

# STANDARD 1

## MISSION, GOVERNANCE AND ADMINISTRATION



### HIGHLIGHTS

- ❖ The School of Mass Communication is located in the College of Social Sciences. It is the largest undergraduate program in the college and on the Loyola New Orleans campus.
- ❖ The mission of the School of Mass Communication is to “educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication.”
- ❖ Because journalism and strategic communication are essential to a well-informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans *aspires* to be recognized among the premier mass communication programs in the country.
- ❖ The school has a strategic plan that guides all facets of the school.
- ❖ In AY 2013-2014, the school has 10 full-time faculty including the director and two sequence heads, three full-time staff and six adjunct faculty.

*1 Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.*

An organizational chart for the School of Mass Communication is on the following page.

The director is the chief academic and administrative officer of the school. She works with faculty and staff to build a program of excellence. She is responsible for strategic planning, budgets, technology facilities, faculty and staff development, fundraising, public service and accreditation. Sonya Duhé came to Loyola in 2009 as the first director of the school after 16 years as a professor at the University of South Carolina – several of those in administrative responsibilities from sequence chair to special assistant to the provost, special assistant to the president and as an associate vice president for research. She also worked as the chief faculty editor and anchor at the University of Missouri, Columbia while earning a doctorate there. She had previously worked as a television news reporter and anchor, and as an adjunct instructor at LSU. Duhé holds academic rank as a tenured full professor. She reports directly to Dean Roger White, who became interim dean in the fall of 2013 following the five-year tenure of Luis Miron. Dean White had served as department chair in political science and as an associate vice provost at Loyola. Dean White reports directly to Provost and Vice President for Academic Affairs Marc K. Manganaro, who came to Loyola as provost in the fall of 2012. He was dean of the College of Arts and Sciences at Gonzaga University, where he was a professor of English. Manganaro's appointment followed the retirement of Provost Edward J. Kvet. Manganaro reports to the president, Rev. Kevin Wildes, S.J.

In 2006, the communications department became a school, and Dr. Bob Thomas served as interim director until 2009. Sequence chairs serve as advisors to the director, work with the director and student services coordinator to complete teaching schedules and assist in leading the sequence that they oversee. Drs. Cathy Rogers and Leslie Parr were appointed sequence heads in spring 2013. Dr. Rogers is leading the strategic communications sequence with tracks in both public relations and advertising. She has led the public relations sequence in previous years. Dr. Parr leads the journalism sequence. They are both professors with tenure in the school.

PRESIDENT  
REV. KEVIN WILDES, S.J.

PROVOST AND  
EXECUTIVE  
VP/ACADEMIC AFFAIRS  
MARC MANGANARO

DEAN  
COLLEGE OF SOCIAL  
SCIENCES  
ROGER WHITE

DIRECTOR  
SONYA FORTE DUHÉ

STRATEGIC  
COMMUNICATIONS  
SEQUENCE HEAD  
CATHY ROGERS

JOURNALISM  
SEQUENCE HEAD  
LESLIE PARR

FACULTY AND STAFF IN THE SCHOOL OF MASS  
COMMUNICATION

2. *Describe the unit's process for strategic or long-range planning. Attach a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals.*

In the fall of 2009, the school adopted a three-year strategic plan. During a two-day planning retreat, the faculty approved seeking ACEJMC accreditation among other key goals. In December 2012, a new three-year strategic plan was approved. It was amended in February 2013. The strategic plan guides the director in leading the school, including curriculum, use of funds, etc.

**SEE APPENDIX 1-A. STRATEGIC PLAN (page 55)**

3. *Describe the unit's policies and procedures for faculty governance. Provide copies of faculty policy manuals, handbooks or other documents specifying policies, procedures and the roles of faculty and students in governance and in development of educational policy and curriculum.*

Regarding faculty governance, as stated in the School of Mass Communication's preamble in the protocol, page 1, section 1, "The faculty of the School of Mass Communication has adopted this protocol governing the school's organization and operating principles to achieve the school's mission within Loyola University New Orleans and the College of Social Sciences. The provisions are designed to apply to the particular character of the school in accordance with the policies of the college and the university."

In Section III, Governance, of the school's protocol, page 1, "In the School of Mass Communication, the full-time faculty (ordinary faculty as defined in the University Faculty Handbook and extraordinary faculty as defined in the University Faculty Handbook) of the School of Mass Communication constitute the governing body for the school, and as such operates according to the provisions of the protocol and the faculty handbooks of the university and College of Social Sciences."

