



Loyola Faculty Forward:

Our Vision and Goals

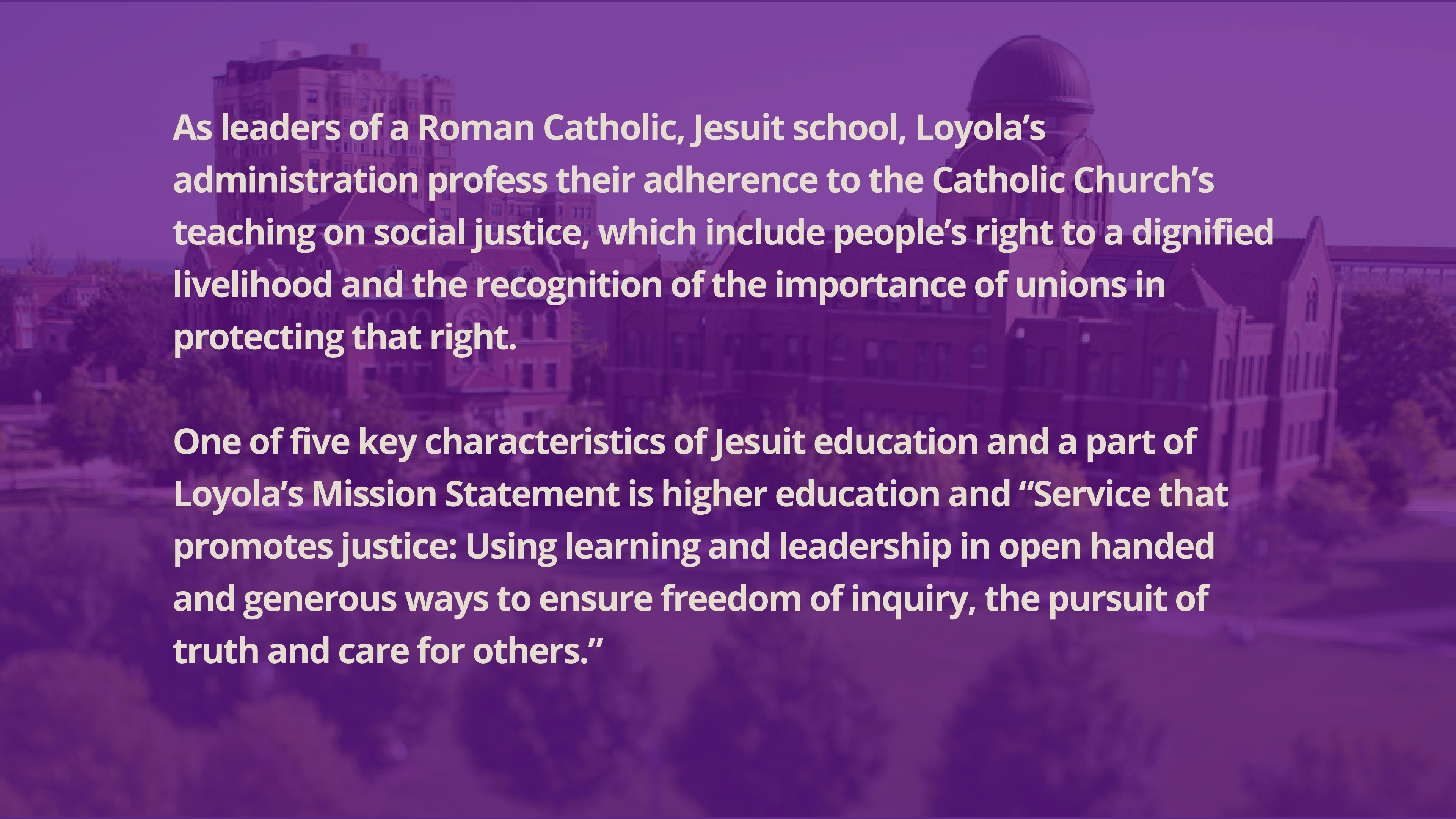
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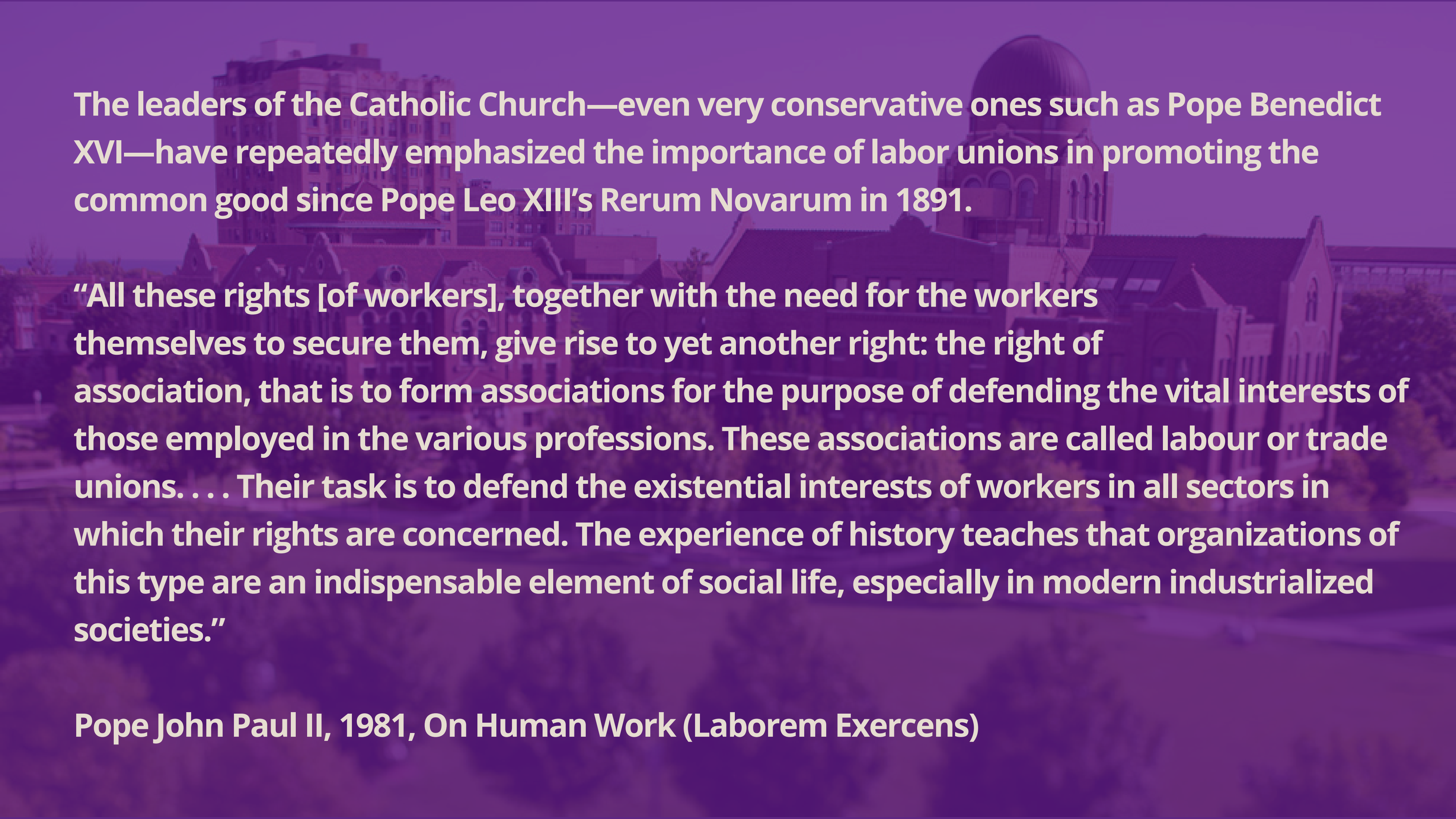
Loyola University Chicago's and Our Shared Social Justice Mission



The background of the slide is a photograph of the Loyola University Chicago campus, featuring several large, multi-story brick buildings with arched windows and a prominent dome. The entire image is overlaid with a semi-transparent purple filter. The text is white and bold, positioned in the upper left quadrant of the slide.

