionals with a high level of work experience. Megan’s responsibilities include working with prospective students who have been away from the academic environment by exploring the opportunities and discussing the added-value provided by the MBA Program. She also directs professional students to resources to assist with successful GMAT completion.
- In support of the professional development of MBA students, the MBA Program initiated a series of professional development workshops in 2011. The workshops focus on pragmatic, hands-on methods for addressing current organizational challenges, and are led by experts from organizations that have achieved the highest levels of business performance. A sample of recent student workshops follows:

Feb. 11, 2012: “Market-Based Management”

Presented by a panel of representatives of the Koch Institute

Aug. 27, 2011: “High Reliability Organizations and the Malcolm Baldrige Framework”

Presented by a panel of Baldrige award winners

April 16, 2011: “The Emotionally Intelligent Manager”

Presented by David Caruso, founder of EI Skills Group

## **2. Participants: Faculty**

### *College of Business Faculty Initiatives*

The College of Business continues to pursue a robust faculty with strong academic qualifications, exceptional research output, and practical and varied professional experience. With the exception of two of the College's thirty full-time faculty, all hold the terminal degree in their field, and nearly all maintain active academically-qualified status. The College supports this body of participating faculty with adjunct and extraordinary faculty with exceptional professional qualifications in specialized areas.

For the purposes of accreditation, Tables 9-1, 10-1 and 10-2 are produced on the next few pages. These tables for previous years are available if needed. The tables show that for 2011-12 and for the previous years all of the prescribed threshold percentages are surpassed by the CoB.

**Table 9-1: Summary of Faculty Sufficiency by Discipline and School (2011-2012)**

<i>Accounting</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>		<i>Management</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
Ha J	Part.	432				Arnold K	Part.	372		
Leefe R	Supp.		15			Fok W	Part.	33		
Lynch P	Part.	327				Goolsby J	Part.	105		
Main D	Part.	432				Johnston M	Part.	168		
Meyer J	Part.	657				Kabbani M	Supp.		54	
Mitchell W	Supp.		78			Karamessinis G	Part.	306		
Yao L	Part.	156				Krug J	Part.	108		
<b>Total</b>		<b>2004</b>	<b>93</b>	<b>96%</b>		Li J	Part.	429		
						Schulingkamp R	Supp.		63	
<i>Economics</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>		Sirois M	Supp.		51	
Barnett W	Part.	459				Weinberg F	Part.	444		
Block W	Part.	276				<b>Total</b>		<b>1965</b>	<b>168</b>	<b>92%</b>
D'Amico D	Part.	1098				<i>Marketing</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
Levendis J	Part.	615				Francis A	Part.	303		
Sims R	Supp.		39			Goolsby J	Part.	123		
Straight N	Supp.		270			Hickman T	Part.	534		
<b>Total</b>		<b>2448</b>	<b>309</b>	<b>89%</b>		McQuaid T	Supp.		234	
						Pearson M	Part.	492		
<i>Finance</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>		Sunda C	Supp.		177	
Boudreaux H	Supp.		75			<b>Total</b>		<b>1452</b>	<b>411</b>	<b>78%</b>
Christner R	Part.	150				<i>Other (Bus. Core)</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
Dicle M	Part.	249				Arnold K	Part.	291		
Wheeler V	Supp.		39			Barnett K	Part.	81		
White C	Supp.		69			Capaldi N	Part.	264		
Wood J	Part.	252				Fok W	Part.	966		
Yerkes R	Part.	489				Francis A	Part.	357		
<b>Total</b>		<b>1140</b>	<b>183</b>	<b>86%</b>		Hoffer A	Part.	66		
						Hogan D	Supp.		72	
<i>Intl. Business</i>	<i>Status</i>	<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>		Johnston M	Part.	249		
Barnett W	Part.	108				Krug J	Part.	72		
Dicle M	Part.	156				Locander W	Part.	36		
Fok W	Part.	33				Matherne B	Part.	348		
Kabbani M	Supp.		54			Screen C	Part.	777		
McQuaid T	Supp.		234			Sunda C	Supp.		204	
Trevino L	Part.	87				Weinberg F	Part.	69		
Krug J	Part.	108				<b>Total</b>		<b>3576</b>	<b>276</b>	<b>93%</b>
<b>Total</b>		<b>492</b>	<b>288</b>	<b>63%</b>		<i>Overall College</i>		<i>SCH if P</i>	<i>SCH if S</i>	<i>% P</i>
						<b>Grand Total</b>		<b>12585</b>	<b>1440</b>	<b>90%</b>