Students play a direct role in the hiring of faculty as seen on page 6, under B, Procedures, item d in the protocol where student representatives are expected to interview the candidates. Students also conduct teaching evaluations on the candidates after they have visited their classes.

Although it is not written formally in the protocol, students, through one-on-one meetings with the director and through "Dine with the Director" help shape the school, its personnel and curriculum among other things. The students also formally review all professors through course evaluations.

The School of Mass Communication Protocol, the College of Social Sciences and Loyola University New Orleans Handbooks will be located in the site visit workroom.

4. *How often did the faculty meet during the most recent academic year?*

In academic year 2012-2013, the school held 11 faculty meetings. School of Mass Communication Protocol, page 4, Section V, under School Meetings states “Normally, meetings are held monthly during the window\* from 12:30 to 2 p.m. in the school conference room.

The director may call school meetings as necessary, except that:

- At least four faculty meetings will be held in each semester, and
- Any governing\*\* faculty member may also request a school meeting at any time.”

During the beginning of the fall semester, the director sends faculty “key dates” with school meetings scheduled for once per month during the academic year. If additional meetings are needed, the director calls for such.

The faculty also engage in longer “retreat” sessions when necessary, which may last from a half day beginning at lunch to an entire day.

\* The window is every Tuesday and Thursday during the semester from 12:30-2 p.m. when no classes are held.

\*\* Governing faculty are all full-time faculty in the School of Mass Communication.

5. *List faculty membership on and responsibilities of the unit’s standing and ad hoc committees.*

According to the school’s protocol, pages 1 through 3, under Section III, Governance, in part D, Standing Committees, “The school will form standing and ad hoc committees to examine and address needs, problems or issues specific to the school. Committees will meet periodically during the academic year, report their deliberations during regular faculty meetings and provide non-binding recommendations to the director and the school.”

**The following are standing and ad hoc committees of the school:  
Curriculum Committee**

*Membership:*

The governing faculty of the school constitute this committee which include all full-time faculty including Bob Thomas, Cathy Rogers, Leslie Parr, David Myers, David Zemmels, Valerie Andrews, Andrew Nelson, Lisa Martin and Lisa Collins and the director, Sonya Duhe’, who serves as chair.

*Meetings:*

The committee will meet as necessary and at least once each semester.

Responsibilities: The committee will conduct an annual curriculum review; determine the policies and procedures for school courses; monitor core course content and learning outcomes; review and prepare new course proposals for college and university approval.

*Chairperson:*

The director will serve as chair.

**Sequence Head Committee**

*Membership:*

The heads of each sequence in the school constitute this committee. The director of the school, in consultation with faculty teaching in the sequence, names the sequence head. The sequence head will be a member of the governing faculty with teaching responsibilities in the sequence.

*Members:*

Dr. Cathy Rogers, strategic communications; Dr. Leslie Parr, journalism

*Meetings:*

The committee will meet at least once per semester.

*Responsibilities:*

1. Curriculum planning and review: The sequence heads, after consultation with sequence members and the director, will establish a regular rotation of courses that will be approved by the governing faculty. They must review the rotation every fourth year to ensure that student needs are met and that faculty members are used to their best advantage.
2. The committee will evaluate how facilities are used and plan for the future.
3. The committee will also make long-range plans for budgetary expenses, including student fees, propose an annual operating budget to the dean and review how funds in the budget were spent.

*Chairperson:*

The director will act as chairperson.

**Rank and Tenure Committee**

*Membership:*

The School of Mass Communication Rank and Tenure Committee is composed of the tenured faculty. The director serves as an ex-officio member.

*Members:*

Dr. Sonya Duhé, director (ex-officio); Dr. David Myers, Dr. Leslie Parr, Dr. Cathy Rogers and Dr. Bob Thomas.

*Meetings:*

The committee will meet in the fall semester and complete all work by Oct. 15 in order to meet the provost's deadline for evaluation of second- and fourth-year tenure-track faculty or applications for promotion and tenure. The committee will review first-year faculty no later than Dec. 1. In the spring semester, the committee must complete its evaluations of tenure-track, other tenured faculty (not under two- and four-year review) and

extraordinary faculty by Jan. 15. At least three committee members or a simple majority, whichever is larger, will constitute a quorum. Proxies will not be used either for constituting a quorum or for voting. Applicants for rank and/or tenure will not sit on the committee when their applications are being considered.