As leaders of a Roman Catholic, Jesuit school, Loyola's administration profess their adherence to the Catholic Church's teaching on social justice, which include people's right to a dignified livelihood and the recognition of the importance of unions in protecting that right.

One of five key characteristics of Jesuit education and a part of Loyola's Mission Statement is higher education and "Service that promotes justice: Using learning and leadership in open handed and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others."



The leaders of the Catholic Church—even very conservative ones such as Pope Benedict XVI—have repeatedly emphasized the importance of labor unions in promoting the common good since Pope Leo XIII’s *Rerum Novarum* in 1891.

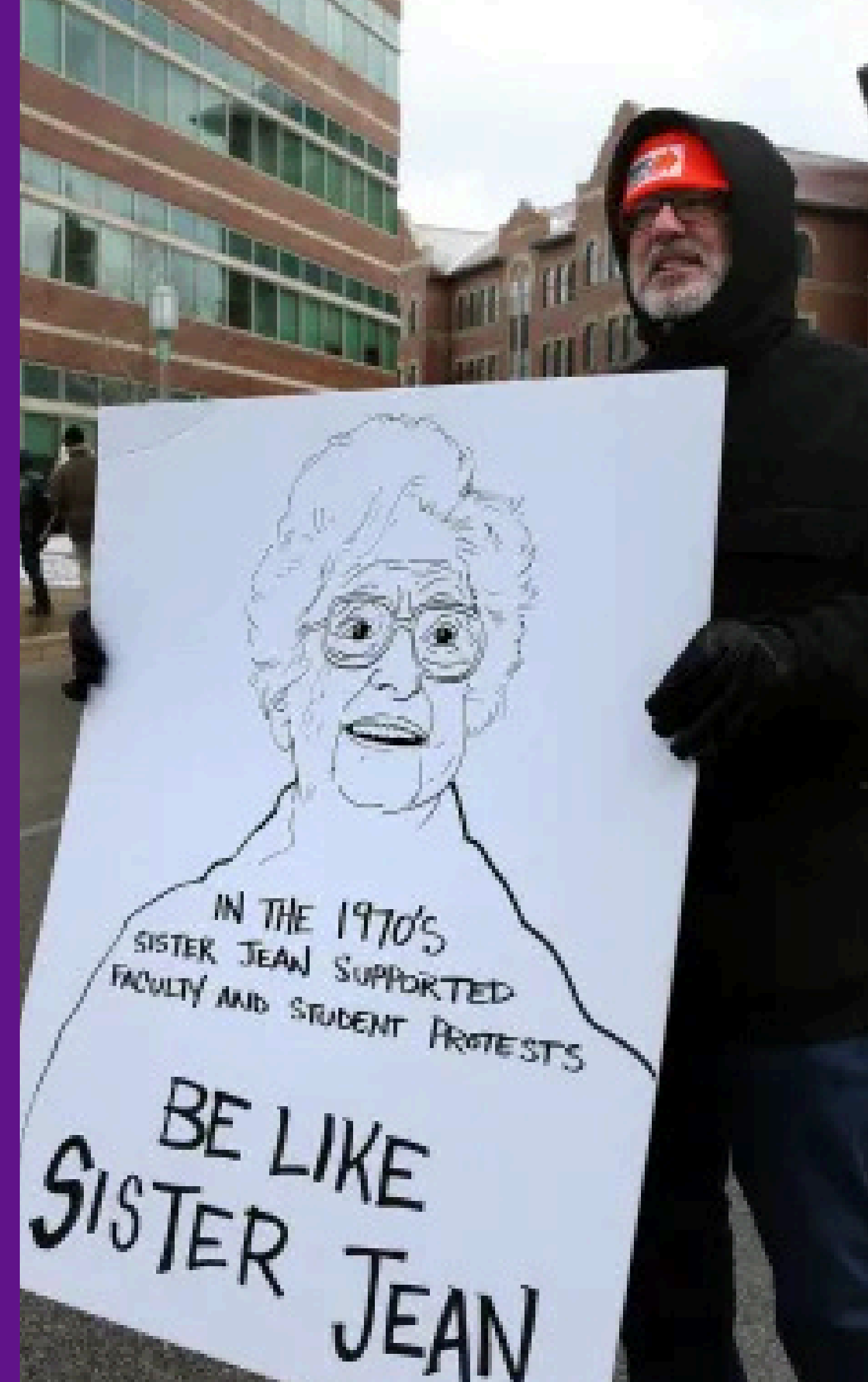
“All these rights [of workers], together with the need for the workers themselves to secure them, give rise to yet another right: the right of association, that is to form associations for the purpose of defending the vital interests of those employed in the various professions. These associations are called labour or trade unions. . . . Their task is to defend the existential interests of workers in all sectors in which their rights are concerned. The experience of history teaches that organizations of this type are an indispensable element of social life, especially in modern industrialized societies.”

