

College of Business By-Laws

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I. Mission of the College

The College of Business acts in accordance with the goals expressed in its mission, vision, and values:

Mission Statement

In the Ignatian tradition, the mission of the College of Business is to provide superior values-laden education that motivates and enables our students to become effective and socially responsible business leaders. We strive to contribute quality research, serve local and intellectual communities, and graduate students who possess critical thinking skills and courage to act justly in a global business environment.

Vision Statement

To create a learning place that **awakens, enlightens, and transforms** through personal reflection, ethical decision-making, critical thinking, and the mastery of innovative business practices.

Values Statement

We, the faculty and staff of the College of Business, share dedication and commitment to:

- Act in a timely manner
- Respect others' differences
- Communicate effectively
- Implement innovative ideas
- Accept responsibility
- Focus and finish

II & III. Goals and Objectives of the College

The College of Business shares a commitment to the three-pronged approach of the University's 2009 revision of the Strategic Plan: 1) Supporting Religion (Jesuit Values) by instilling Jesuit values in our curriculum; 2) Enhancing Reputation by building on current strengths and utilizing new initiatives that respond to national needs and student demand; 3) Addressing Retention by holistically and actively engaging students in academics, co-curricular programs, and campus life to foster student connectedness.

The College of Business's Strategic Management Plan for 2008-2012 is intended to support Loyola University's plan that features the three major strategic initiatives described above. The overall College plan is designed to be aligned with the three University initiatives. The College plan will be renewed annually to ensure that it is in keeping with the College mantra to awaken, enlighten and transform our students in keeping with Jesuit/Catholic values. The six current strategic initiatives of the College are:

- 1. Institutional Priorities:** Focuses on strategic planning, systems thinking, vision/values adoption, a comprehensive communication plan, and documentation of policy.
- 2. Graduate Programs:** Focuses on enrollment, marketing development, and specialty programs.
- 3. Undergrad Programs:** Focuses on increasing enrollment and retention, value-chain mapping of major curricula, enhanced writing/speaking skills, and job placement.
- 4. Faculty Development:** Focuses on hiring plans, enhanced research environment, research release time, research workshops, and shift away from faculty advising.
- 5. Institutional Outreach:** Focuses on Centers, Visiting Committee, international partnerships.
- 6. College Reputation:** Focuses on creating and sustaining college "distinctions" in programs.

IV. Faculty of the College

The Faculty of the College of Business consists of the members of the ordinary and extraordinary faculty, defined by the university (*Loyola University New Orleans Faculty Handbook Chs. 4 & 15*) as follows:

The Ordinary Faculty are those faculty members who are tenured and those whose time in rank accrues to tenure. Each non-tenured member of the Ordinary Faculty is considered to be on probation.

The Ordinary Faculty devote their main effort to teaching and scholarly activity and have full-time appointments to one of the four academic ranks of Instructor, Assistant Professor, Associate Professor or Professor.

Extraordinary Faculty are those whose time in rank does not accrue to tenure:

- *A Lecturer is a member of the Extraordinary Faculty, serving the University in an academic capacity, whose academic qualifications would have otherwise admitted him or her for an Ordinary Faculty position.*
- *A Visiting Professor is one who either does hold or is qualified to hold professorial rank at an institution of higher education and is temporarily serving full-time as a faculty member at this University.*
- *An Adjunct Professor is one who holds or is qualified to hold a professional position at an institution of higher education and is temporarily serving part-time as a faculty member at this University.*

General Expectations of Faculty

Faculty are expected to adhere to all Loyola University New Orleans policies and procedures as put forth in the University Faculty Handbook, By-Laws, and other governing documents.

Faculty are expected to actively participate in the governance of the college, and to engage in high quality teaching, research, and institutional and community service.

Faculty are responsible for any academic advising or committee appointments assigned in addition to their course loads and service or research expectations.

Faculty are responsible for enacting the “Awaken, Enlighten, Transform” vision and for living out the organizational values of Loyola University and the College of Business.

Expectations of Adjunct Faculty

When enrollments indicate that additional faculty support is required, adjunct faculty may be temporarily hired to fill this need. Employment is an agreement for one semester or term, executed between the adjunct faculty member and the College. Adjunct professors must meet the current AQ or PQ requirements (see Faculty Qualification section) to be qualified in the area of the course to be taught.

The associate dean or a faculty area scheduler is responsible for ensuring that the adjunct faculty member is familiar with and follows the academic policies of the University and the College. Adjunct faculty may attend faculty meetings as guests, but do not have voting privileges. Adjunct faculty may be assigned to College of Business committees in an advising capacity, but do not ordinarily serve on committees.

IV.1. Professional Responsibilities for Faculty

The professional responsibilities of a faculty member fall into three categories:

1. Instruction & Advising
2. Research & Publication
3. Service & Development

Instruction & Advising Responsibilities

Loyola University New Orleans is a teaching institution. As such, we the Faculty of the College of Business shall assign our highest priority to teaching excellence.

This responsibility has three dimensions:

1. We shall pursue teaching excellence in the classroom.
2. We shall interact with students around curricular and co-curricular issues, both inside and outside of the classroom.
3. We shall advise and mentor students to reach their fullest potential.

Class preparation, classroom teaching, and curriculum development constitute the primary demands on our time. Other student contacts around class or co-curricular issues typically occur during office hours, especially for discussion of course material. Faculty shall arrange adequate office hours for students.

Office Hours for Instructional Support

In support of classroom instruction and for student mentoring around curricular or co-curricular issues, each faculty member shall post office hours during which they will be available for walk-in conferences or appointments. Should the official office hours not be convenient for students, faculty are expected to take reasonable efforts to make appointments at other mutually agreeable times. A minimum of 2 office hours per week is mandated for faculty per each 3-credit hour course taught. Office hours shall be posted on your office door at the beginning of each semester.

Research & Publication Responsibilities

Each faculty member shall engage in research and develop personal scholarship. These activities should reinforce and vitalize teaching; they should not supersede it. In the College of Business, faculty members are also expected to meet the standards of their Academic or Professional Qualification, as defined in the Performance Evaluation / Standards section of this handbook.

Obtaining and maintaining AQ or PQ status is a necessary condition to uphold the values we espouse as a college, to contribute to the attainment of our mission, to perpetuate our institution's Jesuit heritage and reputation for delivering high quality educational experiences, and to maintain AACSB accreditation.

Conversely, obtaining or maintaining such status is not a "sufficient" condition to warrant such key performance related outcomes as re-appointments, continued service, or merit raises. The articulation of these standards should not be construed as setting either minimum or maximum performance targets or hurdles. Professional scholarly research and publication responsibility in the normal course of faculty activity is a similar, but separate, demand on a faculty member's time, and will be evaluated on its own merit, apart from its effect on obtaining or maintaining AQ or PQ status for that faculty member.

Service & Development Responsibilities

Each faculty member shall be expected to contribute to the general welfare of the community, as well as the College and University, through such activities as working on committees, serving as advisor for student organizations, being actively involved in civic and cultural life, cooperating in student recruitment, and participating actively in professional societies. Faculty should participate in at least one of the above list.

Most frequently, such service is rendered through membership on committees and student support as described above. Additional forms of service may include, but are not limited to, service to professional organizations, attendance of formal academic ceremonies or other University-sponsored programs, pre-approved consulting, or membership in professional capacity on public or not-for-profit boards.

In addition to providing service to the community and institution, each faculty member shall recognize the necessity of continually engaging in personal professional development. Personal professional development can be achieved with a variety of activities, which include, but are not limited to, attendance of academic or professional conferences, participation in instructional workshops or seminars, pre-approved consulting, faculty internships, and approved sabbatical or academic leaves.

IV.2. Policies and Procedures for Calculating Ordinary Faculty Loads

Teaching load assignments are guided by the University (*University Faculty Handbook Ch. 7*) as follows:

12 credit hours per semester is the maximum teaching load for the Ordinary Faculty of Loyola University New Orleans. A 12 credit hour teaching load will involve no more than 3 lecture course preparations.

Most faculty in the College of Business teach 9 or fewer credit hours per semester, and usually have only 2 course preparations. Course loads are defined in the initial faculty contract with the College, and typically persist as contracted unless renegotiated. The Dean's Assistant maintains a record of contracts.

Contracted teaching loads do not, unless explicitly stated, include a selection privilege for either the days or times associated with a weekly course schedule. Faculty may make requests to the Dean or their area scheduler, but are ultimately expected to teach their full contracted load on the assigned days and times.

