

## PART II. Supplementary Information

**1. Complete and attach here in the main body of the self-study report the following tables:** (Appendix A) (for printed copies of the self study, links are being put in appendices)

[Table 1, “Students”](#)

[Table 2, “Full-time Faculty”](#)

[Table 3, “Part-time Faculty”](#)

**2. Describe the history of the unit in no more than 500 words.**

Loyola University New Orleans has long prepared students for careers in mass communication. Its academic program grew out of an experimental radio station operated by the physics department before World War I. That station became WWL, the first licensed radio station in the Gulf South, when it began broadcasting from a physics-lab-turned-studio in 1922. That success was quickly followed by the first edition of Loyola’s student newspaper, *The Maroon*, in 1923. From WWL’s earliest years, staff members taught courses in radio announcing, script writing, acting, directing and programming in the English and Speech departments.

Loyola broadened its communication offerings in 1931 with journalism courses taught in the English Department. In 1937, the department was renamed the Department of English and Journalism. For historical purposes, 1937 is seen as the birth of what would eventually become the School of Mass Communication. In 1953, a separate Department of Journalism was created. On Sept. 7, 1957, WWL expanded to television and until 1960, WWL or World Wide Loyola, operated as a department of the university.

In 1961, the Department of Communications added public relations and advertising courses. The Department of Communications and the Department of Journalism merged in 1977 into the Department of Communications/Journalism and was renamed the Department of Communications the following year. The department offered degrees in journalism, radio, television and film. In 1981, the faculty created sequences of study in journalism, public relations, advertising, broadcast journalism, broadcast production and communications studies. A sequence in photojournalism was added in 1988. A graduate program offering a master’s degree in mass communication was established in 1989. That same year, Loyola’s board of directors decided to sell its media holdings.

In 1985, the Communications/Music Complex opened. In 1996, both the Shawn M. Donnelley Center for Nonprofit Communications and the Loyola University Center for Environmental Communication were established.

In August 2005, Hurricane Katrina caused destruction across much of New Orleans. The university was relatively unscathed physically, but enrollment declined and the administration responded with a major reorganization. With other programs across the university, the broadcast journalism, broadcast production, communication studies, photography, and film studies sequences and the graduate program were eliminated. The Department of Communications, however, was upgraded and renamed the School of Mass Communication.

In 2009, the faculty decided to seek ACEJMC and CEPR accreditations and later revised its curriculum to offer only two sequences: journalism (for multiple media platforms) and strategic communication with separate tracks in advertising and public relations. A visual communication sequence was added in 2016.

Since 2009, while leadership remained constant at the School, the unit was moved to three colleges – Social Sciences, Arts and Sciences, and the College of Music and Fine Arts, which was renamed the College of Music and Media in February 2019. With that last move in 2018, sequences became departments, and the departments of Art, Design and Digital Filmmaking were moved under the umbrella of the School of Mass Communication, which has been renamed the School of Communication and Design. While those departments were moved administratively under the school, their degrees remained unchanged. This new school now houses, as of spring 2019, more than 400 students. Design and Art are located in Monroe Hall.

### **3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.**

In 2014, after earning ACEJMC accreditation and Certification in Education for Public Relations from the Public Relations Society of America, the university would soon face additional university-wide enrollment declines and financial challenges, which led to voluntary retirements, layoffs and cuts.

Since the last accreditation visit, the School has lost three tenured faculty (Larry Lorenz, Sherry Lee Alexander and Leslie Parr) and three full-time non-tenure-track faculty (Valerie Andrews, Lisa Martin and Andrew Nelson) to retirement and another who moved to another university to be closer to family (Mark Poepsel). The contracts of two additional tenure-track faculty who were hired prior to 2009 were not renewed (Yolanda Cal and David Zemmels). To make up those losses, the school hired one tenure-track faculty in strategic communication (Alvaro Bootello in 2017) and transformed a full-time staff position into a full-time faculty position (Mike Giusti). The School has also hired two non-tenure-track faculty (Lisa Collins in 2014, Cornelius Denson 2019). The School will begin searching for a full-time tenure-track faculty to join the School in 2020.

In 2017, the School hired two year-long professionals-in-residence (Joe Duke and Scott Sternberg), which allowed additional pay for time spent on campus. The School has continued one professional-in-residence (Joe Duke).

In 2018, the School began a visiting professionals-in-residence program to bring greater diversity and expertise to our classrooms to lecture over several days (Michael Smith, ESPN).

Since the last accreditation visit, to add to its diverse faculty population, the School has also added several African-American and Hispanic adjuncts (Dave Badie, Marta Blanco, Nikita Milton, Liv Newman, Cookie Rojas, Gina Swanson, and Gwen Thompkins). Cheryl Dejoie-Lacabe has been an adjunct for several years prior to the last visit.

Gina, who is a local TV anchor and reporter, will also serve as a visiting professional-in-residence along with Will Sutton, former NABJ national president, who joins the School as a visiting professional-in-residence in partnership and funded by The Times-Picayune/The New Orleans Advocate.