*Responsibilities:*

The committee is responsible for recommending retention, promotion and tenure for non-tenured ordinary faculty members, as well as retention of all full-time extraordinary faculty. This committee will review candidates according to the school and college protocols and the University Faculty Handbook. The School of Mass Communication Rank and Tenure Committee will also evaluate all tenured faculty and recommend merit increases.

*Chairperson:*

The committee is chaired annually by a member of the tenured faculty elected by the committee.

Dr. Cathy Rogers, co chair, Dr. Leslie Parr

**AD HOC COMMITTEES:**

There have been several **ad hoc committees** formed.

For example, during the 2012-13 school year, the faculty approved an ad hoc, **Minor Committee** to review the School of Mass Communication minor.

Minor committee:

*Members:*

Dr. David Myers, chair, Andrew Nelson, Mike Giusti.

**Technology Committee**

The school has also formed an ad hoc, **Technology Committee** for assisting the director in technology purchases.

*Members:*

Dr. David Zemmels, Eldon Ahrold, Mike Giusti and Dr. Mark Poepsel.\*

(\*Poepsel will be replaced with Lisa Collins in 2013-2014)

**Communication Writing Committee**

The school has also formed an ad hoc, **Communication Writing Committee**, to standardize the course syllabus.

*Members:*

Lisa Martin, Andrew Nelson, Dr. Mark Poepsel\* and Dr. Sonya Duhe'

(\*Poepsel will be replaced by Leslie Parr in 2013-2014)

6. Describe the procedures for selecting unit administrators.

**Director Appointment:**

*Taken from School of Mass Communication Protocol, under Section IV. Director, page 3, in part B, Appointment:*

**Appointment**

In the case of a vacancy, the faculty could recommend to the dean the SMC elect from within or request a national search. The following protocol applies to elections:

1. The school's governing faculty elects a nominee for the school director. (For election process, see section D., below.) Following this election and a consultation with the governing faculty of the school, the dean of the College of Social Sciences appoints the director with the approval of the provost.
2. Faculty serving as director will not have tenure as director but will retain eligibility or continue in tenure as ordinary faculty as a separate right.

**Term**

The director normally holds a three-year term from among the tenured members of the ordinary faculty.

**Election**

By March 30 before the beginning (Aug. 1) of the director's final contract year, the director must inform the dean and governing faculty, in writing, of his or her intention to stand as a candidate for another term. If other full-time faculty have an interest in the directorship, they must announce their candidacy in writing to the dean and all governing faculty within two weeks of the incumbent's announcement of whether he or she will pursue another term. The governing faculty subsequently will, by secret ballot in a formal meeting, vote upon the candidates who have put themselves forward and by a majority vote choose a nominee to be recommended to the dean. The proxy of an absent member will be honored only if presented in writing and stating the absentee's position. The absent member's vote will be presented in such a way as to preserve anonymity.

**Procedures in the event of two or more candidates:**

- Each candidate will present his or her proposal and answer questions with the other candidate(s) absent.
- Faculty members will discuss the candidates while they are absent from the room.
- In the event of a tie, the faculty immediately votes again without discussion; if the new vote results in a second tie, the votes will be forwarded to the dean for a decision.
- In the event that no candidate steps forward or if for any other reason the dean and the governing faculty find it advisable to appoint as director someone from outside the school, the faculty will conduct a search, and, as detailed above, will vote for a candidate to recommend to the dean.
- The director-elect will assume office at the expiration of the incumbent's contract.

7. *Describe the process for evaluating unit administrators and summarize the results of the most recent evaluation.*

***Evaluation of the Director:*** Taken from School of Mass Communication Protocol, page 4, part E, under Evaluation,

The director will be evaluated by the governing faculty and staff annually. The director will submit to the faculty any materials to be considered during the evaluation by Feb. 15 of each year. Each member of the governing faculty and staff will complete a form designed to evaluate the director on his or her execution of the duties of directorship by April 1 of each year. The evaluation form will be sent to the dean who will summarize the results of the evaluation and discuss them with the director. In the last year of the director's contract, additional stakeholders (students, alumni, Institutional Advancement personnel, etc.) will also be asked to evaluate the director.

*The letter following is taken from the most recent evaluation of the director in May 2013.*



May 8, 2013

Robert Thomas, Professor  
School of Mass Communication  
Loyola University New Orleans  
Campus

Re: Evaluation of Director Sonya Duhe

Dear Professor Thomas:

It is my pleasure to provide a summary evaluation of Dr. Sonya Duhe, Director of the School of Mass Communication (The School).