**Note:** Metric used is Student-Credit-Hours by curricular area of courses taught; Intl Business courses are cross-listed with other areas and not included in Grand Total to avoid double-counting

**Table 10-1: Summary of Faculty Qualifications, Development, and Responsibilities (2007-2008 to 2011-2012)**

	High Degree / Year	Prof. Exp. at Time of Hire	Date of First Appointmen	Time Dedic. to Mission	Faculty Qualification	Intellectual Contribution	Professional Development				Faculty Responsibility		
							Certif.	Cnslt.	Conf.	Sems.	UGrad	MBA	Admin
<b>Accounting</b>													
Ha, Joohyung	PhD, 2011		2011	100%	AQ	2						x	
Lynch, Patrick	MS Tax, 1987	28 years	2006	100%	PQ	0	13	12			x	x	
Main, Daphne	PhD, 1990		2008	100%	AQ	7			15		x		
Meyer, Jean	PhD, 2007	19 years	2007	100%	AQ	4	1	1	1	4	x		
Yao, Lee	PhD, 1993	15 years	2007	100%	AQ	72	5		17	3	x		
<b>Economics</b>													
Barnett, William	PhD, 1974	7 years	1974	100%	AQ	34			4	3	x		
Block, Walter	PhD, 1972		2001	100%	AQ	250+			10+		x		
D'Amico, Daniel	PhD, 2008		2008	100%	AQ	63			10+	1	x	x	
Krasnozhon, Leo	PhD, 2010		2012	100%	AQ	0					x		
Levendis, John	PhD, 2004		2005	100%	AQ	41		3		9	x	x	
<b>Finance</b>													
Christner, Ron	PhD, 1973		1974	100%	AQ	13			4		x		
Dicle, Mehmet	PhD, 2008	8 years	2007	100%	AQ	18				1	x	x	
Wood, Stuart	PhD, 1980	7 years	1984	100%	PQ	4		42	1		x	x	
Yerkes, Rusty	ABD, 2012	10 years	2011	100%	AQ	3	1			2	x		
<b>Intl. Business</b>													
Krug, Jeffrey	PhD, 1993	8 years	2010	100%	AQ	13			5	3	x	x	
Trevino, Len	PhD, 1991	5 years	2009	100%	AQ	14		1	4		x		
<b>Management</b>													
Arnold, Karen	PhD, 1979		1983	100%	OQ	1					x		
Barnett, Kathy	PhD, 2005	14 years	2001	100%	AQ	8			3		x	x	
Capaldi, Nicholas	PhD, 1965		2002	100%	AQ	20		2	10+	1	x	x	
Fok, Wing (and INTB)	PhD, 1992	3 years	1988	100%	AQ	9		2	2		x	x	
Francis, Ashley	MBA, 2001	7 years	2011	100%	PQ	0					x		
Johnston, Michelle	PhD, 1999	5 years	1998	100%	AQ	8		1		3	x	x	
Karamessinis, George	PhD, 1985	23 years	2008	100%	PQ	0		2		2	x		
Li, Jing	PhD, 1995		1996	100%	AQ	6			4	2	x		
Massa, Felipe	ABD, 2012		2012	100%	AQ	3					x		
Matherne, Brett	PhD, 2004	6 years	2005	100%	AQ	12			1		x	x	
Reed, Kendra	PhD, 1998	5 years	2003	100%	AQ	6			2	1	x	x	
Screen, Chris	JD, 1975	21 years	2006	100%	PQ	0	1				x		
Weinberg, Frankie	PhD, 2010		2010	100%	AQ	9		7	2	3	x	x	
<b>Marketing</b>													
Goolsby, Jerry	PhD, 1988		2001	100%	AQ	4		3			x	x	
Hartley, Phillip	ABD, 2012		2012	100%	AQ	0					x		
Hickman, Thomas	PhD, 2005		2005	100%	AQ	17				5	x		
Locander, William	PhD, 1973		2008	100%	AQ	7			15		x	x	
Pearson, Michael	PhD, 1971	2 years	1994	100%	AQ	16			16	5	x		

