

STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE

2024-2027



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**Office for
Campus Inclusion**

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"We have a long and deliberate tradition of inclusion. It is not simply an ideal. It is a continuous call to action and one of the pillars on which the institution rests. Each of us faces a choice: we can choose to be divided by difference, or we can be empowered by diversity. The University chooses to be a place where education inspires empathy, where meaningful multicultural exchanges occur, where everyone is welcome, and where every voice is valued. This is who we are."

- Dr. E. Joseph Savoie, University President

STRATEGIC PLAN FOR INCLUSIVE EXCELLENCE 2024-2027



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**Office for
Campus Inclusion**



A Message from the Chief Inclusion Officer

Inclusive Excellence is an enduring commitment at the University of Louisiana at Lafayette and that commitment is reflected throughout our university's Strategic Plan. To accomplish our institutional goals, we must strive to achieve inclusive excellence -- stretching beyond the boundaries of comfort to engage across cultures while appreciating and leveraging the rich diversity of our campus community. *Inclusive Excellence* is a strategic framework designed to focus our collective efforts on concrete actions that will lead to intellectual growth and creative solutions for the most pressing challenges facing our region, the nation, and the world. Inclusion, access, and opportunity are words and ideals that can't be narrowly defined and they encompass vast numbers of people from vastly different backgrounds, whose circumstances and needs vary greatly.

Central to our role and our ability to continue progressing will be remaining conscious of this understanding as we implement new ideas, programs, and resources that help us build upon our successes as an institution. We also acknowledge the need to work towards inclusion from an intersectional perspective, addressing aspects of identity such as ability/disability, age, beliefs, culture, ethnicity, experiences, first-generation college students, gender, language, neurodiversity, parental status, race, religion, sexual orientation, socioeconomic status, veteran status, and many more.

This Strategic Plan for Inclusive Excellence aligns with the broader goals outlined in the University's Strategic Plan. But, more than just a short-term project or an initiative from a single office, the Inclusive Excellence approach requires a sustained institutional commitment in which everyone plays a part. The Office for Campus Inclusion welcomes the opportunity to build effective partnerships and support the entire University community in the pursuit of *Inclusive Excellence*.

A handwritten signature in black ink, reading "Kiwana T. McClung".

-Kiwana T. McClung, Assoc. AIA, NOMA
Chief Inclusion Officer
Professor of Architecture & Design



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**Office for
Campus Inclusion**

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**Office for
Campus Inclusion**

01

Overview

INTRODUCTION

In the fall of 2022, the University of Louisiana at Lafayette's Office of Campus Inclusion, under the Office of the President, administered the first-ever University of Louisiana at Lafayette Campus Climate Survey with the assistance of Viewfinder® Campus Climate Surveys. Campus climate surveys are important tools for assessing inclusion and the overall sense of belonging at a university, collecting data on students, faculty, and staff's experiences and perceptions of the campus climate, including issues such as discrimination, homophobia, inaccessibility, racism, respect for religious differences, and sexism. The data collected from Campus Climate Surveys has been critical to assisting the university in identifying areas of concern, developing targeted interventions, establishing support services for connection and familiarity, and monitoring the effectiveness of inclusion initiatives over time. Not only does this help achieve a more inclusive campus culture that supports the success and well-being of all members of the university community, but it also helps universities meet legal and accreditation requirements.

The Office for Campus Inclusion led an effort to revise and renew our Strategic Plan for Inclusive Excellence, including the insights gained from the **2022 University of Louisiana at Lafayette Campus Climate Survey**. Based on a nationally recognized model for equity and inclusion in higher education, the *Strategic Plan for Inclusive Excellence* was created through the guidance of the Council for Inclusive Excellence (CIE), with broad stakeholder engagement including students, faculty, staff, and community members. This plan will serve as a guide for cultivating belonging in our campus community.

VISION

The University's *Vision* articulates where we are headed as an institution. This path includes celebrating our national prominence, declaring our pride in embracing our unique culture, touting our desire to shape the environment around us, reaffirming our commitment to our traditions, and preserving our competitive spirit to improve society for all. The first word of the university's Vision is, aptly, TOGETHER and that is no coincidence. We cannot reach our destination by going alone. We must learn from the past and see our differences as a strength if we hope to impact the world and improve the human condition.

