



Office of Inclusive Excellence

#5 Plan cycle - 5

Plan cycle 2023/2024

7/1/23 - 6/30/24

Introduction

The primary purpose of the Office of Inclusive Excellence is to ensure that all students, faculty, and staff have an equal opportunity to participate in all aspects of University life. McNeese State University does not discriminate with regard to ethnicity, race, color, sex, national origin, sexual orientation, religion, disability, veteran status, or age, in employment or the provision of services.

The Chief Diversity Officer is the University's Inclusive Excellence Officer and investigates complaints of discrimination, including sexual harassment. The division prepares the Affirmative Action Plan for Employment and manages the hiring process, diversity training programs, the applicant tracking system, and assists the University administration on matters relating to institutional compliance. The division implements and manages compliance with and promotes programs and activities to support the Americans with Disabilities Act Amendments Act of 2008 and the Affirmative Action Program.

The division is committed to diversity, interculturalism, and equality by providing information, services, and training and development opportunities for faculty, staff, and students. Individually and in collaboration with other divisions and departments, the office develops and implements training programs and activities to promote a welcoming, nurturing, and equally beneficial campus environment to students, faculty, staff, and visitors. The Chief Diversity Officer engages in outreach activities to campus units and external groups in the local community, state, region, and nation. Dr. Snowden also serves as the ADA Coordinator and the Title IX Coordinator for McNeese.

The Title IX coordinator monitors and evaluates campus efforts to meet requirements of the 1972 federal legislation which prohibits all forms of sex discrimination in educational institutions that receive federal funding. Beyond meeting the requirements for resolving sex discrimination and sexual harassment issues, the coordinator helps to create and maintain a University campus community committed to positive values of equal opportunity and free from all forms of harassment, discrimination, exploitation, or intimidation.

Our services are available to any students matriculating at McNeese State University. We can be contacted by e-mail, and all services are listed on the McNeese State University webpage.

Strategic Initiative 1 Access and Equity - McNeese State University will use access and equity to cultivate a campus of integrity, openness, and collegiality.

Goal 1.1 Increase the diversity among faculty and staff members to reflect that of the student population and surrounding area demographics of southwest Louisiana.

1 Assessment and Benchmark

Use platforms and websites that target underrepresented faculty and staff regarding job announcements.
Have diverse representation on search committees, including student(s) presence.

1.1 Data

2020-2021:

I did not receive appointment to the Office of Inclusive Excellence until April 1, 2021, and there was no data from the former employee.

2021-2022:

2022-2023:

Hiring committees involve students on search committees. There is a diverse mix of males and females, and depending on the search, a good professional mix. I will monitor this better to obtain percentages of search committee diversity and new hires.

2023-2024:

Continued to encourage diversity among search committees. No new data to report.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data to analyze.

1.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with the Office of Human Resource and Student Employment, the provost for academic affairs and student employment, deans, and SGA to develop and train search/inclusion advocates beginning the academic year 2021-2022.

2021-2022:

2022-2023:

I will work with HR and IRE to obtain numbers on new hires, retention, and retirement. I will request the breakdown of gender and ethnic backgrounds to identify challenges, areas of improvement, and successes. Also to work with the administration on conducting searches to obtain quality talent that coincides with at least 25% of the cultural makeup of the campus.

2023-2024:

Continue to work with HR on hiring talent that reflects the diverse campus community.

2 Assessment and Benchmark

Establish a faculty-mentor support group for underrepresented faculty to ensure a more successful pipeline for tenure and full professor opportunities.

Work with colleges to create a create an understanding of the APR process for underrepresented faculty success.

2.1 Data

2020-2021:

I did not receive appointment to the Office of Inclusive Excellence until April 1, 2021, and there was no data from the former employee.

2021-2022:

2022-2023:

The Black Faculty Staff Council was established. This will become part of the agenda and I will monitor it to provide feedback in 2024.

2023-2024:

No data to report.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data to analyze.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with academic affairs, deans, and faculty to create a mentor program with not only colleagues on campus, but also community experts and colleagues within the UL System (2021-2022).

2021-2022:

2022-2023:

Work to build a more consistent program that focuses on support for underrepresented faculty and staff.

