

STANDARD 3 DIVERSITY & INCLUSIVENESS



HIGHLIGHTS

- ❖ In academic year 2012-2013, students in the school came from 33 states. International students are from Guatemala, Honduras and Panama.
- ❖ Forty-four point six percent of the students in the school are minorities. Loyola's minority percentage overall is 36.8 percent.
- ❖ Females comprise the majority of the students in the school (72.4 percent), which is above the gender breakdown for the traditional undergraduate population (58.4 percent).
- ❖ Minorities make up 18 percent of the full-time faculty, 17 percent of the part-time faculty and more than 50 percent of the school's work-study students.
- ❖ The school has a diversity plan that examines all facets of the program from recruitment to retention of minority and first generation students to the diversity of faculty to guest speakers.

1. Complete and attach the following tables

Table 4. Area Population

Service Area: In Academic Year 2012-13¹, students majoring in mass communication come from 33 states/territories (including The District of Columbia and Puerto Rico). Louisiana residents comprise 43 percent of the total population, with 54.5 percent of students having a permanent residence from out of the state or country (52 percent and 2.5 percent respectively). Additionally, slightly more than half of the student population (57 percent) are from the Southeast² region of the United States, which includes Arkansas, Louisiana, Kentucky, Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida and Puerto Rico; Louisiana residents comprise 57 percent of the total in this region. International students represent 2.5 percent of the student population and all come from Central America (Guatemala, Honduras and Panama).

State	N	%
AL	3	1.1%
AR	2	0.8%
AZ	1	0.4%
CA	16	6.1%
CO	2	0.8%
CT	6	2.3%
DC	2	0.8%
DE	2	0.8%
FL	16	6.1%
GA	9	3.4%
IL	8	3.1%
IN	2	0.8%
KY	2	0.8%
LA	119	45.4%
MA	10	3.8%
MD	7	2.7%
ME	1	0.4%
MN	2	0.8%
MO	5	1.9%
MS	1	0.4%
NE	4	1.5%
NH	1	0.4%
NJ	4	1.5%
NM	1	0.4%
NY	8	3.1%
OR	4	1.5%
PA	3	1.1%
PR	3	1.1%
SC	1	0.4%
TN	2	0.8%
TX	12	4.6%
VI	1	0.4%
WA	2	0.8%
Grand Total	262	100.0%

Region ²	N	%
Midwest	16	5.7%
Northeast	44	15.8%
Southeast	159	57.0%
Southwest	14	5.0%
West	29	10.4%
Unknown	17	6.1%
Grand Total	279	100.0%

Residency	N	%
In	119	42.7%
Out	145	52.0%
International	7	2.5%
Unknown	8	2.9%
Grand Total	279	100%

Table 5. Undergraduate Student Populations

Group³	% of population
Black/African American	27.0%
White	46.5%
American Indian/Alaskan native	0%
Asian	2.5%
Hispanic/Latino (any race)	15.1%
Native Hawaiian/other Pacific Islander	0%
Two or more races	1.3%
Other race	1.3%
Unknown	5.7%
International	0.6%
Female	68.6%

Of the 159 students from the Southeast Region, 44.6 percent are minorities³. Females comprise a majority of the population at 68.6 percent.

¹ Unduplicated headcount for 2013 Spring and 2012 Fall; each student is counted only once during the academic year, regardless of the number of terms enrolled or the number of credits taken.

² West = Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Utah, Nevada and California; Midwest = North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana and Ohio; Southwest = Arizona, New Mexico, Texas and Oklahoma; Southeast = Arkansas, Louisiana, Kentucky, Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida; Northeast = Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware and Maryland

³ Minority includes Asian, Black, Hispanic/Latino, Native Hawaiian/Pacific Islander

Academic year¹: 2012-13

Group	Male	Female	% of total in unit	% of total in institution
Black/African American	14	44	20.8%	13%
White	37	98	48.4%	8%
American Indian/Alaskan native	1	0	0.4%	4%
Asian	1	5	2.2%	4%
Hispanic/Latino (any race)	13	36	17.6%	10%
Native Hawaiian/other Pacific Islander	0	0	0%	0%
Two or more races	4	1	1.8%	11%
Other race	0	2	0.7%	11%
Unknown	5	9	5.0%	5%
International students (any race)	2	7	3.2%	7%
Total	77	202	100%	9%

Of the 279¹ students from the School of Mass Communication, 44.6 percent are minorities³, which is above the minority percentage from the overall population that is currently 36.8 percent for AY 2012-13¹. There are 114 minorities (Black/Af Am, Am. Indian/Alaskan Native, Asian, and Hispanic) enrolled in the School of Mass communication. That number represents 11% of the total 1,071 undergraduate minorities enrolled at the university. The 114 also represent 3.5% of the total enrollment (3,215 undergraduates) at Loyola.