Several published frameworks were referenced to assist in establishing guidelines for commitment to Inclusive Excellence. At the University of Louisiana at Lafayette, the universal tenets of these frameworks are implemented along five strategic imperatives:

- 1) Holistic Access and Success
- 2) Education, Scholarship, & Professional Development
- 3) Institutional Climate and Intergroup Relations
- 4) Institutional Infrastructure
- 5) Community engagement

Thus, our institution's **Vision for Inclusive Excellence** is

"The cultivation of an environment where everyone on our campus and in the surrounding community has accessible pathways to educational, professional, infrastructural, scholarly, and social opportunities for their personal growth and success."

This means we must work collectively to cultivate a learning environment that values different backgrounds, aspects of identity, talents, challenges, and perspectives, to promote community engagement and student success.

We will not reach this vision quickly or easily but we will reach it TOGETHER.

STRATEGIC FRAMEWORK & GUIDING BODY

01 Overview

Strategic Framework

The **Strategic Plan for Inclusive Excellence** provides a structure for campus and community initiatives using the Inclusive Excellence framework, which focuses on five inclusion imperatives. *Holistic Access and Success* refers to ensuring that all individuals have access, in all its forms, to opportunities for success. *Education, Scholarship, and Professional Development* addresses the need for educational, scholarly, and professional opportunities, for the growth of self, families, and our community. *Institutional Climate and Intergroup Relations* means creating and sustaining an institutional environment that celebrates differences and cultivates inclusion through intercultural engagement. *Institutional Infrastructure* addresses the maintenance and improvement of our institutional infrastructure to support access, success, and progress. Finally, *Community Engagement* recognizes our commitment to going beyond our institution, engaging our community partners in collaborative efforts to provide education, resources, and opportunities to broaden the impact of inclusion efforts. In each of these five strategic imperatives, members of the Council for Inclusive Excellence focused on expanding identifying objectives and strategies to advance inclusion initiatives, utilizing new insights to advance the University's Mission and Vision, and ensuring alignment with the **University of Louisiana at Lafayette Strategic Plan**.

Guiding Body

The primary body driving initiatives for Inclusive Excellence is the **Council for Inclusive Excellence (CIE)**. The CIE consists of a diverse group of community and campus leaders who are committed to promoting the values that are key to cultivating belonging on the campus of the University of Louisiana at Lafayette. Its members are notable advocates and catalysts for inclusion, serving as representatives of the various stakeholders and changemakers in our community. The Council for Inclusive Excellence (CIE) reports directly to the University President and serves as the Inclusive Excellence Strategic Planning Committee, guiding the development of the objectives, strategies, and key performance indicators in this plan. See Appendix II for a listing of the **Council for Inclusive Excellence (CIE) Membership** for the 2022-2023 academic year.

01

Overview

What the Numbers Say

The following graphics summarize the numbers of students at the University of Louisiana at Lafayette by various identities. Programs and offices on campus that support the inclusion and retention of these students include the [Academic Success Center](#), the [Office of Professional and Continuing Education](#), the [Office of Veteran & Military Student Services](#), [University Connection](#), the [UL LIFE \(Learning Is For Everyone\) Program](#), the [Office of First-Year Experience](#), the [Office of International Affairs](#), the [Student Affairs Division](#), the [Office of Disability Services](#), the [Office of Human Resources \(Religious Accommodation\)](#).

The Office for Campus Inclusion regularly collaborates with these offices on programming, education, and community engagement opportunities.

