

Standard 4

Full-Time and Part-Time Faculty



Executive summary:

The School hires qualified faculty with a balance of academic and professional credentials appropriate for our mission. Full-time faculty teach the majority of our courses, and qualified professionals serve as adjuncts to complement our full-time team. The School appreciates a balance of professional and scholarly experience. Faculty expertise is kept current through faculty development, relationships with professional and scholarly associations, supplemented with professionals-in-residence, visiting professionals-in-residence and part-time faculty. Students evaluate faculty with a standard assessment from the college.

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

In the School of Mass Communication, there are eight full-time faculty: three women and five men. One of the five men is in phased retirement. Collectively, full-time faculty have more than 75 years of professional experience. Six of the eight faculty have terminal degrees.

- Alvaro Bootello, Ph.D., assistant professor, tenure track, international Hispanic male
8 years professional advertising and public relations agency experience
- Lisa Collins, M.A., assistant professor, white female, non-tenure track
14 years professional television producing experience, continues to freelance
- Cornelius Denson M.F.A., assistant professor African-American male, non-tenure track
23 years professional design experience
- Sonya Duhé, Ph.D., director, tenured full professor, white female
9 years professional television news experience
- Michael Giusti, M.B.A., assistant professor, white male, non-tenure track
18 years professional reporting experience, continues to freelance
- David Myers, Ph.D., tenured full professor, white male*
5 years professional experience
- Cathy Rogers, Ph.D., tenured full professor, white female
3 years professional public relations experience
- Robert “Bob” Thomas, Ph.D., tenured full professor, white male
18+ years professional experience in environmental communications

* begins phased retirement in fall 2019; teaching online only.

In fall 2019, there are 12 adjuncts; three are female and nine are males. Five of the 12 are African-American. One white male is also full-time staff.

Fall 2019

Dave Badie, B.A., African-American male

Cheryl Dejoie-Lacabe, M.F.A., African-American female

Joe Duke, B.A., professional-in-residence, white male

Albert Dupont, B.A., white male*

David Grunfeld, white male

Desmond LaVelle, B.A., white male

Jordy Luft, B.A., white male

Joel Mandina, M.A., white male

Nikita Milton, M.Ed, African-American female

Robert Riddick, B.A., white male

Will Sutton, B.A., visiting professional-in-residence, African-American male

Gina Swanson, M.S., visiting professional-in-residence, African-American female

*full time staff

In spring 2019, there were 10 adjuncts; four were female (two African-American, two white females, one African-American male and six white males.)

Spring 2019

Albert Dupont, B.A., white male*

Cheryl Dejoie-Lacabe, M.F.A., African-American female

Joe Duke, B.A., professional-in-residence, white male

David Grunfeld, white male

Laura Jayne, M.S., Student Services director, white female*

Jordy Luft, B.A., white male

Nikita Milton, M.Ed., African-American female

Michelle Clarke Payne, M.P.A., white female

Robert Riddick, B.A., white male

Michael Smith, B.A., African-American male, visiting professional-in-residence

*part of full-time staff

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

(Appendix E)

[Advertising Tenure-Track Faculty 2016 Ad](#)

[Digital/Design Faculty 2019 Ad](#)

As taken from the [School Protocol](#), page 5, Section 8. New Faculty, procedures for selecting full-time faculty are as follows:

**It should be noted that the School has moved from the College of Social Sciences, to the College of Humanities and Natural Sciences (later named the College of Arts and Sciences.) The School was then moved to the College of Music and Fine Arts, whose name was changed in late spring 2019 to the College of Music and Media. Note the college name in the protocol is Social Sciences and was not changed to reflect the new college names since names have been changing so frequently. Updated protocol for the School of Communication and Design are being developed to reflect the new School protocol.*

Procedures

1. The hiring of new members of the full-time faculty will be carried out in accordance with regulations promulgated by the provost. The chairperson of the search committee, ordinarily the director of the School, will coordinate the search with appropriate university staff, including the affirmative action officer.
2. The committee will write the job description and solicit applications by advertising in pertinent academic and professional publications and by circulating the announcement among mass communication units at other universities.
3. From among the applicants for the position, the committee may select three candidates for interviews and invite them to campus. Candidates selected will be expected to

provide curriculum vitae, transcripts and letters of recommendation, and those materials will be made available to each interviewer.

