



LMU Anti-Racism Project

Unit Progress: College of Communication & Fine Arts

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College of Communication & Fine Arts

DEAN'S OFFICE

Dean: Alexander Bryant, Ph.D.
Associate Dean: Michele Hammers, Ph.D.
Assistant Dean: Elaine Walker, Ed.D.
<https://cfa.lmu.edu/dei/>

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

CFA reported their progress to the community on March 30, 2021.

[Presentation Video](#)

[Presentation Slides](#)

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SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

The College of Communication and Fine Arts (CFA) has embraced and prioritized DEI initiatives as an extension of our ongoing, fundamental commitment to transformative education and social justice. In alignment with CFA's DEI commitments, the College has strategically prioritized DEI-related projects for funding through its internal grant program and its visiting artists and lecturers' program. The DEI Steering Committee, consisting of faculty from all academic units, staff, students, and recent graduates, meets to discuss the DEI work occurring at the Department/Unit level and to identify potential College-level projects/actions. The Steering Committee is planning on holding College-wide Town Hall/listening sessions for students, faculty, and staff.

The Dean's Office, on behalf of the Steering Committee, is working on a College-level analysis of Item #4 (Evaluation of Structural Data). At the department-level, DEI activities have been robust, student-centered, and organic to each department's discipline, pedagogy, and co-curricular activities. Departmental progress reflects the individual priorities and processes of each unit. A summary of DEI activities, to date, is below:

Step 1: Multiple departments (Art History, Studio Arts, Music, and Dance) have conducted one or more Town Halls/listening sessions and others (Theatre) have such events scheduled. In addition, multiple Departments have conducted (Dance, Music, Studio Arts or are planning to conduct (Art History, Theatre) surveys. Departments also report a significant investment of time in faculty conversation -- via faculty meetings, one-on-one conversations, and Department planned trainings.

Step 2: All departments are actively engaged in review of infrastructure, pedagogy, policies and processes. Departments are enfolding the insights that emerge as part of their Step 1 activities into their review of departmental curriculum, pedagogy, culture and practices. Departments are engaging in internal processes appropriate to their unique goals and circumstances. One example of the internal processes being engaged, include Theatre Arts' internal presentation and training: "Utilizing Ignatian Pedagogy to Develop Anti-Racist Practices: A Discussion of Equity, Diversity, Inclusion & Justice."

Step 3: As noted above, all departments are reviewing their curriculum. Departments specifically note the need to confront limitations within their home disciplines as they begin to explore revisions to their curricula. Departments have utilized University resources, such as summer assessment grants and consultations with the Office of Assessment. As part of both Step 2 and Step 3 departments are revisiting co-curricular activities (reflecting the intersection of curricular content/pedagogy/Departmental culture). Examples of co-curricular planning include: The "KaleidoLA" speaker series; "Evening of Black Excellence; Participation in Black Catholic History month. Programming that is planned for later this semester or Spring 2021 includes: A speaking series similar to KaleidoLA featuring Theatre Arts professionals in alignment with DEI priorities; A panel of specialists in African Art/African American Art to discuss race and the study of Art History; A professional development workshop in Dance pedagogy and culturally responsive teaching practices.

Step 4: Efforts in this area have included analysis of faculty representation and student populations. This work is ongoing and will be updated in a future report.

PROCESS, CONT.

Step 5: This work is ongoing in most departments, but some efforts include: Art History will continue to strengthen partnerships with the Chicana/o, Latina/o studies, African American Studies, and Asian and Asian American Studies programs at LMU; Art History will seek to strengthen relationships with area museums and institutions, particularly the Getty and LACMA, which provide internships and professional opportunities to BIPOC students; Art History will seek to strengthen relationships with area community college colleagues to encourage BIPOC students to consider LMU in their transition to a four-year university/college; Dance will seek to further leverage its membership with the National Dance Education Organization (NDEO) and the National Honor Society of Dance Arts (NHSDA), a program of NDEO, to support student success; Dance will continue to support student engagement in the LMU student chapter of Movement Exchange, a national organization that "unites dance and service through its network of university chapters, international dance exchanges, and year-round programs in under-served communities."

Step 6: This work is ongoing, but early reports from some departments indicate that departmental Mission Statements strongly align with an emphasis on "social justice" and "social action," but a commitment to anti-racism may not be expressly present. Final departmental analyses and actions in this area will be detailed in a future update.

Step 7: College Leadership and faculty from all departments have taken advantage of the OIA's Systemic Analysis Workshop. Faculty, staff, and Dean's Office representatives are participating in the yearlong FSLC on "Racial Justice and Catholicism." As noted above, the Theatre Department engaged in an internal training process (summer 2020) and Dance plans for an internal professional development program in Spring 2021. The Steering Committee has begun identifying training opportunities that will be important to support and enhance future DEI efforts. An early list of potential trainings includes: Topical Trainings: Sensitivity Training; Cultural Diversity/Intercultural Training; Anti-Bias Training; Anti-Racism Training; Implicit and Explicit Bias Trainings; Interpersonal Skill Trainings; Conflict Mitigation/Conflict Management—How to engage in anti-racist conversations and actions.

