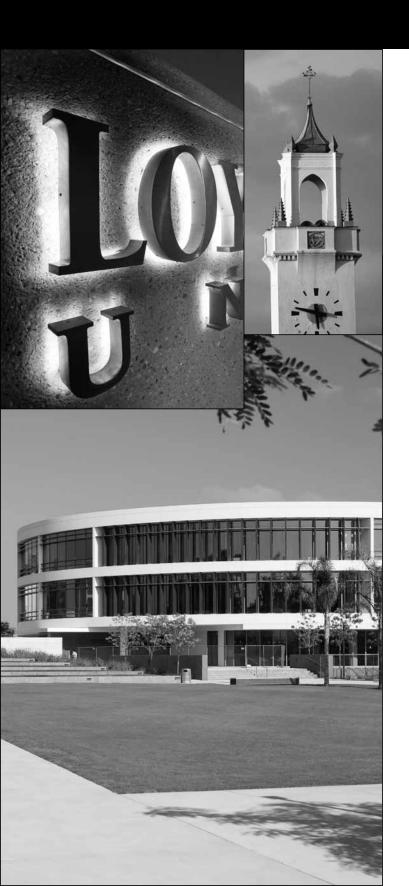
# Office of the Vice President for Intercultural Affairs

helping loyola marymount university move toward inclusive excellence



Flexible And Accommodating Faculty Retention Policies And Programs



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#### **Overview**

It has been said that "the excellence of higher education is a function of the kind of people it is able to enlist and retain on its faculties" (Bowen & Schuster, 1986 as cited in Zhou & Volkwein, 2004, p. 139). Higher education researchers believe that "some mobility in academia is good because it provides individuals with greater opportunities for professional achievement or brings new vitality to an academic department" (Zhou & Volkwein, 2004, p. 140). However, Ehrenberg, Kasper, and Rees (1990), Rosser (2004) and Xu (2007) found that a low faculty retention rate creates costly monetary and academic consequences for institutions and academic departments. Monetary consequences include a lost return on a previous investment, the monetary cost of recruiting a replacement, and the time of other faculty diverted to the hiring process. Academic consequences include disruption of research and teaching programs, discontinuity in student mentoring, discontinuities in departmental and student planning, and a loss of graduate student advisors. In an effort to bolster the retention and continued recruitment of outstanding faculty, colleges and universities have developed flexible and accommodating policies and programs to remove obstacles to productivity, improve the integration of life and work, and enhance job satisfaction (Morse, 2009).

Riskin, Yen, and Quinn (2006) assert that while many institutions of higher education have adopted flexible and accommodating faculty retention policies and programs, these benefits can be hidden in manuals, handbooks, and websites. Therefore, faculty may be unaware of their availability or unsure of the details and criteria for eligibility. We created *Flexible and Accommodating Faculty Retention Policies and Programs* to communicate Loyola Marymount University's interest in retaining its faculty. This reference contains a

snapshot of available benefits with links to additional information. LMU's *Flexible and Accommodating Faculty Retention Policies and Programs* comprises an array of benefits including professional development, leaves and extensions, work-life balance, financial assistance, diversity and inclusion, and programs that aid in the transition to the University.

Professional development policies and programs have been shown to be a contributing factor in faculty retention. Professional development policies and programs at LMU include sabbatical leaves, assistance with external grants, internal grants for faculty development, and the Rains Research Assistant Funds Program. These benefits are provided to enhance expertise in research and increase faculty satisfaction with the University and other institutional units (Rosser, 2004).

Leave policies and related extensions enable faculty to prioritize their personal and professional lives, which requires time, guidance, and reflection. These policies and extensions allow leaves of absence for a variety of reasons. One such example is the tenure-clock extension offered at LMU. Tenure-clock extensions provide opportunities for faculty to extend their probationary period to address health issues, childbirth, adoption, care giving responsibilities, or other significant life disruptions. Other leave policies include personal, bereavement, military, and personal leaves. Not only do these policies impact faculty retention, but they also help colleges and universities recruit outstanding faculty, oftentimes at no cost to the institution (University Business, 2009).

#### **Overview**

Work-life balance programs are designed to help faculty strike a balance between their personal and work lives and are also paramount to faculty retention. Rosser (2004) asserts that work-life programs strongly impact employee satisfaction. Programs in this category may include counseling, physical and spiritual development, seminars, and workshops (University of Virginia School of Medicine, 2008).