2023-2024:

Consistency in meetings and addressing issues with an intent for progress, support, and retention.

3 Assessment and Benchmark

Plan a professional development and activities for faculty and staff to form positive relationships and collaborate. Create professional development and resources for students, faculty, and staff to build diverse, equitable, and diverse opportunities for relationships and collaboration.

3.1 Data

2020-2021:

I did not receive appointment to the Office of Inclusive Excellence until April 1, 2021, and there was no data from the former employee.

2021-2022:

2022-2023:

Black Faculty Staff Council (BFSC) and the Black Male Initiative (BMI) for underrepresented male students are established and actively working on professional development. An Emerging Leaders program is in the works to involve all students.

2023-2024:

Ongoing work. No new data.

3.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data to analyze.

3.1.2 Plan for Continuous Improvement

2020-2021:

I plan to build on available resources that faculty can use in the classroom; student organizations can have access to; and to establish self-paced trainings that are available to everyone on campus (2021-2022).

2021-2022:

2022-2023:

Continuing to work on resources, professional development, and affinity groups for faculty, staff, and students.

2023-2024:

Additional resources will be ordered, in addition to webinars and face-to-face trainings. Track demographics of new hires.

Goal 1.2 Increase the overall diversity of the student population to align with the diversity in southwest Louisiana.

1 Assessment and Benchmark

Increase scholarship opportunities for underrepresented populations which provides more incentive to make McNeese the first choice institution.

1.1 Data

2020-2021:

I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2021-2022:

2022-2023:

2023-2024:

C.O.R.E. Scholarship (continuation). Reginald F. Lewis Scholars.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

At least two scholarships were awarded through the BFSC C.O.R.E. Scholarship program, with two

members selected per cohort. The benchmark was met, including a Cohort 1 member who graduated with honors.

1.1.2 Plan for Continuous Improvement

2020-2021:

I will work with the CORE Committee on fundraising opportunities for the CORE Foundation scholarship, as well as the scholarship office to help provide scholarship opportunities for marginalized and underrepresented students.

2021-2022:

2022-2023:

2023-2024:

Work with EAB to look at possible micro-grants and other funding efforts to support programs.

2 Assessment and Benchmark

Use effective recruiting strategies that target diverse populations of students.

2.1 Data

2020-2021:

I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2021-2022:

2022-2023:

2023-2024:

No data to report.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to report.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with enrollment management, recruitment, and the various colleges to build opportunities for recruiting underserved populations to McNeese.

2021-2022:

2022-2023:

2023-2024:

Revise and implement a plan and process that are parallel to updated office name, mission, and objectives for the Office of Campus Compliance and Civility.

3 Assessment and Benchmark

Implement strategies of outreach and student engagement to underrepresented populations or other at-risk populations during first year to form a layer of support for retention efforts.

3.1 Data

2020-2021:

I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2021-2022:

2022-2023:

2023-2024:

Engagement with students through campus events such as tabling, educational presentations, and student organizations.

3.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

Use of surveys and feedback from events to determine impact on underrepresented communities on campus.

3.1.2 Plan for Continuous Improvement

2020-2021:

I plan to develop the Reginald F. Lewis Scholars Program to provide mentorship, community outreach, and campus involvement to reach students, listen to their concerns and incorporate resources on hand (or develop new ones) for the successful retention of 1st time and continuing students.

2021-2022:

2022-2023:

2023-2024:

Collaborate with the various departments, organizations, and individuals to determine activities that offer maximum impact and retention of students; with a focus on underrepresented, diverse communities on campus.

Strategic Initiative 2 Culturally Rich Curriculum - McNeese State University will provide more emphasis on our didactic, culturally rich learning curriculum in which students will leave being able to navigate the global environment.

Goal 2.1 Emphasize and communicate to students the curriculum choices that expand diversity concepts in each major.

1 Assessment and Benchmark

Increase knowledge of course selection involving diverse topics as a component of the first year experience.

1.1 Data

2020-2021:

I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2021-2022:

2022-2023:

2023-2024:

No data to report.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to analyze.