Females comprise a majority of the enrollment in the school with 72.4 percent, which is above the gender breakdown for the traditional undergraduate population (58.4 percent female, 41.6 percent male). This is also above the national average (61.6 percent of enrolled undergraduates) as reported in the autumn of 2011 as reported in the *2011 Annual Survey of Journalism and Mass Communication Enrollments*⁴.

¹ Unduplicated headcount for 2013 Spring and 2012 Fall; each student is counted only once during the academic year, regardless of the number of terms enrolled or the number of credits taken.

² West = Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Utah, Nevada and California; Midwest = North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana and Ohio; Southwest = Arizona, New Mexico, Texas and Oklahoma; Southeast = Arkansas, Louisiana, Kentucky, Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida; Northeast = Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware and Maryland

³ Minority includes Asian, Black, Hispanic/Latino, Native Hawaiian/Pacific Islander

⁴ Source: Becker, Vlad, Kalpen. "Journalism & Mass Communication Educator: 2011 Annual Survey of Journalism and Mass Communication Enrollments"; October 11, 2012:

<http://jmc.sagepub.com/content/67/4/333.full.pdf+html>

Table 6. Faculty populations, Full-time and Part-time

Academic year:

2012 – 2013 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	2	18%	0	0%
White	4	36%	5	45%
Total	6	55%	5	45%

In academic year 2012-2013, minority faculty members comprise 18 percent of the total full-time faculty population. Additionally, females comprise 55 percent of this population, of which 33 percent are considered minority.

Academic year: 2012 – 2013 Part-time/Adjunct Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	1	17%	0	0%
White	1	17%	4	67%
Total	2	33%	4	67%

In academic year 2012-2013, part-time faculty comprise 35 percent of the total faculty in the School of Mass Communication. Of this total, there are two female faculty (33 percent). One is also the single minority on the part-time faculty.

¹ Unduplicated headcount for 2013 Spring and 2012 Fall; each student is counted only once during the academic year, regardless of the number of terms enrolled or the number of credits taken.

² West = Washington, Oregon, Idaho, Montana, Wyoming, Colorado, Utah, Nevada and California; Midwest = North Dakota, South Dakota, Nebraska, Kansas, Minnesota, Iowa, Missouri, Wisconsin, Illinois, Michigan, Indiana and Ohio; Southwest = Arizona, New Mexico, Texas and Oklahoma; Southeast = Arkansas, Louisiana, Kentucky, Virginia, West Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida; Northeast = Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware and Maryland

³ Minority includes Asian, Black, Hispanic/Latino, Native Hawaiian/Pacific Islander

⁴ Source: Becker, Vlad, Kalpen. "Journalism & Mass Communication Educator: 2011 Annual Survey of Journalism and Mass Communication Enrollments"; October 11, 2012: <http://jmc.sagepub.com/content/67/4/333.full.pdf+html>

Table 7. Full-time Faculty Recruitment.

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

Academic years:	2010 – 2011**	2011 - 2012	2012 – 2013***
Openings	1*		1
Total applicants in hiring pool	57		4
Females in hiring pool	14		2
Female finalists considered	0		2
Offers made to females	0		1
Offers accepted by females	0		1
Minorities in hiring pool	1		1
Minority finalists considered	1		1
Offers made to minorities	0		0
Offers accepted by minorities	0		0
International faculty in hiring pool			
International faculty considered			
Offers made to international faculty			
Offers accepted by international faculty			

* for an extraordinary line in journalism sequence (Poepsel hired), ** a visiting professor was hired due to his specific skills in social media, advertising, journalism and public relations (Nelson hired), ***for the visiting professor line for journalism to replace Poepsel (Collins hired).

