

Standard 3

Diversity and Inclusiveness



Executive summary:

The unit has a written diversity plan that guides the School to achieve an inclusive curriculum, a diverse faculty and student body. Faculty annually review the plan and ensure issues of diversity and inclusion are being taught across all sequences. The School has also added a required capstone ethics and diversity course. Since the last site visit, the School has had two new hires, one international Hispanic male and one African-American male. The School has also added numerous diverse adjunct faculty, including females, African-American females and males, and Hispanics to its adjunct pool and has begun a visiting professionals-in-residence program to diversify the faculty.

1. Complete and attach the following tables:

(Appendix D)

Table 4, “Area Population”

Table 5, “Student Populations”

Table 6, “Faculty Populations”

Table 7, “Full-time Faculty Recruitment”

Table 8, “Part-time/Adjunct Faculty Recruitment”

2. Attach to this report a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.

A ✓ denotes that the goal was achieved.

The year indicates that the work is in progress.

In some areas there are ✓ and years indicating that a portion of the task has been completed and will continue through the duration of the strategic plan in 2019

The following serves as the unit’s written Diversity and Inclusiveness Plan. It was approved Sept. 15, 2015 and revised Dec. 4, 2015 and Jan. 26, 2016.

**Diversity and Inclusiveness Plan
School of Mass Communication
Loyola University New Orleans
2016-2019**

The School of Mass Communication, Loyola University New Orleans, is committed to diversity. In keeping with the university’s philosophy and commitment, the SMC seeks to promote the overall Jesuit and Catholic tradition of creating and maintaining a campus environment where students, faculty and staff respect our differences. These differences include but are not limited to age, social and economic status, sexual orientation, educational background, marital status, ethnicity, gender, individual traits, ability, race, cultural heritage, and religious beliefs.

The SMC, like the university, seeks to be a leader in fostering respect for the rights of others, including the right to be different through a supportive and inclusive campus environment. We aim to achieve an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

The School’s diversity plan will be monitored annually and assessed for compliance by the student services director, the university’s diversity officer and students from diverse backgrounds.

Specifically, the SMC is committed to diversity through the following objectives:

Objective 1: Enhance the diversity of the school's faculty and staff to reflect our multicultural society.

Seek at least 50% of guest speakers, 30% of adjuncts and 10% of full-time faculty to represent minorities. ✓, 2019-

Seek at least 50% of SMC work-study students who represent minorities. ✓, 2019

When hiring faculty, ensure that ads are appropriately placed in minority and multicultural publications such as NABJ, AAJA, NAHJ.

When hiring faculty and staff, ensure that diverse pools of candidates are examined as potential finalists in searches. ✓

When hiring faculty and staff, bring in Loyola New Orleans Human Resource personnel to ensure that all candidates are treated fairly, justly, etc. ✓

When hiring adjuncts, recruit diverse pools of candidates. ✓

Objective 2: Enhance retention efforts of first generation/minority students.

Faculty should closely monitor and alert the director/student services director to all early warnings with continued tracking of first-generation/minority students so that additional resources can be offered if necessary. ✓

Student services director should continue to execute the SMC probation plan for all students who attain less than a 2.0 grade point average. ✓

Student services director should monitor the success of all first-generation/minority students and work with students' advisers as necessary for additional mentorship. ✓

SMC should seek resources for students through Loyola's Student Success Center. ✓

SMC should begin pilot testing a mentoring program for all students with appropriate representation from minority mentors. ✓, 2019-

Objective 3: Strengthen the diversity of the School's curriculum to ensure majors and minors understand the role and context of mass communication in a multicultural society.

One hundred percent of our sequences will address diversity. ✓

Faculty members will seek to include diversity issues in those courses when and where appropriate. ✓

The SMC will continue to offer courses such as Media and Gender (CMMN A455) and International Journalism (CMMN A473). ✓

Faculty will develop additional diversity course to cover all sequences in the SMC. ✓

Annually, bring in university resource personnel to offer training to faculty and staff on dealing with students with diverse backgrounds, including students with disabilities, to ensure appropriate protocol is followed for all students. ✓

Objective 4: Strengthen the environment of the School by ensuring an atmosphere of inclusiveness.