Financial assistance policies and programs such as childcare, faculty housing, travel grants, and tuition remission, support faculty professional, personal, financial growth and development. For example, when faculty have access to high quality on-campus childcare centers, they tend to return to work earlier from maternity/paternity leaves, which can have a positive impact on productivity and concentration (Raabe, 1997). Thus, institutional responsiveness to affordable and accessible childcare services as well as other programs that provide financial benefits assist faculty in balancing career and family life (Columbia University, n.d.).

Inclusion of diverse cultures and perspectives in research, curriculum and pedagogy help institutions create healthy climates, which ultimately helps to attract and retain faculty (UC Campus Climate Work Team Report, 2007). In an effort to support diversity and inclusion, LMU established 1) the Ethnic Minority and Gay/Straight Faculty/Staff Network to address issues of interculturalism at critical points such as faculty recruitment and 2) Pedagogy Workshops, which provide pedagogical support to help faculty create inclusive climates in the classroom. In addition, LMU has a discriminatory harassment and complaint process and a statement on non-discrimination policy.

Programs designed to orient employees or help them transition into the institution provide opportunities for new faculty to become acquainted with resources on campus. Transition programs increase the likelihood that incoming faculty will be retained because they gain an understanding of the workings of the institution and the local community. The University provides an orientation program to help new faculty transition into the institution.

In conclusion, efforts to provide faculty with the flexibility to accommodate and balance the needs of family and work contribute to their productivity, satisfaction and retention (UCOP, 2002). We believe that Flexible and Accommodating Policies and Programs will ensure that LMU faculty are knowledgeable about the benefits that impact their lives and work.

# Loyola Marymount University's Mission and Catholic/Jesuit/Marymount Identity

Founded in 1911 and located in Los Angeles, Loyola Marymount is the only Jesuit/Marymount University in the southwestern United States. It is institutionally committed to Roman Catholicism and takes its fundamental inspiration from the traditions of its sponsoring religious orders. At both the undergraduate and graduate levels, Loyola Marymount has always been, above all, a student-centered university. It understands and declares its purpose to be:

- The encouragement of learning
- The education of the whole person
- The service of faith and the promotion of justice

Each of these phases takes on special significance when considered in light of the university's Catholic and Jesuit/ Marymount identity.

#### The Encouragement of Learning

At LMU the encouragement of learning occurs in the context of an intellectual and cultural tradition that is marked by characteristics such as these:

- It views the world as sacramental and seeks to find God in all things.
- It esteems both imagination and intellect.
- It takes philosophical and theological thinking seriously.
- It engages ethical discourse and pursues the common good.
- It shuns the supposition that there can be value-free facts.
- It seeks an integration of knowledge in which "faith and reason bear witness to the unity of all truth" (Ex Corde Ecclesiae, 1990, par. 17).

As foundational for inquiry and learning, and consistent with Catholic emphases since the landmark Vatican Council (1962-64), Loyola Marymount intentionally strives to build an intercultural community, actively recruiting students, faculty, and staff from ethnically diverse backgrounds. In a similar way, the university places a premium on ecumenical interfaith dialogue. All religions are taken seriously, and a genuine welcome is extended to faculty, staff, and students of diverse faith traditions. This means that at LMU the encouragement of learning is a radical commitment to free and honest inquiry in teaching, research, and creative projects—but always with reverence before the mystery of the universe and openness to the Transcendent.

#### The Education of the Whole Person

With roots in the spiritual humanism of the renaissance, the university's Jesuit and Marymount traditions have as one of their chief characteristics an abiding concern for the education of the whole person. Growth in knowledge and mastery of a discipline are only part of the total educational experience. As one alumnus has remarked, "I consider my time at LMU a rite of passage to adulthood when I grew intellectually, emotionally, and spiritually." This kind of integrated personal growth reflects what is traditionally understood by the education of the whole person. It takes place not only in the classrooms, laboratories, and library, but also in the chapels, residence halls, and recreation centers, on the athletic fields, in off-campus service projects, in campusministry retreats, and, indeed, wherever students gather. Faculty and staff all contribute to it when they establish a personal relationship with students, listen to them, respect their individuality, and help them to develop their unique talents for lives of freedom and responsibility, leadership and service.

# Loyola Marymount University's Mission and Catholic/Jesuit/Marymount Identity

At its best, the education of the whole person comes to fruition not simply in personal integration but in a transformational sense of one's place in the global village, and a concern for those living on the margins of society. From LMU's perspective, today's whole persons are men and women with and for others—visionary men and women able to see beyond the bounds of culture and class, and eager to work for the common good wherever it is thwarted by economic, political, or social injustice.

service of faith and the promotion of justice thus looks toward attitudinal change as a prompt for students—and all associated with LMU—to understand the causes of injustice and to work for humanizing changes in society.