Table 8. Part-time/adjunct Faculty Recruitment

Provide the following information for any searches for part-time or adjunct faculty members conducted by the unit within the past three years.

(Regarding part-time or adjunct faculty recruitment in the School of Mass Communication, the director keeps files on all individuals who solicit part time adjunct status. We often also solicit professionals to send us 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. The university does not require searches for part-time or adjunct faculty members.)

2. *Attach 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 and any designated timelines for reaching goals.*

SEE APPENDIX 3-A. DIVERSITY PLAN (page 107)

3. *Describe how the unit assesses its progress toward achieving the plan's objectives.*

As written in the school's diversity plan, "The School's Diversity Plan will be monitored annually and assessed for compliance by the Student Services Coordinator, the University's Director for the Center for Intercultural Understanding, and a minority student appointed by the Student Services Coordinator." This evaluation and assessment will be given by the student services coordinator to the faculty at the first faculty meeting of the fall semester.

4. *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 competences 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; and 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, both the Introduction to Mass Communications course (CMMN A100) and Communication Writing (CMMN A101), and Law of Mass Communication (A401, should include these values and competencies. There are a number of other courses throughout the curriculum that address both domestic and global diversity including Advanced Advertising Campaigns, CMMN A 415, Advanced PR Campaigns, CMMN A419, and the Journalism Capstone CMMN A 490.)

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 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, states 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 in 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 (ADA) 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. The school also brings in the director of the academic resource center annually to speak to faculty. Dr. Sarah Smith serves as an advocate for students with disabilities and is well versed in the law to accommodate those students.

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.*

Loyola University New Orleans, as a university has a minority student population of 36.3 percent. The School of Mass Communication actually appreciates even a more diverse student population that boasts a higher percentage of diversity among its students, 44.6 percent of the 279 students for 2013 spring.

The faculty of the school believe it is important that students see diversity in **teaching positions** as/or as **guest speakers** in classes for example. We believe it is important that students see diversity among the **student population** in their classes and as **students hired** to work in the school. We also believe it is important that the **school's website** and other brochures and/or publications about the school show a diverse student population. We believe as we award students and **alumni**, students see diversity. For example, during the 2011-2012 year the school began its first hall of fame called "Den of Distinction." By 2012-2013, two minorities were selected to become members of the Den and two women, one Caucasian and one African American.

In 2009, there were no **female full professors** in the school. Two of the three female faculty have been promoted to full professor since 2009. The third has taken early retirement. The director has also worked with the chair in the Department of Counseling, a female, as a mentor to tenure and promotion. We believe it is important that women see other women excel and achieve as does their male counterparts.

The above reveals an environment where minorities and women are promoted and achieve in the school. Furthermore, we believe it is important to recruit under represented groups. We are bringing minority students to the school for seminars and tours such as Teach for America teacher Elise Trappey with her students from YES College Prep in Houston as part of their College Tour or students from the Sophie B. Wright High School or the George Washington Carver Senior High School in New Orleans.

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 Retention in the Major:

Class of 2016 (uses 2012F cohort)	Cohort	Sophomore Year	Junior Year	Senior Year
Communications Majors	27	18 (67%)		
All Loyola Students	357	279 (78%)		
Class of 2015 (uses 2011F cohort)				
Communications Majors	22	15 (68%)	12 (55%)	
All Loyola Students	308	232 (75%)	201 (65%)	
Class of 2014 (uses 2010F cohort)				
Communications Majors	23	15 (65%)	11 (48%)	11 (48%)
All Loyola Students	274	206 (75%)	179 (65%)	162 (59%)
Class of 2013 (uses 2009F cohort)				
Communications Majors	29	26 (90%)	17 (59%)	17 (59%)
All Loyola Students	266	215 (81%)	185 (70%)	176 (67%)
Class of 2012 (uses 2008F cohort)				
Communications Majors	19	12 (63%)	12 (63%)	11 (58%)
All Loyola Students	231	186 (81%)	165 (71%)	150 (66%)
Class of 2011 (uses 2007F cohort)				
Communications Majors	21	16 (76%)	14 (67%)	9 (43%)
All Loyola Students	176	125 (71%)	102 (58%)	88 (50%)
Class of 2010 (uses 2006F cohort)				
Communications Majors	10	10 (100%)	8 (80%)	6 (60%)
All Loyola Students	178	144 (81%)	127 (71%)	117 (67%)

Retention methodology is based upon continuous enrollment. Communications retention is based upon returning in the major where the overall cohort is returning to the university. Students graduating before their senior year are subtracted from the denominator when calculating the retention percentage.