Pope John Paul II, 1981, *On Human Work (Laborem Exercens)*

As a union representing Loyola's non-tenure track faculty, we want to help ensure that Loyola lives up to its mission in how the administration treats us and other workers on campus.

Our commitment must be to each other and our students. Both part-time instructors and full-time lecturers have a commitment to Loyola and Loyola students. We are asking that Loyola's administration make a reciprocal commitment to us, and in so doing, to our families, our students and the community as a whole.

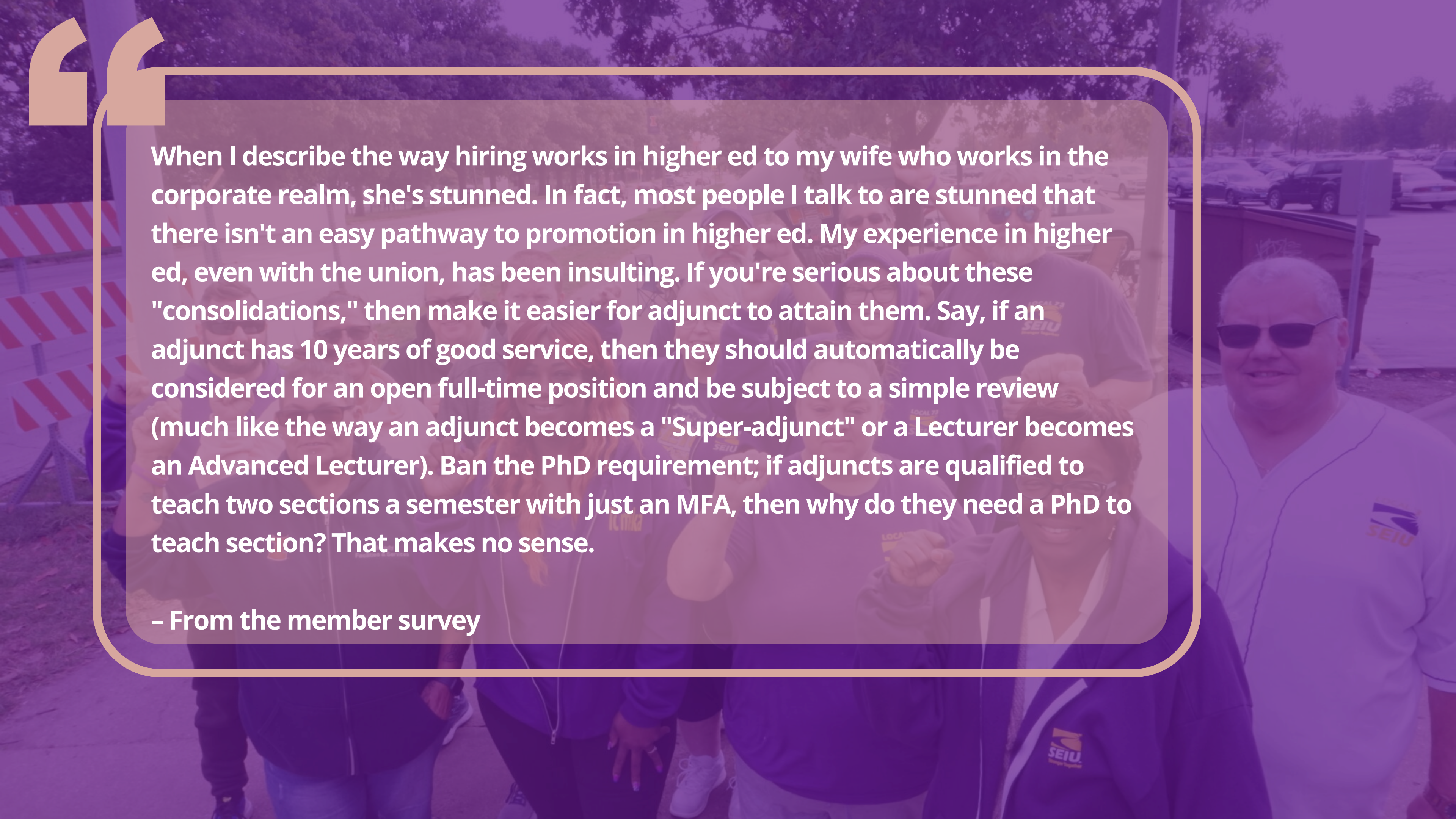
This commitment will benefit the whole Loyola community—faculty, students, staff, and, yes, even administrators.