**Table 10-2: Calculations Relative to Deployment of Qualified Faculty (2011-2012)**

<b>Accounting</b>							<b>Management</b>						
	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>		<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>
Ha J	AQ	1.000					Arnold K	OQ			1.000		
Leefe R	AQ	0.125					Fok W	AQ	1.000				
Lynch P	PQ		1.000				Goolsby J	AQ	1.000				
Main D	AQ	1.000					Johnston M	AQ	1.000				
Meyer J	AQ	1.000					Kabbani M	PQ		0.125			
Mitchell W	PQ		0.250				Karamessinis G	PQ		1.000			
Yao L	AQ	1.000					Krug J	AQ	1.000				
<b>Total</b>		<b>4.125</b>	<b>1.250</b>	<b>0.000</b>	<b>77%</b>	<b>100%</b>	Li J	AQ	1.000				
							Schulingkamp R	PQ		0.125			
<b>Economics</b>							<b>Marketing</b>						
	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>		<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>
Barnett W	AQ	1.000					Francis A	PQ		1.000			
Block W	AQ	1.000					Goolsby J	AQ	1.000				
D'Amico D	AQ	1.000					Hickman T	AQ	1.000				
Levendis J	AQ	1.000					McQuaid T	PQ		0.250			
Sims R	PQ		0.125				Pearson M	AQ	1.000				
Straight N	PQ		0.625				Sunda C	PQ		0.250			
<b>Total</b>		<b>4.000</b>	<b>0.750</b>	<b>0.000</b>	<b>84%</b>	<b>100%</b>	<b>Total</b>		<b>3.000</b>	<b>1.500</b>	<b>0.000</b>	<b>67%</b>	<b>100%</b>
<b>Finance</b>							<b>Other (Bus. Core)</b>						
	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>		<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>
Boudreaux H	PQ		0.125				Arnold K	OQ			1.000		
Christner R	AQ	1.000					Barnett K	AQ	1.000				
Dicle M	AQ	1.000					Capaldi N	AQ	1.000				
Wheeler V	PQ		0.125				Fok W	AQ	1.000				
White C	PQ		0.375				Francis A	PQ		1.000			
Wood J	PQ		1.000				Hoffer A	PQ		1.000			
Yerkes R	AQ	1.000					Hogan D	PQ		0.125			
<b>Total</b>		<b>3.000</b>	<b>1.625</b>	<b>0.000</b>	<b>65%</b>	<b>100%</b>	Johnston M	AQ	1.000				
<b>Intl. Business</b>							<b>Grand Total</b>						
	<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>		<i>Qualif.</i>	<i>FTE if A</i>	<i>FTE if P</i>	<i>FTE if O</i>	<i>%A</i>	<i>%A+P</i>
Barnett W	AQ	1.000					<b>Overall College</b>		<b>AQ</b>	<b>PQ</b>	<b>OQ</b>	<b>%A</b>	<b>%A+P</b>
Dicle M	AQ	1.000					<b>Grand Total</b>		<b>24.125</b>	<b>8.875</b>	<b>1.000</b>	<b>71%</b>	<b>97%</b>
Fok W	AQ	1.000											
Kabbani M	PQ		0.125										
McQuaid T	PQ		0.250										
Trevino L	AQ	1.000											
Krug J	AQ	1.000											

**Note:** Metric used is Full-Time-Equivalent of time devoted to mission: Participating faculty are 1 FTE; Supporting faculty FTE is calculated assuming 4/4 full-time load (0.125 FTE per section)



The College's adjunct faculty in the most recently completed academic year included:

- a Certified Financial Planner with over a decade of experience, who has been quoted in *Wall Street Journal* and *US News & World Report*;
- a venture-capital consultant with over 25 years of experience in working with start-up companies, who co-founded a multi-million dollar venture capital fund;
- the vice-president of the export operations of a major international foods company located in New Orleans;
- the director of a ten parish small business development center that consults with and advises businesses throughout Southeast Louisiana; and
- a Certified Six Sigma Black Belt / Certified Fraud Examiner with extensive experience in Baldrige certification in health care.

In fall 2010, the College embarked on a comprehensive overhaul of its Faculty Handbook at the request of the Provost's office. This process took over a year of numerous faculty meetings and subsequent revisions of the by-laws of the College. The result of the process was a 40-page living document that conforms to a university-wide common table-of-contents and describing everything from the office hour requirements of faculty to the detailed procedures for determination of tenure, promotion, load, and salary. The CoB Faculty Handbook can be viewed at <http://www.business.loyno.edu/intranet> .