CAMPUS INCLUSION BY THE NUMBERS | 2024

MILITARY VETERANS
& DEPENDENTS



573

NON-TRADITIONAL
STUDENTS



1,355

UL LIFE PROGRAM
STUDENTS



32

1ST GENERATION
STUDENTS



3,466

INTERNATIONAL
STUDENTS



654

RELIGIONS
REPRESENTED



39

AVG. STUDENT AGE



21

PELL RECIPIENTS



4,931

ODS REGISTRANTS



1,183

CAMPUS INCLUSION BY THE NUMBERS | 2024

01

Overview

COUNTRIES REPRESENTED

84

LANGUAGES SPOKEN

90+

FULL-TIME VS PART-TIME

12,105 FT 3,240 PT



15,345
STUDENTS ENROLLED

13,179
UNDERGRADUATE

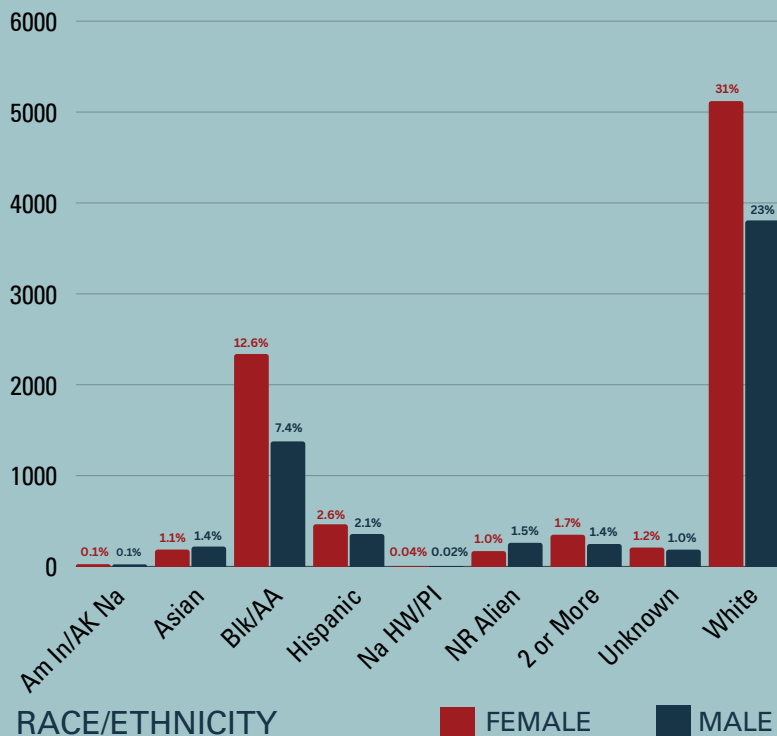
2,166
GRADUATE

58% 
WOMEN

794
DUAL ENROLLMENT

42% 
MEN

654
INTERNATIONAL



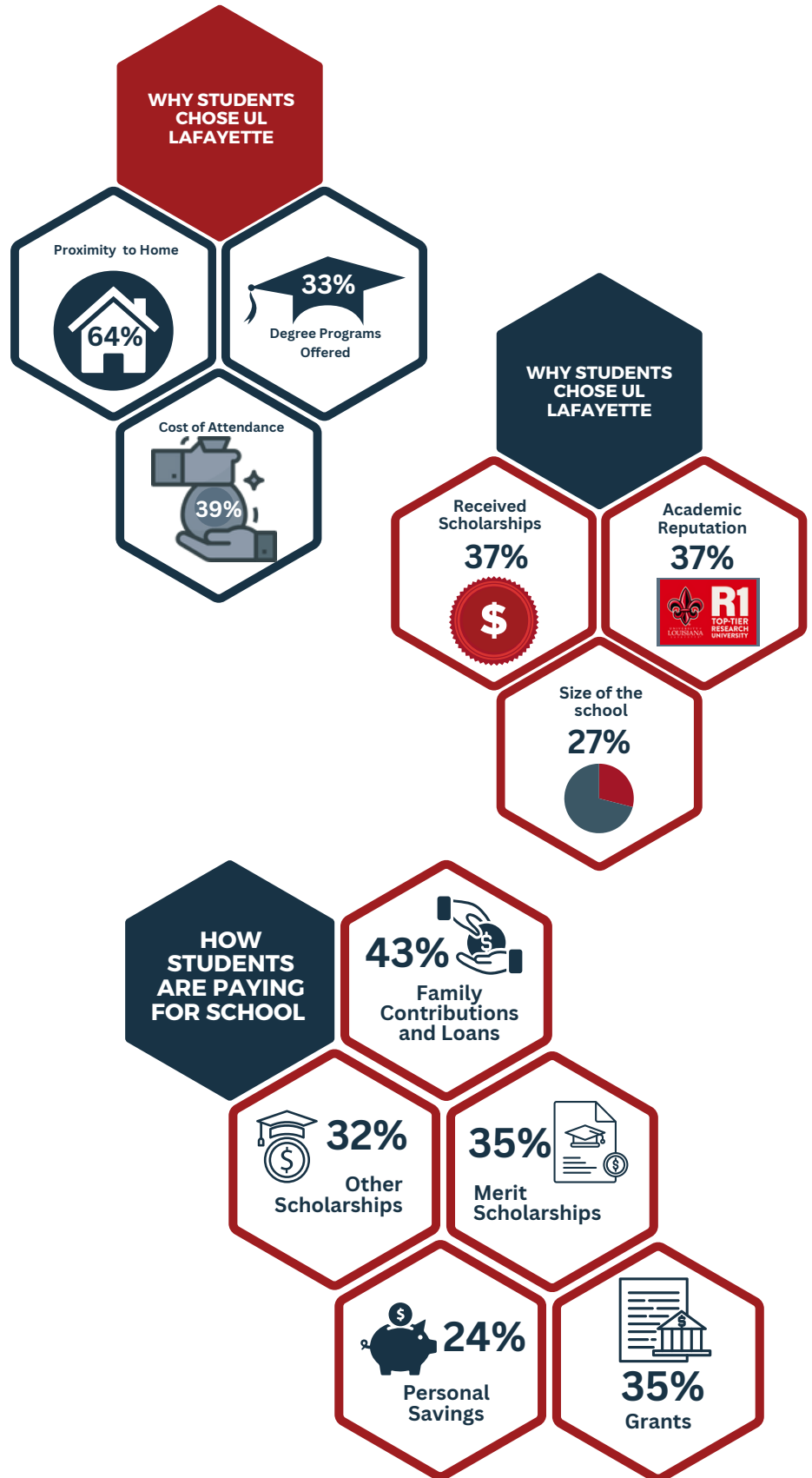
01

Overview

Climate Survey - Students

The following graphics summarize highlights from the results of the University of Louisiana at Lafayette Campus Climate Survey for Students. These results can be viewed in more detail in the [University of Louisiana at Lafayette Campus Climate Survey Results Summary - Students](#), located on the [UL Lafayette Campus Inclusion](#) website.