Adjustments to Teaching Loads

The University Faculty Handbook (*Ch. 7*) lists a number of possible reasons for teaching load adjustment. The most common reasons are added administrative duties, prep work for new course development, formal research or scholarship, and heavy advising or service duties. Research efforts for general course preparation and normal professional service in committee or advising work do not typically warrant workload reduction. Any reduction from the contracted load (typically 9 credit hours per semester for College of Business faculty) is subject to change and subject to the approval of the Dean. Reductions for faculty teaching exclusively or primarily in the graduate programs of the College (a reduction such as this would typically be given to ensure adequate time for development of these more demanding courses) are subject further to the approval of the Director of Graduate Programs.

Summer Session Teaching

Teaching in the summer session is typically considered out-of-load for College of Business professors (most or all of whom will be on standard 9-month contracts for Fall/Spring teaching only). However, all members of the Ordinary faculty are eligible to teach in summer sessions for additional compensation.

University guidelines (*University Faculty Handbook Ch. 10*) concerning summer teaching are as follows:

Faculty members on 12-month contracts are obligated to teach 6 credit hours each summer as a part of their regular contract. This requirement may be modified for those with heavy administrative duties or for other appropriate reasons. Such modifications must be approved by the Dean of the College. Faculty members on 12-month contracts, whose primary responsibility is teaching, are entitled to every third summer off for research or professional development.

Members of the Ordinary Faculty on 9-month contracts (most College of Business faculty) are not entitled to summer employment unless they are returning the following academic year. If the faculty member resigns before the Summer Session begins, but after signing a Summer Session contract, that contract is rendered null and void.

The Summer Session is an integral part of the University, and faculty involved in it are expected to fulfill all the normal obligations of their position as outlined in [the College by-laws] and the University Faculty Handbook. Members of the Ordinary Faculty have priority over part-time and visiting faculty for Summer Session appointments.

Study Abroad Teaching

Unless otherwise contracted, all teaching of study abroad courses or programs will be considered out-of-load, regardless of the length of the program or the semester or session in which it is conducted. Study abroad teaching will be compensated by a standard honorarium as set by the University.

IV.3. Procedures for Initial Appointment of Faculty

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, to the extent such a person is available. Together the dean and chair appoint 2-4 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 members must be tenured faculty. The purpose of the committee is to identify viable candidates for the open faculty position and arrange on-campus interviews.

Searches shall comply with Loyola hiring guidelines. Specifically, upon acceptance to a search committee members recognize the conditions of confidentiality. The name, background, personality and character of any candidate and the proceedings of the committee shall be maintained in strictest confidence by all members of the committee and administrative personnel who have access to this information. This principle does not preclude the revelation of names of candidates in officially authorized efforts to obtain outside appraisals in compliance with Loyola standards.

IV.3.A. Search Committee Procedures & Guidelines

1. The search committee shall prepare the advertisement and work with the dean's assistant to place the advertisement with appropriate organizations.
2. The committee chair shall collect applications and make all applicants and their documentation available to the committee and other faculty for review.
3. The committee shall screen applicants' documentation using the pre-determined job criteria. If needed, the committee should use phone interviews to further screen applicants.
4. Through the screening process the committee will identify at least 3 suitable candidates (unless 3 are not found), who can be invited on campus to interview. Faculty will approve exceptions to this policy.
5. During the on-campus interview, the candidates will, 1) meet with faculty, dean, and provost, as appropriate, and, 2) make two presentations: a research presentation and a teaching presentation.
6. All faculty involved in the candidate review and interview process can provide feedback to the dean on the acceptability of the candidates.
7. A confidential ballot will be submitted to each Ordinary faculty member and to those faculty with a full-time, multiple-year contract for three or more years or who have been teaching in the College of Business full-time for at least three consecutive years. The ballot will solicit the following:
 - a. The academic functional area of the voting faculty, e.g. Accounting, Economics, Finance, Management, and Marketing. Specialty areas such as International Business can also be noted.
 - b. For each candidate:
 - i. Acceptable or unacceptable as CoB faculty and then rank the candidates, or abstain.
 - ii. Comments on teaching, research, and service qualifications
8. A current faculty member who has applied for the sought position may not vote on the ballot.
9. Ballot votes will be counted and comments compiled by both a member of the dean's office and a member of the search committee.
10. In order for a candidate (and his/her ballot data) to be presented to the dean, both 1) faculty in the functional area and 2) general (not functional) faculty must approve the candidate with a majority of those voting (not abstentions). If either 1) faculty in the functional area or 2) general faculty veto a candidate, then that candidate will not be forwarded to the dean.
11. At this point, the dean may:
 - a. Select one of the presented candidates to offer the position,
 - b. Request from the committee that the search be continued, or
 - c. Pursue other options as appropriate to the vision, accreditation, or overall effective operation of the college.
12. The dean will negotiate with the select candidate the salary and terms of employment equitable with college and university practices and obtain approval by the Provost. Additionally, faculty hired with rank above assistant and/or tenure must obtain approval of the ordinary faculty with the rank and tenure status being offered.

The same search process will be used for contract, visiting, tenure-track and tenured positions, and administrators.

IV.3.B. Appointment of Part-Time Extraordinary Faculty

Part-time extraordinary faculty members (i.e. adjunct professors) serve on a single-semester basis and are employed on the basis of specific need. Duties are specific, with no additional responsibility implied. Part-time faculty members do not normally attend regular faculty meetings and normally are not requested to serve on committees. The Dean makes appointments, with advice from the area scheduler, area faculty, and other faculty when appropriate.

IV.3.C. Eligibility & Selection Process for Endowed Professorships

Appointments for Professorships in the College of Business are made for a 3-year period, contingent upon satisfactory performance as evidenced in an annual report submitted to the Dean. Appointments commence with the beginning of the applicable Academic Year. Each Professorship provides the recipient with a discretionary account in an annual amount determined by the agreement set forth in the initial appointment letter from the Dean. The account can be used to provide support for travel, graduate assistants, computer software and hardware, database or journal subscriptions, and other research-related materials [e.g. books]. The principal restriction is that funds cannot be used to supplement salary. The rank of tenured associate professor or tenured professor is required for all endowed positions.

Professorship recipients are expected to submit to the Dean by September 1 of each year a proposed budget for the academic year, and by June 1 an annual report outlining academic accomplishments. In the third year of appointment of any given Professorship the Dean will announce a call for applications for Professorship appointments. Applications, due April 15, should include a copy of the applicant's vita and a statement as to how the appointment will lead to an enhancement of research and teaching.

IV.4. Procedures and Criteria for Determining College Recommendations for Tenure, Promotion, and Reappointment of Ordinary Faculty

The University Faculty Handbook (*Chapters 4-9*) establishes principles, standards, and procedures in regard to appointment, reappointment, promotion, and tenure of ordinary faculty members. Operating principles and procedures established herein for the College of Business are intended to supplement, not revise or amend, University policies. The purpose, membership, and responsibilities of the College Rank & Tenure Committee are outlined below and in detail in the College By-Laws.

Calendar for Rank and Tenure issues

September 1	Provost notifies deans of those faculty eligible for promotion
November 2	Deadline for College R&T committee to begin review of promotion and tenure cases
January 4	College R&T committee's recommendations due to the deans and to the candidates
February 17	Dean's recommendations on tenure and promotion due to the provost
March 31	Provost's decisions due to the candidates

IV.4.A. College Rank & Tenure Committee

Organization of the Committee

The ordinary faculty, through the College Rank and Tenure Committee, shares with appropriate administrative officers the responsibility for recommending to the Vice President for Academic Affairs actions concerned with promotion and tenure.

The College Rank and Tenure Committee consists of seven tenured or tenure-designate 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. All members are eligible for re-election. The terms of the seven tenured members are for two years. The terms of the non-tenured members are for one year; non-tenured members do not vote to grant or deny promotion or tenure, but participate in all deliberation and discussion and vote on all other matters that come before the Committee. Terms of all members commence at the beginning of the Fall semester following the election of members. Neither the Dean nor Associate Dean(s) shall be eligible for Committee membership.