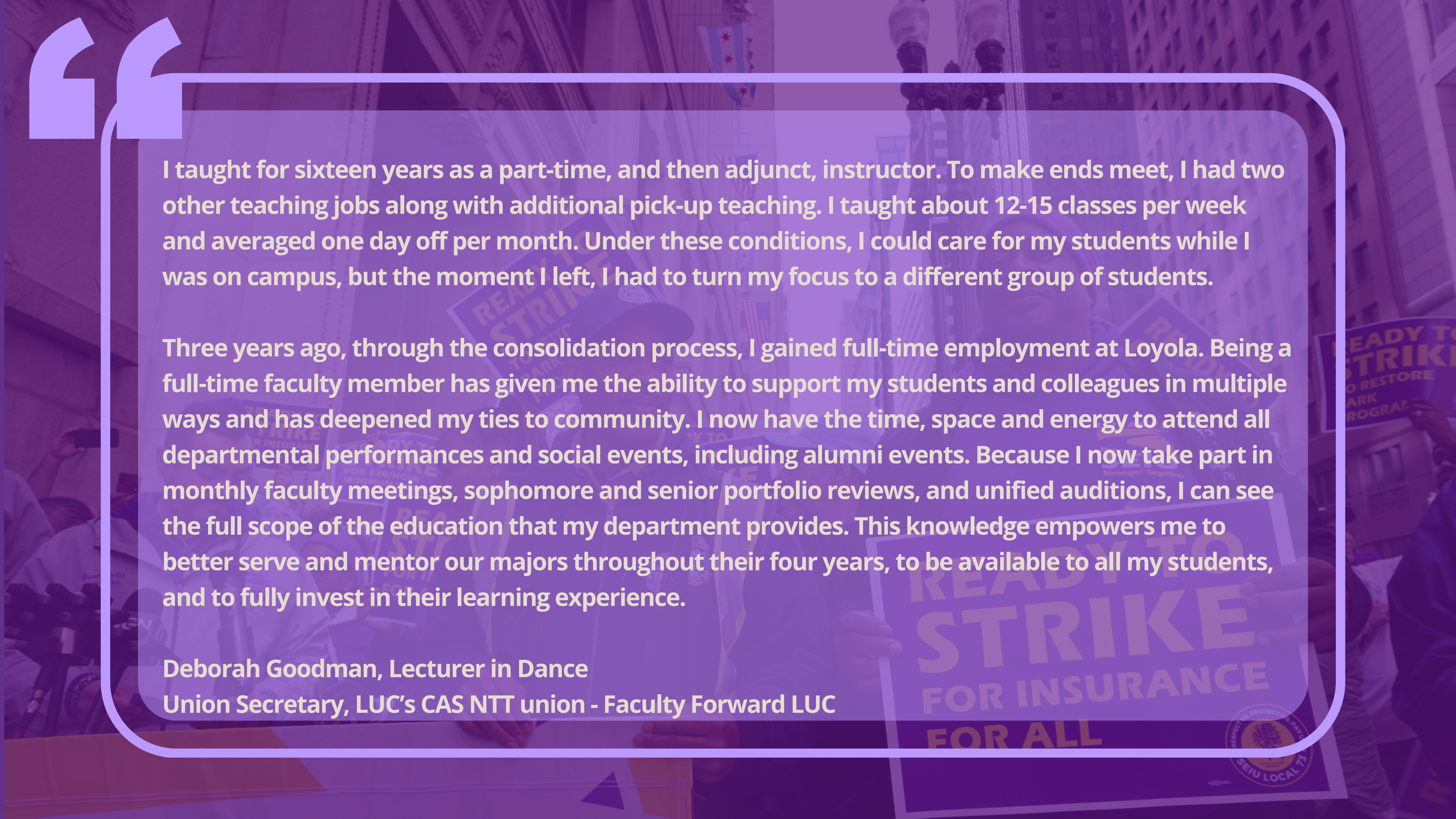
**Part-Time Faculty are Investing
in Loyola, Loyola Should Invest
in Our Part-Time Faculty**