I have worked with Dr. Duhe for four years, having endorsed the faculty's recommendation in 2009 to appoint her as the first permanent director of the School. During this period of time, I have observed Sonya grown from a "rookie leader" to a seasoned academic leader and administrator of the School. Her leadership style has evolved from one accustomed to making near-unilateral administrative decisions to one that places a premium on collegiality and shared governance. This growth is reflected in the comments and numeric ratings in the anonymous "unit leader" evaluations I received in this and previous years. As an academic administrator who has spent nearly ½ of my career in administration, this evolution and adjustments in leadership style bode well for the School throughout the accreditation review process and extending into the years afterwards.

In closing let me speak to what I consider the glowing strength of Dr. Duhe's stewardship of this still-emerging School. This is her management of resources, both financial and human capital, and her vision for the future. Indeed, it is her academic foresight that launched the School into a drive for accreditation, the first in its 50+ years of activity. The faculty clearly respects and admires her vision and feels fortunate to have Sonya as a leader during this crucial time in the growth of the School. I hope this letter is helpful. Please let me know if you have any questions.

Luis Miron, Dean

8. *Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.*

The director of the School of Mass Communication and the student services coordinator enjoy extremely open communication with students. When students complain to the student services coordinator, she encourages them to meet with the director or she passes the concerns along. The director and the student services coordinator will assess the situation. Assessment may involve the student writing a statement to be included in the faculty member's file or some other resolution that satisfies the student. If concerns are deemed accurate, a meeting is held with the party involved. The director and student services coordinator also host a "Dine with the Director" each spring for individual classes. This allows the director to communicate directly with students and request input. The sessions have been extremely open and have facilitated additional dialogue with students.

Regarding faculty complaints, the school appreciates a positive working environment overall. The university has been fortunate to have Dr. Roger White, a special assistant to the provost for employee relations, to assist in dealing with all faculty issues. The director can request the assistance to provide help in resolving the challenge or concern.

Since the school has such a small staff, we work as a very close team. The director solicits input from staff on making tasks more efficient. The director has also recommended staff seek professional development as necessary to keep up with technology and other responsibilities of their jobs.

## APPENDIX 1-A. STRATEGIC PLAN

*The following documents are the SMC's official strategic plans from 2013-2016 and from 2009-2012.*

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 2016

**Strategic Plan  
School of Mass Communication  
Loyola University New Orleans  
2013-2016**

Approved December 2012  
Amended February 26, 2013

### **Mission of the School of Mass Communication**

In the School of Mass Communication, we educate students in the Jesuit tradition to become intellectual, ethical and creative practitioners and leaders in the professions and industries of journalism and mass communication.

### **Vision Statement**

Because journalism and strategic communication are essential to a well informed, engaged and socially just world, the School of Mass Communication at Loyola University New Orleans aspires to be recognized among the premier mass communication programs in the country.

### **Goals and tactics:**

In keeping with the University's overarching strategies of the Loyola 2012 plan, which include enhancing Jesuit values, improving student retention and enhancing reputation and stature, the School of Mass Communication defines its overarching goal to **position the School of Mass Communication for excellence and growth within a rapidly changing media environment.** We believe we should **ensure that Jesuit Values are at the core of all we do.**

The following includes the SMC's overarching objectives/strategies with associated tactics.

#### **1. Recruit and Retain High Quality Students:**

##### **Recruitment:**

Develop and Implement SMC Ambassador Program spring 2013 (✓, 2013-2014)

Faculty and staff will strategically contact students who are interested in mass communication (✓, 2013-2016)

Develop and implement a social media strategy such as Google hangout with possible students and their parents to answer questions, etc. (✓, 2014-2016)

Develop a video to promote the SMC on the web, etc. (✓, 2013-2014)

Increase enrollment to 300 while maintaining student quality based on 11 to 1 ratio. Year 1, 275; Year 2, 285; Year 3, 300; (2013-2016)

Develop a more exciting mass communication minor that addresses particular niches requested by majors across Loyola New Orleans (2013-2014)

Develop summer mass communication course(s) for high school students to receive college credit as a recruitment tool; perhaps digital communications and/or social media course (2013-2014)

Develop strategy for local high school visits using ambassadors, director, student services (2013-2014)

Develop and implement strategic courses to enhance excitement within the curriculum to attract new students such as social media course (✓, 2013-2016)

**Retention:**

Determine SMC's academic standing among Loyola students and implement a SMC admissions policy (✓, 2013-2014)