Procedures of the Rank & Tenure Committee

The following general procedures for Committee meetings have been adopted:

1. A quorum for all meetings will consist of at least five tenured (or tenure-designate) members who are eligible to vote (see item 5 below).
2. Minutes shall be recorded at each meeting of the Committee and circulated to members prior to the following meeting. Minutes of each meeting should include a list of members present and absent.
3. The Committee shall elect a Chairperson and a Vice-Chairperson (who is responsible for recording and circulating minutes) for one-year terms. The Chairperson shall not succeed herself or himself in that office more than once. No non-tenured member shall be eligible for election to either of the positions.
4. Prior to voting for the granting or denying of promotion or tenure, each Committee member will have access to all documents made available to the Committee concerning an individual and will be given the opportunity to express opinions concerning the candidate.
5. In order to be eligible to vote for granting or denying promotion or tenure to a candidate, a tenured Committee member may not have missed more than two Committee meetings during the academic year and must have attended all discussions related to the candidate on whom a vote is to be taken. Those eligible to vote are obligated to vote.
6. To be recommended for promotion or tenure by the Committee, the candidate must receive a favorable vote from a majority of the eligible voting members (i.e. the candidate must receive at least 3 favorable votes if 5 are cast or at least 4 favorable votes if 6 or 7 are cast). Each voting member of the Committee is required to evaluate a candidate on a scale of 0 - 100 in the three categories of instructional responsibilities, intellectual contributions, and service. The total weighted average vote cast by a voting member for the categories must be 80% or more for the candidate to be given a favorable vote by that member.
7. All deliberations of the Committee pertaining to a candidate for promotion or tenure are considered strictly confidential and must not be discussed or communicated in any way beyond the Committee

membership, except to communicate the formal recommendations of the Committee to the Dean and the candidate through the Committee Chairman, as prescribed by the University Handbook and the Rank and Tenure Committee Policy on Promotion and Tenure. All communication between the Committee and any outside party regarding a candidate must take place through the Chairman, unless the Committee authorizes an alternative communication path in advance by a majority vote.

8. All members are expected to insure that any documents in their possession pertaining to a candidate are treated with the greatest caution to insure that they do not accidentally pass to anyone who is not authorized to see them. If a member is accused of intentionally breaching confidentiality, the Committee shall undertake an investigation of the incident. If this investigation produces strong evidence that a significant violation has occurred, the Committee will refer the issue to the ordinary college faculty for disposition to include possible removal of the member from the Committee.

All input provided by this committee are in an advisory capacity. According to the University Faculty Handbook, the final decision regarding promotion and tenure rests exclusively with the Provost, President and Board.

IV.4.B. Promotion & Awarding of Tenure

Criteria for Promotion & Awarding of Tenure

Recommendations for promotion and/or the awarding of tenure should be based on reasonably objective criteria. The emphasis must be upon judging the overall quality of a candidate's performance. Consistent with the College mission, the criteria for promotion and tenure are based upon the following areas and ranges of weights:

Instructional Responsibilities	50% - 65%
Intellectual Contributions	25% - 40%
Institutional or Other Service	5% - 10%

The area of instructional responsibilities is comprised of two components: teaching and advising. Within the category of instructional responsibilities, teaching accounts for 80% to 90% of instructional responsibilities; advising accounts for 10% to 20%. Weights utilized in the evaluation process for instructional responsibilities, intellectual contributions, and institutional or other service will be calculated as averages of weights utilized in each area of responsibility.

It is recognized that competence and extensive participation in each of the above-mentioned three areas represents an ideal that may not be satisfied fully by any one member of the faculty. Teaching will receive primary emphasis. A faculty member is expected to pursue and achieve teaching excellence in the classroom; engage in significant interaction with students relative to curricular and co-curricular activities; and provide high quality advising and mentoring for students.

A faculty member is expected to provide service activities that contribute to the general welfare of the internal and/or external communities. In regards to scholarly activity, the minimum acceptable performance is described below by candidacy status. A candidate for tenure or promotion who did not spend the five years prior to candidacy at Loyola University New Orleans will have to demonstrate continuing scholarly productivity.

Except in the most unusual circumstances, which will be considered on a case-by-case basis, a doctorate or other terminal qualification should be a precondition for appointment, reappointment, promotion or tenure. Consideration of a candidate for promotion or tenure shall follow the timetable and other procedures established in the Faculty Handbook of Loyola University New Orleans.

Tenure & Promotion to Associate Professor

Candidates for tenure or promotion to the rank of associate professor must demonstrate active and continuing scholarly productivity that contributes to the candidate's development and that of his or her academic discipline. Scholarly productivity includes refereed academic publications in the candidate's discipline, other business-related disciplines, refereed academic publications on educational methodology, publications in professional journals or magazines, text or trade books, published cases, papers presented at scholarly meetings, monographs, and all other means for the widespread distribution of scholarly productivity. Of these publication types, academic refereed publications in a candidate's discipline are most important.

The quantity and quality of scholarly productivity are both important in the evaluation process. For tenure or promotion to associate professor, the minimum number of refereed publications in the candidate's discipline is dependent on publication quality and the body of other scholarly productivity. Generally, a minimum of three high-quality refereed academic publications (or acceptances for publication) in the candidate's discipline is expected in the five-year period prior to tenure or promotion. A candidate for tenure or promotion who did not spend the five years prior to candidacy at Loyola University New Orleans will have to demonstrate continuing scholarly productivity while at Loyola. In addition, the candidate must demonstrate a strong promise of continued scholarly productivity through a well-defined scholarship agenda, works in progress, manuscripts under review, working papers, presentations at conferences, editorial boards, or other scholarly activity.

Promotion to Full Professor

The scholarly productivity required for promotion to full professor is higher than that required for promotion to associate professor. Although promotion to both ranks defines scholarly productivity in the same way, greater emphasis is placed on publication quality when candidates seek promotion to the rank of full professor.

Candidates for the rank of full professor must document a collected body of scholarly productivity appropriate for that rank, a continuing stream of high-quality scholarly productivity while in the rank of associate professor, and a strong promise of continued scholarly productivity. In general, while holding the rank of associate professor, the candidate is expected to have produced a minimum of three discipline-related, high-quality, refereed publications in the five-year period prior to promotion consideration. A candidate for promotion to full professor who did not spend the five years prior to candidacy at Loyola University New Orleans will have to demonstrate continuing scholarly productivity while at Loyola.

IV.4.C. Evaluation for Promotion & Awarding of Tenure

The Committee will make its evaluation for promotion and/or tenure upon the basis of all of the following:

1. A written summary of the candidate's activities and accomplishments in instructional responsibilities, intellectual contributions, and institutional or other service as outlined in the criteria for promotion and tenure (this summary is to be provided by the candidate)
2. A current vita
3. The candidate's annual reports, current five year plans, and a teaching portfolio that includes syllabi, test material, and other pertinent instructional materials
4. An analysis of completed student evaluation forms
5. The candidate's grade distributions (with information on relevant mitigating factors for each course, such as level of course, number of students, etcetera)
6. A full Committee evaluative discussion

Responsibility of Promotion or Tenure Candidate

The major initiative for presenting a good case for promotion or tenure must lie with each candidate. The candidate is in the best position to describe his or her own personal achievements, professional contributions, and plans for the future. Each candidate must accept responsibility for describing performance and capabilities in a manner that is meaningful to colleagues who may be unfamiliar with personal qualifications and achievements within the field of specialization.

Each candidate has an option to appear before the Committee to present their achievements and contributions in person. In this regard, the candidate should:

- Be familiar with the most recent revision of the Rank and Tenure Committee Policy on Promotion and Tenure. Any questions of interpretation of this document should be directed to the Chairperson of the Committee.
- Be familiar with the appropriate sections of the Faculty Handbook [Ch. 4 and 5].
- Understand what information is desired in the annual report and how to organize it. A candidate may feel uncomfortable in systematically collecting evidence about his or her own accomplishments. Discussion with a colleague is often helpful in clarifying what criteria are used to evaluate achievements in the University and what evidence is relevant for those criteria.
- Accumulate evidence on achievements in a systematic manner. A candidate may wish to set up file folders into which notes, publications, programs, and other materials can be deposited.
- Provide documentation of scholarly productivity in a manner that facilitates evaluation by the College Rank and Tenure Committee. When possible, candidates should submit their publications as original issues of journals, rather than copies or reprints of articles. Candidates are encouraged to submit a brief description of each of their publications, describing the importance of the publication topic, quality of the journal, and contribution of the publication to the candidate's development and that of his or her academic discipline. For multiple authorship articles, the candidate should describe the nature and extent of his or her contribution to the joint publication effort.
- **Optionally** provide a list of individuals (at least three, if any are provided) who can serve as external reviewers of the candidate's research.