#### The Service of Faith and the Promotion of Justice

In linking active concern for the disadvantaged to the service of faith, Loyola Marymount follows the lead of its sponsoring religious communities and the post-Vatican II Church in acknowledging that work for social justice is a requirement—not simply an option—of biblical faith. Even while making common cause with men and women whose work for social justice is motivated by noble secular values, LMU finds its deepest inspiration for the promotion of justice in the concern of the Hebrew scriptures for "the widow, the orphan, and the stranger in the land" and the preference of the Gospels for the "least" of Jesus' brothers and sisters.

There are many opportunities for members of our community to reach out to those in need, but doing good for the poor without a change of heart falls short of the university's faith-and-justice mission. The student who returned from a spring-break immersion to report that "I went there thinking I would serve the people of Appalachia but had no idea how they would change my perception of materialism" speaks to this distinction—and verifies an important pedagogical insight: "When the heart is touched by experience, the mind may be challenged to change." As a pillar of our mission, the

# **Recommendations for Deans and Department Chairs**

Creating a college, school or department climate that supports the diversity of family structures, situations, and needs rests on wide-scale acknowledgement and acceptance of flexible and accommodating policies and programs. Deans and department chairs are key agents in the dissemination of information. We provided the recommendations below to encourage deans and department chairs to accept responsibility for informing faculty about *LMU's Flexible and Accommodating Faculty Retention Policies and Programs*.

- Review and assess your department's current practices and climate around family friendliness (San Jose State University, n.d., p. 22).
- Make becoming family-friendly a major priority and goal for your department. Departments are family friendly when they support policies, resources and cultural practices that allow faculty to successfully integrate work and family needs (San Jose State University, n.d., p. 22).
- Know the flexible and accommodating policies and programs that apply to your faculty – most faculty learn about them from their department chair (San Jose State University, n.d., p. 22).
- Make the use of family accommodations the standard for conducting business in your department rather than viewing them as exceptions or "special privileges" (San Jose State University, n.d., p. 22).
- Communicate the availability of LMU's policies and programs. Communicating the details and importance of policies to faculty will ensure that the use of policies will be seen as legitimate and treated

- as routine. This strategy will also ensure that policies and programs are implemented consistently across the college/school/department. When everyone in the department is aware of the available policies and programs, it helps assure faculty that they won't be arbitrarily disadvantaged in promotion, advancement or compensation (Quinn, Lange, & Olswang, 2004; San Jose State University, n.d.).
- Become conscious about unconscious bias issues concerning care giving and gender. Maintain "zero tolerance" for discriminatory and disparaging comments and behavior (San Jose State University, n.d., p. 22).
- Establish routine methods to meet departmental teaching requirements. When a faculty member shifts to part-time status or uses leave, the department should have a plan to secure teaching coverage (Quinn, Lange, & Olswang, 2004).
- Be proactive about recruiting and hiring diverse faculty for your department, including those who have temporarily slowed down their career for family care-giving reasons (San Jose State University, n.d., p. 22).
- Implement small changes that can have a significant impact on the culture of your department, e.g. family-friendly scheduling for meetings and acknowledgement of the diversity of faculty needs (San Jose State University, n.d., p. 22).
- Seek out mentoring resources for junior faculty parents about combining work and family (San Jose State University, n.d., p. 22).

## **Professional Development Policies**

#### Sabbatical Leaves

Recognizing the necessity for faculty members to acquire new experiences to enrich their teaching and also to provide time for research projects and writing, many Universities support the principle of sabbatical leave. Sabbatical leaves are normally granted to work on some project of study, writing, or research associated with the faculty member's work. In any given year, sabbatical leaves will normally be granted to a number of faculty members. In general, the order of selection will be determined by seniority. Sabbatical leaves provide stipends which, generally, allow for: (1) One semester at full salary; or (2) one academic year at one-half of full salary.

#### LMU provides **Sabbatical Leaves** as follows:

- A faculty member with the rank of Assistant Professor or above who has served six or more consecutive years at Loyola Marymount as a full-time, tenure-track member of the faculty is eligible for consideration for a sabbatical leave
- In any given year a sabbatical leave will normally be granted to twenty or more faculty members. In general, the order of selection will be determined by seniority.
- Generally, the faculty member is expected to take the sabbatical as scheduled, and no more than two postponements will be granted.
- Eligibility for sabbatical leave continues for every full-time faculty member who returns for at least one full year of full-time teaching before retirement unless illness, injury, or death of the member makes the return impractical or impossible.