CLIMATE SURVEY



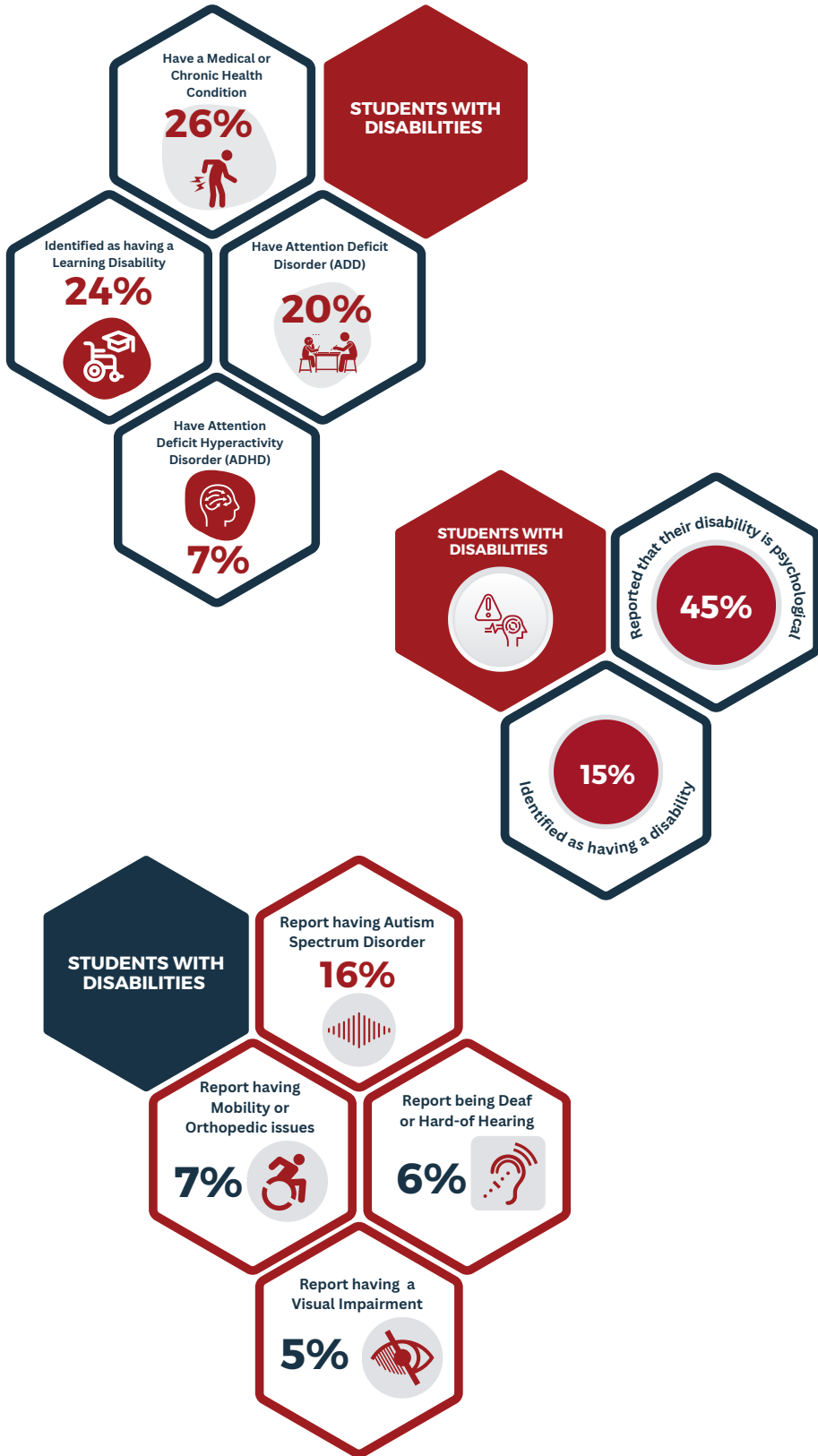
CLIMATE SURVEY

01

Overview

Climate Survey - Students