IV.4.D. Review Process for Promotion or Awarding of Tenure

On or before October 1 of the academic year during which a faculty member will be a candidate for promotion or tenure, the candidate should submit to the Committee appropriate materials that the Committee will consider in evaluating the candidate. These materials should include those to which reference has been made in this document. Accompanying these materials should be a letter addressed to the Committee in which the candidate declares the appropriate weights for instructional responsibilities, intellectual contributions, and service to be used in the evaluation (see Criteria). The Committee shall notify the candidate upon receipt of materials. The Committee shall have the discretion to solicit other information that it deems pertinent to adequate consideration of the case under review.

Following a thorough review of all information, the Chairman of the Committee shall prepare a memorandum containing the Committee's recommendation, the numerical results of the vote, and the rationale behind the recommendation in regard to assessments of teaching, research, and service. This entire written record will be forwarded to the Dean and the candidate for promotion or tenure on or before January 1. If necessary, a written explanation of the decision of the voting members(s) in the minority must also be included in the memorandum.

Reconsideration of Recommendation to Promotion or Tenure

In the case of a negative recommendation by the Committee, the candidate may, within ten business days from the time written notice of the recommendation is sent to the candidate, submit a written request for reconsideration with reasons and supporting documents as appropriate. If the candidate requests reconsideration, the Committee must complete its consideration of the petition for reconsideration and submit its written report to the Dean and the candidate within ten business days from the date the request for reconsideration is sent.

IV.4.E. Pre-Tenure Review for Candidate for Promotion or Tenure

On or before February 1 of the candidate's third academic year, the candidate should submit to the Committee appropriate materials that the Committee will consider in conducting a third year pre tenure review of the candidate. These materials should include a current resume; annual reports; five year plans; a teaching portfolio that includes syllabi, test material, and other instructional handouts; student evaluations of instruction; peer evaluations of instruction; and documentation of scholarly productivity.

Following a review of submitted information, the Chairman of the Committee shall prepare a memorandum containing the Committee's assessment of the candidate's progress regarding tenure consideration, and the rationale behind the assessments of teaching, research, and service. This written assessment will be forwarded to the candidate on or before April 15. On or before September 1 of the candidate's fourth academic year, the candidate should submit to the Committee an updated vitae, teaching evaluations for the spring semester, copies of scholarly output accepted for publication since the third year review, and any other materials the candidate deems appropriate in response to the developmental review undertaken during the spring term.

Following a review of provided information, the Chairman of the Committee shall prepare a memorandum containing the Committee's assessment of the candidate's progress regarding tenure consideration, and the rationale behind the assessments of teaching, research, and service. The Committee will also formulate a recommendation as to whether the candidate should be retained by Loyola University New Orleans. This written assessment and recommendation will be forwarded to the Dean and the candidate's Area Chairperson on or before October 15.

IV.5. Procedures and Criteria for Annual Performance Evaluation

Student Evaluation of Faculty

The College shall establish appropriate course evaluation forms for the business discipline. The purpose of the student evaluation of course instruction form is to give feedback to the instructor and to guide the faculty teaching evaluations. All classes will be evaluated using the College of Business student evaluation of course instruction form. Normally, the form will be distributed by the Dean's Office to faculty prior to finals week. Faculty or a staff member should give the evaluation materials to a student in the class who will administer the survey and deliver it to the Dean's office in a sealed envelope. The faculty or staff member may not be in the room while the evaluation is administered. Completed course evaluation forms will be tabulated by the College Assessment Coordinator and the instructor will receive the tabulations only after the final grades for the course have been submitted.

All course evaluation scores will be reported to the instructor and to the Dean no later than the beginning of the semester immediately after the evaluation. These scores will 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 will be forwarded to the College Rank and Tenure Committee as appropriate. No effort will be made to provide a written interpretation of the results. Mean scores for individual and total questions will be calculated. Additionally, College composite means by individual and total test forms will be calculated. Individual and composite means for comparison will be provided to the faculty member and any evaluating body.

Procedure for Determination of Faculty Salary

Professional evaluation for the purpose of assessing fulfillment of performance standards and making salary and/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 evaluation should follow the activity report template, which will be provided to the faculty by the Dean's Assistant. The written self-evaluation should provide 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 will fill out a Faculty Evaluation Form rating the teaching, research, and service achievement of each faculty member, based on the provided activity report. Scores in "x" values will be assigned using a rating scale from 1 ("poor") to 5 ("excellent"), in increments of 0.5 points. Scores will be multiplied by the faculty's assigned weights for each category, and the weighted scores summed to obtain a total.

The total sum of "x's" across all College faculty will be divided into the raise pool of available dollars to arrive at a suggested value of each "x" rating point. The raise pool will be adjusted as necessary for %age variances due to the tails of the salary distribution. For each faculty member, the total "x" score will be multiplied by the "x" dollar value 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 information is deemed relevant to salary raise consideration. Faculty may schedule a meeting with the Dean to discuss the Dean's recommendation to the Provost. The faculty member may appeal the Dean's decision to the Provost, whose decision is final. The appeal must be accompanied by all written material referenced in these guidelines as well as a salary history of the faculty member.

IV.6. Performance Standards for Faculty

Faculty are expected to fulfill the professional responsibilities of their contract with the College, as described in section IV.1. This includes instruction and advising, research and publication, and service and development activities. Additionally, faculty are expected to uphold and maintain their academic or professional qualification, in support of AACSB accreditation. Finally, faculty are expected to maintain a high ethical standard in all of their professional conduct, especially as it concerns their scholarly work.

Determination of Faculty Qualifications

Faculty members may be categorized as Academically Qualified (AQ), Professionally Qualified (PQ), or Other. 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.

IV.6.A. Academically Qualified Status

For College of Business faculty to maintain the necessary currency to teach in the Jesuit tradition and uphold Loyola standards of educational excellence they must fulfill the requirements for either **A** or **B** below in a rolling 5-year period, as specified by AACSB.

- A.** A Doctoral/Terminal Degree (including J.D.) in Discipline or Related Field, **and**:
 - i. **2** peer- or editorially reviewed journal articles (PRJ),
 - ii. **1** journal article (PRJ), plus **2** other quality publications (QP),
 - iii. **1** journal article (PRJ), plus **1** other quality publication (QP), plus **2** other intellectual contributions (OIC), **or**
 - iv. **2** quality publications (QP) and **3** other contributions (OIC).

- B.** Other Unrelated Doctoral/Terminal Degree or Masters Degree, **and**:
 - i. **2** journal articles (PRJ), plus **1** quality publication (QP),
 - ii. **1** journal article (PRJ), plus **3** quality publications (QP),
 - iii. **1** journal article (PRJ), plus **two** quality publications (QP), plus **two** other intellectual contributions (OIC), **or**
 - iv. **2** quality publications, plus **4** other contributions (OIC)

Faculty who have a significant load (more than half over a three-year rolling period) in the M.B.A. or other graduate programs or faculty who have significant reductions in teaching load for other than administrative reason (endowed chair, professorship) are expected to produce **proportionally more** qualifying outputs to satisfy either condition. The Dean, Associate Dean, or Area Chairperson will monitor and assess faculty in this position on case by case basis and make appropriate determinations.

Accepted Academic Activities

A quality publication (QP) is a published or otherwise disseminated intellectual work that has gone through a review process and is subject to rejection or significant modification and is readily available for public consumption and/or critique.

Examples of accepted **quality publications [QP]** include:

- Peer or editorially reviewed articles in practitioner publications
- Peer or editorially reviewed articles in chronicles, magazines, newspapers
- Peer or editorially reviewed articles on the internet or other media format
- Articles published in peer-reviewed conference proceedings
- Chapters in an editorially-reviewed or peer-reviewed book
- Casebook or cases published through a nationally-recognized publisher
- Edited or authored books published by recognized and independent publishers
- Software packages in the teaching or related discipline, reviewed and used in multiple institutions
- A white or thought paper disseminated by AACSB, PEW, or other high quality institution/organization
- Other types of market-tested, refereed publications approved by the Dean

Other intellectual contributions (OIC) exist in a publicly disseminated form, and are readily available for scrutiny by academic peers, professionals or community.