For further information, please see <a href="http://www.lmu.edu/AssetFactory.aspx?vid=25347">http://www.lmu.edu/AssetFactory.aspx?vid=25347</a> at Faculty Handbook, Section V-38 (LMU).

#### **External Grants Assistance**

Many Universities offer assistance in obtaining external grants for research and other purposes as a benefit to faculty members. Frequently, institutions will have special departments staffed to assist faculty in applying for external grants. These departments assist with tasks including, but not limited to: Crafting budgets, reviewing grant guidelines and assisting faculty to respond effectively thereto, reviewing the narrative, gathering additional supporting documents for the proposal, and providing information needed to complete the grant proposal applications.

LMU provides External Grants Assistance as follows:

The Office for Research and Sponsored Projects (ORSP) assists faculty and staff in the pursuit of external funding opportunities such as grants and contracts. Research includes a wide range of scholarly activities, including formal empirical investigations, qualitative and quantitative studies, humanistic inquiries, curriculum development, and creative work.

Sponsored projects include direct service programs within the University, outreach programs, and partnerships with local organizations, such as schools and nonprofits.

For further information, please see http://www.lmu.edu/libraries\_research/sponsored\_projects.htm.

#### Internal Grants for Faculty Development

Many Universities fund internal research grants for which faculty members may apply. These grants often relate to special areas of study or need within the institution and, as such, are available to all faculty. In other cases, the grants are offered by the different disciplines within the institution and may be accessible to faculty within a particular school, college or department.

LMU provides **Internal Grants Assistance** as follows:

The **Office of Faculty Support** coordinates several internal grants for faculty in the following areas:

- Academic Technology
- Faith and Justice Research
- Faith and Justice Curriculum Development
- Catholic Studies Curriculum Development
- Transformation of Upper Division Courses in the Major

For a listing of current Internal Grants, please see http://www.lmu.edu/academics/cao/facultyresources.htm.

In addition, there are internal research grant opportunities offered by various Schools/Colleges and Departments at LMU. For information regarding internal grants, please contact the appropriate Dean's office.

#### Rains Research Assistant Funds Program

The Rains Research Assistant Funds Program is intended to support faculty research by providing financial support for faculty to hire a student research assistant. This program is available to all tenured and tenure-track faculty. Faculty members on a leave of absence are not eligible. Faculty members on sabbatical must have their Dean designate an alternate supervisor if they are going to be out of the area to approve etime hours. All awards are restricted to a maximum of 120 hours for the academic year, including summer. Amounts that exceed the 120 hour limit will be paid for out of the School/College budget. All hours must be completed by the end of the academic year. Faculty are responsible for keeping track of their declining award balance and their student's declining balances.

For further information, please contact **Mr. Dale Steinbacher,** Office of Faculty Support, at **(310) 258-5693.** 

#### **Leave Policies and Related Extensions**

#### Maternity/Paternity Leave

Sometimes referred to as "childbirth/adoption leave" or "baby bonding leave" – these policies provide faculty a leave of absence for varying periods of time, with or without pay, in connection with the birth or adoption of a child, or placement of a child for foster care. These policies are often included in broader policies which also govern other faculty leaves of absence, including, but not limited to family medical leave.

#### LMU provides Maternity/Paternity Leave as follows:

LMU provides faculty with up to 12 weeks Maternity/Paternity leave in accordance with federal and state law. Furthermore, LMU provides faculty with full salary continuation (coordinated with State benefits) during maternity/paternity leave for a period of time that is based upon their length of service with the University.

During any paid portion of maternity/paternity leave (benefits remain in full effect), LMU continues to pay its share of insurance premiums and make retirement contributions and the faculty member's share of such premiums/contributions are deducted from the faculty member's pay.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Family/Medical Leave

These policies provide faculty members leaves of absence for varying periods of time, with or without pay, so the faculty member can attend to his or her own serious medical condition or the serious medical condition of a close family member and/or attend to other circumstances prescribed by law.<sup>1</sup> The leave entitlements of these policies are generally governed by federal and state law, however many Universities offer benefits greater than that which is legally required.

