

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Equity, Diversity & Community Engagement

As of: 11/18/2016 11:25 AM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

The mission of the Office for Campus Diversity is to foster diversity among students, faculty and staff, while ensuring that underrepresented groups have equal access to educational opportunities and resources. The office supports programming for student groups, as well as faculty development and diversity training for employees. The office advises the President and the University community on diversity-related initiatives, issues and goals.

Goals

G 1: Inclusive Campus Environment

Create and sustain an inclusive campus environment, where diverse cultural backgrounds and perspectives are valued and respected by all students and employees of the University.

Connected Document

[Inclusive Campus Environment](#)

G 2: Graduate Student Retention

Develop and enhance resources for the retention of graduate students from underrepresented groups.

Connected Document

[Graduate Student Retention](#)

G 3: Faculty Training, Recruitment, and Retention

Strengthen training opportunities and resources to encourage the recruitment and retention of diverse faculty.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

G 4: Equity Programs and Policies

Advance equity through the development of supportive programs, procedures, and policies within the University.

Connected Document

[Equity Programs and Policies](#)

G 5: Community Engagement

Cultivate relationships with stakeholders to promote community engagement.

Connected Document

[Community Engagement](#)

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Diversity Resources Education

Educate and inform the campus community about the diversity resources and support offered by the Office for Campus Diversity.

Connected Document

[Inclusive Campus Environment](#)

Related Measures

M 1: Diversity Meetings and Speaking Engagements

Number of on-campus, diversity-related meetings and speaking engagements for Office for Campus Diversity staff

Source of Evidence: Activity volume

Connected Document

[Inclusive Campus Environment](#)

Target:

A target of 20 on-campus, diversity-related meetings and speaking engagements will be held during the current academic year.

Connected Document

[Inclusive Campus Environment](#)

Finding (2015-2016) - Target: Met

In the current academic year, 41 diversity-related meetings were attended, including 24 speaking engagements.

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[Meetings and Events 2016](#)

Related Action Plans (by Established cycle, then alpha):

Inclusive Campus Environment

In the coming academic year, the Office for Campus Diversity will increase its on-campus engagement by providing training opportunities and speaking engagements for a broader array of student groups. Additionally, evaluation surveys will be conducted at the conclusion of the diversity training sessions to ascertain students' perceptions of the relevance of the training to meeting the needs of the organization/group.

In the coming academic year, the Office for Campus Diversity will also increase its online presence and engagement by revising all content for the <http://diversity.louisiana.edu> webpage. Additionally, the Office will establish an online presence on social media sites (Facebook, Instagram, and Twitter) as a means to promote diversity-related initiatives and events for students, faculty, staff and the community.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Active Web Pages | **Outcome/Objective:** Online Engagement

Measure: Diversity Meetings and Speaking Engagements | **Outcome/Objective:** Diversity Resources Education

Inclusive Campus Environment

In the coming academic year, the Office for Campus Diversity will sustain its on-campus engagement by providing training opportunities and speaking engagements for a broad array of student groups. Additionally, evaluation surveys will be conducted at the conclusion of the diversity training sessions to ascertain students' perceptions of the relevance of the training to meet the needs of the organization/group. In the coming academic year, the Office for Campus Diversity will also increase its online presence and engagement by revising content on the <http://diversity.louisiana.edu> webpage. The Office has established an online presence on social media sites such as Facebook, but the Office

will continue to strengthen the presence on sites such as Instagram and Twitter as a means of promoting diversity-related initiatives and events for students, faculty, staff and the community.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Active Web Pages | **Outcome/Objective:** Online Engagement

Measure: Diversity Meetings and Speaking Engagements | **Outcome/Objective:** Diversity Resources Education

SLO 5: Equity Resources Education

Educate and inform the campus community about the equity resources and support offered by the Office for Campus Diversity.