Examples of accepted **other contributions [OIC]** include:

- Book reviews or editorial reviews for journals or texts
- Authorship of non-reviewed books
- Popular press articles or editorials
- Serving as an expert witness
- Trade presentations and/or conference, seminar, or colloquia presentations
- Government research reports
- Funded grant proposals from external source in excess of \$2,500.00
- Teaching a class which is part of the core or elective classes at an institution in another country
- Creating and delivering executive education or continuing education courses that are independently evaluated for organizations, professional societies, or governmental agencies
- Presenting descriptions of the design and implementation of new curricula, courses, teaching methods, or methods of assessment at outside institutions
- Maintaining an active consulting practice with multiple ongoing clients
- Serving as a member of a board of directors for a company or not-for-profit
- Publishing (and sustaining) a newsletter or sequence of reports that attracts a robust subscription
- Operating or owning a profitable business with substantial annual revenues
- Obtaining new (and appropriate) professional certification(s)
- Creating, delivering, and assessing a significant course learning enhancement such as a simulation, course workbook, or text supplement.
- Other types of intellectual contributions approved by the Dean

IV.6.B. Professionally Qualified Status

The standards for professional qualification are divided into sufficiency and currency. Faculty must fulfill the requirements of each category to be professionally qualified.

A. Sufficiency

Generally a Masters 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 the current 5-year period, as judged by the relevant college administrator

Accepted Professional Activities

- Professional activities should be aligned with the field of expertise / teaching.
- Examples of accepted professional activities include:
 - All of the activities listed above for Academic Qualification, and
 - Ongoing work or consulting experience in the appropriate field
 - Presentation of continuing education seminars
 - Enrollment in professional education classes
 - Obtaining an appropriate professional certification
 - Operating a successful business in the appropriate field
 - Serving on the board of a for-profit corporation or a not-for-profit organization
 - Serving as an officer in national, regional, or local associations
 - Publishing a newsletter or other widely-distributed report
 - Provide professional commentary to news media on a frequent basis
 - Supervising a foreign study program in a related field
 - Maintaining a professional license such as CPA, Bar, etc
 - Other professional activities approved by the relevant administrator

IV.6.C. Determination of Participation Status and Expectations of Status

In accordance with AACSB Standard 9, the College of Business recognizes the distinction between participating and supporting faculty members in assessing sufficiency of the faculty.

A participating faculty member actively engages in the activities of the College in matters beyond direct teaching responsibilities. Such matters might include policy decisions, educational directions, advising, research, and service commitments. The faculty member may participate in the governance of the College, and be eligible to serve as a member on appropriate committees that engage in academic policymaking and/or other decisions. The individual may participate in a variety of non-class activities such as directing extracurricular activity, providing academic and career advising, and representing the College on institutional committees. The individual may be eligible for, and participate in, faculty development activities. Generally, the **participating faculty** consists of 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 can be considered participating. Those individuals must present yearly an updated resume and a list detailing their involvement in the College and University.

A supporting faculty member at the College of Business does not substantially participate in the intellectual or operational life of the College beyond the direct performance of teaching responsibilities. The **supporting faculty** consists of those faculty who are in fixed-term, non-continuous, non-tenure-track positions. Typically, supporting faculty members are hired on a contractual basis to teach one or several courses.

In determining whether a faculty member will be considered participating, the College of Business considers **paramount** the faculty member's commitment to:

- **Curriculum Design:** The faculty member is engaged in the process of creation, monitoring, evaluation, and revision of curricula.
- **Course Development:** The faculty member is engaged in choosing and creating learning experiences, media, and instructional materials
- **Assessment of Learning:** The faculty member is engaged in setting and developing learning goals and assessments for each course, and in implementing assurance of learning standards.

IV.6.D. Research Code of Conduct

The Faculty of the College of Business adopt the following Code of Conduct for research.

General Principles: Research is the advancement of knowledge. This Code of Conduct prescribes standards of work performance and ethical conduct expected of all persons engaged in research in the College of Business. It is based 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.

Authorship: The author of a research paper or publication should have had a substantial participation in the creation of the paper or publication. This participation is usually evidenced by the following:

- Participating in the conception, design, analysis, and interpretation of the relevant research materials, sources, databases, and survey instruments
- Drafting of the paper or article or revising it critically for important intellectual content, and
- Giving final approval of the version to be published.
 - Participation solely in the acquisition of funding or collection of data is not sufficient for a person to be attributed as an author. General supervision is not sufficient for authorship.
 - An author, consistent with the above definition, may not be excluded as an author without the author's permission in writing.
 - Co-authors of a research output should discuss and reach agreement on the order in which authors shall be listed.
 - Other persons who contributed to the work who are not authors should be acknowledged. Authors must recognize the work of students, graduate assistants, and others who have contributed to the research, in a manner consistent with the practices of the discipline.
 - Honorary authorship is unacceptable. Honorary authorship occurs when a person is listed as an author of a paper or publication in a manner inconsistent with the above definitions
 - Mentorship, by definition, requires the lead author to involve the Mentee in the research paper or publication in a meaningful way. A Mentor is solely responsible for determining if the Mentee qualifies to be listed as a co-author.

Publication: 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 (for example, in a series of closely related works). Our publication guiding principles are as follows:

- An author who submits substantially similar work to more than one publisher must disclose this to the publishers 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 the failure to provide relevant information, is a form of research misconduct. Accuracy is essential in describing the status of publication (submitted, accepted), research funding (applied for, granted), awards conferred, and where any of these related to more than one researcher.
- All reasonable steps must be taken to ensure that published reports, statistics and public statements about research activities and performance are complete, accurate and unambiguous.

Research Misconduct: Research misconduct involves a failure to comply with the provisions of this Code of Conduct or other applicable standards of conduct. In general, research misconduct includes fabrication, falsification, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the research community for proposing, conducting, or reporting research. It includes the misleading ascription of authorship including the listing of authors without their permission, attributing work to others who have not in fact contributed to the research, and the lack of appropriate acknowledgment of work primarily produced by a research student/trainee or associate. It does not include honest errors or honest differences of interpretation or judgments of data. Examples of misconduct include:

Misappropriation: A researcher or reviewer shall not intentionally or recklessly:

- Plagiarize, which shall be understood to mean the presentation of the documented words or ideas of another as his or her own, without attribution appropriate for the medium of presentation;
- Make use of any information in breach of any duty of confidentiality associated with the review of manuscript, grant application, or report; or
- Intentionally omit reference to the relevant published work of others for the purpose of inferring personal discovery of new information.

Misrepresentation: A researcher or reviewer shall not with intent to deceive, or in a reckless disregard for the truth state or present a material or significant falsehood, or omit a fact so that what is stated or presented as a while states or presents a material or significant falsehood.

Use of Data: It is the responsibility of researchers to maintain research data in a durable format with appropriate references for a period of at least five years from the date of any publication. (The on-site Q: drive back-up is not sufficient for this purpose.) Data related to publications should be made available for discussion with other research workers, except where confidentiality provisions prevent sharing of data.

Additional Requirements: Any special standards of work performance and ethical conduct imposed by law or by the University in relation to particular categories of research are deemed to be included in this code in its application to research within the College. These include research procedures of any kind requiring approval by an ethics committee, or by other safety or regulatory committee.

Procedures for Dealing with Allegation of Research Misconduct

A complaint of research misconduct under this Code is to be made in the first instance to the Dean of the College of Business. In those instances where the complaint identifies the dean as a party to the research misconduct, the complaint is to be made to the Vice President for Academic Affairs. Should the dean believe that an investigation should proceed; the dean shall inform the affected party or parties and the immediate supervisor(s) of the complaint as soon as practicable and provide them with all relevant information. The dean shall empanel a committee of three peers to investigate and review the relevant information and recommend a course of action to the dean.

Disclosure of Actual or Potential Conflict of Interest

Researchers shall advise the dean of the College of Business, confidentially, in writing, of any potential or actual conflicts of interest. These may include, but are not limited to, any affiliation with, or financial involvement in, or payment of assistance of any kind from any organization with a direct interest in the subject matter of a research project. In the case of a possible conflict of interest with a funding body, the researcher shall advise the funding body of any potential conflict of interest. It is the responsibility of the authors to ensure that editors involved in any research outlets used by the authors for the work in question are advised of any conflict of interest.

V. Staff

Description of Staff

Within the College of Business there are two types of Staff as defined below:

1. Administrative Exempt Staff: Defined as staff that do not teach. Normally, these are supervisory or administrative positions and 12 month appointments. These staff have a salaried pay base.
2. Non-Exempt Staff: Also defined as staff that do not teach. Normally, these are not administrative positions, but rather support positions, but may be 12 month appointments. These staff have hourly pay.

V.1. Professional Responsibilities of Staff

All staff shall complete the duties outlined in their individual job descriptions, kept on file in the Office of Human Resources and/or in the Office of the Dean. Staff must contact their immediate supervisor within 48 hours of an evacuation of the University in order that the operations of the College may continue if possible. Staff must also abide by all of the policies laid out in the "Policies & Procedures Manual" as found on the website: <http://finance.loyno.edu/human-resources/policies-procedures-benefits-manual>.