1.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with the deans and department chairs to establish knowledge of courses students can enroll in for credit. Also to bring awareness to the minor in diversity and inclusion.

2021-2022:

2022-2023:

2023-2024:

Plan to work with IRE in the next academic year to see if this assessment is still necessary.

2 Assessment and Benchmark

Adjust academic advising and other programs to include discussions of diversity in relation to fields of study and chosen career paths.

2.1 Data

2020-2021:

I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2021-2022:

2022-2023:

2023-2024:

No data to report.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to analyze.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with academic advisors to create dialogue that faculty, staff, and administrators can incorporate in conversation why diversity is important in all curriculum and career paths.

2021-2022:

2022-2023:

2023-2024:

Plan to work with IRE in the next academic year to see if this assessment is still necessary.

Goal 2.2 Offer students an ability to receive diversity certification based on a select cohort of classes through the use of electives.

1 Assessment and Benchmark

Prepare students for a cross-cultural workforce by offering a minor in diversity.

1.1 Data

2020-2021:

A minor in Diversity and Inclusion was developed for the 2021-2022 academic year, as well as an Undergraduate Certificate in Diversity and Inclusion.

2021-2022:

2022-2023:

2023-2024:

No students selected minor.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to observe. No students.

1.1.2 Plan for Continuous Improvement

2020-2021:

I plan to track data beginning academic year 2021-2022 and work with faculty and staff in the Department

of Social Sciences to promote the minor in Diversity and Inclusion and undergraduate certificate.

2021-2022:

2022-2023:

2023-2024:

Reassess minor for sustainability and pertinence.

2 Assessment and Benchmark

Prepare students for global diversity by offering courses which discuss groups of people in a multi-national context.

2.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

2023-2024:

No data available.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

Meet with Department Chair, Dean, Provost and Sr. VP of Student Affairs on retaining minor and feasibility.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with faculty to create a tool for students to provide feedback on courses with multicultural content.

2021-2022:

2022-2023:

2023-2024:

Depending on evaluation, this minor may be discontinued.

Strategic Initiative 3 Campus Climate - McNeese State University will create a safe and secure campus climate that is supportive and respectful and that values differing perspectives and experiences.

Goal 3.1 Establish a system that provides actionable feedback regarding perception data on treatment of students from various campus areas.

1 Assessment and Benchmark

Provide qualitative focus groups to evaluate the campus environment

1.1 Data

2020-2021:

No data available; however, a focus group "Coffee Chat" was developed and meetings will be held periodically beginning fall 2021.

2021-2022:

2022-2023:

A survey will be created to reach as many students as possible regarding cultural climate. Continued efforts through focus groups.

2023-2024:

No system in place for academic year 2023-2024. Will implement a feedback system that regularly collects and analyzes student perception across campus areas using surveys and focus groups to identify and address concerns relating to equitable treatment.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data to analyze.

1.1.2 Plan for Continuous Improvement

2020-2021:

Ongoing focus groups will be held that focus on treatment of students, as well as cultural and group representations.

2021-2022:

2022-2023:

Questionnaires, focus groups, and one-on-one conversations will be completed to gain feedback and data for improvement.

2023-2024:

Create surveys and engage focus groups to identify and address concerns relating to inclusion and equity across campus.

2 Assessment and Benchmark

Administer a climate survey as appropriate.

2.1 Data

2019-2020:

2020-2021:
No data available.

2021-2022:

2022-2023:
No data available.

2023-2024:
No data available.

2.1.1 Analysis of Data

2020-2021:
No data to analyze.

2021-2022:

2022-2023:
No data to analyze.

2023-2024:
No data available.

2.1.2 Plan for Continuous Improvement

2020-2021:
I plan to create student centered surveys to help enhance and/or build programs for understanding diverse cultures, student concerns, and create resources.

2021-2022:

2022-2023:
Administer climate surveys to obtain data and feedback.

2023-2024:
Implement measures to address actionable feedback with intention and consistency.

Goal 3.2 Shape behaviors of staff and students to form a culture that reflects a supportive and respectful climate.

1 Assessment and Benchmark

Provide staff development on how to support students from various backgrounds.

1.1 Data

2020-2021:
No data available.

