Guiding Principles for Approving Student Programming

As members of a Catholic-centered, academic community, it is essential that all of our activities and programs be aligned with our common mission and Catholic identity. Understanding our mission and Catholic identity, and how best to align with it, is an ever-present reality - especially with regard to selecting films, lecturers, and other entertainment. Whenever concerns about the appropriateness of an activity or program arise, individuals should bring them forward within the context of an open and on-going conversation, which is characterized by civility and the presumption of goodwill on the part of all concerned.

The following standards and reflective questions will be used to determine the appropriateness and subsequent approval of potential advertising, publications, films, lecturers, parties, dances, and other entertainment:

Loyola Marymount University Mission
By intention and philosophy, we invite men and women, diverse in talents, interests, and cultural backgrounds, to enrich our educational community and advance our mission: the encouragement of learning, the education of the whole person, the service of faith and the promotion of justice.

Catholic Identity
The University is institutionally committed to Roman Catholicism and takes its fundamental inspiration from the combined heritage of the Jesuits, the Religious of the Sacred Heart of Mary, and the Sisters of St. Joseph of Orange. This Catholic identity and religious heritage distinguishes LMU from other universities and provides touchstones for understanding our threefold mission.

Every individual has worth and dignity.
Human life is sacred and every person is made in the image of God. The inherent dignity of the person is our founding principle, which is based in the idea that the person is the clearest reflection of God among us. Whatever insults human dignity is harmful to our community.

There is no tolerance for bigotry.
We are one human family, crossing national, racial, social, and ideological differences. Judged by how well we treat those with special needs or on the margins of society, we are constantly called to give attention to their concerns and to respond with compassion and love.

A supportive community helps us learn.
Humanity is both social and sacred. Human beings grow and achieve fulfillment in community and human dignity can only be realized and protected in the context of our relationships with each other. LMU is a welcoming community and we believe that to shun or isolate others with ridicule, violence, or neglect is wrong.

Freedom to doubt and question is guaranteed.
Students and administrators are collaborators in the creation of a learning community. It is detrimental to the intellectual health of the community for any person or group to be unfairly excluded or deemed unable to participate in this creative endeavor.
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We are responsible for our behavior.
Everyone has a responsibility to contribute to the common good. All of our actions and policies have a direct affect on human dignity and the capacity of others to grow in community. As individuals, we are obliged to “love our neighbor” and strengthen our commitment to others.

Educational Context
Student programming should be conducted in an educational context that encourages the free marketplace of ideas that a university represents. Student programs focusing on issues of a controversial nature or those in direct conflict with the Guiding Principles for student programming may potentially be approved if implemented in an educational manner in which dissenting viewpoints are presented.

Reflective Questions

How does the program align with our LMU mission and Catholic Identity?

How will the event planners ensure that the content of the program uplifts the worth and dignity of individuals?

If there are elements of this program that may not respect, or could be perceived to not respect all cultures, how will the organizers ensure that this is not the case?

How will the event organizers promote a healthy environment for dialogue and/or social activity?

In what ways will the program be structured to encourage learning?

How will multiple or differing points of view be represented and presented during the program?

How does the program encourage the attendance of all individuals?

In what ways will the event planners work to reduce unhealthy behavior at student events?

How will the event planners ensure that the program does not create a negative on-campus and Westchester community impact?

In what ways does the program offer well-balanced educational content?