V.2. Guidelines for Review of Staff

All staff positions will undergo the annual review process as outlined by the Office of Human Resources in the Policies & Procedures document. The Dean may initiate additional staff reviews when necessary.

The forms used in Performance Management [annual review] may be found on the University website at: <http://finance.loyno.edu/human-resources/employment>. Exempt and Non-Exempt staff are reviewed using the same form. The evaluation form will be sent to the staff member for self-assessment prior to a meeting with their supervisor. The supervisor will also complete an evaluation of staff member using the form. The staff member will discuss the evaluation with their supervisor and the final evaluation given by the supervisor will become part of the staff member's permanent personnel file and be applicable to the Merit Raise evaluation process. The staff member may formally respond to their evaluation in writing.

Staff whose job responsibilities include direct interaction with students [e.g. academic advisors, career counselors] will have student evaluation of performance, as available, included in their annual review.

VI. Policies and Procedures

VI.1-2. Personnel and Committee Files

Personnel File

A personnel file for all faculty and staff members will be maintained in the College of Business office. Faculty and staff members have the right to inspect their files. Any confidential material in this file will be removed prior to inspection. No anonymous material shall be placed in any personnel file. Personnel files typically include a current CV, annual contracts, terms-of-employment documents [appointment, tenure, or promotion letters], grant and sabbatical approval letters, and other official correspondence.

Committee Files

Committee minutes are maintained on the Intranet and Q: drive. Personnel information is provided by the Dean to committees [e.g. Rank and Tenure] as necessary for the decisions/activities of the committee.

VI.3. Program Review Policy

Academic Areas & Responsibilities

The faculty of each area offering a major in the B.B.A. program, and the Accounting faculty in the case of the B.Acc., have the responsibility for planning and assessing the major-required courses in the curricula and ensuring that those courses are consistent with the College mission and learning goals and objectives for the major. The Dean's office will be advised of proposed changes so that input may be provided as to consistency relative to the missions of the College and the University, resource availability, and AACSB and SACS standards. Proposed changes are recommended by the area faculty to the College faculty.

College Curriculum Committees

The Undergraduate Curriculum Committee has the responsibility for planning and assessing the non-major portions (i.e., business adjunct, business core, and non-major business or professional electives) of the B.B.A. and B.Acc., and ensuring that they are consistent with the College mission and learning goals and objectives for the B.B.A. and B.Acc degree programs. Proposed changes are recommended to the College faculty. The Undergraduate Curriculum Committee is composed of the Associate Dean and six elected faculty members (one at-large member elected by the College faculty and one each elected from the areas of Accounting, Economics, Finance, Management, and Marketing). The committee shall seek input from the appropriate faculty in matters where the committee membership does not include a member from a specific discipline or functional area. Committee meetings are open to the entire faculty.

The M.B.A. Curriculum Committee has the responsibility for planning and assessing the curriculum of the M.B.A. and ensuring that it is consistent with the College mission and learning goals and objectives for the M.B.A. degree program. The Dean's office is advised as to plans for proposed changes so that input may be provided as to consistency relative to the missions of the College and the University, resource availability, and AACSB and SACS standards. Proposed changes are recommended to the College faculty. The M.B.A. Curriculum Committee is composed of the Director of Graduate Programs and three faculty members elected by the College faculty from among those who have taught in the program within two years of the election, plus one non-voting M.B.A. student appointed by the Dean.

Approval of Curriculum Changes

Any changes proposed by the area faculty, Undergraduate Curriculum Committee, or M.B.A. Curriculum Committee are recommended to the College faculty at large to ensure that such changes are desirable and consistent with the mission of the College and learning goals and objectives for the College and its programs. Proposed changes approved by the college-wide faculty are then referred to the Dean of the College to ensure that such changes are consistent with the mission and resources of the College and in compliance with AACSB and SACS standards. Proposed changes found to be consistent with the College mission and resources are recommended to the Provost. The Provost and University Course & Curriculum Committee make the final decision on any proposed changes of a substantive nature in any curriculum.

Participation in Curricular Planning

Input into curricular planning is provided through the processes on the next page, by which degree programs are systematically monitored to assess their effectiveness for student learning. The monitoring process includes participation by faculty, administrators, students, alumni, and the business community, and takes into account new learning objectives and contemporary developments in theory and practice.

Processes to Monitor Courses and Curricula

At the beginning of each **fall semester**, the faculty in each major area will meet to review all relevant assessment data collected the prior academic year in their area. This will include summaries of course evaluations [as appropriate and only when able to be distinguished from faculty ratings provided on the same evaluation sheets], direct assessment data from exams or rubrics, and indirect assessments from internship evaluations, mock interview feedback, post-graduation plans, student satisfaction, and any other data as available. The faculty will review these data in the context of stated learning outcomes for their major in order to determine the adequacy of curricula in preparing students for success and to propose any necessary changes. Each curriculum committee will also meet at least once in the fall semester to review similar assessment data at the degree program level in the context of the stated learning outcomes for the degree program(s) for which the committee has responsibility.

Additionally, a series of assessment examinations at both the degree program and major level will be administered at the beginning of each fall semester. At the degree program level, the critical thinking and comprehensive business disciplines examinations will be administered in upper-division business core courses such as BA 415 Business Ethics or BA 445 Business Policy. At the major level, each area will administer its own comprehensive assessment examination in an upper-division required or elective course in the major curricula, such as MKT 450 Advanced Marketing Strategy or INTB 435 Multinational Business Strategy. These examinations will not be graded nor be a required portion of any particular course. The examinations will be proctored by the Assessment Coordinator of the College of Business during the first week of class, so as not to interfere with academic progress.

Any proposed revisions to the curriculum identified as necessary as a result of this assessment process will be drafted by major area faculty in the case of major-required curricular proposals or the relevant curriculum committee in the case of degree-program curricular proposals. These proposals will be sent to the College faculty as a whole for approval by the final faculty meeting of the fall semester.

In the **spring semester**, faculty will review the results of the assessment examinations given in the previous fall semester. Additionally, indirect assessments such as the exit interviews, exit surveys, and retention surveys will be administered in the spring semester of each year. Faculty activity reports for each year are typically due at the beginning of each spring semester, with faculty evaluations taking place near the same time. University assessments such as the post-graduation survey and student engagement survey also take place during the spring semester.

Additionally, each major area and curriculum committee will submit an annual report to the Dean by March 15 that details the review completed in the fall and includes the results of the review, curriculum changes recommended, and resulting approved actions. After a proposal has passed the general faculty vote, any relevant business faculty affected by or contributing to the proposal should work with the proposing body [major area faculty or curriculum committee] and the Dean or Associate Dean to ensure that the proposal moves through University-level curricular planning bodies with all necessary support.

During the **summer semester**, the Dean, Associate Dean, and Assessment Coordinator will review all assessment data for the previously completed academic year in order to prepare for the review by faculty of assessment data and major curricula at the start of the fall semester of the upcoming academic year. Significant revisions, as necessary, to the assessment instruments or university bulletin [updates to learning goals or major curricula structure] are implemented during the end of the spring semester and into the summer period. Annual reports for the College are also written during the summer semester.

VI.4. Sabbatical and Academic Leave for Ordinary Faculty

Sabbatical Leave Summary

The objective of the sabbatical leave program is to enhance the academic quality of the University by providing the faculty member with an opportunity for professional growth over an extended and uninterrupted period. Such opportunities will allow the faculty member to engage in full-time scholarly research, specialized study related to one's academic field, writing, participation in programs designed to improve teaching or other scholarly activities.

An eligible faculty member may elect to take a one semester sabbatical leave at full salary or a two semester sabbatical leave at two-thirds salary. Occasionally, if the Dean in consultation with the Provost and Vice President for Academic Affairs feels a proposal has particular merit, a two semester sabbatical leave at full pay may be offered. Such offers may be made only if funds remain in the budget after all other valid proposals have been accepted, and at no time should such offers require an increase in the budget.

Eligibility for Sabbatical Leave

All full time tenured faculty members are eligible for a sabbatical leave after they have completed 7 years of continuous service as Ordinary Faculty. Normally, subsequent sabbatical leaves are granted in the 7th year or after 12 semesters of qualifying service. Eligibility does not guarantee a sabbatical will be granted.

Other factors affecting eligibility, including "credit" and budget constraints, are discussed in the University sabbatical leave policy. The process for application and acceptance of sabbatical is also discussed therein.