#### LMU provides Family Medical Leave as follows:

LMU provides faculty with up to 12 weeks family/medical leave in accordance with federal and state law. Furthermore, LMU provides faculty with full salary continuation (coordinated with State benefits) during family/medical leave for a period of time that is based upon their length of service with the University. During any paid portion of family/medical leave (benefits remain in full effect), LMU continues to pay its share of insurance premiums and make retirement contributions and the faculty member's share of such premiums/contributions are deducted from the faculty member's pay.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

In addition, LMU provides **Pregnancy Disability Leave** as follows:

LMU provides female faculty with up to 4 months pregnancy disability leave in accordance with state law. While pregnancy itself may not involve a disability, this leave applies to a period during which a faculty member is disabled due to pregnancy, childbirth or related medical condition, e.g., due to severe morning sickness, doctor-ordered bed rest or after childbirth. LMU provides female faculty with full salary continuation (coordinated with State benefits) during a pregnancy disability leave for a period of time that is based upon her length of service with the University.

During any paid portion of a pregnancy disability leave (benefits remain in full effect), LMU continues to pay its share of insurance premiums and make retirement contributions and the faculty member's share of such premiums/contributions are deducted from the faculty member's pay.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Personal Leave

These policies generally provide unpaid leaves of absence for reasons which do not qualify under other leave policies or in cases where other leaves have been exhausted.

#### LMU provides **Personal Leave** as follows:

LMU policy provides that, in exceptional circumstances and at the University's sole discretion, the University may provide a faculty member a personal leave of absence without pay, for a period not to exceed one year. During a personal leave, the faculty member is responsible for remitting the full cost of insurance premiums related to any election of continued benefits.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Leave Policies and Related Extensions

#### **Bereavement Leave**

These policies generally provide faculty members paid or unpaid leave due to the death of an immediate or close family member.

#### LMU provides **Bereavement Leave** as follows:

LMU grants faculty members paid leave for up to five (5) days upon the death of a member of his or her immediate family (defined as a faculty member's parents, legal guardian(s), brother, sister, spouse, children, child's spouse, grandchild, grandparents, in-laws [mother/father in-law, sister/brother in-law, daughter/son in-law] and step-relatives [step-parent and step-child].

LMU grants faculty members paid leave of one (1) day upon the death of a close family member (defined as a faculty member's aunt, uncle, cousin, niece, or nephew).

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Military Reserve Leave

These policies set forth the impact a faculty member's call to military training duty as a member of the Armed Forces Reserve or National Guard has upon issues such as compensation and benefits.

#### LMU provides **Military Reserve Leave** as follows:

LMU policy provides that faculty who are required to participate in annual military training duty as members of the Armed Forces Reserve or National Guard will receive the difference between his or her military pay and his or her regular University pay for a period of up to the end of the term of his or her current faculty agreement (05/15/xxxx for Westchester faculty, 06/30/xxxx for Law School faculty).

While on leave, the faculty member is issued his or her regular payroll check, and upon returning from leave the faculty member must turn over the military pay to the University, along with a copy of the military pay voucher. In the event an unpaid leave is required, group health benefits will continue at no cost to the faculty member and there is no obligation to turn over to the University the military pay during the unpaid period.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Tenure-Clock Extension

These policies provide for "stopping the tenure clock" for purposes of child bearing or rearing when a professor takes a full or partial leave of absence, paid or unpaid, and generally allow a faculty member to stop the tenure clock or extend the probationary period during a period he or she is the primary or coequal caregiver of newborn or adopted children.<sup>2</sup>

#### LMU provides Tenure-Clock Extension as follows:

LMU policy provides that faculty who take a maternity/ paternity, family medical, pregnancy disability, workers' compensation or Military Reserve leave will not have the leave considered a 'break in service' for the purpose of determining longevity or seniority with the University.

However, LMU policy provides that – at the faculty member's discretion – any leave of a semester or longer may postpone rank and tenure review without prejudice for one (1) academic year.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

#### Sabbatical-Eligibility Extension

Sabbatical-Eligibility Extensions occur when a sabbatical-eligible professor takes a full or partial leave of absence, paid or unpaid, and generally allows a faculty member to stop the sabbatical clock or postpone sabbatical during a period when he or she is the primary or coequal caregiver of newborn or adopted children.

# LMU provides **Sabbatical–Eligibility Extension** as follows:

LMU policy provides that faculty who take a maternity/ paternity, family medical, pregnancy disability, workers' compensation or Military Reserve leave will not have the leave considered a 'break in service' for the purpose of determining longevity or seniority with the University.