Connected Document

[Equity Programs and Policies](#)

Related Measures

M 10: Equity Meetings and Speaking Engagements

Number of on-campus, equity-related meetings and speaking engagements for Office for Campus Diversity staff

Source of Evidence: Activity volume

Connected Document

[Equity Programs and Policies](#)

Target:

A target of 5 on-campus, equity-related meetings and speaking engagements will be held in the current academic year.

Connected Document

[Equity Programs and Policies](#)

Finding (2015-2016) - Target: Partially Met

A total number of 2 equity-related meetings and speaking engagements were held in the current academic year.

Related Action Plans (by Established cycle, then alpha):

Equity Programs and Policies

In the coming academic year, the Office for Campus Diversity will increase its equity engagement by providing training opportunities and speaking engagements for a broader array of faculty and student groups. Additionally, evaluation surveys will be conducted at the conclusion of speaking engagements and training sessions to ascertain participants' perceptions of the relevance of the engagement to meeting the needs of the organization/group.

The Office for Campus Diversity has chaired an annual Women's Conference during national women's history month for several of the past 8 years, as a partnership with South Louisiana Community College (SLCC). In 2015, the Office for Campus Diversity took over the planning of the conference after a two-year hiatus. To continue the annual tradition, a small conference was held on the campus of UL Lafayette to commemorate national women's history month. In the coming academic year, the Office for Campus Diversity plans to convene a planning committee composed of UL Lafayette students, faculty, and staff, along with representatives from SLCC and the surrounding Acadiana community to organize and host the 2016 conference. With an

anticipated agenda including plenary speakers, breakout sessions, and community vendors, it is hoped that the 2016 conference will see increased attendance and broader engagement throughout the University and surrounding community. At the conclusion of the 2016 conference, evaluations will be collected from participants to obtain helpful feedback for future years.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Equity Meetings and Speaking Engagements |

Outcome/Objective: Equity Resources Education

Measure: Women's Conference Attendance |

Outcome/Objective: Women's Conference

Equity Programs and Policies

In the coming academic year, the Office for Campus Diversity will increase its equity engagement by providing training opportunities and speaking engagements for a broader array of faculty and student groups. Additionally, evaluation surveys will be conducted at the conclusion of speaking engagements and training sessions to ascertain participants' perceptions of the relevance of the engagement to meeting the needs of the organization/group. The Office for Campus Diversity has chaired an annual Women's Conference during national women's history month for the past 9 years. In 2016, the conference was returned to the Cajundome Convention Center after three years at other, smaller locations. The 2016 Women's Conference boasted over 120 attendees, including students, faculty, staff, and community members. In the coming academic year, the Office for Campus Diversity plans to continue the success of the past Women's Conferences to celebrate the 10th Annual event. With an anticipated agenda including plenary speakers, breakout sessions, and community vendors, it is hoped that the 2017 conference will see increased attendance and even broader engagement throughout the University and surrounding community. At the conclusion of the 2017 conference, evaluations will be collected from participants to obtain helpful feedback for future years.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Equity Meetings and Speaking Engagements |

Outcome/Objective: Equity Resources Education

Measure: Women's Conference Attendance |

Outcome/Objective: Women's Conference

Other Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

O/O 2: Online Engagement

Maintain an online presence to consistently engage students, faculty, staff, and the community regarding diversity-related events on campus.

Connected Document

[Inclusive Campus Environment](#)

Related Measures

M 2: Active Web Pages

Number of active, updated web pages by the Office for Campus Diversity on the University website and social media (Facebook, Twitter, Instagram, etc.)

Source of Evidence: Activity volume

Connected Document

[Inclusive Campus Environment](#)

Target:

The Office for Campus Diversity will create/update a target of 2 web pages for online engagement with the campus community.

Connected Document

[Inclusive Campus Environment](#)

Finding (2015-2016) - Target: Met

The Office for Campus Diversity has updated a total of 25 University web pages with current information, including initiatives for students, faculty, staff and the surrounding community.