Retain students above the Loyola average (✓, 2013-2016)

Faculty should attend all SMC events, engage with students, and require student attendance. For example, SMC Kickoff, Networking Night at Loyola, Spring Fiesta, etc. (2013-2016)

Begin development and implementation of a limited mentorship program for students while searching for funding for full-time program director (2014-2016)

**2. Enhance Academic Excellence:**

Review curriculum once yearly (fall) at a special curriculum meeting  
Consistently review and adapt curriculum to meet changing media landscape and ACEJMC accrediting standards (✓, 2014-2016)

Enhance and promote SMC minor(s) by spring 2013.  
Increase from 17 to 20 and then to 34 by 3<sup>rd</sup> year (2013-2016)

Engage students via research, service, out-of-class, and extracurricular initiatives. (one-third of faculty would seek research opportunities with undergraduates) (✓, 2013-2016)

SMC director to develop and implement undergrad research grants by using professorship and other discretionary funds (2013-2016)

Build larger presence at national mass communication meetings, including increasing panel and scholarly presentations to one-fourth of faculty at such meetings as AEJMC by year two; half of faculty by year 3 (✓, 2013-2014)

**3. Prepare for Accreditation:**

Determine feasibility for self-study through consultant (January) and send formal request from president seeking ACEJMC accreditation (✓)

Prepare and conduct self-study for 2013-14 (✓, 2014)

Begin preparations and host site visit following self study (✓, 2013-2014)  
(renovate labs, paint, etc).

**4. Improve Visibility and Reputation:**

Enhance web and social media presence (✓, 2013-2016)

Continue to integrate within the university community by having SMC faculty on key university committees (✓, 2013-2016)

Build lifelong engagement with alumni by hosting the annual Den of Distinction (✓, 2014-2016)

Continue to develop a culture of giving and work towards increasing annual gifts from alumni to 12-15 percent annually by 2016. In 2011, 257/3726 (7 percent) of school alumni gave an annual gift; in 2012, 421/3775 (11 percent), in 2013, 420/3875 (10.8%)

Work at silent phase of capital campaign with \$1 million goal toward multimedia center year 1 (2013-2014)

Determine set communication schedule for email blast/newsletter. (one per semester or as awards etc. warrant and evaluate after year one for possible revised schedule) (✓)

Raise SMC profile within the academic and professional community with 100 percent of faculty present at scholarly/professional meetings annually (✓, 2014-2016)

Faculty represented at national professional meetings for journalism and strategic communications (✓, 2013-2016)

Faculty should attend all SMC events (where possible) and require student attendance. For example, SMC kickoff, networking night, Spring Fiesta, etc. (2013-2016)

**5. Foster Faculty and Staff Excellence:**

Continue to recruit and retain sufficient and quality faculty with minimum masters and/or significant professional experience (✓, 2014-2016)

Support a quality staff that meets strategic requirements-

Staff to attend at least one professional meeting in their areas annually (✓, 2014-2016)

Enhance faculty education and mentorship opportunities through continuing research Fridays (2013-2016)

Ensure faculty support resources are sufficient for travel for research and professional meetings (✓)

Support and fund continuing education for faculty/staff (✓)

**6. Align Resources with Strategic Requirements:**

Develop and implement a SMC fundraising board with goal of \$1 million in next 12 months, \$2.5 million by 3<sup>rd</sup> year (✓, 2013-2016)

Continue strategic plan for laboratories, cameras, etc. on technology implementation (✓)

Continue to expand and diversify funding (2013-2016)

10 percent faculty apply for internal/external grants (✓, 2013-2016)

**7. Enhance Alumni Relations:**

Consistent email newsletter once per semester (✓, 2013-2016)

Continue Den of Distinction program and request awardees serve as committee to formalize process and nominate awardees to the SMC faculty for final approval (✓, 2013-2016)

Include alumni as guest speakers in classes, portfolio review, Networking Night, etc. (✓)

Include alumni on development committee for fundraising (✓)

Strategically plan and implement by 2016 a national advisory/visiting board (2013-2016)

**Recruitment Strategic Plan**  
**2013-2016**  
**Approved August 13, 2013**

The School of Mass Communication met August 13, 2013 during a retreat to address the decline in enrollment since 2006. The faculty developed the following plan to deal with the challenges facing the school today. This is a supplement to the existing strategic plan 2013-2016 regarding recruitment.