However, LMU policy provides that – at the faculty member's discretion – any leave of a semester or longer may postpone sabbatical eligibility without prejudice for one (1) academic year.

For further information, please see the Faculty Leave Policy 10.01.08 at http://www.lmu.edu/AssetFactory.aspx?did=30779.

## Work-Life Balance Programs

#### Work-Life Balance Benefits

This category of benefits is offered to support the integration of work and personal lives, provide resources for faculty through the different stages of life, promote healthy lifestyles, and create a quality work environment. Work-Life Balance benefits encompass a broad scope of benefit offerings including, but not limited to: Employee Assistance Programs, parental support groups, assistance in locating quality child or elder care and programs encouraging physical and spiritual health.

LMU provides Work-Life Benefits as follows:

#### Counseling

LMU provides the Employee Assistance Program (EAP), a strictly confidential service provided at no cost to full-time faculty and their dependents. Experienced, licensed professional counselors are available to assist with personal and family concerns, in addition to work-life issues such as legal and financial services, career conflicts, and child care/elder care resources. Helpline counselors are available 24 hours a day, seven days a week, and the EAP also provides up to three office visits every six months, free of charge.

For further information, please contact **Human Resources** at (310) 338-2723.

LMU provides **Ombuds Services for Employees.** During the last seven years, the Vice President for Intercultural Affairs has provided Ombuds Services for Loyola Marymount University (LMU) employees. While serving LMU in the capacity of Ombudsperson, the Vice President for Intercultural Affairs acts as an independent, impartial, neutral, confidential and informal resource for faculty, staff and administrators seeking to address on an informal basis University-related problems, disputes and complaints. The goals for LMU's Ombuds Services are to help employees identify underlying causes of problems, facilitate fair and respectful interactions, establish problem-solving options and foster informal resolutions.

For further information, please see <a href="http://www.lmu.edu/about/">http://www.lmu.edu/about/</a> Diversity/intercultural/Strategic\_Plan/Initiatives/Initiative\_5\_\_ Advocacy\_\_\_Support.htm.

#### Work-Life Issues

LMU employs a dedicated **Work/Life Resource Counselor** in Human Resources who is available to assist faculty with work-life issues. The Work/Life Resource Counselor provides assistance by counseling, providing support in managing such issues as childcare, elder care, etc., and offering programs aimed at fostering the work-life balance of LMU faculty members.

For further information, please contact **Human Resources** at (310) 338-2723.

#### Physical Health Programs

LMU's **Burns Recreation Center** offers faculty use of its facilities, classes and equipment for a nominal monthly fee.

LMU created a **full-time Wellness position** in Human Resources. The HR Specialist/Wellness is responsible for developing programs to assist faculty and staff with understanding and living healthy lifestyles. At present, the HR Specialist/Wellness leads initiatives related to health (Yoga/ Pilates classes, walking groups, Weight Watchers, etc.)

For further information, please contact **Human Resources** at (310) 338–2723.

Spiritual Health and Development Programs

LMU's Center for Ignatian Spirituality offers faculty an opportunity to seek and develop personal spirituality. Faculty members have access to the Center for ad-hoc pastoral concerns that arise in their lives, such as sickness or a death, and matters that touch upon faith or religion. The Center offers events in which presenters share their knowledge and personal experience on topics related to spirituality. The Center's website includes not only a weekly spirituality essay but also a collection of Ignatian spirituality essays on discernment and decision-making. A weekend retreat is made available each year at an off-campus location. In addition, the Center provides, as its most significant gift for faculty, the Ignatian Spiritual Exercises for Busy Persons.

For further information, please see <a href="http://www.lmu.edu/libraries\_research/CIS.htm">http://www.lmu.edu/libraries\_research/CIS.htm</a>.

Interdisciplinary Research, Teaching, & Convivial Conversations

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

For further information, please see: http://www.lmu.edu/Page9012.aspx.

## **Financial Assistance Policies and Programs**

#### **Tuition Remission**

These policies offer faculty members and, often, their spouses and qualifying dependent children, tuition reductions at the employing institution or, in limited cases, tuition reimbursements for courses taken at other institutions.

#### LMU provides Tuition Remission Benefits as follows:

Full-time, regular faculty members, their spouse, and eligible dependent child(ren) receive full tuition remission. There is no waiting period. Generally, tuition remission benefits may be applied towards:

- Completion of a single, undergraduate degree and/or a single Masters degree or a law degree from Loyola Law School or a JD/MBA or other dual program degree
- Completion of a Credential/Certificate program offered by one of the University's six Schools/Colleges

For further information, please see: http://www.lmu.edu/Assets/ Tuition+Remission+Summary+-+Retiree.pdf.