Minority Retention from the major to the University:

Class of 2016 (uses 2012F cohort)	Cohort	Sophomore Year	Junior Year	Senior Year
Communications Majors	27	20 (74%)		
All Loyola Students	357	279 (78%)		
Class of 2015 (uses 2011F cohort)				
Communications Majors	22	18 (82%)	16 (73%)	
All Loyola Students	308	232 (75%)	201 (65%)	
Class of 2014 (uses 2010F cohort)				
Communications Majors	23	17 (74%)	13 (57%)	13 (57%)
All Loyola Students	274	206 (75%)	179 (65%)	162 (59%)
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All Loyola Students	176	125 (71%)	102 (58%)	88 (50%)
Class of 2010 (uses 2006F cohort)				
Communications Majors	10	10 (100%)	10 (100%)	8 (80%)
All Loyola Students	178	144 (81%)	127 (71%)	117 (67%)

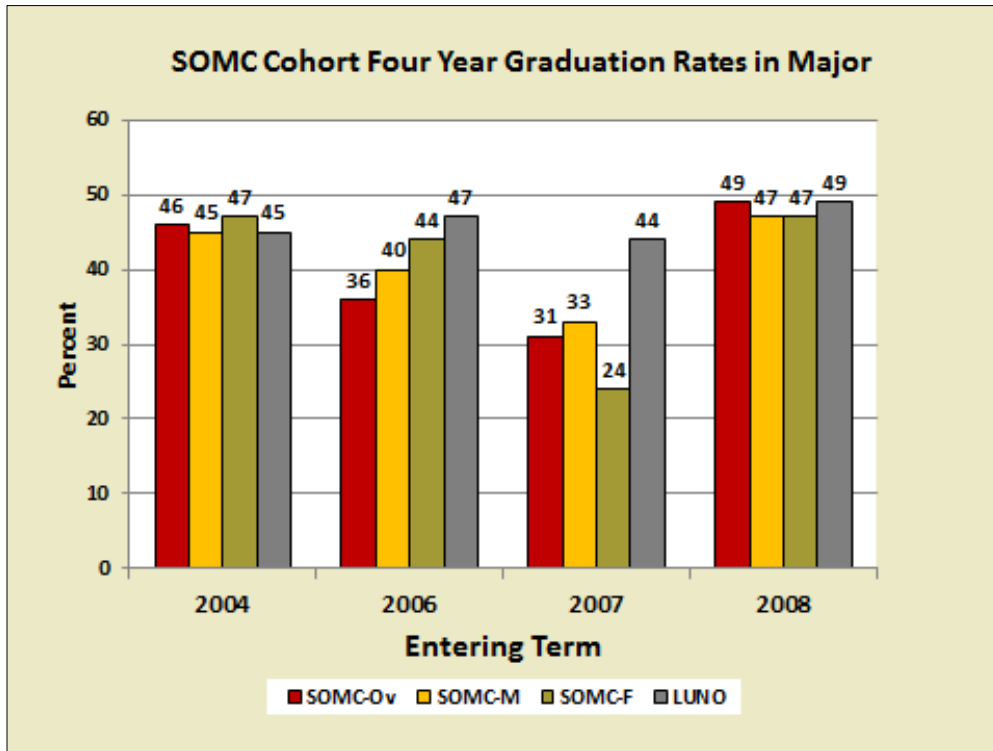
Retention methodology is based upon continuous enrollment. Like the overall Cohort, Communications retention is based upon returning to the university. Students graduating before their senior year are subtracted from the denominator when calculating the retention percentage.