In fall 2019, the university hired its first lay president, Tania Tetlow, J.D. With new leadership and significant moves to balance the university's budget, there is financial optimism. However, the university's accrediting body, SACS, put Loyola on probation citing the use of too much of its endowment. The university is currently working under a balanced budget.

Reflecting the university's budget environment, the school's operating budgets and faculty lines have decreased. However, with the dedication of extremely hard-working and talented faculty and staff, the School continues to create scholarship and creative activity, have faculty serve in national positions, have award-winning faculty, include innovation in its curricula and the classroom, offer service to the profession and produce award-winning programs and students who are being hired. The School thrives despite the economic conditions of the university. Endowed professorships, major fundraising efforts and endowed accounts have allowed the school to continue its mission. Faculty and staff have worked tirelessly to keep moving forward.

With the addition of the departments of Art, Design and Digital Filmmaking, there is a renewed sense of opportunity and optimism. The School continues to position itself for excellence and growth within a rapidly changing media environment.

#### **4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.**

While the mission of the School has remained, with the addition of the departments of Art, Design and Digital Filmmaking, the new school has begun strategic planning for fall 2019 to reflect a mission inclusive of all the departments into a new school of Communication and Design.

The School continues to "tweak" curricula, noting annual assessment reviews and reflection upon strengths, weaknesses and trends in our industry.

For example:

- The Department of Strategic Communication has added **media planning** back into the curriculum as a required course.
- The senior ethics capstone now covers both **ethics and diversity** and the course has been renamed to reflect that.
- All students graduate with a **certification in ethical leadership** from NASBA Center for the Public Trust.
- The content creation courses in the department of Strategic Communication include separate sections for **advertising and public relations**.
- Several elective courses have been added to the curricula as "trend" courses, including a **drone course** in which students are able to earn their FAA license

and learn to fly drones as applicable to the communications profession, as well as a **podcasting course**.

- A course for students to get their **PRSA student certification** has been taught.
- A media production course in which students live stream **Loyola athletics events** has been added to the curriculum.
- A special course with Raycom/Gray Media **Investigate TV** was taught. That work is now being incorporated into the data journalism course.
- Students reported and produced **special live broadcasts** outside the studio including the inauguration of President Tania Tetlow and French Quarter Fest.

New School partnerships have allowed for innovative courses including Brand Lab, with clients such as the New Orleans Saints and Pelicans, as well as the Loyola News Service, in which student work is published in various newspapers and on their online websites - including The Times-Picayune, Nola.com, The New Orleans Advocate, theadvocate.com, The Uptown and Gentilly Messenger, and the Clarion Herald.

Gray Media has partnered with the School for a **Television Incubator Program** in which 10 television news producers (Gray Fellows) from across the country during spring 2019 semester were flown and given room and board at Gray's expense to offer lectures and work with students to produce newscasts. Gray has recently announced an additional two-year commitment to the producer incubator program. The School also has investigative partnerships with WWL-TV and WVUE-TV.

The School has also partnered with the Peter Mayer advertising agency for day-long immersion programs.

**School fundraising** has allowed the School to build the **Communications Hub** for use by all of the University, where equipment and infrastructure allow live broadcasts to any media outlet in the world. The School is also able to charge fees to public entities wanting to rent space and/or time in the Hub.

Faculty in the School have held **national leadership positions** in journalism and mass communication organizations, serving as ASJMC President and on the ACEJMC Accreditation Committee, AEJMC finance committee, serving on accreditation team site visits across the country for both ACEJMC and CEPR, and as an RTDNA board member.

Several faculty have national prominence in their fields as outstanding public relations professors leading Loyola to more national Bateman competition victories than any school in the country. Others leading the School's student media have advised students that resulted in the College Media Association naming the School's media organization as the #1 media outlet in the country and Princeton Review ranking the newspaper in the top 10 college media in the country. Another faculty member is **recognized nationally** for his work with the environment.

School faculty continue to receive the top university faculty honor with three members earning the **Dux Academicus Award** in the past decade: Larry Lorenz (deceased), Bob Thomas and Leslie Parr (retired).

The School also began hosting the state high school **Journalism Education Association's annual workshops** in both fall and spring and have combined that with the School's annual Tom Bell Silver Scribe High School Workshops. Keynote speakers have included alumnus and ESPN anchor/reporter, Michael Smith and alumnus and ABC News weekend anchor/chief correspondent Tom Llamas. The School's technology coordinator serves as state director of JEA. In 2019-20, Loyola will sponsor the national JEA adviser of the year award.

After speaking with high school students, Smith was named a **visiting professional-in-residence** and spent additional time speaking to School students in our classes. At the same time, the School has a **Professionals-in-Residence Program** in which professionals teach and spend additional hours working with our students and guiding our faculty on professional matters. The School has had two professionals-in-residence, one in law and one in journalism. Professor Joe Duke continues as a professional-in-residence. WDSU-TV anchor and reporter Gina Swanson is a visiting professional-in-residence starting in fall 2019 and the School has offered a former NABJ president a visiting professional position starting late fall 2019.

In 2018, the School began work to charter an **NABJ** chapter, complementing our other student-run chapters including SPJ, RTDNA, PRSSA and AAF. The School's NABJ chapter became official in 2019, and several students will be attending the fall national NABJ convention.