2021-2022:

2022-2023:

2023-2024:
Conducted a webinar on mental health in the BIPOC community to discuss differences in how cultures view mental wellness. Coffee chats on the diverse campus communities in a comfortable setting. Tabling events to talk about diversity and inclusivity.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

Feedback from the mental health webinar identified a lack of cultural understanding. Feedback from the coffee chats highlighted a desire to learn and interact with people from different backgrounds and to better communicate with diverse people.

1.1.2 Plan for Continuous Improvement

2020-2021:

I will work to create resources and training opportunities for faculty and staff.

2021-2022:

2022-2023:

2023-2024:

Set benchmarks to observe any changes, challenges, or gaps in creating a supportive and respectful climate. Create activities and events that utilize role play and interactive scenarios to improve campus climate.

2 Assessment and Benchmark

Increase participation of faculty and staff to serve as mentors.

2.1 Data

2020-2021:

A component of the Reginald F. Lewis Scholars program is dedicated to mentors and various faculty and staff will be asked to participate.

2021-2022:

2022-2023:

2023-2024:

Work with the coordinators for C.A.R.E. program, Reginald F. Lewis Scholars, and the Call Me Mister programs increase participation of faculty/staff mentors. Provide education and training on these programs for optimal benefit.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No significant data to report at this time.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with colleges and alumni to develop a mentor program.

2021-2022:

2022-2023:

2023-2024:

Awareness campaigns, collaboration with the various groups and facilitators.

3 Assessment and Benchmark

Establish more opportunities for peer-to-peer mentorships between students.

3.1 Data

2020-2021:

As the advisor the McNeese chapter of NAACP and SPECTRUMS, there is opportunity for peer-to-peer mentorships and collaboration across student organizations.

2021-2022:

2022-2023:

2023-2024:

No data to report at this time.

3.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to analyze.

3.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work student organizations, athletes, Reginald F. Lewis Scholars, and individual students to create peer-to-peer mentor opportunities.

2021-2022:

2022-2023:

2023-2024:

Presentations, small group meetings, interactions with organizations for their input and development of impactful process, activities, and events.

Strategic Initiative 4 Student Learning and Development - McNeese State University will employ student learning and development as a tool to provide a comprehensive framework that will enhance our student's communication capacity, cultural appropriateness, and civic engagement.

Goal 4.1 Use strategies that improve social awareness and ability to relate to others.

1 Assessment and Benchmark

Mandate that students take the DiversityEdu course by the completion of their first year.

1.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

DiversityEdu will be reviewed and updated for reinstatement and made available to the executive staff, deans, and supervisors who have direct impact on hiring diverse talent.

2023-2024:

The 2022-2023 recommendation will be rescinded as there is no continuing contract for this effort.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data available.

1.1.2 Plan for Continuous Improvement

2020-2021:

I will work with freshman advisors regarding completion of DiversityEdu.

2021-2022:

2022-2023:

I will research historical data to verify if this program is still available and being followed.

2023-2024:

Establish new objectives for 2024-2025 that will include faculty and staff training, and educational activities for students.

2 Assessment and Benchmark

Encourage faculty and staff to take the DiversityEdu course by providing incentives.

2.1 Data

2020-2021:

No data is available.

2021-2022:

2022-2023:

No data is available.

2023-2024:

No data available.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

No data to analyze.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with Dr. Burckel and Senior Staff to outline faculty and staff incentives for completing DiversityEdu.

2021-2022:

2022-2023:

I will research DiversityEdu to confirm that it is still being utilized. If not, a new program will be developed to which all students, faculty, and staff will have access to gain insight about what diversity, equity, and inclusion mean and how it impacts campus culture/environment.

2023-2024:

New objectives and benchmarks will be created that are in line with the University's mission and objectives.

3 Assessment and Benchmark

Host events and plan activities that encourage cross-cultural interaction among faculty, staff, and students.

3.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

No data is available.

2023-2024:

Coffee Chats - Open forum to discuss issues and concerns of students faculty and staff. Conducted professional development during Faculty/Staff retreat. So You Thought You Could Study Lunch & Learn.