In fall 2010, the College made two faculty hires. Jeffrey Krug was hired from Virginia Commonwealth University for a tenured position in Strategy, and appointed to the Reynolds Chair in International Business. Frankie Weinberg was hired from the Ph.D. program and studied at the University of Georgia, and was hired for a tenure-track position in Management. Both faculty have had significant impact on the College's research output in the area of management, organizational behavior, and strategy.

In fall 2011, the College made three additional hires. Ashley Francis was hired as a Visiting Assistant Professor to teach marketing management and business communication allowing the College to staff nearly all of its BA 101 Business Communication course sections with full-time faculty. Joohyung Ha (Ph.D., Oklahoma State) was hired for a tenure-track position in Accounting, bringing the Accounting area faculty back to its pre-Katrina size and reduced the standard teaching load of other Accounting faculty. Rusty Yerkes (Ph.D., Alabama) was hired for a tenure-track position in Finance, and oversaw the administration of a Bloomberg Institute financial assessment for Finance majors. He also served as faculty sponsor to a case team of Finance majors and MBA students who received the 3<sup>rd</sup> highest score in the region in the CFA Global Investment Research Challenge, and to five Finance majors who were awarded \$1,000 scholarships to take the Level 1 CFA Exam.

In fall 2012, the College will fill the vacant position in Decision Science and Economics left by Dr. Lee Mundell's retirement from the university after 31 years. Dr. Leo Krasnozhan (Ph.D., George Mason) has been hired to fill this position. In fall 2012, Felipe Gorenstein Massa, (Boston College) will join the CoB as an Assistant Professor of Management.

## University Faculty Initiatives

The major faculty support initiative offered by Loyola University New Orleans is the Center for Faculty Innovation, established in 2008 to promote new modes of teaching and scholarship that foster an integrated curriculum and learner-centered pedagogies. The Center supports faculty development through workshops, new faculty seminars, support for teaching with technology, instructional design for online and hybrid courses, summer faculty academies on teaching and learning, a resource library, one-on-one consulting, and support for published faculty research.

In spring 2011, the Center for Faculty Innovation launched a new Faculty Innovation Lab housed in the Monroe Library. The lab is equipped with programs to assist faculty with development of online and hybrid courses.

In fall 2011, the Center for Faculty Innovation took over all administration of internal university grants for faculty development. Internal grants are available to faculty for research projects, professional development associated with their teaching, and funds to bring guest lecturers to campus. The university also awards fellowships to support full-time research in the summer.

Since fall 2009, the university has offered a First-Year Experience [FYE] program of seminar courses for freshman students. The Center for Faculty Innovation coordinates the development of courses for this program and offers faculty seminars on innovative pedagogical methods for the purpose of enhancing FYE and other course development. A sample of recent seminars follows:

- Spring 2012:
  - “Creating Critical Thinking Assignments”, two-part series presented by faculty
  - “Academic Integrity”, three-part series presented by faculty, students, and staff
- Fall 2011:
  - “Creating Effective Research Assignments”, presented by library research staff
  - “Proposing First Year Seminars”, presented by the Center for Faculty Innovation
  - “Challenges to Jesuit Higher Education”, presented by Loyola Institute for Ministry
- Spring 2011:
  - “Engaging Students”, two-part series on social media and teaching diverse students,
  - presented by a university-wide panel of faculty, library staff and technicians

## Faculty Management Policies

Faculty members in the CoB may be categorized as Academically Qualified [AQ], Professionally Qualified [PQ], or Other [OQ]. Except in the most unusual or extreme circumstances, College of Business faculty will be designated as either Academically Qualified or Professionally Qualified. The focus of both qualification conditions is to ensure that faculty members have sufficient intellectual capital to be effective classroom teachers. The qualification criteria are summarized below:

**AQ:** For College of Business faculty to maintain the necessary currency to be Academically Qualified to teach in the Jesuit tradition and uphold Loyola's high standards of educational excellence they must fulfill the requirements of either **A** or **B** below in a rolling 5-year period.