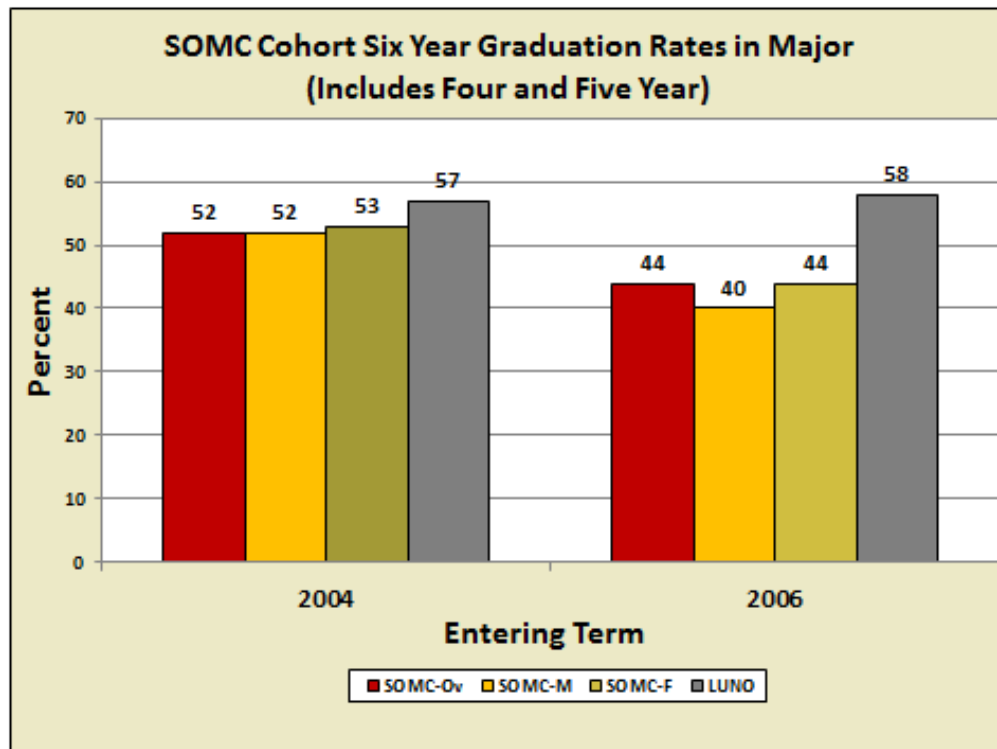
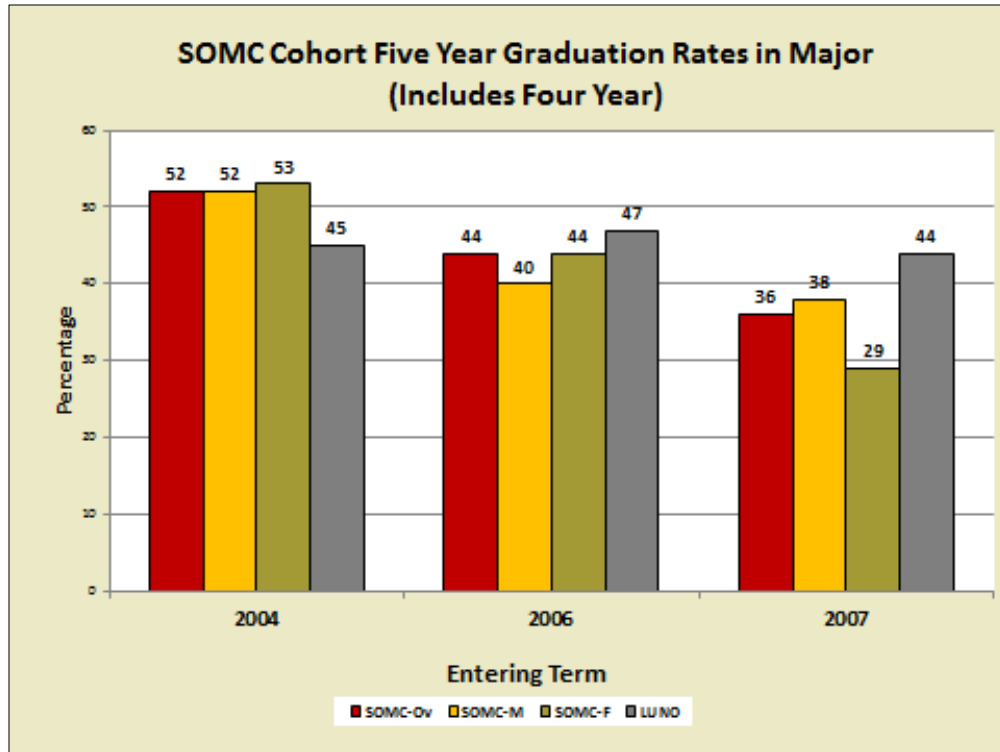
See graduation rates on the following pages:

Graduation rates are calculated at the four, five and six year benchmarks as collected by IPEDS (National Center for Education Statistics). Minority graduation rates as compared to the overall average for SOMC and Loyola vary with the exception of 2004.