**5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.**

The unit was found in compliance on all standards; however, in Part III: Summary by site visit team, the following weaknesses were included in the report:

- Only one full-time faculty person of color, even though students of color are 40% of enrollment.

The School has lost several faculty since its last site visit, including one full-time person of color to retirement. Since the last visit, the School has only replaced two full-faculty members; however, both are minority, one Hispanic male in 2017 in a tenure-track line and one African-American male in 2019 in a non tenure-track line. One staff member was converted to faculty but he was already teaching as an adjunct in the school.

In 2017, the pool of three finalists for a strategic communication position included three minorities, including two African-Americans and one Hispanic. Of the three, the Hispanic took a 12-month position at a local hospital, another planned to move out of town with his partner, and the third was not acceptable for the advertised position. The committee moved forward in

hiring a fourth finalist, international candidate, a Hispanic from Spain. The School has hired an African-American male for fall 2019 in a non tenure-track position and the School will begin a search in 2020 for a tenure-track faculty.

The School is aware of the need for additional faculty lines. However, there have been only two full-time hires since the last accreditation visit and it should be noted that one hire is an international Hispanic and the other is an African-American, thus doubling the full-time minority population of the faculty. While the School understands and appreciates the need to hire faculty to reflect the student population, it has done everything possible to include diversity into the classroom through its adjunct pool, guest speakers and visiting professionals-in-residence.

In addition to the two full-time minority hires, several Hispanic, international and African-American instructors have been added to the adjunct rotation. Furthermore, faculty are asked to work toward bringing diversity in the classroom with guest speakers and a goal of at least 50% minority. The School has added diverse visiting professionals-in-residence, including ESPN's Michael Smith and WDSU-TV anchor/reporter Gina Swanson. The School has also secured funding for a visiting professional-in-residence in partnership with the John Georges Media Group starting in fall 2019. Former NABJ President and reporter/editor Will Sutton has accepted that position.

The School has also begun an NABJ chapter and has worked diligently to follow the School's diversity plan.

- Uncertainty because of the number of crucial decisions that long have been deliberated at the campus level concerning budgets, restructuring and recruitment of students.

Faculty in the School and across campus are extremely excited about the new president and the leadership and renewed energy Tania Tetlow, J.D., brings to Loyola. The university has a balanced budget in 2018-2019 for the first time in many years, it is diversifying its offerings, including online degrees and associate degrees and certificate programs, all in which the School is participating.

The School is hopeful the move into the College of Music and Media with a supportive dean and the additions of the departments of Art, Design and Digital Filmmaking will also prove fruitful and bring renewed excitement and synergies to the School.

- Lack of candor by the administration to which the director reports.

The director has worked to educate the administration about ACEJMC's efforts of transparency. There is a new president, a new interim provost and new dean in place since the last accreditation site visit.

**6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.**

At the same time the School began its self-study for both ACEJMC and CEPR, the School was moving into a new college and also assuming three new units, Art, Design and Digital Filmmaking.

As in our previous self-study cycles, the director oversaw the self-study process with input from faculty, staff and university personnel, including institutional research. Once an initial draft was completed, individual faculty were asked to edit and present to the entire faculty for review, edit, and approval, resulting in the final product.

After the year-long assessment, the following were identified as strengths and weaknesses:

*Strengths:*

- A dedicated faculty of teachers – professionals and scholars
- An outstanding staff who work tirelessly to achieve the School’s mission
- Award-winning students and programs
- Nationally ranked student media, Princeton Review
- College Media Association #1 Media Outlet in the country
- Winningest PRSSA Bateman Case Study Competition Team in the country
- A diverse student population
- High minority student retention rate
- Commitment to service to the profession and the community
- Extremely student-centered faculty and staff
- Quality internships
- Endowed professorships to assist faculty in scholarly and professional endeavors
- Endowed funds for equipment and discretionary spending
- Excellent computer technology and facilities
- Shawn M. Donnelley Center for Nonprofit Communication
- Loyola University Center for Environmental Communication
- Brand Lab with clients such as the New Orleans Saints
- Numerous partnerships including the Loyola News Service, Gray Media Producer Incubator Program, Investigate TV, the Loyola Athletics Department, and internship partners
- Strengthened alumni connections and relations
- A faculty who are willing and eager to try new and innovative courses including Social Media Strategies, Drone Piloting and Digital Production

*Weaknesses:*

- Loss of faculty lines due to campus-wide financial issues
- Significant budget cuts with an already-limited salary, staff and operational funds while launching an online undergraduate degree, online associates degree, and receiving SACS approval for online master’s degree
- Although this is stabilizing, the School has dealt with campus-wide instability due to departures and reductions in offices such as enrollment management and recruitment, advancement and numerous other offices that the School depends upon for assistance
- SACs probation, but Loyola projects a 2018-2019 balanced budget with no draw from the endowment for operating funds

**7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.**

(Appendix B)

[2019-2020 bulletin](#)

[School of Communication and Design](#)

(see Journalism, Advertising and Public Relations for the programs under reaccreditation)