4. Whenever possible, each candidate brought to campus will be interviewed by all available governing faculty in the school and by student representatives. During interviews, the candidates will be evaluated on the following criteria: academic and professional preparation and experience; apparent compatibility with the university's goals and objectives; indication of excellence in teaching; and interest in intellectual life, scholarship and research.
5. After all candidates have been interviewed, the governing faculty will meet to decide which candidate, if any, should be offered the available position.
6. The director will submit the school's recommendation, with reasons, to the dean of the College, and with the approval of the dean and the provost will invite the person recommended to join the faculty.
7. If no applicant acceptable to the faculty is found, a new search may be instituted, and in a subsequent search, the criteria for the position may be altered to reflect re-evaluation of school needs.

The director hires adjuncts in consultation with faculty where expertise is needed and not available by full-time faculty.

The director continuously receives résumés when there are no job openings. These are kept in a file in the director's office to review when there is a need to hire additional faculty. The director also solicits résumés from working professionals to ensure curriculum is kept up to date and a diverse population is available to teach part time.

Since the last accreditation, there has only been one full-time tenure-track faculty hired. One full-time non-tenure-track faculty joined the School in August 2019. Several faculty have taken voluntary retirement, including one African-American female and two white females. A white male is currently in "phased" retirement.

The director served as chair of the search committee for the full-time tenure-track position. For that hire, in addition to our advertising, we reached out to minority candidates. That search resulted in three minority finalists: a Hispanic female, an African-American female and an African-American male. The Hispanic female and African-American male both took positions elsewhere. The African-American female was not chosen because she did not meet our standards and qualifications. The committee made up of the full-time faculty moved to hire an international candidate and Hispanic male, Alvaro Bootello, Ph.D.

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

According to the [University Faculty Handbook](#), Chapter 7, -2, "The specific professional responsibilities of a faculty member fall into three categories: teaching, publication and research, and community service.

Please note: *The professional responsibilities of extraordinary faculty are limited to teaching unless otherwise stated in the terms and conditions of their contract.*

TEACHING RESPONSIBILITIES

Each faculty member shall pursue excellence in the preparation for and performance of teaching duties. It is subject mastery and personal scholarship which entitle a faculty member to freedom in classroom presentation of professional subject matter. Thus, it is improper for an instructor persistently to intrude material which has no relation to a subject, or to fail to present subject matter of a course as announced to students and as approved by the faculty in their collective responsibility for the curriculum. Each faculty member shall observe duly promulgated regulations concerning such matters as the cancellation of scheduled classes, examinations, grades, current syllabuses, teaching assignments, contact hours, full-time employment, and assessment, and development of the curriculum. Each faculty member shall be responsible for the timely preparation and grading of student examinations, as well as directing and carefully evaluating student assignments within a reasonable time.

PUBLICATION AND RESEARCH RESPONSIBILITIES

Each faculty member shall engage in research and develop personal scholarship. These activities should, however, reinforce and vitalize teaching; they should not supercede or exclude it. Each faculty member shall maintain an active scholarly interest in his or her professional field in order to stimulate and challenge students in the classroom. This scholarly interest may be evidenced by such activities as attendance at professional conferences, reviews of professional literature and other professionally related activities

COMMUNITY SERVICE RESPONSIBILITIES

Each faculty member shall be expected to contribute to the general welfare of the community as well as the University through such activities as working on committees, serving as adviser for student organizations, active involvement in civic and cultural life, cooperation in student recruitment, and active participation in professional societies. Each faculty member shall be responsible for regular academic advising and guidance of students, shall maintain scheduled office hours, and shall be familiar with academic regulations and the curriculum of his or her College. Each faculty member should refer students when appropriate to University service agencies (e.g., University Ministry, Student Health Service, Counseling and Career Services, Student Success Center, etc.)