The school has developed a probation program through the student services office to help all students.

Red Bar: SMC overall
Gold Bar: SMC minority
Green Bar: SMC first generation
Grey Bar: Loyola University





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 of Mass Communication has worked to ensure that a minority is included in the hiring pool when there are openings in the school for full-time faculty and staff positions. For example, the school has advertised in NABJ and asked for faculty assistance in identifying eligible minorities. Qualified minority applicants are also considered for part-time/adjunct positions and staff. In Table 7, in both the 2010-2011 and 2012-2013 hires, there were minorities in the pool of candidates.

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.

In 2009, there were no female full professors in the school. Two of the three female faculty have been promoted to full professor since 2009. The third has taken early retirement. The director has also worked with the chair in the Department of Counseling, a female, as a mentor towards tenure and promotion.

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. The director keeps a file on all potential candidates and the most qualified candidates are hired for the position. The school does have one minority adjunct and has employed female adjuncts as well.

Minority: Adjunct/Part-time faculty and female professionals

Cheryl Dejoie-Lacabe

Tamar Meguerditchian Gregorian*

*Tamar is not counted as a minority in faculty adjunct count but she is of Middle Eastern descent.

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.

In 2012-2013, the following served as guest speakers. They are all from diverse* backgrounds (24 percent minority): *diverse backgrounds for this list include Houma Indian, African American, Asian American, Egyptian, Hispanic

- Chris Chaisson, Institute of Environmental Communication, Houma Indian
- Angelique Dyer, Public Relations/Graphics Specialist, Touro Infirmary, African-American
- Alex Esquilin, Loyola University Student, African-American

- Jeff Funk, Creative Director, WGNO-TV/Nola 38, Asian-American
- Lawrence Gates, NOPD Community Coordinating Sergeant, African-American
- Alysha Jean, Director of Marketing & Promotions/Contract Brand Ambassador, John Robert Powers/Upbeat Promotions, African-American
- Valeisha Butterfield-Jones, CEO, HEIRLIGHT Productions, Co-founder & CEO, Women in Entertainment Empowerment Network (WEEN), African-American
- Yolanda Jenkins, NOPD Community Coordinating Sergeant, African-American
- Hoda Kotb, Co-anchor & Correspondent, TODAY Show & Dateline NBC, Egyptian
- Dr. Earthea Nance, Assistant Professor, University of New Orleans (Institute for Environmental Communication), African-American
- Victor Noriega, Senior copywriter, Guerra DeBerry Coody, Hispanic
- Tod Smith, President & General Manager, Belo Corporation, WWL-TV, African-American
- Taifa St. Julien, Sr. Employee Communications Specialist, Cox Communications, African American
- January Williams, Digital Marketing and Communications Professional, Diva Digital Communications, African American
- Jessica Williams, Staff Writer, The Lens, African American

Of the 62 guest speakers at the school in the 2012-2013 academic year, 15 of 62 (24 percent) were minority.* 32 of 62 (52 percent) were women and 17/62 were Loyola alumni. *includes African American, Asian, Hispanic, Middle Eastern, Egyptian, Houma Indian.

In 2011-2012, the following served as guest speakers from diverse backgrounds (19 percent):

- Michelle Dunnick, Account executive, Tales of the Cocktail, Asian-American
- Tamar Gregorian, Principal, The Marketing Hub, Middle Eastern
- Carlton Houston, News Director, KTUL TV, African-American
- Tom Llamas, Anchor, WNBC/Today Show, Hispanic
- Laila Morcos, Senior Public Relations Account Executive, Peter Mayer, Arab-American
- Raines, Manager, Tulane University Interdisciplinary Experience Seminars, African-American
- Mike Siegel, Representative, Republic of Serbia, Serbian

In 2011-2012, 7/37 (19 percent) guest speakers were considered minority. 13/37 (35 percent) were women and 4/37 (11 percent) were Loyola alumni.