Academic Leave Summary

It is possible for an eligible faculty member to take an extraordinary leave that is not a sabbatical. This process and the acceptable purposes for such leave are discussed in the University academic leave policy.

VI.5. Criteria for Faculty Research Funding

The College of Business abides by the University's policy on grant and leave funding for the purpose of research. Information and current guidelines may be found at <http://www.loyno.edu/CFI/internal-grants>.

VI.6. Criteria for Faculty Travel Reimbursement

Travel by College of Business Faculty may contribute to the attainment of College objectives and fulfillment of the College mission in a number of different ways:

A. Support of Scholarship

The preparation of a manuscript for publication is often a lengthy and difficult process that can benefit from independent review and discussion. Presentation of a paper at an academic meeting provides valuable feedback which can be used in preparing a manuscript for submission to a journal. An alternative outlet for papers presented is in a conference proceedings. In addition to the formal presentation of papers, faculty scholarship may be enhanced by travel to collect data, to confer with experts at other institutions, or other activities.

B. Support of Education Mission

Excellence in instruction, at both the undergraduate and graduate level, can be enhanced only if faculty are aware of current developments in their field of expertise. Attendance at academic meetings is a way of maintaining currency. Often, new ideas are presented and discussed at conventions years before they appear in texts or journals. Also, professional interaction with colleagues from other institutions may have the effect of stimulating professional enthusiasm or energy which impacts positively on classroom performance. For this reason, periodic attendance at academic or professional meetings is encouraged.

C. Support of Service Mission

The local and regional community is the primary focus of our service mission. Travel to testify before the state legislature, to speak before local or regional economic development groups, and other similar activities supports the service mission and is encouraged. The College encourages also national or international level service.

Although the local and regional community is the primary focus of our service mission, the College benefits in a number of different ways from the activities that take place at academic and professional meetings (regional or national). Service to the profession is a legitimate aspect of the College's mission.

Service to the profession can take several forms: 1) serving as a reviewer for manuscripts, 2) serving as a session or tract chairman, 3) serving as a discussant for a paper, 4) participation in panel discussions, or 5) serving as an officer of an association or by volunteering one's time in other similar ways.

Approval Process for Travel

A pre-trip authorization form must be completed and signed by the Dean before traveling. This applies to all Faculty. The purposes for pre-authorization are proper budgeting and the equitable allocation of limited travel funds to activities that are consistent with College objectives and the College mission. Travel requests, when possible, should be submitted by Oct. 1 of the academic year.

Funding Priorities and Levels

Highest priority will be given for travel associated with the presentation of papers at academic meetings, attendance at instructional development workshops, recruitment of faculty, and attendance at accreditation workshops or activities. On an "amount of funds available basis", funding will be provided to support other activities such as: 1) Attendance at academic meetings to be a discussant or session chair; 2) Paper presentations to non academic organizations; 3) Travel to gather research data for paper development; or 4) Support for service to national and regional organizations.

Expenses which are eligible for coverage under the above schedule are:

- Registration: Only that portion of the registration fee which is not member dues will be reimbursed
- Travel / Transportation: If you fly, you should select the lowest economy round trip air fare. If you drive your personal car, reimbursement will be the lower of 1) the lowest air fare available, or 2) the product of the shortest distance to / from the destination and a reimbursement rate of \$.55 per mile; this includes airport parking in New Orleans and transport to / from airport
- Hotel: Please register early to take advantage of any lower convention rates (Excludes laundry, health club fees, etcetera; includes business-related calls)
- Meals (per diem): Both domestic and international federal per diem rates will be used according to http://www.gsa.gov/Portal/gsa/ep/contentView.do?contentType=GSA_BASIC&contentId=17943.

University Reimbursement Policy

The university will reimburse the traveler for reasonable business-related expenditures. Some examples of unallowable expenditures are: Flight Insurance, Airline Clubs, Lost or stolen property, Parking or Traffic Violations, In-room Movies, Personal Entertainment, Personal Gifts, Conference Tours, and Fees to extend the trip for personal vacation. The dean or appropriate officials will make the final decision regarding reimbursement for expenses out of the ordinary.

VI.8. Policies Concerning Faculty External Obligations

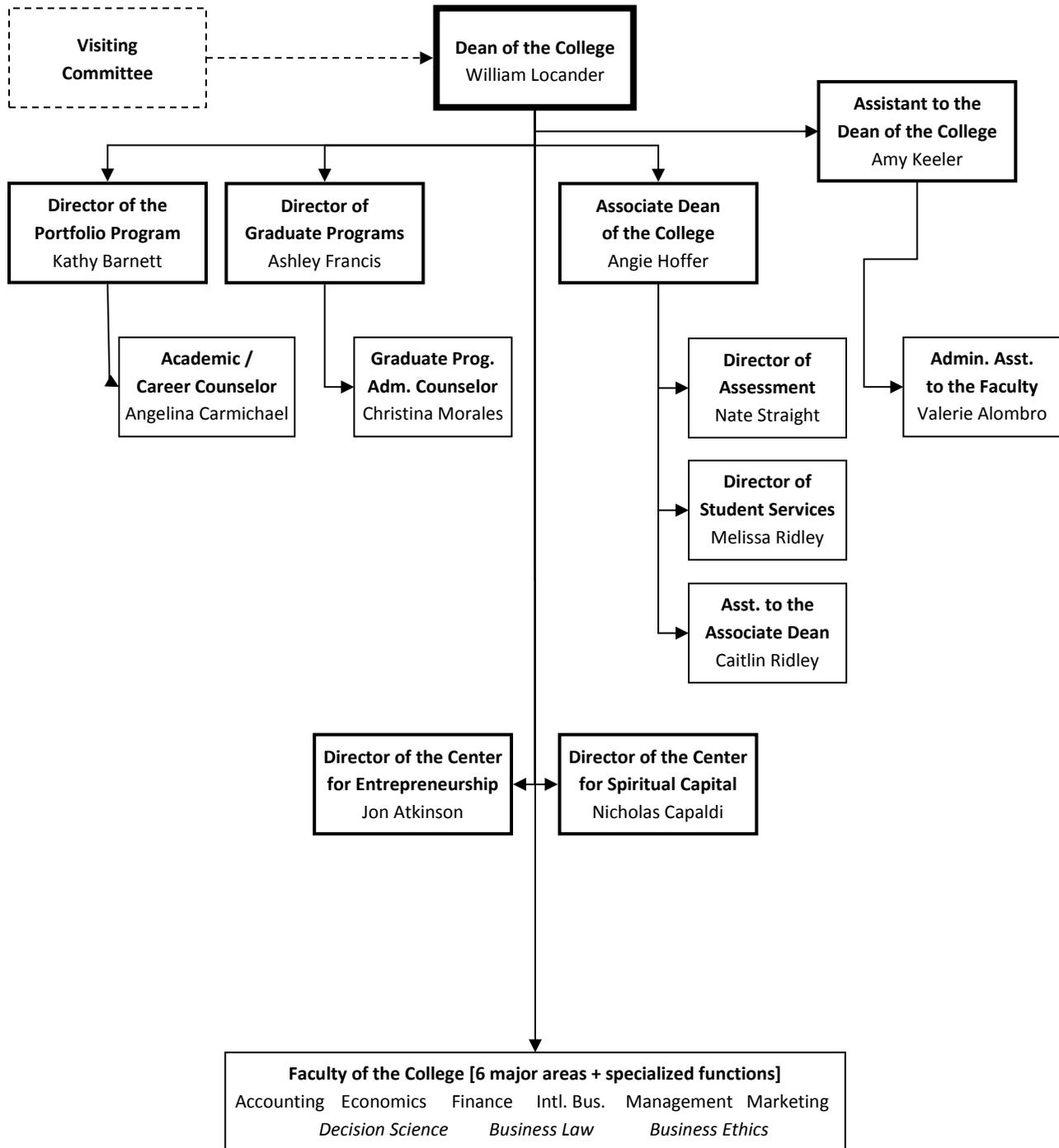
Outside Employment

According to the University Faculty Handbook, "Permission for outside employment must be requested in writing from the Vice President for Academic Affairs. As a general rule, permission will only be given for activities that are professional in nature and that do not require more than approximately one day per week of a faculty member's time" (6-4).