In developing an SMC mentorship program, the SMC will ensure minority participation.

Explore the development of an SMC diversity council. ✓, 2019-

The SMC will seek opportunities for minority scholarship funding.

The SMC will encourage student organizations to invite minority participation. ✓

The SMC will continue to include HBCU-area schools in the annual SMC Networking Day. ✓

The SMC will publicize Loyola speakers of diverse backgrounds to SMC students. ✓

Objective 5: Increase the visibility of our minority faculty, staff, students and alumni.

Stories published, photographs and other content in SMC website, social media, newsletters and other promotional materials will represent successes of all, including minority faculty, staff, students and alumni and represent the demographics of the school. ✓

All SMC ads must reflect diversity of the SMC. ✓

SMC website front cover page must consistently contain diversity on its pages. ✓

3. Describe the unit's curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The School has adopted the 12 values and competencies, including “demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.”

As a faculty, we have determined that, in the mass communication core, the Introduction to Mass Communication course (CMMN A100), Communication Writing (CMMN A101), and Ethics and Diversity (CMMN A484) should include these values and competencies. There are a number of other courses throughout the curriculum that address both domestic and global diversity, including Introduction to Layout and Design (CMMN A260), Advertising (CMMN A310), Public Relations (CMMN A316), Research in Advertising and PR (CMMN A326), the Strategic Communication Capstone – Brand Lab (CMMN A384, renumbered to 485 fall 2019), Advanced Advertising Campaigns, CMMN A415), Advanced PR Campaigns (CMMN A419) and the Journalism Capstone CMMN A490.) Media Planning (CMMN A313), Social Media

Strategies (CMMN A382) and Strategic Content Creation (CMMN A336) all cover diversity in domestic society.

4. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

As stated above, the School has adopted the 12 values and competencies, including “demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.”

As a faculty, we have determined that in the mass communication core, the Introduction to Mass Communication course (CMMN A100) and Ethics and Diversity (CMMN A484) should include these values and competencies. There are a number of other courses throughout the curriculum that address diversity in a global society, including Introduction to Layout and Design (CMMN A260), Advertising (CMMN A310), Public Relations (CMMN A316), Research in Advertising and PR (CMMN A326), the Strategic Communication Capstone – Brand Lab (CMMN A486), Advanced Advertising Campaigns (CMMN A415), Advanced PR Campaigns (CMMN A419) and the Journalism Capstone (CMMN A490).

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The university requires all faculty and staff to take mandatory Title IX and sexual harassment training. The School also brings in the director of the Student Success Center to speak to faculty. The director serves as an advocate for students with disabilities and is well versed in the law to accommodate those students with disabilities.

The School adheres to all university policies. The university’s policies regarding EEO, affirmative action and Title IX, policy 2-2 in Loyola’s Human Resources Manual state that Loyola New Orleans does not discriminate on the basis of race, color, gender, sexual orientation, age, religion, disability, veteran’s status, or national origin. At the same time, as a religious institution, Loyola’s character, goals and mission are infused by its Jesuit Catholic values. Loyola is mindful of these values and its employment practices and in seeking personnel who will make a positive contribution to the Loyola community consistent with its religious traditions.

Furthermore, Loyola New Orleans policy 2-4, Employees with Disabilities, commits the School to complying fully with the Americans with Disabilities Act and ensuring equal opportunity in employment for qualified persons with disabilities.

For all searches, the School consults with human resources personnel to ensure that policies are strictly followed.

6. Describe the unit’s efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The school’s student population, at more than 50%, is actually a bit more diverse than the entire university.

There is one full-time Hispanic international hire. A second full-time minority hire (African American male) began fall 2019. There have also been several minority adjuncts added to the School’s faculty. With only two full-time hires since the last accreditation site visit, both identify as minority, one international who is Hispanic and one African-American.

In 2018, a National Association of Black Journalists chapter was added. A number of adjuncts who identify as minority have been hired, more inclusive guest speakers visit our classrooms, the School has begun a visiting professionals-in-residence program, a diversity component has been added to the senior capstone ethics course, and the School has worked to add diversity and inclusive components to more journalism and mass communication core courses.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

Non applicable. Admissions is centralized.