When I describe the way hiring works in higher ed to my wife who works in the corporate realm, she's stunned. In fact, most people I talk to are stunned that there isn't an easy pathway to promotion in higher ed. My experience in higher ed, even with the union, has been insulting. If you're serious about these "consolidations," then make it easier for adjunct to attain them. Say, if an adjunct has 10 years of good service, then they should automatically be considered for an open full-time position and be subject to a simple review (much like the way an adjunct becomes a "Super-adjunct" or a Lecturer becomes an Advanced Lecturer). Ban the PhD requirement; if adjuncts are qualified to teach two sections a semester with just an MFA, then why do they need a PhD to teach section? That makes no sense.

– From the member survey



I taught for sixteen years as a part-time, and then adjunct, instructor. To make ends meet, I had two other teaching jobs along with additional pick-up teaching. I taught about 12-15 classes per week and averaged one day off per month. Under these conditions, I could care for my students while I was on campus, but the moment I left, I had to turn my focus to a different group of students.

Three years ago, through the consolidation process, I gained full-time employment at Loyola. Being a full-time faculty member has given me the ability to support my students and colleagues in multiple ways and has deepened my ties to community. I now have the time, space and energy to attend all departmental performances and social events, including alumni events. Because I now take part in monthly faculty meetings, sophomore and senior portfolio reviews, and unified auditions, I can see the full scope of the education that my department provides. This knowledge empowers me to better serve and mentor our majors throughout their four years, to be available to all my students, and to fully invest in their learning experience.