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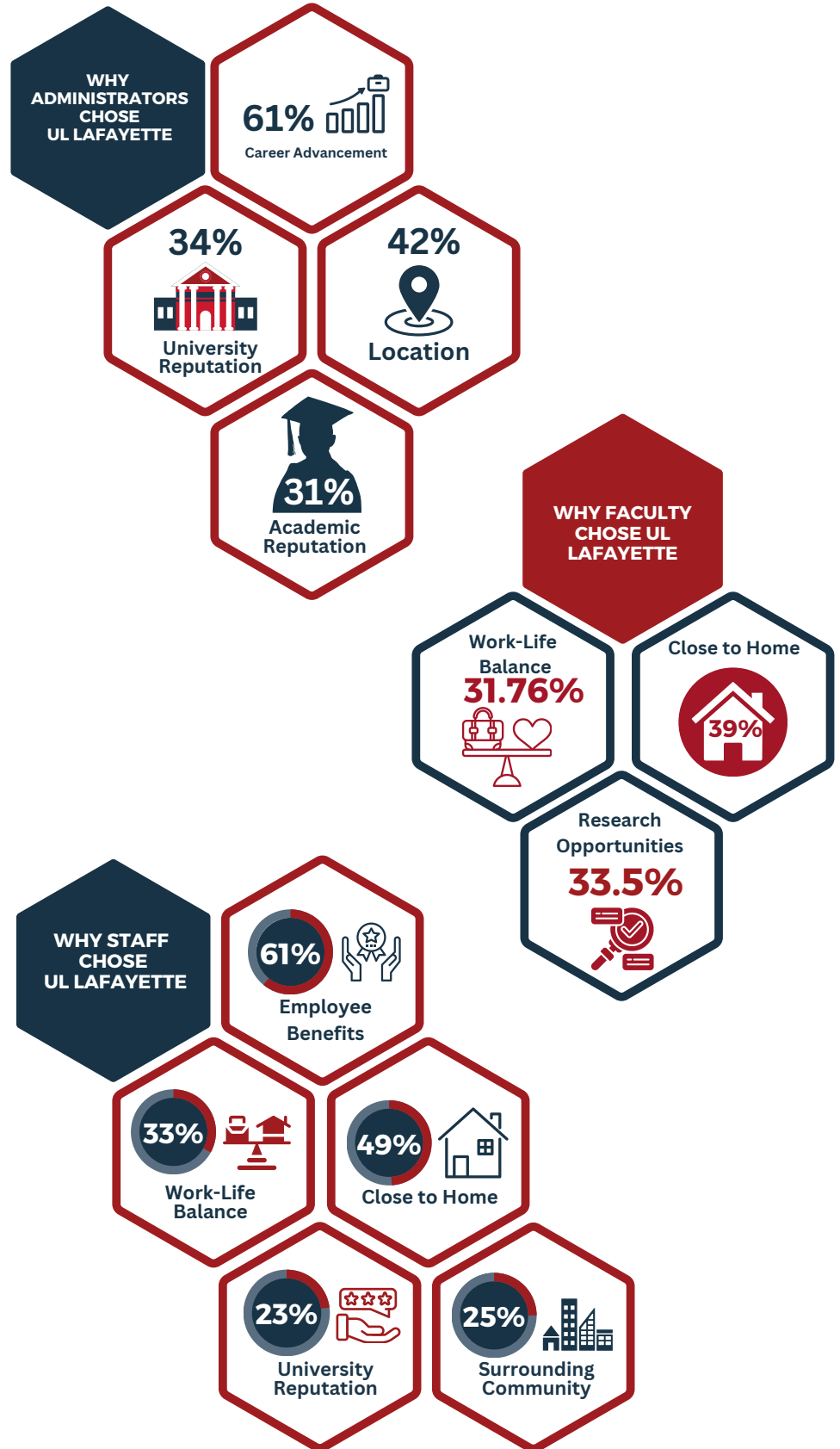
01