Related Action Plans (by Established cycle, then alpha):

Inclusive Campus Environment

In the coming academic year, the Office for Campus Diversity will increase its on-campus engagement by providing training opportunities and speaking engagements for a broader array of student groups. Additionally, evaluation surveys will be conducted at the conclusion of the diversity training sessions to ascertain students' perceptions of the relevance of the training to meeting the needs of the organization/group.

In the coming academic year, the Office for Campus Diversity will also increase its online presence and engagement by revising all content for the <http://diversity.louisiana.edu> webpage. Additionally, the Office will establish an online presence on social media sites (Facebook, Instagram, and Twitter) as a means to promote diversity-related initiatives and events for students, faculty, staff and the community.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Active Web Pages | **Outcome/Objective:** Online Engagement

Measure: Diversity Meetings and Speaking Engagements | **Outcome/Objective:** Diversity Resources Education

Inclusive Campus Environment

In the coming academic year, the Office for Campus Diversity will sustain its on-campus engagement by providing training opportunities and speaking engagements for a broad array of student groups. Additionally, evaluation surveys will be conducted at the conclusion of the diversity training sessions to ascertain students' perceptions of the relevance of the training to meet the needs of the organization/group. In the coming academic year, the Office for Campus Diversity will also increase its online presence and engagement by revising content on the <http://diversity.louisiana.edu> webpage. The Office has established an online presence on social media sites such as Facebook, but the Office will continue to strengthen the presence on sites such as Instagram and Twitter as a means of promoting diversity-related initiatives and events for students, faculty, staff and the community.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Active Web Pages | **Outcome/Objective:** Online Engagement

Measure: Diversity Meetings and Speaking Engagements | **Outcome/Objective:** Diversity Resources Education

O/O 3: Graduate Student Programs and Policies

Develop and enhance programs and policies to increase retention of graduate students, particularly those from underrepresented groups.

Connected Document

[Graduate Student Retention](#)

Related Measures

M 3: Graduate Student Programs

Number of programs and policies created and sustained to increase retention of graduate students

Source of Evidence: Activity volume

Connected Document

[Graduate Student Retention](#)

Target:

A target of 0 programs and policies will be created in the current academic year.

Connected Document

[Graduate Student Retention](#)

Finding (2015-2016) - Target: Met

In the current academic year, there has been significant partnership with the Graduate School to support graduate student retention. This includes creation of the James Jackson Community of Scholars, an organization that provides social and academic support to underrepresented minority graduate students.

Additionally, the Office for Campus Diversity assisted with the development of a proposal for the Graduate School's application for SREB Fellowships for minority graduate students. As a result of this application, one SREB Fellowship was awarded. The Office for Campus Diversity also serves on the Graduate Student Success and Retention Committee. Therefore, a total of 3 programs, policies and initiatives were undertaken in the current academic year.

Related Action Plans (by Established cycle, then alpha):

Graduate Student Retention

Preliminary data analysis of graduate student enrollment and retention provide a useful benchmark from which to assess the impact of future programs aimed at supporting the success of underrepresented minority graduate students. The increasing attrition rate for underrepresented minority graduate students over the past four years indicates the need for additional academic and social support to encourage student success. Through a partnership with the Graduate School, the Office for Campus Diversity plans to enhance support for current underrepresented and minority graduate students through professional development, mentoring, and social engagement.