Deborah Goodman, Lecturer in Dance
Union Secretary, LUC's CAS NTT union - Faculty Forward LUC

Work by Paige Warren, adjunct instructor in English, above and beyond teaching:

- Serving as LUC's Faculty Center for Ignatian Pedagogy Anti-Oppressive Pedagogy Fellow, with responsibilities including co-creating curriculum/content for and co-facilitating sessions of LUC's Anti-Racist Pedagogy Certificate, hooks/Freire Book Club, Anti-Oppressive Film Series, Accountability Circles, etc.
- Mentoring and co-teaching with undergraduate LUC Writing Center Writing Fellows in their UCWR110 classroom communities.
- Legislating as a Modern Language Association Delegate in a Professional Issues Seat as a representative of LUC and the whole of higher academia in the midwest.
- Speaking on panels as a representative of LUC at the American Studies Association, the Faculty Forward Congress, the Labor Research and Action Network conference, etc.
- Representing LUC at the White House United State of Women summit, the Association of Writers and Writing Programs Conference, Galvanize: Chicago, etc.
- Presenting at LUC's Focus on Teaching and Learning Conference, LUC's Prison + Neighborhood Arts Project Programming (PNAP) Roundtable Conversation on on Prisons, Pedagogy and Coalition, the Loyola Alliance of Socialists' Discussion Forum, etc..
- Serving as the LUC AAUP Chapter's Adjunct at Large.
- Serving as a Lakeshore campus faculty representative on LUC's University Senate.
- Serving as the PT Faculty Co-Chair of LUC's CAS NTT union - Faculty Forward LUC - and on the Executive Board of Faculty Forward LUC's affiliated union, SEIU Local 73.



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Beyond my contributions in the classroom and research, I have played a pivotal role in service and the institutional inclusive excellence efforts as a READI Coach. I have ensured compliance with inclusive hiring protocols for full-time faculty, serving as an advisor across the Medical School, School of Environmental Sciences, and Loyola University Libraries, assisting the hiring committees with strategic consultation on faculty recruitment and retention policies. In collaboration with the Office of Institutional Diversity, Equity, and Inclusion (OIDEI) and the Office of Faculty Affairs in the Office of the Provost, I have facilitated professional development workshops, advised on faculty promotion and tenure policies, and contributed to campus-wide initiatives to attract and retain the talent. My efforts have led to long-term structural changes, reinforcing Loyola's hiring policies and faculty engagement with full-time hiring protocols. This work has been formally recognized by the Vice Provost for Faculty Affairs, Dr. Markeda Newell, who commended my leadership in inclusive excellence through training, program development, and advocacy for underrepresented faculty.

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– Alma Begicevic, PhD, Adjunct Instructor, Sociology & Criminology and Criminal Justice



In addition to teaching jazz piano and other courses at Loyola since 2015, I have served on faculty at DePaul and City Colleges, all while maintaining a consistent freelance performance schedule and more recently raising two children with little to no family leave or employer provided healthcare. The majority of Loyola music faculty are freelance performing musicians and also teach at other institutions. Any given night of the week students and potential students can go hear us performing in world class venues such as The Jazz Showcase, The Lyric Opera, The Green Mill, Constellation, CSO, etc. Many of our faculty also regularly compose and record original works. We serve as guest artists and adjudicators at other educational institutions and music festivals. Through all of this industry work we also are continuously serving as recruiters for future Loyolans while simultaneously providing a literal model for our current students as to how to maintain an active and diverse career. Part time faculty (in all fields) are valuable assets to the Loyola community and deserve support, healthcare and job security.

-Lara Driscoll (Adjunct Instructor in Music)



Given the investments part-time faculty are making in Loyola, the administration should invest in them by:

- Breaking employment barriers that would enable part-time faculty teach more than 2 classes a semester and access healthcare.
- Continuing with the consolidation program in departments with high numbers of part-time faculty.
- Creating long-term, salaried part-time positions in departments that cannot sustain consolidations.

Such policies will allow part-time faculty to further invest in Loyola.