In 2010-2011, the following served as guest speakers from diverse backgrounds (26 percent):

- Michelle Dunnick, Event Manager, Tales of the Cocktail, Asian American
- Angelique Dyer, Public Relations/Graphics Specialis, Touro Infirmary, African American
- Eduardo Gonzales, News Assistant, WWL-TV, Hispanic
- Tamar Gregorian, Principal & Co-founder, The Marketing Hub, Middle Eastern
- Carlton Houston, News Director, KTUL, African American

- Tom Llamas, Anchor/Reporter, NBC, Hispanic
- Laila Morcos, Senior Public Relations Account Executive, Peter Mayer, Syrian
- Joi Raines, Manager First Years Program, Tulane University, African American
- Melody Alijani, Director of Research and Development, Louisiana Office of Culture & Tourism, Middle Eastern
- Edmund Kee, Publisher, Amelie G, Asian American
- Maria Montoya, Reporter, The Times-Picayune, Hispanic

During the 2010-2011 academic year, 11/43 (26 percent) guest speakers were considered minority. 18/43 (41 percent) were women and 4/43 (9 percent) were alumni.

APPENDIX 3-A. DIVERSITY PLAN

Note:

- ✓ Indicates that the goal has been achieved;
- ✓ and year indicate that a portion of the task has been completed and will continue through the duration of the plan through 2016.

Diversity Plan
School of Mass Communication
Loyola University New Orleans
2013-2016
(Approved December 2012)

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.

The School's Diversity Plan will be monitored annually and assessed for compliance by the student services coordinator, the University's Director for the Center for Intercultural Understanding, and a minority student appointed by the Student Services Coordinator.

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 18 percent of full-time faculty, (✓, 2013-2016)

Seek at least 30 percent of adjuncts, (17 percent, 2013-2016)

and 30 percent of guest speakers to represent minorities including race and gender. (✓, 2016)

Seek at least 50 percent of SMC work-study students who represent minorities. (✓, 2013-2016)

When hiring faculty, ensure that ads are appropriately placed in minority and multicultural publications such as the National Association of Black Journalists, the Asian American Journalists Association and the National Association of Hispanic Journalists. (✓)

When hiring faculty and staff, ensure that diverse pools of candidates are examined as potential finalists in searches. (✓, 2013-2016)

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

When hiring adjuncts, seek diverse candidates. (✓, 2013-2016)

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

Retain more minority students in the major (70%) by 2016

In 2012F, there were 49 communications students of whom 27 were minority students; of these 27 students, 20 students, as of September 27, 2013, have returned to Loyola in 2013F (74%) and 18 returned as a SMC major (67%).

In 2011F, there were 60 mass communication students of which 22 were minority students; of these 22 students, 18 (82%) returned to Loyola in 2012F and 15 (68%) returned as a SMC major.

Stabilize the retention rate of all **first generation students by 2016 (75%)**

Of the 2012F cohort (49 students) only 11 were first-generation students; of these 11 students 8 returned to Loyola University (73%) and all returned as SMC majors.

Of the 2011F cohort (60 students) only eight were first-generation students; of these eight students, six returned to Loyola University (75%) and all returned as SMC majors.

Faculty should closely monitor and alert the director/student services coordinator of all early warnings with continued tracking of first-generation/minority students so that additional resources can be offered if necessary. (✓, 2013-2016)

Student services coordinator should continue to execute the SMC Probation Plan for all students who earn below a 2.0 grade point average. (✓, 2013-2016)

Student services coordinator should monitor the success of all first-generation/minority students and work with students' advisors as necessary for additional mentorship. (✓, 2013-2016)

SMC should seek additional resources for students through Loyola's Academic Resource Center and Center for Intercultural Understanding when necessary. (✓, 2013-2016)

SMC should begin pilot testing a minority/professional mentoring program with minority students and search for funding for additional individual(s) on staff to manage this program with a target date to begin pilot of fall 2015. (2013-2016)

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

The following core courses will include diversity issues (gender, race, ethnicity and sexual orientation in a domestic society in relation to mass communication) and be specified on the course syllabi:

CMMN A100 (✓)

CMMN A101 (✓)