A detailed analysis of data on graduate student enrollment and retention data for individual masters and doctoral programs is planned to investigate key challenges and opportunities for strengthening departmental support for underrepresented minority graduate students. Additionally, individual consultations with graduate coordinators are planned for the coming year to assist with targeted recruitment and retention efforts.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

Graduate Student Retention

Continued analysis of graduate student enrollment and retention provide a useful benchmark from which to assess the impact of future programs aimed at supporting the success of underrepresented minority graduate students. Partnerships with the Graduate School, such as the 1) support for the University's application for state-funded SREB Fellowships, 2) membership on the Graduate Student Success and Retention Committee, and 3) the James Jackson Community of Scholars, demonstrate continued academic and social support for current underrepresented minority graduate students. A new quantitative survey, developed by the Graduate Student Success and Retention Committee this academic year, should provide further insight into the unique needs and challenges facing underrepresented minority graduate students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

M 4: Graduate Student Retention Rates (Current)

Percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the academic year

Source of Evidence: Existing data

Connected Document

[Graduate Student Retention](#)

Target:

A targeted baseline metric will be created, including current percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the current academic year.

Connected Document

[Graduate Student Retention](#)

Finding (2015-2016) - Target: Not Reported This Cycle

N/A

Related Action Plans (by Established cycle, then alpha):

Graduate Student Retention

Preliminary data analysis of graduate student enrollment and retention provide a useful benchmark from which to assess the impact of future programs aimed at supporting the success of underrepresented minority graduate students. The increasing attrition rate for underrepresented minority graduate students over the past four years indicates the need for additional academic and social support to encourage student success. Through a partnership with the Graduate School, the Office for Campus Diversity plans to enhance support for current underrepresented and minority graduate students through professional development, mentoring, and social engagement.

A detailed analysis of data on graduate student enrollment and retention data for individual masters and doctoral programs is planned to investigate key challenges and opportunities for strengthening departmental support for underrepresented minority graduate students. Additionally, individual consultations with graduate coordinators are planned for the coming year to assist with targeted recruitment and retention efforts.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

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Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

M 5: Graduate Student Retention Rates (Trend)

Percentage of underrepresented minority graduate students who have graduated, are retained, and are lost during the last five academic years

Source of Evidence: Benchmarking

Connected Document

[Graduate Student Retention](#)

Target:

A targeted baseline metric will be created, including trend percentages of underrepresented minority graduate students who have graduated, are retained, and are lost during the last three academic years.

Connected Document

[Graduate Student Retention](#)

Related Action Plans (by Established cycle, then alpha):

Graduate Student Retention

Preliminary data analysis of graduate student enrollment and retention provide a useful benchmark from which to assess the impact of future programs aimed at supporting the success of underrepresented minority graduate students. The increasing attrition rate for underrepresented minority graduate students over the past four years indicates the need for additional academic and social support to encourage student success. Through a partnership with the Graduate School, the Office for Campus Diversity plans to enhance support for current underrepresented and minority graduate students through professional development, mentoring, and social engagement.

A detailed analysis of data on graduate student enrollment and retention data for individual masters and doctoral programs is planned to investigate key challenges and opportunities for strengthening departmental support for underrepresented minority graduate students. Additionally, individual consultations with graduate coordinators are planned for the coming year to assist with targeted recruitment and retention efforts.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

Graduate Student Retention

Continued analysis of graduate student enrollment and retention provide a useful benchmark from which to assess the impact of future programs aimed at supporting the success of underrepresented minority graduate students. Partnerships with the Graduate School, such as the 1) support for the University's application for state-funded SREB Fellowships, 2) membership on the Graduate Student Success and Retention Committee, and 3) the James Jackson Community of Scholars, demonstrate continued academic and social support for current underrepresented minority graduate students. A new quantitative survey, developed by the Graduate Student Success and Retention Committee this academic year,

should provide further insight into the unique needs and challenges facing underrepresented minority graduate students.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Graduate Student Programs | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Current) | **Outcome/Objective:** Graduate Student Programs and Policies

Measure: Graduate Student Retention Rates (Trend) | **Outcome/Objective:** Graduate Student Programs and Policies

O/O 4: Faculty Diversity Training

Develop training opportunities and resources to increase the recruitment and retention of diverse faculty.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Related Measures

M 6: Faculty Training Programs

Number of training programs and resources for faculty developed in the current academic year

Source of Evidence: Activity volume

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Target:

A target of 0 training programs and resources will be developed for the current academic year.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Finding (2015-2016) - Target: Met

A total of 3 training programs and resources were developed for faculty training in the current academic year. This includes the Mentoring 101, 102, and 103 series of workshops for faculty and staff, hosted by the Office for Campus Diversity, the Graduate School, and Academic Affairs.