1. Identify key high school guidance counselors in the New Orleans area and meet with them to report about what the school has to offer (fall 2013, spring 2014)
2. Director/Faculty/Staff/Students to attend appropriate school career fairs in the New Orleans area (fall 2013)
3. Director/Faculty/Staff/Students to attend National Association for College Admissions Counselors (NACAC) in New Orleans (fall 2013)
4. Director/Faculty/Staff/Students to attend Loyola's Spring/Counselor Fly in (spring 2014)
5. Director/Faculty/Staff/Students to attend appropriate high school career days in the local metro (fall 2013, spring 2014)
6. Explore high school student newspapers opportunities for:  
(fall 2013, spring 2014)
  - Exchange for master class, an ad
  - Op eds for student newspaper
7. Develop early scholars program during the summer for high school students: (Determine Classes fall 2013)
  - Digital communications
  - Social media course etc.
8. Be more engaged with admissions on college tours. Meet with prospective communications students (fall 2013, spring 2014)
9. Pitch local home town newspapers when news releases are written about communications students (fall 2013, spring 2014)

10. Have director/faculty and students as part of fall open house, tours of school, etc. (fall 2013)
11. Have director/faculty and students during presidents open house (spring 2014)
12. Produce video for recruitment/fund raising (fall 2013, spring 2014)
13. Develop and produce promotional materials for recruitment (fall 2013, spring 2014)
14. Attend national high school newspaper meetings such as National Scholastic Press Association and College Media Association and be prepared to promote SMC (fall 2013, spring 2014).

**Strategic Plan  
School of Mass Communication  
Loyola University New Orleans  
2009-2012**

Approved November 2009

**Mission of the School of Mass Communication**

The mission of the School of Mass Communication (SMC) is to educate students to have a critical understanding and comprehensive body of knowledge of the techniques, theories and social consequences of our complex national and global mass communication system. In our technologically intense fields in which method and form are major concerns, we educate students to become intellectual, artistic and ethical professional leaders in the rapidly changing information environment.

In the Jesuit tradition, we are committed to understanding and advancing social justice through service to our university, our communities and our disciplines. As scholars, staff, student and alumni, we value the media as social instruments and are committed to the ethical integration and application of communication skills, knowledge and values in the interconnected and diverse world around us.

**Vision Statement of the School of Mass Communication**

The School of Mass Communication seeks to be a professionally accredited, nationally recognized program centered in the liberal arts. It will be characterized as such by teaching excellence, community engagement, technological superiority and scholarly involvement. The student centered curriculum will foster critical thinking, artistic and creative expression within a global, interdisciplinary framework. The Catholic, Christian and Jesuit values will inspire a humanistic and ethical approach to learning. Social justice and diversity will be embraced intellectually, culturally and demographically. This type of curriculum will produce students who are leaders in the field.

**Goals and tactics:**

In keeping with the University's overarching strategies of the Loyola 2012 plan, which include enhancing Jesuit values, improving student retention and enhancing reputation and stature, the School of Mass Communication defines its own overarching goal to **position the School of Mass Communication for excellence and growth within a rapidly changing media environment.**

We believe we should **ensure that Jesuit Values are at the core of all we do.**

The following includes the SMC's overarching strategies with associated tactics.  
**Note: (✓ Indicates that the goal was achieved in the 2009-2012 plan)**

- 1. Enhance Academic Excellence: ✓**
  - Recruit and retain high-quality students
  - Focus emphasis on core concepts and ethics
  - Enhance and promote media studies sequence
  - Review and adapt curriculum to meet changing requirements
  - Engage students via research, service, out-of-class, and extracurricular initiatives
- 2. Prepare for Accreditation: ✓**
  - Establish priorities and approach
  - Develop work plan with results, accountabilities and timeline
  - Manage personnel to support accreditation
  - Manage the process/logistics
- 3. Improve Visibility and Reputation: ✓**
  - Develop and implement a strategic communications plan
  - Increase integration within the university community
  - Build lifelong engagement with alumni
  - Increase connections with the academic community
  - Raise SMC profile within the professional community
  - Increase visibility and outreach locally, regionally and nationally
- 4. Foster Faculty and Staff Excellence: ✓**
  - Recruit and retain sufficient and quality faculty
  - Support a quality staff that meets strategic requirements
  - Enhance faculty education and mentorship opportunities
  - Ensure faculty support resources are sufficient
  - Support continuing education for faculty/staff

**5. Align Resources with Strategic Requirements: ✓**  
Expand effective use of technology

Expand and diversity funding

Ensure physical facilities meet requirements