



Inclusive Excellence

#2 Plan cycle - 2
Plan cycle 2020/2021
7/1/20 - 6/30/21

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

2019-2020:

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.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with the Human Resource Department, the Provost for Academic Affairs, Deans, and SGA to develop and train search/inclusion advocates beginning academic year 2021-2022.

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 understanding of the APR process for underrepresented faculty success.

2.1 Data

2019-2020:

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.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

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).

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

2019-2020:

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.

3.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

3.1.2 Plan for Continuous Improvement

2019-2020:

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).

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

2019-2020:

2020-2021: I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

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.

2 Assessment and Benchmark

Use effective recruiting strategies that target diverse populations of students.

2.1 Data

2019-2020:

2020-2021: I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with Enrollment Management, Recruitment, and the various colleges to build opportunities for recruiting underserved populations to McNeese.

3 Assessment and Benchmark

Implement strategies of outreach and student engagement to underrepresented populations or other at-risk populations during 1st year to form a layer of support for retention efforts.

3.1 Data

2019-2020:

2020-2021: I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

3.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

3.1.2 Plan for Continuous Improvement

2019-2020:

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.

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 1st year experience.

1.1 Data

2019-2020:

2020-2021: I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

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.

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

2019-2020:

2020-2021: I did not received appointment to the Office of Inclusive Excellence until April 1, 2021; no available data.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

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.

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

2019-2020:

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.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to track data beginning academic year 2021-2022 and work with faculty and staff in Social Sciences to promote the the minor in DEI and undergraduate certificate.

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

2019-2020:

2020-2021: No data available.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with faculty to create a tool for students to provide feedback on courses with multicultural content.

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

2019-2020:

2020-2021: No data available; however, a focus group "Coffee Chat" was developed and meetings will be held periodically beginning fall 2021.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: Ongoing focus groups will be held that focus on treatment of students, as well as cultural and group representations.

2 Assessment and Benchmark

Administer a climate survey as appropriate.

2.1 Data

2019-2020:

2020-2021: No data available.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

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.

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

2019-2020:

2020-2021: No data available.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I will work to create resources and training opportunities for faculty and staff.

2 Assessment and Benchmark

Increase participation of faculty and staff to serve as mentors.

2.1 Data

2019-2020:

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.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with colleges and alumni to develop a mentor program.

3 Assessment and Benchmark

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

3.1 Data

2019-2020:

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.

3.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

3.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work student organizations, athletes, Reginald F. Lewis Scholars, and individual students to create peer-to-peer mentor opportunities.

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

2019-2020:

2020-2021: No data available.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I will work with freshman advisors regarding completion of DiversityEdu.

2 Assessment and Benchmark

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

2.1 Data

2019-2020:

2020-2021: No data available.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with Dr. Burckel and the senior staff to outline faculty and staff incentives for completing DiversityEdu.

3 Assessment and Benchmark

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

3.1 Data

2019-2020:

2020-2021: No data available.

3.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

3.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to host events for faculty, staff, and student engagement, as well as roundtable discussions, and community service and cultural events.

4 Assessment and Benchmark

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

4.1 Data

2019-2020:

2020-2021: No data available.

4.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

4.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work with the academic staff to help implement course instruction across disciplines to incorporate diverse topics and perspectives.

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

2019-2020:

2020-2021: Work with Life 101 course that will begin fall 2021.

1.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

1.1.2 Plan for Continuous Improvement

2019-2020:

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.

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

2019-2020:

2020-2021: No data available.

2.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

2.1.2 Plan for Continuous Improvement

2019-2020:

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.

3 Assessment and Benchmark

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

3.1 Data

2019-2020:

2020-2021: No data available.

3.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

3.1.2 Plan for Continuous Improvement

2019-2020:

2020-2021: I plan to work academic areas to provide opportunities for students to collaborate on projects and assignments in regards to course content.

4 Assessment and Benchmark

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

4.1 Data

2019-2020:

2020-2021: No data available.

4.1.1 Analysis of Data

2019-2020:

2020-2021: No data to analyze.

4.1.2 Plan for Continuous Improvement

2019-2020:

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.