Related Action Plans (by Established cycle, then alpha):

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to work with the Office of Institutional Research to obtain more recent data on faculty demographics to examine the racial, ethnic, and gender breakdown of faculty by rank. Through the initial analysis of the race and ethnicity of faculty, it is evident that there are opportunities to strengthen resources for the retention and professional development of minority faculty to inform and support junior faculty success in achieving tenured status. Additionally, the Office for Campus Diversity plans to develop enhanced resources (trainings, guidelines, etc.) for the recruitment, search, and evaluation of diverse candidates to fill faculty vacancies.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to build upon the successful Mentoring 101-103 Series, co-sponsored by the Graduate School and Academic Affairs. In addition to providing resources for the effective mentorship of students and junior faculty, the professional development sessions offered in the coming academic year will focus on developing effective mentorships with graduate students. In addition, the Office for Campus Diversity will develop additional faculty resources for addressing diversity and inclusion in the classroom. The Office for Campus Diversity will also meet with faculty groups to discuss the impact of unconscious bias on the recruitment, search and evaluation of prospective candidates for faculty vacancies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

M 7: Faculty Training Participants

Number of participants in attendance at each faculty diversity training session/program in the current academic year

Source of Evidence: Activity volume

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Target:

A target of 0 participants will attend faculty training programs in the current academic year.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Finding (2015-2016) - Target: Met

A total number of approx. 150 participants attended the Mentoring 101, 102, and 103 workshops during the current academic year.

Related Action Plans (by Established cycle, then alpha):

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to work with the Office of Institutional Research to obtain more recent data on faculty demographics to examine the racial, ethnic, and gender breakdown of faculty by rank. Through the initial analysis of the race and ethnicity of faculty, it is evident that there are opportunities to strengthen

resources for the retention and professional development of minority faculty to inform and support junior faculty success in achieving tenured status. Additionally, the Office for Campus Diversity plans to develop enhanced resources (trainings, guidelines, etc.) for the recruitment, search, and evaluation of diverse candidates to fill faculty vacancies.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to build upon the successful Mentoring 101-103 Series, co-sponsored by the Graduate School and Academic Affairs. In addition to providing resources for the effective mentorship of students and junior faculty, the professional development sessions offered in the coming academic year will focus on developing effective mentorships with graduate students. In addition, the Office for Campus Diversity will develop additional faculty resources for addressing diversity and inclusion in the classroom. The Office for Campus Diversity will also meet with faculty groups to discuss the impact of unconscious bias on the recruitment, search and evaluation of prospective candidates for faculty vacancies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

M 8: Faculty Demographics (Current)

Percentages of faculty by gender, race/ethnicity, and rank for the current academic year

Source of Evidence: Existing data

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Target:

A targeted baseline metric will be created, including percentages of faculty by gender, race/ethnicity, and rank in the current academic year.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Finding (2015-2016) - Target: Not Reported This Cycle

N/A

Related Action Plans (by Established cycle, then alpha):

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to work with the Office of Institutional Research to obtain more recent data on faculty demographics to examine the racial, ethnic, and gender breakdown of faculty by rank. Through the initial analysis of the race and ethnicity of faculty, it is evident that there are opportunities to strengthen resources for the retention and professional development of minority faculty to inform and support junior faculty success in achieving tenured status. Additionally, the Office for Campus Diversity plans to develop enhanced resources (trainings, guidelines, etc.) for the recruitment, search, and evaluation of diverse candidates to fill faculty vacancies.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to build upon the successful Mentoring 101-103 Series, co-sponsored by the Graduate School and Academic Affairs. In addition to providing resources for the effective mentorship of students and junior faculty, the professional development sessions offered in the coming academic year will focus on developing effective mentorships with graduate students. In addition, the Office for Campus Diversity will develop additional faculty resources for addressing diversity and inclusion in the classroom. The Office for Campus Diversity will also meet with faculty groups to discuss the impact of unconscious bias on the recruitment, search and evaluation of prospective candidates for faculty vacancies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