CMMN A401 (✓)

CMMN A484 (✓)

Other required courses to include diversity issues are:

All capstones including: CMMN A414, A415; CMMN A418, A419; CMMN A490. (✓)

The SMC will continue to offer elective courses such as Media and Gender (CMMN A455) and International Journalism (CMMN A473) with a goal of offering at least one diversity elective per year. (✓)

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 diversity of the school's understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society:

The following mass communication core courses in the school will include diversity issues on a global level and be specified on the course syllabi:

CMMN A100 (✓)

CMMN A101 (✓)

CMMN A401 (✓)

Objective 5: Strengthen the environment of the School by ensuring an atmosphere of inclusiveness:

In developing an SMC mentorship program, the SMC will ensure minority participation. (2013-2016)

The SMC will seek opportunities for minority scholarship funding. (✓, 2013-2016)

The SMC will encourage student organizations to invite minority participation. (✓, 2013-2016)

The SMC will continue to include HBCU area schools in the annual SMC Networking Night. (✓, 2013-2016)

The SMC will also ensure diversity in our portfolio review panelists. (✓, 2013-2016)

The SMC will publicize Loyola speakers of diverse backgrounds to SMC students. (✓, 2013-2016)

Objective 6: 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. (✓, 2013-2016)

SMC website front cover page must consistently contain diversity on its pages. (✓, 2013-2016)

The following is the School of Mass Communication Diversity Plan from 2009-2013.

Assessment of the plan is included beneath each objective.

Approved May 5, 2011
Diversity Plan
School of Mass Communication
Loyola University New Orleans
2009-2013

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.

The School's Diversity Plan will be monitored annually and assessed for compliance by the Student Services Coordinator, the University's Director for the Center for Intercultural Understanding, and a minority student appointed by the Student Services Coordinator. 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: (✓)

Goal: Seek at least 30% of guest speakers, 30% of adjuncts, 18% of full-time faculty represent minorities.

Since 2009, the school has employed two full time minority faculty (18%); more than 50% of the faculty have been women;

The school has employed only one minority adjunct; however, she has taught more than one section. Guest speakers have ranged from 19-24% minorities, with 24% in 2012-2013 and 35-52% women with 52% in 2012-2013 academic year.

In 2012-2013, 67% of work study students were minorities.

- When hiring faculty and staff, 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, ensure that diverse pools of candidates are examined. ✓
- Faculty should seek guest speakers representing diverse backgrounds. ✓

Objective 2: Enhance diversity of the school's student body to reflect our multicultural society: (✓)

2011-2012 Goal: enhance our recruitment and retention of minority students.

By academic year 2012-2013, 44.6% of the students enrolled in the school are minorities, which is above the minority percentage from the overall population, which was 36.8% for 2012-2013. Females in the school (72.4%) is also above

Objective 3: Strengthen the diversity of the school's curriculum to ensure majors and minors understand the role & context of mass communication in a multicultural society: (✓, continuing)

2011-2012 Goal: Identify courses in which diversity is addressed. One hundred percent of our sequences will address diversity. ✓

- Faculty members will seek to include awareness of diversity of ideas, in their courses, ✓
- Faculty members will seek to include diversity issues in those courses when and where appropriate. ✓
- Continue to offer courses such as Media and Gender (CMMN 455) and International Journalism (CMMN A473). ✓
- 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: (✓, continuing)

- In developing an SMC mentorship program, ensure minority participation.
- Seek opportunities for minority scholarship/foundation funding.
- Encourage student organizations to invite minority participation.
- Continue to include HBCU area schools in the annual SMC Networking Night at Loyola.
- Publicize Loyola speakers of diverse backgrounds to SMC students.

Objective 5: Maintain the cultural diversity of School representatives on the College's visiting Committee: (✓)

Of the 14 CSS committee members, 3 (21%) are African-American, 7 (50%) are women. Of the 6 SMC representatives, one is African-American (17%) 2 are women (33%).

The College visiting committee no longer exists.

Objective 6: Increase the visibility of our minority faculty, staff, students and alumni:

(✓, continuing)

2011-2012 Goal: Stories published, photographs, and other content in SMC website, social media, newsletters and other promotional materials will represent successes of minority faculty, staff, students and alumni and represent the demographics of the school.