Step 8: Given the ongoing work in each Department, assessments have yet to be directly addressed. Departmental updates and Steering Committee conversations have included an emphasis on ensuring the accountability and assessment measures remain action focused and designed to further DEI initiatives over the long-term.

CFA DIVERSITY, EQUITY, AND INCLUSION STEERING COMMITTEE

Dean: Bryant K. Alexander, Charge and ex-officio member

Dean's Office: Michele Hammers, Associate Dean and Elaine Walker, Assistant Dean

Departmental Representation:

- Art History: Melody Rod-ari
- Communication Studies: Kyra Pearson
- Dance: Kristen Smiarowski and Laura Smyth
- Marital and Family Therapy: Amanda Martin
- Music: Martha Masters
- Studio Arts: Selwa Sweidan
- Theatre: Christopher Murillo

Staff Members from Across Job Functions:

- Senior Administrative Coordinator: Lisa Tanaka
- Academic Advisor: Jameia McDuffie
- Technical Support: [pending]

Current Students and Recent Graduates:

- Jose Camacho
- Abigail Manullang
- Simrah Farrukh



Communication Studies

POINT OF CONTACT

Craig Rich, Ph.D.

Craig.Rich@lmu.edu | [Website](#)

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit has not presented in a Systemic Analysis Report Out

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SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

The CMST faculty have discussed and worked on the unit-level systemic analysis during several faculty meetings, but overall, much of our work is still in progress. For instance, we have completed the following:

- Departmental infrastructure review
- Strategic partnership analysis
- Training needs and opportunities.

We are still in the process of completing other parts of the systemic analysis, including organizing a town hall for members of our community and distributing an anonymous survey to community members. We are also still in the process of our curriculum review.

HIGHLIGHTS

ISSUES IDENTIFIED

- A need for strategic, interdisciplinary partnerships within the LMU community.
- A need to incorporate community-based collaborations with communities of color within the Los Angeles area.
- A need to intentionally support BIPOC students, faculty, and staff throughout our departmental operations and culture.
- Develop training opportunities within the department as well as raise critical concerns relative to existing training programs within the University that function to recenter racism.
- Incorporate a greater emphasis on diversity, equity, and inclusion, including a clear and explicit focus on systemic racism, into our lower-division courses in the major.

NEXT STEPS

ACTION STEPS

OUTCOMES

LEGEND FOR PRESIDENTS COMMITMENTS

- Hiring
- Culture and Climate
- Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- | | |
|---|--------------------------------------|
| 1. Listen to your team and constituents | 5. Analyze strategic partnerships |
| 2. Review infrastructure and policy | 6. Evaluate vision/mission statement |
| 3. Review scope and content of programs | 7. Identify training needs |
| 4. Evaluate structural diversity (data) | 8. Accountability and Assessment |



Department of Theater Arts

POINT OF CONTACT

Katharine Noon, MFA
Katharine.noon@lmu.edu

PARTICIPATION AND REPORTING

- Attended SA Consultation Session
- Submitted a Progress Report

This unit reported their progress to the community on 12/02/2020.

[Presentation video](#)



SYSTEMIC ANALYSIS STEPS UTILIZED

PROCESS ■ ISSUES ■ ACTION STEPS ■ OUTCOMES

PROCESS

1. We will be holding a listing session in November, 2020
2. We are examining our curriculum with the goal of de-centering whiteness
3. We are re-tooling our production season selection process so the work we do represents a broad and diverse range of playwrights and artists
4. We are developing a Season Selection DEI Manifesto
5. We are developing and an Anti-Racist/DEI Department Ethos
6. We are developing a speaker series for Spring 2021 of Black Theatre Artists

DIVERSITY, INCLUSION, AND EQUITY COMMITTEE

[Daphnie Sicre](#), Chair of Committee
Assistant Professor

[Arnab Banerji](#)
Assistant Professor

[Christopher Murillo](#)
Assistant Professor

[Katharine Noon](#),
Professor and Chair of Theater Arts

ISSUES IDENTIFIED

1. The Euro-centric nature of a large part of our curriculum and production season.
2. Allowing all voices in the room to be expressed and heard.
3. A consensus on not what we need to do but how best to do it.
4. Making sure we understand this is a marathon and not a sprint and making sure there is not burnout as a result of this process.
5. Communicating our efforts to our students.
6. Diversity of faculty.

OUTCOMES

We are currently in the process of completing the first action step. It will be assessed through student feedback in the form listening sessions and surveys.

The outcomes will be a de-colonized curriculum and a diverse performance season offering students exposure to BIPOC authors and artists. Assessment: Listening session and surveys

ACTION STEPS

Creating a Department Ethos Statement regarding our commitment to Anti-Racist practices and in conjunction with that a Season Selection Manifesto that will set up a DEI/Anti-Racist framework in how we select our production season.

Re-thinking aspects of our curriculum, particularly our spirit in Drama classes. Establishing a 4-year season selection process that ensures our students a broad range of diverse artists and genres.

NEXT STEPS

LEGEND FOR PRESIDENTS COMMITMENTS

- Hiring
- * Culture and Climate
- Education

SYSTEMIC ANALYSIS STEPS: QUICK REFERENCE

- | | |
|---|--------------------------------------|
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