M 9: Faculty Demographics (Trend)

Percentages of faculty by gender, race/ethnicity, and rank for the last five academic years

Source of Evidence: Benchmarking

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Target:

A targeted baseline metric will be created, including trend percentages of faculty by gender, race/ethnicity, and rank for the last three academic years.

Connected Document

[Faculty Training, Recruitment, and Retention](#)

Finding (2015-2016) - Target: Not Reported This Cycle

N/A

Related Action Plans (by Established cycle, then alpha):**Faculty Training, Recruitment, and Retention**

In the coming academic year, the Office for Campus Diversity plans to work with the Office of Institutional Research to obtain more recent data on faculty demographics to examine the racial, ethnic, and gender breakdown of faculty by rank. Through the initial analysis of the race and ethnicity of faculty, it is evident that there are opportunities to strengthen resources for the retention and professional development of minority faculty to inform and support junior faculty success in achieving tenured status. Additionally, the Office for Campus Diversity plans to develop enhanced resources (trainings, guidelines, etc.) for the recruitment, search, and evaluation of diverse candidates to fill faculty vacancies.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

Faculty Training, Recruitment, and Retention

In the coming academic year, the Office for Campus Diversity plans to build upon the successful Mentoring 101-103 Series, co-sponsored by the Graduate School and Academic Affairs. In addition to providing resources for the effective mentorship of students and junior faculty, the professional development sessions offered in the coming academic year will focus on developing effective mentorships with graduate students. In addition, the Office for Campus Diversity will develop additional faculty resources for addressing diversity and inclusion in the classroom. The Office for Campus Diversity will also meet with faculty groups to discuss the impact of unconscious bias on the recruitment, search and evaluation of prospective candidates for faculty vacancies.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Faculty Demographics (Current) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Demographics (Trend) |

Outcome/Objective: Faculty Diversity Training

Measure: Faculty Training Participants | **Outcome/Objective:** Faculty Diversity Training

Measure: Faculty Training Programs | **Outcome/Objective:** Faculty Diversity Training

O/O 6: Women's Conference

Plan and host an annual Women's Conference in celebration of women's history month.

Connected Document

[Equity Programs and Policies](#)

Related Measures

M 11: Women's Conference Attendance

Number of RSVPs and attendees at the annual Women's Conference

Source of Evidence: Activity volume

Connected Documents

[Equity Programs and Policies](#)

[Women's Conference Evaluation 2016](#)

Target:

A target of 75 individuals will RSVP and a target of 75 individuals will attend the 2015 Women's Conference.

Connected Document

[Equity Programs and Policies](#)

Finding (2015-2016) - Target: Met

A total number of 120 individuals RSVP'd and attended the 2016 Women's Conference.

Related Action Plans (by Established cycle, then alpha):

Equity Programs and Policies

In the coming academic year, the Office for Campus Diversity will increase its equity engagement by providing training opportunities and speaking engagements for a broader array of faculty and student groups. Additionally, evaluation surveys will be conducted at the conclusion of speaking engagements and training sessions to ascertain participants' perceptions of the relevance of the engagement to meeting the needs of the organization/group.