- A.** Doctoral / Terminal Degree [including J.D.] in Discipline or Related Field, **and:**
  - 2 peer- or editorially-reviewed journal articles [PRJ], **or**
  - 1 journal article [PRJ], plus 2 quality publications [QP], **or**
  - 1 journal article [PRJ], plus 1 quality publication [QP], plus 2 other intellectual contributions [OIC], **or**
  - 2 quality publications [QP], plus 3 other contributions [OIC]
  
- B.** Other Unrelated Doctoral / Terminal Degree or Masters Degree, **and:**
  - 2 journal articles [PRJ], plus 1 quality publication [QP], **or**
  - 1 journal article [PRJ], plus 3 quality publications [QP], **or**
  - 1 journal article [PRJ], plus 2 quality publications [QP], plus 2 other intellectual contributions [OIC], **or**
  - 2 quality publications [QP], plus 4 other contributions [OIC]

Faculty who have a significant load [more than half over a 3-year rolling period] in the MBA or other graduate programs, or faculty who have significant reductions in teaching load for other than administrative reason [i.e. endowed chair, professorship, etc], are expected to produce proportionally more qualifying outputs to satisfy either condition. The Dean will monitor and assess faculty in this position on a case-by-case basis and make appropriate determinations.

**PQ:** The standards for professional qualification are divided into sufficiency and currency. Faculty must fulfill the requirements of each category, **A** and **B**, to be Professionally Qualified.

### **A. Sufficiency**

Generally a Master's degree in a field related to teaching responsibilities **and** significant professional experience in duration and level at the time of hire.

### **B. Currency**

Significant continued engagement in accepted professional activities during a rolling 5-year period, as determined by the relevant college administrator.

**OQ:** Faculty who fail to meet the qualification criteria for either AQ or PQ status will be determined to have "Other Qualifications". The Dean will monitor and assess faculty in this position on a case-by-case basis to determine continued sufficiency and qualification to teach.

The College of Business recognizes the distinction between participating and supporting faculty members in assessing faculty sufficiency. The criteria for these statuses are summarized below:

***Participating Faculty*** include all persons appointed to a tenure or tenure-track position with the title of Professor, Associate Professor, Assistant Professor, or Instructor. These individuals submit a yearly form which details their involvement in College and University activities. Other faculty members on fixed-term instructional contracts may also be considered participating on rare occasions. Those individuals so considered must also present a yearly updated resume and a list which details their involvement in the College and University. In determining whether an extraordinary faculty member will be considered participating as described above, the College of Business will consider paramount the faculty member's commitment to the following:

- **Curriculum Design:** The faculty member must be engaged in the process of creation, monitoring, evaluation, and revision of curricula.
- **Course Development:** The faculty member must be engaged in choosing and creating learning experiences, pedagogical media, and instructional materials.
- **Assessment of Learning:** The faculty member must be engaged in developing learning outcomes for each course taught, and in implementing assurance of learning processes.

***Supporting Faculty*** include those faculty who are in fixed-term, non-tenure-track positions. Typically, supporting faculty members are hired on a contractual basis to teach one or more courses in a single semester or academic year. Supporting faculty members do not substantially participate in the operational life of the College beyond direct performance of teaching duties.

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***Performance Evaluation*** for the purpose of assessing fulfillment of professional standards and making salary or merit raise determinations is conducted annually by the Dean of the College.

Each full-time faculty member completes an annual written self-evaluation explaining activities during the past calendar year. The written self-evaluation provides evidence of sustained activity in fulfillment of all areas of professional responsibility, as described previously, and of activity in areas where the faculty member believes merit beyond expected output has been achieved.

The Dean evaluates the teaching, research, and service record of each faculty member, based on the provided activity report. Scores are assigned using a rating scale from 1 ("poor") to 5 ("excellent"), in increments of 0.5 points. Scores are multiplied by the faculty member's assigned weights for each category, and the weighted scores summed to obtain a total rating.

The total sum of scores across all College faculty will be divided into the raise pool of available dollars to arrive at a suggested value of each rating point. For each faculty member, the total rating score will be multiplied by the dollar value of each rating point obtained above to guide salary recommendations to the Provost. Before raises are recommended by the Dean to the Provost, each faculty member will have the opportunity to meet with the Dean to discuss the written summary of meritorious service and to provide whatever additional information they deem relevant to salary raise consideration. Faculty may appeal raise decisions to the Provost.