Overview

Climate Survey - Employees

The following graphics summarize highlights from the results of the University of Louisiana at Lafayette Campus Climate Survey for Employees. These results can be viewed in more detail in the [University of Louisiana at Lafayette Campus Climate Survey Results Summary - Employees](#), located on the [UL Lafayette Campus Inclusion](#) website.

CLIMATE SURVEY



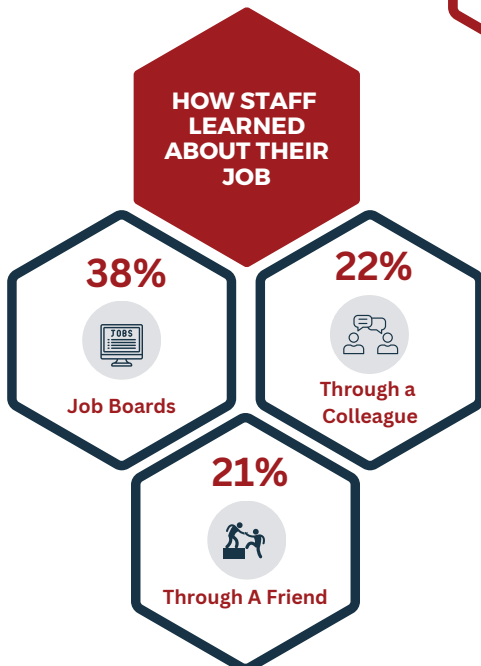
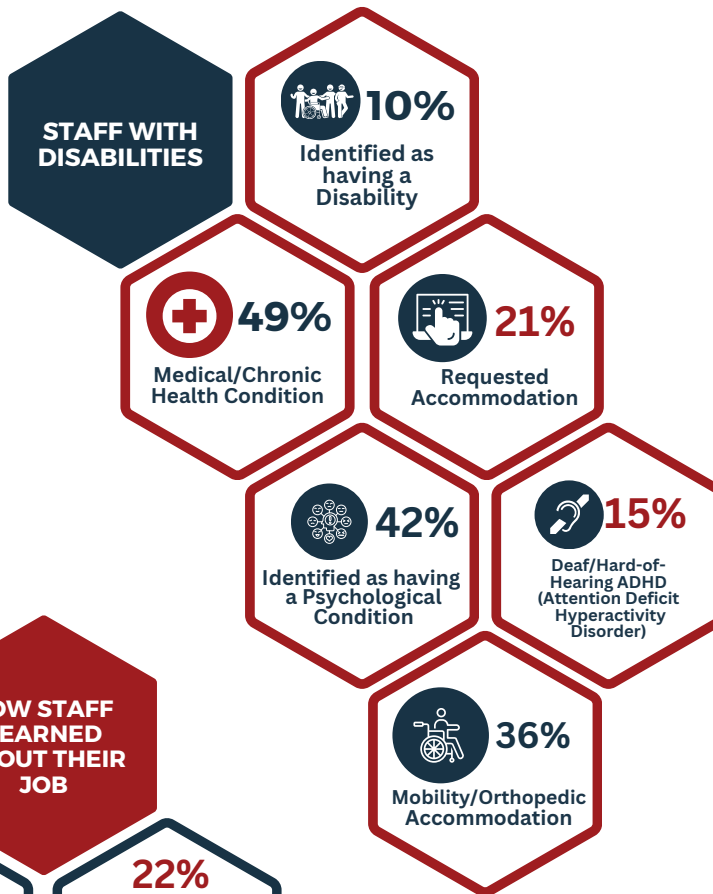
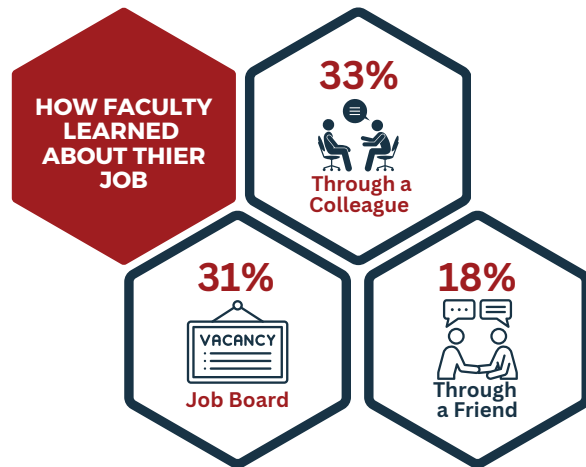
CLIMATE SURVEY