#### **Faculty Housing**

These policies offer faculty members assistance with residential rentals or the purchase of a home. This assistance often comes in the form of home purchase assistance, rental assistance, security deposit assistance, assistance locating housing, home relocation assistance, etc.

# LMU's **Real Estate and Faculty Housing** Program provides:

- Tenure-track and tenured faculty are eligible for the program after their first year of teaching;
- Up to \$150,000 loan for down payment for first-time buyers in this market or faculty moving more than 50 miles: and
- Subject to certain restrictions, rental assistance for tenure track-faculty prior to award of tenure.

For further information, please see http://www.lmu.edu/about/services/bao/realestate.htm.

#### Childcare

Many universities operate childcare centers where, space permitting, faculty members can enroll their children. Some universities offer reduced tuition rates at the university operated facility or a subsidy to faculty for childcare for use at other centers.

LMU has an on-site childcare facility.

The LMU Childcare Center (LMUCC) is an on-site, employer sponsored, non-profit organization dedicated to providing quality care for children belonging to the Loyola Marymount University and the greater Westchester community. Subject to available space, faculty may enroll their child at LMUCC. LMUCC Tuition is reduced for faculty. The LMUCC maintains a waitlist and immediate enrollment cannot be expected.

For further information about LMUCC, please see: http://www.lmu.edu/about/services/lmucc.htm.

#### **Domestic Partner Benefits**

These policies provide group and other benefits of employment to registered domestic partners of faculty members. These benefits generally include, but are not limited to: insurance benefits (health, disability, life, etc.), tuition remission, child care, family and bereavement leaves and retirement plans. Many Domestic Partner Benefits policies are governed by state laws, while others are the result of a collective bargaining agreement or voluntary institutional policies.<sup>3</sup>

For further information, please contact **Human Resources** at (310) 338-2723.

#### Miscellaneous Financial Assistance

LMU's **Faculty Computer Personal Loan Program** provides tenure-track and tenured faculty with a minimum \$1000 to maximum \$3000 loan, at no interest, payable over a three-year period to purchase a personal computer.

For further information, please see http://www.lmu.edu/AssetFactory.aspx?vid=31772.

LMU's Center for Teaching Excellence provides faculty members the opportunity to apply for Travel Grants to cover the costs of traveling to conferences, workshops, meetings, professional development and professional affiliations related to LMU's teaching mission.

For further information, please see <a href="http://www.lmu.edu/libraries\_research/cte.htm">http://www.lmu.edu/libraries\_research/cte.htm</a>.

# **Diversity and Inclusiveness Policies and Programs**

#### Support for Diversity and Inclusiveness

These policies and programs generally relate to the prohibition of unlawful discrimination and harassment and provide resources in support of inclusiveness. Policies supporting diversity and inclusiveness frequently follow federal and/or state antidiscrimination and anti-harassment laws.

LMU provides **Support for Diversity and Inclusiveness** as follows:

LMU implemented its **Statement of Non–Discrimination** policy, which sets forth the University's position on discrimination and harassment prohibited by federal, state and local law. The policy also defines hate crimes and bias-related incidents and includes language prohibiting such conduct. Finally, the policy provides information regarding to whom a faculty member should direct a complaint of conduct in violation of the policy.

For further information, please see http://www.lmu.edu/about/Diversity/Report\_Discrimination\_\_\_Bias\_Incidents/Policies\_\_\_Procedures.htm.

LMU's **Discriminatory Harassment and Complaint Process** policy reiterates the University's prohibition of discrimination and harassment. It also sets forth the University's established procedures regarding the making, investigating and resolution of a complaint, as well as its procedures relating to appeals of such resolutions. The policy also sets forth the University's policy against retaliation for making or participating in the investigation of a complaint, its recordkeeping duties, as well as its policies regarding training on issues of discrimination and harassment.

For further information, please see http://www.lmu.edu/about/Diversity/Report\_Discrimination\_\_\_Bias\_Incidents/Policies\_\_\_Procedures.htm.

The **Pedagogy Workshops** were designed to promote the success of faculty in their second year of teaching at Loyola Marymount University. The goals for Pedagogy Workshops are threefold: (1) provide professional development linked to the mission of the University and interculturalism, (2) provide pedagogical support for tenure-track faculty in their second year of teaching at LMU, and (3) prepare faculty to teach in LMU's diverse classrooms. The goals are addressed through a series of four, two-hour workshops throughout the academic year. In addition, participants receive ongoing support from senior faculty facilitators who serve as liaisons between the junior faculty, deans and department chairs. Facilitators also provide mentoring and consultation services to participants on a voluntary basis.

