LMU Anti-Racism Project  
Unit Progress: College of Communication & Fine Arts

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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 enrolling 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.
Communication Studies

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 ■ ACTON 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.

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

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.

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.

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

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