New faculty hires and rank & tenure appointments are determined by the following processes:

**Faculty Search** committees are the primary recruitment device used by the College of Business. With a faculty position approved for hire by the Provost, the Dean appoints a search committee chair from the tenured faculty in the functional area of the search, if such a person is available. Together, the Dean and chair appoint additional committee members that represent the functional area of the open position and one general (outside the functional area) faculty. At least 50%, to the extent possible, of the committee members will be tenured faculty. The purpose of the search committee is to identify viable candidates for the open position, arrange on-campus interviews, and provide a final recommendation to the Dean based on faculty ballot.

During on-campus interviews, candidates meet with the faculty, the Dean, and the Provost, as appropriate, and make two presentations including a research and a teaching presentation. A confidential ballot is then submitted to each ordinary faculty member and to faculty with a full-time, multiple-year contract of three or more years in duration or who have been teaching in the College of Business full-time for at least three consecutive years. The ballot solicits the academic area of the voting faculty and a determination of “Acceptable” or “Unacceptable” for each candidate. In order for a candidate to be forwarded to the Dean for potential hire, both the faculty in the functional area of the position sought and the general faculty must approve the candidate by a majority “Acceptable” vote among those voting. If either the functional area or general faculty “veto” a candidate, then that candidate will not be forwarded to the Dean.

**Rank & Tenure** determination is made by a Rank & Tenure Committee comprised of seven tenured or tenure-designated faculty members and two non-tenured ordinary faculty (if that number exists within the College), all of whom are elected by the ordinary and five-year term faculty during the last faculty meeting of the academic year. To be recommended for tenure or promotion by the committee, the candidate must receive a favorable vote from a majority of the eligible voting members. Each voting member of the committee is required to evaluate a candidate on a scale of 0 - 100 in the three categories of instructional responsibility, intellectual contributions, and service. The total weighted average vote cast by a voting member across the categories must be 80% or more for the candidate to be given a favorable vote by that member.

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**Student Evaluation** of faculty is conducted by a common course evaluation form. The purpose of the student evaluation of course instruction is to give feedback to the instructor and to guide annual faculty teaching evaluations. All course evaluation scores are reported to the instructor and to the Dean no later than the beginning of the semester immediately after the evaluation. These scores become part of the annual self-evaluation and subsequent review of all ordinary full-time faculty. Course evaluation scores for untenured ordinary faculty and ordinary faculty being evaluated for promotion and tenure are forwarded to the College Rank & Tenure Committee as appropriate. No effort is made to provide a written interpretation of the results. Mean scores for individual and overall rating questions are calculated for faculty. Additionally, composite means across College are calculated for comparison and are provided to the faculty member.

The faculty of the College of Business are guided in research and other scholarship by a Research Code of Conduct:

### ***Research Code of Conduct***

Adopted by the faculty, this document prescribes standards of work performance and ethical conduct expected of all persons engaged in research. It is based on the definition of research as the advancement of knowledge and on the following guiding principles:

- Individuals conducting research should demonstrate integrity and professionalism, observe fairness and equity, avoid conflicts of interest, and assure the safety and confidentiality of those associated with the research.
- Research methods and results should be open to scrutiny and debate.
- Research requires the independent academic involvement of the researcher.

Under these guidelines, the author of a research paper or publication is expected to participate substantially in the creation of the paper or publication. Participation is defined as follows:

- Participating in the conception, design, analysis, and interpretation of the relevant research materials, sources, databases, and survey instruments used in the publication.
- Drafting of the paper or article or revising it critically for important intellectual content.
- Giving final approval of the version of the research paper to be published or presented.

Additionally, the College recognizes that publication of more than one paper based on the same set(s) of data and conclusions is not acceptable, except where each subsequent paper fully cross-references and acknowledges the earlier paper. Our publication guiding principles are as follows:

- Authors who submit substantially similar work to more than one publisher must disclose this at the time of submission, in a manner consistent with the practices of the discipline.
- Publications must include information on the sources of financial support for the research.
- Deliberate inclusion of inaccurate or misleading information relating to research activity in curriculum vitae, grant applications, job applications or public statements, or any such failure to provide relevant information will be considered a form of research misconduct.

***Faculty Development Mentorship*** was initiated in the College of Business beginning in fall 2011 to support the research and other development of junior, tenure-track faculty by assigning each faculty member to a “faculty mentor” from the tenured faculty of the College. This mentorship serves as an important additional support mechanism on top of the standard one course release of a 3/2 teaching load given to tenure-track faculty for the purpose of research development and the pursuit of a successful tenure application.