For further information, please see <a href="http://www.lmu.edu/about/">http://www.lmu.edu/about/</a> Diversity/intercultural/Strategic\_Plan/Initiatives/Initiative\_3\_ Inclusive\_Curriculum.htm

The Ethnic Minority and Gay/Straight Faculty/Staff Network is an initiative housed in the Office of the Vice President for Intercultural Affairs. Network executives include two representatives from the African-American, Latino/a and Asian-Pacific Islander faculty/staff associations, and the Gay/ Straight Faculty-Staff Network. The network addresses issues of interculturalism as it pertains specifically to faculty and staff at critical points such as recruitment and retention, as well as other aspects relevant to their professional lives.

For further information, please see http://www.lmu.edu/about/Diversity/intercultural.htm.

## Transition to the University Program

Many universities offer programs to newly hired faculty members to help them transition into their new working environment. These programs frequently provide new faculty with information regarding resources available to them, benefits and professional expectations.

LMU's **New Faculty Orientation** is designed to provide new faculty with a comprehensive introduction to the University and its mission, as well as the resources and support services that will help them succeed as teacher-scholars.

The program begins with a two-day orientation in August before the start of the fall semester. The focus of these two days is on the mission of the University and on practical knowledge that will help faculty feel well-prepared for the beginning of the semester. New faculty members have the opportunity to meet with representatives of campus offices that support faculty in their teaching, research, and service, and they participate in hands on sessions on how to navigate classroom technology. The University's strong commitment to the education of the "whole person" is the focus of a session devoted to an overview of LMU students.

New faculty members also participate in practical sessions on how to design a course and write a syllabus, and how to balance teaching, scholarship, artistry, and service.

New faculty have the opportunity to meet several times during their first year with their cohort and to participate in on-going orientation sessions designed to enhance their teaching, deepen their understanding of the mission, and to help them develop successful scholarly or creative work programs.

For further information, please see <a href="http://www.lmu.edu/academics/cao/New\_Faculty\_Orientation.htm">http://www.lmu.edu/academics/cao/New\_Faculty\_Orientation.htm</a>

#### **Endnotes**

- For example, effective January 16, 2009, the U.S. Department of Labor enacted regulations outlining the newly defined military leave provisions contained in the National Defense Authorization Act for FY 2008 (NDAA), Pub. L. 110-181 which expanded leave entitlements for family members of active service members under the Federal Family Medical Leave Act ("FMLA"). These additional legally mandated leave entitlements are incorporated into leave policies either explicitly or by incorporation by including policy language that references faculty receiving all leave entitlements required by federal or state or local law.
- <sup>2</sup> See, "Statement of Principles on Family Responsibilities and Academic Work". www.aaup.org/AAUP/pubsres/policydocs/contents/ workfam-stmt.htm.
- <sup>3</sup> Euben, Donna. Domestic Partner Benefits on Campus: A Litigation Update (2005). www.aaup.org/AAUP/protect/legal/topics/partners.htm.

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# Office of the Vice President for Intercultural Affairs

helping loyola marymount university move toward inclusive excellence

### vision

The Office of the Vice President for Intercultural Affairs works with the Office of Mission and Ministry to ground its principles and practices in the Catholic identity of Loyola Marymount University (LMU) and the traditions of its sponsoring religious orders. As a unit integrated across LMU, the Office of the Vice President for Intercultural Affairs' collaboration with faculty, staff and students increases student learning and citizenship outcomes that facilitate the development of men and women for others.

#### mission

LMU understands and declares its purpose to be: the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice. The mission of the Office of the Vice President for Intercultural Affairs aligns with LMU's mission by serving as a focal point for the promotion of inclusive excellence throughout the campus community.

## approach

In an effort to help LMU move toward inclusive excellence, the office uses theoretically sound and evidence-based, faculty-, staff- and student-led initiatives to educate and inform the campus community, reduce inequities in educational outcomes, expose students to an inclusive curriculum and pedagogy, and sustain an environment wherein all constituents can thrive and succeed.

# LMU LA Loyola Marymount University

Office of the Vice President for Intercultural Affairs 1 LMU Drive, Suite 4820 Los Angeles, CA 90045-2659 www.lmu.edu/diversity 310.338.7598