The Office for Campus Diversity has chaired an annual Women's Conference during national women's history month for several of the past 8 years, as a partnership with South Louisiana Community College (SLCC). In 2015, the Office for Campus Diversity took over the planning of the conference after a two-year hiatus. To continue the annual tradition, a small conference was held on the campus of UL Lafayette to commemorate national women's history month. In the coming academic year, the Office for Campus Diversity plans to convene a planning committee composed of UL Lafayette students, faculty, and staff, along with representatives from SLCC and the surrounding Acadiana community to organize and host the 2016 conference. With an anticipated agenda including plenary speakers, breakout sessions, and community vendors, it is hoped that the 2016 conference will see increased attendance and broader engagement throughout the University and surrounding community. At the conclusion of the 2016 conference, evaluations will be collected from participants to obtain helpful feedback for future years.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Equity Meetings and Speaking Engagements |

Outcome/Objective: Equity Resources Education

Measure: Women's Conference Attendance |
Outcome/Objective: Women's Conference

Equity Programs and Policies

In the coming academic year, the Office for Campus Diversity will increase its equity engagement by providing training opportunities and speaking engagements for a broader array of faculty and student groups. Additionally, evaluation surveys will be conducted at the conclusion of speaking engagements and training sessions to ascertain participants' perceptions of the relevance of the engagement to meeting the needs of the organization/group. The Office for Campus Diversity has chaired an annual Women's Conference during national women's history month for the past 9 years. In 2016, the conference was returned to the Cajundome Convention Center after three years at other, smaller locations. The 2016 Women's Conference boasted over 120 attendees, including students, faculty, staff, and community members. In the coming academic year, the Office for Campus Diversity plans to continue the success of the past Women's Conferences to celebrate the 10th Annual event. With an anticipated agenda including plenary speakers, breakout sessions, and community vendors, it is hoped that the 2017 conference will see increased attendance and even broader engagement throughout the University and surrounding community. At the conclusion of the 2017 conference, evaluations will be collected from participants to obtain helpful feedback for future years.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Equity Meetings and Speaking Engagements |

Outcome/Objective: Equity Resources Education

Measure: Women's Conference Attendance |

Outcome/Objective: Women's Conference

O/O 7: Community Events

Attend community events to develop relationships with community associations, organizations, and members.

Connected Document

[Community Engagement](#)

Related Measures

M 12: Community Events

Number of meetings and events attended within the community

Source of Evidence: Activity volume

Connected Document

[Community Engagement](#)

Target:

A target of 5 meetings and community events will be attended by Office for Campus Diversity staff in the current academic year.

Connected Document

[Community Engagement](#)

Finding (2015-2016) - Target: Met

A total number of 15 meetings and community events were attended by the Office for Campus Diversity staff in the current academic year.

Related Action Plans (by Established cycle, then alpha):

Community Engagement

In the coming academic year, the Office for Campus Diversity will increase its community engagement by establishing partnerships with a broader array of community groups to serve mutual interests in advancing equity and diversity.

In the coming academic year, the Office for Campus Diversity will sustain its engagement with the University community by serving on relevant advisory boards and committees within the University and surrounding community.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advisory Boards and Committees |

Outcome/Objective: Advisory Boards and Committees

Measure: Community Events | **Outcome/Objective:**

Community Events

Community Engagement

In the coming academic year, the Office for Campus Diversity will increase its community engagement by establishing partnerships with a broader array of community groups to serve mutual interests in advancing equity and diversity. In the coming academic year, the Office for Campus Diversity will sustain its engagement with the University community by serving on relevant advisory boards and committees within the University and surrounding community.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advisory Boards and Committees |

Outcome/Objective: Advisory Boards and Committees

Measure: Community Events | **Outcome/Objective:**

Community Events

O/O 8: Advisory Boards and Committees

Engage with community members and University members by serving on community-based and University-based advisory boards and committees.

Connected Document

[Community Engagement](#)

Related Measures

M 13: Advisory Boards and Committees

Number of advisory boards and committees served by the Office for Campus Diversity staff

Source of Evidence: Activity volume

Connected Document

[Community Engagement](#)

Target:

The Office for Campus Diversity staff will serve on a target of 4 advisory boards and committees within the University and surrounding community in the current academic year.