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Faculty have attended several teaching workshops, including meetings at national AEJMC conferences, ASJMC, the Poynter Institute's Teachapalooza, Excellence in Journalism Conference, Online News Association conference, national PRSA and AAF conferences, district AAF conferences and monthly New Orleans Ad Club, AMA, PRSA and Public Relations Association of Louisiana meetings. This travel is supported by the university and funded by the School.

All faculty teaching online must take and pass Loyola University's Online Faculty Training Course. Numerous faculty have also participated with SACSCOC QEP workshops and the Loyola Leadership Academy. The Leadership Academy is an initiative by President Tania Tetlow to include every faculty and staff.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Based upon written protocol, for a full-time faculty member on tenure track, (named ordinary faculty), the expected teaching load is three courses in the fall and three in the spring. A course release is given for scholarship and service. For a full-time faculty not on tenure track, (called extraordinary faculty), the expected teaching load is four courses in the fall and four courses in the spring. Faculty can seek a course reduction for directing a center or other administrative appointments as approved by the director, dean and the provost.

The University Faculty Handbook outlines faculty workload by the following:

TEACHING ASSIGNMENTS

“Faculty teaching assignments are the responsibility of the dean. Normally, the dean will accept the recommendation of the faculty members in the concerned area. In those colleges in which there are departmental or area chairpersons, they shall make teaching assignments with the approval of the dean. Faculty teaching assignments may include classes in another College of the University.” (University Faculty Handbook, Chapter 7 (D), p. 7-3).

FACULTY TEACHING LOAD

“Twelve credit hours per semester is the maximum teaching load for the ordinary faculty. For a faculty member who is involved in laboratory classes, the load is limited to a maximum of 15 contact hours per week. A 12 credit hour teaching load will involve no more than three lecture course preparations” (University Faculty Handbook, Chapter 7, (E), p. 7-3).

COURSE REDUCTION

“The 12 credit hour teaching load is reduced for departmental and area chairpersons in consideration for the added administrative duties attached to these positions, and also for faculty members who teach graduate courses or who have new course preparations. The 12 credit hour load is similarly reduced for those faculty members who can adequately document to the departmental chairperson and the dean their regular involvement in the specific faculty responsibilities identified in Chapter 7, Sections C-2 and C-3, in accordance with the specific College criteria and procedures for reductions in teaching load.” (University Faculty Handbook, Chapter 7, (E), p. 7-3). *Please note: Customarily, full-time ordinary faculty who can provide evidence of research in the current academic year's annual evaluation will receive a three credit hour course reduction each semester the academic year following the annual evaluation. Extraordinary faculty whose sole responsibility is to teach are not eligible for a course reduction unless otherwise stated in the terms and conditions of their contract.*

COURSE REDUCTION PROCEDURE

Faculty should follow the procedures below when requesting a course reduction:

Faculty members wishing a course reduction for the coming year will contact their unit leader and the unit leader will complete and forward the “teaching load reduction request form” to the dean’s office by the deadline communicated.

The dean will consider the faculty member’s workload and the activities to be completed in lieu of a teaching assignment. The dean or his designee will confer with the office of the provost prior to making a final decision. The dean will inform the unit leader of the decision within two weeks of receiving the request whenever possible.

COURSE OVERLOAD

The dean has oversight of faculty teaching loads and issues the guidelines on the number of overloads allowed for faculty. Overload assignments each semester will consider pedagogically if the overload maintains the quality of student learning, faculty performance criteria, and other responsibilities assigned and obligations of the faculty member. In general, extraordinary faculty overload should not exceed two per semester; and the provost/vice president for academic affairs approves ordinary faculty overloads only in emergency situations with prior approval from the department chair and the dean.

COURSE OVERLOAD PROCEDURES

The unit leader determines the course sections in need of overload compensation, either monetary or course reduction in a subsequent semester. The unit leader consults with faculty members to determine the optimal assignment of the faculty member to the section. The unit leader notifies the dean. The dean issues the guidelines on the number of overloads allowed faculty.