Full-Time Lecturers are Taking on More Roles at Loyola, Our Teaching Loads Need to Change to Reflect This

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Full-Time Lecturers Do Increasing Amounts of Service at Loyola

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My department is more than 1/3 NTT, and it protects TT Asst. Prof.'s from heavy service loads. We simply could not function without the considerable service contributions of NTT faculty. In my department, have served on 5 hiring and promotion committees, as well as on the hiring committee for the current CAS Dean. I have led or co-led department promotion and tenure guidelines revisions for NTT and TT faculty alike, new DEI-informed policies and procedures, and curricular revisions systematically updating our course listings, among many varied committee roles. This is critically important work that would not have happened, or would have happened much more slowly without substantial NTT labor, including mine. Additionally, I represent my department on the CAS Academic Council, where I have also serve the College as a whole as senior-most member of the Curriculum Committee, helping to ensure that curricular changes move forward efficiently and serve our students well. For over a decade, I have served on the IRB, reviewing faculty and student research protocols from CAS, Quinlan, School of Comm, SES, and others, and I have been an IRB Vice-Chair since 2020, rendering official decisions on roughly half of all expedited-review applications, among other duties, which facilitates timely and critical research throughout LUC while also ensuring the rights and welfare of human subjects are protected. Beyond campus, I have served in both elected and appointed positions on the executive boards of my professional organizations, and I regularly review for academic journals and presses. All of this in addition to serving students and Loyola by teaching a 4/3 course load with 200+ students per year, mentoring individual student projects, and keeping up an active research and writing agenda to stay current in my field. Service is time-consuming, unglamorous work, and NTTs are taking on—**and asked to take on!**—ever more of the burden at all levels with little recognition and next to no compensation. We need to find a way toward a more equitable distribution, including a reassessment of what a reasonable full-time teaching load looks like when service expectations are so high.

—Thea Strand, Ph.D., Senior Lecturer, Anthropology





High Teaching Loads Strain Full-Time Lecturers' Ability to Engage in High-Quality Teaching and Service

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I am committed to creating engaging lectures and class exercises—but, as a result, continually fall behind on grading. Over the years, in an attempt to make my workload manageable, I have cut back on the number and length of assignments. I try to stagger the due dates of the assignments across the semester. But even doing that, even working six-day weeks, with roughly 150 students when I have four courses, there is no give in my schedule—no time to get sick, deal with service responsibilities, deal with unexpected personal matters, or just have a bad day when I can't focus. I inevitably fall behind in grading and I'm not able to get feedback to students in a timely fashion before their next assignment is due.

– Matt Williams, PhD, Advanced Lecturer, Sociology and Global Studies





As the University moves more toward hiring full-time non-tenure-track faculty instead of tenure-track faculty, service begins to fall more and more on us.

Because of our heavy teaching loads, we are limited in the service in which we can engage. For example, I teach on Tuesdays, Wednesdays and Thursdays. What this means is that any service that requires regular meetings during the day on Tuesdays and Thursdays are not feasible for me. My Wednesday class cuts into both Faculty Council and Academic Council. This inability to commit to some forms of service are exacerbated by the how much work we have to do, one-on-one students who we monitor and report their behaviors to the University, and trying to catch students up who are not prepared to do college-level work.

Lowering our course load would allow us to commit to service in a more meaningful way.

-Sarita Heer, Advanced Lecturer, Fine Arts

The administration should commit to policies of academic excellence that reflect the increasing importance of full-time lecturers at Loyola:

- Eliminate requirement to teach 190 students to qualify for a course release.
- Institute a base teaching load of 3/3, the same as tenured faculty who are not research active (and who are paid considerably more).
- Grant course releases for faculty engaged in service and scholarship.



We also need recognition of the following conditions, often in the form of additional compensation and course releases:

- the exponential impact of additional classes on faculty workloads
- the ever increasing emotional needs of students, and demands on faculty to monitor and meet them
- the workload for teaching large classrooms
- the extra work that goes in writing intensive, engaged learning, service learning, and research experience classes
- student mentorship, including independent study teaching
- the lack of equity in teaching loads across full-time lecturers, in terms of the number of classes, size of class, new course design, the number of preps, etc.
- administrative roles
- research engagement





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