3.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

A QR code was used during Coffee Chats to measure awareness of inclusion, diversity, and equity

initiatives. Over 100 students participated in the event at the Student Union, providing an opportunity to inform them about the resources and responsibilities of the Office of Inclusive Excellence. Additionally, over 40 students attended the Lunch and Learn session, where a sign-in sheet was used to track attendance. During this event, students engaged with faculty, staff, and peers on topics such as best practices for test preparation, time management, and available campus resources.

3.1.2 Plan for Continuous Improvement

2020-2021:

I plan to host events for faculty, staff, and student engagement, as well as roundtable discussions, community service, and cultural events.

2021-2022:

2022-2023:

A definitive plan with resources will be created to reinforce professional development regarding diversity, equity, inclusion, belonging, and justice.

2023-2024:

A survey was used to gain information on the impact of the events and additional topics to include in future events.

4 Assessment and Benchmark

Adjust course instruction across disciplines so that students are exposed to diverse topics and perspectives.

4.1 Data

2020-2021:

No data is available.

2021-2022:

2022-2023:

No data is available at this time.

2023-2024:

Speaking engagements for Delta Sigma Pi and student organizations. Informed them there is a minor available in the College of Liberal Arts for any major - Diversity, Equity, and Inclusion.

4.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

No data to analyze.

2023-2024:

I spoke with approximately 25 students in Delta Sigma Pi on the importance of understanding microaggressions, biases, and equity in the college/university community.

4.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with the academic staff to help implement course instruction across disciplines to incorporate diverse topics and perspectives.

2021-2022:

2022-2023:

Webinars, presentations, and information will be developed to emphasize and educate diversity, equity,

inclusion, belonging, and justice. Resources will be developed for faculty, staff, and students to use when engaging with others.

2023-2024:

Continue to engage with students, faculty, and staff through face-to-face engagements such as lunch and learns, trainings on intentional conversations, and interactive cross-cultural trainings.

Goal 4.2 Implement ways to encourage cross-cultural interaction, civic engagement, and service learning.

1 Assessment and Benchmark

Align curriculum to include assignments or projects that infuse ideas of social diversity and global diversity in freshmen seminar courses.

1.1 Data

2020-2021:

Work with Life 101 course that will begin Fall 2021.

2021-2022:

2022-2023:

2023-2024:

No data to report.

1.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data to analyze.

1.1.2 Plan for Continuous Improvement

2020-2021:

I will work with faculty and staff in the Life 101 program and with faculty and staff to help create and infuse projects and/or assignments in freshman courses.

2021-2022:

2022-2023:

2023-2024:

Will work with IRE in the next academic year to determine if this assessment is still useful.

2 Assessment and Benchmark

Use high-impact instructional strategies that promote students to have meaningful discussions with diverse others regarding course content.

2.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

2023-2024:

No data to report.

2.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data available.

2.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with faculty to develop high impact techniques to get to know their class climate and encourage diverse conversation among students.

2021-2022:

2022-2023:

2023-2024:

Will establish new benchmarks next academic year that reflect the work of the office.

3 Assessment and Benchmark

Implement strategies that foster an environment of collaboration on assignments or projects regarding course content.

3.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

2023-2024:

No data available.

3.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data available.

3.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work academic areas to provide opportunities for students to collaborate on projects and assignments in regards to course content.

2021-2022:

2022-2023:

2023-2024:

Will establish a new benchmark next academic year that reflect the work of the office, including cross-collaborative efforts.

4 Assessment and Benchmark

Align coursework such as projects or assignments that require community service or civic engagement where appropriate.

4.1 Data

2020-2021:

No data available.

2021-2022:

2022-2023:

2023-2024:

No data available.

4.1.1 Analysis of Data

2020-2021:

No data to analyze.

2021-2022:

2022-2023:

2023-2024:

No data available.

4.1.2 Plan for Continuous Improvement

2020-2021:

I plan to work with faculty, staff, and community leaders to provide opportunities for students to engage in community and civic activities aligned with coursework.

2021-2022:

2022-2023:

2023-2024:

Collaborate with faculty, staff, student organizations to meet the objectives and mission of the University and Office of Campus Compliance and Civility.