In the School, full-time tenure-track and tenured faculty have a 3/3 teaching load with a course load release for research. Extraordinary faculty (non-tenure track) typically have a 4/4 teaching load.

Alvaro Bootello, Ph.D., 3/3 load

Lisa Collins, M.A., 4/4 load, non-tenure track***

Cornelius Denson, M.F.A., 4/4 load, non-tenure track**

Michael Giusti, M.B.A., 2/2 load; release to advise student media, non-tenure track

Sonya Forte Duhé, Ph.D., 3/3 load (two courses taught each semester are one credit)*

Cathy Rogers, Ph.D., 2/2 load, release to lead university’s SACS Quality Enhancement Plan

Robert “Bob” Thomas, Ph.D., 2/2 load (part of his contract); often teaches overload

David Myers, Ph.D., sabbatical, begins phased retirement fall 2019; teaching online only

*teaching 2 load fall 2019

**one of his 4/4 load is to work with The Maroon and student-run agencies with design

***course reduction in spring due to high student count in fall

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentage of core and required courses taught by full-time faculty:

2018-19 school year: 41% taught by adjuncts/59% taught by full-time faculty.

It should be noted, however, that a professional-in-residence taught two core courses and spent additional office hours on campus, and two full-time staff also taught core courses. They are not included in the 59% full-time faculty teaching since they are technically considered full-time staff.

2017-18 school year: 46% taught by adjuncts/53% taught by full-time faculty.

The school hired two professionals-in-residence; one taught 13% of required courses, the other taught 4% of required courses. Four sections (9%) of required courses taught by “adjuncts” were full-time staff.

2016-17 school year: 49% taught by adjuncts/51% taught by full-time faculty.

New full-time tenure-track faculty was hired for the 2017-2018 school year.

Full-time staff member was made full-time faculty member.

Four sections (8%) of required courses taught by “adjuncts” were full-time staff.

7. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

According to the School of Mass Communication Protocol, page 2, Section G. School of Mass Communication Rank and Tenure Committee, the School’s Rank and Tenure Committee composed of the tenured faculty and the director serving as an ex officio member will meet in the fall semester and complete all work by Oct. 15 in order to meet the provost’s deadline for evaluation of second- and fourth-year tenure-track faculty or applications for promotion and tenure. The committee will review first-year faculty no later than Dec. 1. In the spring semester, the committee must complete its evaluations of tenure-track faculty, other tenured faculty (not under two- and four-year review) and extraordinary faculty by Jan. 15.

At least three committee members or a simple majority, whichever is larger, will constitute a quorum. Proxies will not be used either for constituting a quorum or for voting. Applicants for rank and/or tenure will not sit on the committee to pass on their applications.

Responsibilities:

The committee is responsible for recommending retention, promotion and tenure for non-tenured ordinary faculty members, as well as retention of all full-time extraordinary faculty. This committee will review candidates according to the school and college protocols and the University Faculty Handbook. The School of Mass Communication Rank and Tenure Committee will also evaluate all tenured faculty and recommend merit increases.

Chairperson:

The committee is chaired annually by a member of the tenured faculty elected by the committee.

As stated in the School Protocol, page 6, Section 9. Faculty Review, the unit evaluates the performance of full-time and part-time faculty with the following:

The School recognizes the importance of periodic and accurate assessment of overall strengths and weaknesses in the pursuit of providing a quality education to our students. Accordingly, annual evaluations of faculty members are designed to encourage their growth and development as educators and as professionals within the framework of the overall goals of the university. Although these evaluations are used as instruments in administrative decision-making regarding contract renewal, promotion and tenure, their primary purpose should be faculty development.

Evaluation Responsibilities

The School of Mass Communication Rank and Tenure Committee and the director of the school have the responsibility to evaluate faculty within the School.