Other Teaching Affiliations

Teaching affiliations with other Colleges and Universities in person, on line or in other formats must be approved in advance by the Dean. Generally, teaching in other programs must enhance the reputation or exposure of Loyola University New Orleans and the College. Priority will be given to other teaching in foreign universities that enhances teaching efforts and makes minimal impact on delivery of regularly scheduled classes. Faculty are encouraged to give the Dean as much advance notice as possible of the opportunity to teach at other institutions and the expected benefits of such opportunities. The Request for Outside Employment form must be completed and signed by the dean and Provost.

VII.1. Organizational Chart for the College



There is no intermediary level of administration [such as an area chairperson or department head] between the Dean of the College and the Faculty of the College. For purposes of coordination [especially in regards to course scheduling], one faculty member in each major area is appointed annually to serve as the point person for contact between the college administration and the faculty of each major area.

VII.2. Description of Organizational Structure of the College

The College of Business is organized into administrative areas, each of which may include one or more of the functioning areas of accounting, economics, finance, international business, management, marketing, and sub-sections of these areas.

In addition to the positions of Dean and Associate Dean, each designated administrative area shall have an area scheduler who shall be assigned responsibility for the smooth functioning of the academic division(s) included in the administrative area. The dean will determine the organizational structure and ensure it is publicized regularly. Job descriptions for administrative positions will also be posted regularly.

The College of Business' leadership consists of two Deans and the area schedulers.

Dean(s) of the College

According to the *Loyola University New Orleans Faculty Handbook*, the principal administrator of the College of Business is the Dean. The Dean exerts leadership in the pursuit of the objectives of the College and collaborates where appropriate with the faculty of the College and with student representatives. The Dean is appointed by the Provost and Vice President for Academic Affairs after consultation with the faculty of the College. The approval of the President is needed for all decanal appointments. Each College shall have by-laws or procedures for identifying and nominating qualified persons for this office; the Provost and Vice President for Academic Affairs shall follow these procedures. Specifically, the Dean shall make recommendations and have responsibility for all matters of faculty status for faculty in his [SIC] College, shall make faculty teaching assignments, shall make determinations concerning the academic status of students, shall prepare the budget for the College and shall represent the College in consultations with the University.

Associate Dean(s) of the College

The Dean of the College of Business is assisted in the duties of the office by the Associate Deans of the College, appointed by the Dean, with the approval of the Provost and Vice President for Academic Affairs; the Associate Deans perform such duties and exercise such authority as may be delegated to them by the Dean. Typically, the Associate Dean(s) will oversee and coordinate issues pertaining to the conduct of Undergraduate & Graduate Programs. Associate Dean(s) will work closely with other administrative offices such as Records & Registration to ensure appropriate policies and procedures are being followed as they pertain to course scheduling, curriculum changes/modifications, room allocation, etc. Associate Dean(s) will also serve as point of contact for student / family issues particularly as they pertain to retention, student conduct, student programs / organizations and the like. Will also serve on the Associate Deans Council and communicate with the faculty on matters of critical importance addressed or raised in that forum.

Area Schedulers / Contact Persons

In the absence of formal area chairpersons, each major area within the College of Business shall have a contact person appointed by the Dean to serve as the chief communicator / organizer within the area. The primary responsibility of this position is to assist the Associate Dean and Assessment Coordinator in scheduling courses each semester. Generally, the Associate Dean and/or Assessment Coordinator will prepare a tentative schedule for distribution to the designated area scheduler, who will then distribute the schedule to faculty in the major / course area for review. It is the responsibility of the area scheduler / contact person to ensure that faculty in the area have adequate input into the scheduling process.

Director of Graduate Programs

Director of Graduate Programs is an exempt staff/administrative position. The director is responsible for overseeing the daily and strategic operation of the M.B.A. program. The Director of Graduate Programs works in concert with a Faculty Program Director on tasks including, but not limited to advising, course scheduling, admissions, student records, communication, marketing, outreach, curriculum development and other projects as assigned by the Dean/Leadership Team. More specifically, the Director of Graduate Programs manages graduate program web site; performs on-going analysis of competitor marketing initiatives; completes statistical analyses of program data; files surveys on program for industry journals, publications, and Web sites. The director also oversees the daily clerical work of undergraduate student assistant or graduate assistant and works in conjunction with the MBA Advisor to assign and monitor all graduate assistantship assignments each semester. The Director of Graduate Programs will also serve on University Graduate Council and may, as needed, represent the MBA program at conferences, professional gatherings and the Jesuit Business Network. Generally, the Director of Graduate Programs is the initial point of contact in resolving student issues of an academic, ethical, personal nature.

Director of Assessment & Program Support

The Director of Assessment will develop and maintain the College's assessment efforts in support of continuous improvement and the College's AACSB accreditation, and will maintain the college web site, bulletin, handbook, and other program information.

VII.3-4. Procedures for Appointment, Reappointment, and Review of Dean and Associate Dean

The Provost and Vice President for Academic Affairs appoint the Dean after consultation with the faculty and staff of the College. The approval of the President is needed for all decanal appointments. The Dean of the College of Business, although tenured as a faculty member, does not have tenure as Dean. The President and the Provost and Vice President for Academic Affairs determine the Dean's term of service, with faculty consultation. The Dean is reviewed annually by the Provost and every five years by the full faculty.

The Associate Dean, even if tenured as a faculty member, does not hold administrative tenure. The Associate Dean is appointed by the Dean, in consultation with faculty and approved by the Provost and Vice President for Academic Affairs, and is reviewed annually by the Dean and every two years by the full faculty.

VII.5-6. College Faculty Meetings and Faculty Committees

The general faculty meetings of the College of Business are attended by all full-time faculty. Faculty members eligible to vote in general faculty meetings include ordinary faculty members and those faculty with a full-time, multiple-year contract for three or more years or who have been teaching in the College of Business full-time for at least three consecutive years. A simple majority of eligible voting faculty constitutes a quorum of a general faculty meeting. Agenda items may be brought by any faculty member, but should be discussed with the Dean or Assistant to the Dean at least 24 hours prior to any meeting.

The administration of the College of Business is assisted, advised, and augmented by a number of College and University committees, which are governed as follows. Faculty shall be elected to committees by a process of nomination followed by general voting. Faculty may self-nominate, but it will be so noted on voting ballots. A simple majority vote will constitute a sufficient vote to elect a nominated candidate to a position. A simple majority of the members of any committee constitute a quorum of that committee.

Committees will meet each semester as often as required to fulfill their obligations. Detailed committee meeting minutes of topics discussed and decisions made shall be maintained and submitted to the appropriate administrative assistant in the Dean's office. These minutes shall be maintained on the Q drive and open for viewing. An oral report shall be given periodically at faculty meetings and one annual written report shall be submitted to the Dean at the end of the academic year.

When deemed necessary, the Dean shall appoint an ad hoc committee for the purpose of accomplishing a time-limited project. The Dean shall appoint the chair and the committee size should be appropriate for the task to be accomplished. The activities of ad hoc committees are reported to faculty at their regular meetings and are also available to faculty through the appropriate administrative assistant.

Strategic Planning Committee

Purpose: This Committee is the primary planning unit at the College level and is responsible to the Dean for College planning and goal-setting.

Membership: Dean and Associate Dean of the College of Business, one faculty representative from each business functional area (Accounting, Economics, Finance, Management, Marketing), one faculty representative for the M.B.A. program, and one at-large faculty representative.

Undergraduate Curriculum Committee

Purpose: This Committee is responsible for program assessment and all general education and business core courses required in the B.Acc. or B.B.A. degrees; it reviews the curriculum to ensure compliance with University and College mission statements and goals, and considers revisions to curriculum as needed.

Membership: Associate Dean, one faculty representative from each area, and one at-large representative.

M.B.A. Curriculum Committee

Purpose: This Committee is responsible for program assessment and all courses required in the M.B.A. degree; it reviews the curriculum to ensure compliance with University and College mission statements and goals, and considers, in consultation with graduate faculty, revisions to the degree as needed.

Membership: Director of Graduate Programs and three faculty representatives.

Rank and Tenure Committee

Purpose: To share responsibility for recommending to the Vice President for Academic Affairs actions concerned with promotion and tenure.

Membership: The College of Business Rank and Tenure Committee consists of seven tenured or tenure-designate faculty members and two non-tenured ordinary faculty (if that number exists within the College).

College Visiting Committee

Purpose: This Committee assists in attaining our mission and vision, and living by our values through connection, support, and simple good will with the local, regional, and even national business community.

Membership: The College of Business Visiting Committee brings together alum and non-alum alike who share a common interest in advancing the mission of the college. Committee members offer their professional experience and serve as vital conduits to the business community. Members are appointed by the University President upon recommendation of the dean and Institutional Advancement.