8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

Minority students actually boast a higher retention and graduation rate than that of the general population. For example, minority retention from the 2016 and 2017 cohorts were at 94% and 82%, compared with 74% and 68% of the remainder of the population. Four-year graduation rates for minority students are also higher than the remainder of the population. In 2013 and 2014, 60% and 52% of minority students graduated in four years from the major, compared with 38% and 35% of the general population in the major. The School works diligently with each student having a success coach to ensure all students are retained and graduate.

9. Describe the unit’s efforts to recruit women and minority faculty and professional staff (as enumerated in Table 7, “Full-time Faculty Recruitment”).

The School has worked to ensure that a minority is included in the hiring pool when there are openings in the School for full-time faculty positions. Qualified minority applicants are also considered for part-time/adjunct positions. Again, there have only been two full-time faculty hires since the last site visit, one was filled with a Hispanic male and the other was filled with an African-American male.

For the 2016-2017 full-time advertising tenure-track line recruitment, there were four minorities as finalists (two African-Americans, one Hispanic and one Hispanic/international.) The Hispanic/international was hired for the position.

A 2019-2020 full-time digital specialist position has been filled by an African-American male.

A number of minority and female adjuncts have been added to the part-time faculty ranks.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

Of the three full-time female faculty, two are full professors with endowed professorships. The third female completed her master's degree and has been granted travel opportunities within the School. Upon earning her master's degree, she also moved from the rank of instructor to assistant professor. Since 2009, all female faculty who were associate professors were promoted to the rank of full professor. One has since retired.

There are two female full-time staff members, one part-time female staff member and one full-time male staff member. The School office has one student worker, who is an African-American female.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions. (as enumerated in Table 8, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The university does not require national searches for adjunct faculty. Regarding part-time or adjunct faculty recruitment in the School, the director keeps files on all individuals who solicit part-time adjunct status. We often also solicit professionals to send their resumes if they should have any interest in teaching to be sure we have instructors who are up to date in the mass communication industry. It is from these files that part-time faculty are hired, based on the needs of the school and experience necessary for the position. The director has also sought, with the assistance of full-time faculty, minority adjuncts. Since 2014, in addition to the School's two minority full-time hires, 15 adjuncts have taught in the School, 13 females, eight identify as minority. Two male adjuncts also identify as minority.

Female and Minority part-time faculty/ethnicity since 2014:

David Badie, African-American male
Marta Blanco, Hispanic international female
Dawn Buckley, African-American female
Tamar Gregorian, Armenian-American female
Kate Gremillion, white female
Laura Jayne, white female
Cheryl Dejoie-Lacabe, African-American female
Nikita Milton, African-American female
Liv Newman, African-American female
Michelle Clarke Payne, white female

Augusto, “Cookie,” Rojas, Hispanic male
Rachel Smith, white female
Tiffany Starnes, white female
Gina Swanson, African-American female
Gwen Thompkins, African-American female

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years whose background or expertise served to introduce students to diverse perspectives.

2018-2019

- Alfonzo Alexander, chief diversity and ethics officer, NASBA, African-American male
- Michael Smith, anchor/reporter, ESPN, visiting professional-in-residence, African-American male
- Marta Blanco, senior project manager, Peter Mayer, Hispanic female
- Kweilyn Murphy, meteorologist, WDSU-TV, African-American female
- Jhourdan Alexander, recruiter, Facebook, African-American female

2017-2018

- Dawn Collins, director of catering, Sodexo, African-American female
- Ronald Evangelista, VP of operations, Spears Group, Hispanic male
- Gina Lopez, marketing strategist, Target, Hispanic female
- Roop Raj, anchor/reporter, Fox 2 Detroit TV, Indian-American male
- Gina Swanson, anchor/reporter, WDSU-TV, African-American female

2016-2017

- John Clemons, communications consultant, African-American male
- Angie Dyer, digital media manager, Loyola New Orleans, African-American female
- Tracy Dedeaux, digital sales manager, WVUE-TV, African-American female
- Siemny Kim, anchor/reporter, KIRO-TV, Asian-American male
- Mary Staes, digital content director, WWL-TV, African-American female

(See guest speakers list in binder in site team workroom)