The School of Mass Communication Rank and Tenure Committee is responsible for the evaluation process recommending retention, promotion and tenure for non-tenured ordinary and tenured faculty members, as well as retention of all full-time extraordinary faculty and merit increases. The director is responsible for administering this evaluation process (alerting faculty of deadlines, collecting faculty files); however, the committee will evaluate faculty (with the director serving as an ex officio member) and make its recommendation to the director. Once the committee evaluates the faculty, the director will add an administrative (director) evaluation to the evaluation of the committee. At that point, the director will meet with the faculty member being evaluated at which the faculty member has the opportunity to rebut and or clarify any points of the evaluation. That rebuttal/clarification will be brought back to the committee and the director, at which the party must determine whether to alter the evaluation. The candidate has the option of requesting a meeting with the committee.

The director should then forward the School of Mass Communication Rank and Tenure Committee and the director evaluation and recommendation to the dean.

Evaluation Procedures

Evaluation procedures for retention, promotion and tenure differ according to the status of the faculty being evaluated.

Tenured faculty:

Tenured faculty will be reviewed by the School of Mass Communication Rank and Tenure Committee. The committee report is due by Feb. 1. Procedures listed in the Faculty Handbook will apply.

Non-tenured ordinary and extraordinary faculty:

Annual evaluations will be conducted by the School of Mass Communication Rank and Tenure Committee by Oct. 15 of the faculty member's second and fourth years. The committee will review the faculty member's teaching, scholarship, research and service. Annual evaluation of first-year-of-service contracts should be completed no later than Dec. 1. Annual evaluations of all other ordinary faculty will be conducted no later than Feb. 1.

The School of Mass Communication Rank and Tenure Committee will forward its recommendation to the director. The director will also add an additional evaluation from the director based upon the committee recommendation. The evaluations would then be forwarded to the faculty member being reviewed. The director would meet individually with the non-tenured faculty member to discuss his or her annual evaluation. At this meeting, the faculty member will have access to all materials used by the committee in reaching the evaluation. The candidate has the option of meeting with the committee and would request such through the director. After appropriate time for rebuttal/clarification the school director will forward the evaluation to appropriate university personnel.

Any evaluation concerning retention, rank or tenure will be furnished to the applicant at least five working days prior to its transmittal to the dean. If there is a disagreement in the final evaluation, the faculty member may write a response concerning the differences, and this response will be transmitted to the dean in the same envelope as the committee and the director's letter; the faculty member being evaluated also has the right to request a meeting with the dean to discuss the evaluation.

Extraordinary faculty:

Annual evaluations will be conducted by the School of Mass Communication Rank and Tenure Committee in order to review each extraordinary faculty member's teaching and service activities. If the faculty member's contract demands scholarship and research, the committee may also review scholarship and research activities. In the absence of research responsibilities, extraordinary faculty are expected to carry a heavier teaching load than tenure-track faculty (normally one extra class per semester). Based on the School of Mass Communication Rank and Tenure Committee's annual evaluation, the school director will make a recommendation on renewal and meet with the extraordinary faculty members individually to discuss the annual evaluation. The candidate has the option of meeting with the committee.

Part-time faculty:

The school director will conduct part-time faculty teaching evaluations during the first semester these faculty teach in the school and every semester thereafter. Based on these evaluations and student course evaluations, the school director will make a recommendation on renewal and meet with part-time faculty members individually to discuss the annual evaluation.

[Click here for the course and teacher evaluation used at Loyola in the College of Music and Media.](#)

(Appendix F)

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations each year are sufficient, but the unit has the option of providing a full list in a separate digital file)

2018-2019:

- Educator Mentor Award, Plank Center for Leadership in Public Relations Milestones in Mentoring: **Cathy Rogers**
- Recipient, National Wetland Award, Outreach and Education, Environmental Law Institute, Washington, D.C.: **Bob Thomas**
- Keynote speaker, Science Communication Forum, Medical University of South Carolina: **Sonya Duhé**
- Educator of the Year Award, American Advertising Federation-New Orleans Chapter: **Alvaro Bootello**
- Entergy Corp., Louisiana Environmental Education Commission, Louisiana Department of Wildlife & Fisheries grants, “*Mirabeau Water Garden: Transforming a Public Work into a Learning Laboratory*”: Aimee Thomas with **Bob Thomas**.