Connected Document

[Community Engagement](#)

Finding (2015-2016) - Target: Met

The Office for Campus Diversity staff served on a total of 6 advisory boards and committees within the University and in the surrounding community in the current academic year.

Related Action Plans (by Established cycle, then alpha):

Community Engagement

In the coming academic year, the Office for Campus Diversity will increase its community engagement by establishing partnerships with a broader array of community groups to serve mutual interests in advancing equity and diversity.

In the coming academic year, the Office for Campus Diversity will sustain its engagement with the University community by serving on relevant advisory boards and committees within the University and surrounding community.

Established in Cycle: 2014-2015

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advisory Boards and Committees |

Outcome/Objective: Advisory Boards and Committees

Measure: Community Events | **Outcome/Objective:** Community Events

Community Engagement

In the coming academic year, the Office for Campus Diversity will increase its community engagement by establishing partnerships with a broader array of community groups to serve mutual interests in advancing equity and diversity. In the coming academic year, the Office for Campus Diversity will sustain its engagement with the University community by serving on relevant advisory boards and committees within the University and surrounding community.

Established in Cycle: 2015-2016

Implementation Status: Planned

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Advisory Boards and Committees |

Outcome/Objective: Advisory Boards and Committees

Measure: Community Events | **Outcome/Objective:** Community Events

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Assessment results were recorded throughout the academic year by the Assessment Liaison. Regular meetings throughout the academic year were held with staff in the Office for Campus Diversity to discuss progress with achieving the objectives and evaluating initiatives.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

Significant progress has been seen in the 2015-2016 academic year in terms of campus engagement with diversity education resources, graduate student retention initiatives, and outreach to the campus and surrounding community. In terms of diversity education

resources, there was a 60% increase in the number of meetings, events, and trainings attended by staff in the Office for Campus Diversity. The 41 meetings and events included 25 speaking engagements, which represented an increase of over 400%. Most of this dramatic increase is due to the increased outreach of the Office for Campus Diversity, through promotional activities such as New Student Orientation, Graduate Student Orientation, and Get on Board Day. These outreach activities will continue into the next academic year, in an effort to further increase the capacity to provide diversity education and training to the campus community.

Graduate student retention initiatives have been strengthened as a result of the Office for Campus Diversity's involvement in the newly created Graduate Student Success and Retention Committee. This committee has been tasked with examining the key factors related to the success and retention of graduate students. In the 2015-2016 academic year, the Office for Campus Diversity assisted with the creation of a quantitative survey that was distributed to master's and graduate students who finished their degrees in the Spring of 2016. The results of this survey will be used to further inform the creation of programs, policies and initiatives to support the retention of graduate students, particularly those from underrepresented minority backgrounds.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

One of the biggest lessons of the 2015-2016 academic year is the importance of collaborating across departments in the University. The growing list of priorities for the Office for Campus Diversity, coupled with the limited availability of resources, requires creativity and strategic alignment for progress. In this academic year, key collaborations with the Graduate School, Academic Affairs, Student Affairs, and the Research divisions have led to increased diversity and inclusion services, resources, and initiatives for the campus community.

New offerings in 2015-2016 include meetings and events geared toward faculty and staff. A new professional development series focused on Mentoring has been created with partnership from the Graduate School and Academic Affairs, and it has been a successful effort. Continued efforts to develop this series will continue into the next academic year.

A considerable effort has also been dedicated to strengthening the resources and services for graduate student success and retention. In a partnership with the Graduate School, the James Jackson Community of Scholars was created as an academic and social support network for underrepresented and minority graduate students. Although the Community of Scholars has received support from faculty, staff, and administrators, there is still an opportunity to build engagement among students with this new resource. Events planned throughout the 2015-2016 year included a Meet & Greet, a workshop providing tips on how to make the most out of attending conferences, and a study break during finals week. Efforts will continue into the next academic year to increase engagement among graduate students in this community.