2017-2018:

- Dux Academicus Award, highest university faculty award, **Leslie Parr**
- Winner, Bronze Telly Award for documentary, “Finding Common Ground” (Public Education Category): **Bob Thomas** with Kevin McCaffrey, Lenny Delbert and Emma Reid
- Bio Blitz New Orleans City Park grant, Entergy Corp., \$66,000: **Bob Thomas** with A.K. Thomas
- Panelist, AEJMC Presidential Task Force on Bridging the Gap: Media, Research and the Profession. AEJMC, Chicago: **Sonya Duhé** with Battinto Batts, Jake Batsell, Sue Burzynski Bullard, Nancy L. Green, Vicki Krueger, Paul Parsons, Deb Aikat, Paul Voakes, Eric Duell, Monica Davey and Carolyn Fox
- Social Media Storytelling, Journalism Educators’ Association, Louisiana: **Lisa Collins**

2016-2017:

- Loyola University Ignatian Faculty Fellow: **Cathy Rogers**
- Nonprofits’ Expectations in PR Service-Learning Partnerships. Journalism and Mass Communication Educator: **Cathy Rogers** with **Valerie Andrews**
- Poynter Institute presenter: **Lisa Collins**
- “Images of Dying Too Young.” Journal of Media Ethics: Chris Granger, Jim Amos and **Leslie Parr** and **Sonya Duhé**
- Coorientation Theory and Assessment of the RFP Solution to Client/Service Learner Matching. Journalism and Mass Communication Educator: **Valerie Andrews** and **Cathy Rogers**

2015-2016:

- Educator of the Year Award, PR Association of Louisiana: **Valerie Andrews**
- Poynter Institute Presenter: **Lisa Collins**
- Winner, Bronze Telly Award, documentary producer, Long Road Home: **Lisa Collins**
- Gold Award, Hermes Creative Awards, SMC Networking Night, “Licensed to Succeed/Agents of Success:” **Valerie Andrews** with event planning students
- Digital Data and Production Infrastructure for Communications capstone. Louisiana Board of Regents Traditional Enhancement of Social Sciences Grant \$186,892: **Sonya Duhé** with Robert Racine

2014-2015:

- Loyola University Diversity Grant, “Navigating Your Communication Career from a Diversity Perspective/How Difference Work: A Discussion on Diversity and Inclusion as a Competitive Advantage” Affirmative Action and Diversity Committee: **Cathy Rogers**
- “Leadership Development: Where Do PRSSA Faculty Advisers Stand?” Public Relations Journal: **Cathy Rogers**
- Winner, New Orleans Press Club, News Partnerships, first place: **Lisa Collins** and **Laura Jayne**
- Panelist, National News Engagement Day. Capitol Press Club, Washington D.C.: **Sonya Duhé**
- Co-Producer, documentary, “Finding Common Ground.” Premiered at the Restore America’s Estuaries Eighth National Summit on Coastal and Estuarine Restoration: Kevin McCaffery, Lenny Delbert, Emma Reid, **Bob Thomas**

2013-2014

- Scholars with and for Others. Presentation at Office of Office of Community Engaged Learning, Teaching and Scholarship Spring Faculty Seminar, Loyola: **Cathy Rogers**
- Thinking Like a Nonprofit: **Valerie Andrews** with Emily Andras, Carolina Avila and James Lambert. Presented at a workshop, Foundation for Louisiana, New Orleans
- Co-orientation Theory and Assessment of the RFP Solution to Client/Service Learner Matching. Journalism and Mass Communication Educator: **Valerie Andrews and Cathy Rogers**
- Educator Fellowship, Plank Center for Leadership in Public Relations: **Cathy Rogers**
- Gambit’s 40 under 40 Award, senior media adviser and award winning instructor, national expert on media business and newsroom management: **Mike Giusti**