01

Overview

Climate Survey - Employees

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02

Strategic Framework

1. Holistic Access & Success

Cultivate a diverse and inclusive undergraduate and graduate student body, faculty, and staff.

- 1.1 Achieve increased enrollment of underrepresented students in critical areas.
- 1.2 Support the retention and success of underrepresented students.
- 1.3 Attract and retain a diverse faculty, staff, and senior leadership team.

2. Education, Scholarship, & Professional Development

Engage students, faculty, staff, and community members in learning opportunities to explore concepts, principles, perspectives, and research that align with the inclusive excellence framework.

- 2.1 Offer courses and co-curricular inclusion programming, workshops, and education opportunities.
- 2.2 Increase the multicultural competency of students, faculty, and staff.
- 2.3 Support interdisciplinary collaboration and research that impacts all communities.

3. Institutional Climate & Intergroup Relations

Create and sustain an institutional environment that celebrates diversity and cultivates inclusion through intercultural engagement.

- 3.1 Cultivate an inclusive, supportive, and respectful institutional climate where all are seen and valued.
- 3.2 Support the development of communities and networks toward inclusive outcomes.
- 3.3 Increase intercultural engagement among students, faculty, and staff.

4. Institutional Infrastructure

Create and sustain an institutional infrastructure that effectively supports progress in achieving inclusive excellence goals that align with the University's mission, vision, values, and strategic plan.

- 4.1 Develop and promote inclusive policies, procedures, and resources.
- 4.2 Enhance strategic communication towards a culture of continuous improvement.
- 4.3 Strive to secure external gifts, grants, and resources.

5. Community Engagement

Engage community partners in collaborative efforts to provide education, resources, and opportunities to broaden the impact of campus-based inclusion initiatives.

- 5.1 Engage alumni and community members in campus-based initiatives.
- 5.2 Provide resources to advance inclusion efforts within the Acadiana region.
- 5.3 Build collaborative partnerships to create innovative solutions to inclusion challenges.

STRATEGIC FRAMEWORK

GOAL SETTING & PLANNING

INCLUSION IMPERATIVES	3-YEAR AREA GOALS FOR INCLUSIVE EXCELLENCE
Holistic Access & Success	
Education, Scholarship, & Professional Development	
Institutional Climate & Intergroup Relations	
Institutional Infrastructure	
Community Engagement	

MET GOALS	2024	2025	2026	2027
Holistic Access & Success				
Education, Scholarship, & Professional Development				
Institutional Climate & Intergroup Relations				
Institutional Infrastructure				
Community Engagement				

02

Strategic Framework

Set Area Goals for Inclusive Excellence

Access, Opportunity, and Success is an enduring commitment at the University of Louisiana at Lafayette and it looks different for each area/division on campus. Use the charts to the left to plan out area goals for the next 3-years and track an area's progress towards meeting those goals. Worksheets for each strategic imperative are also included for tracking progress in individual areas over the next three years. An additional page is provided at the end of the document for notes.

Printable versions of the assessment worksheets included in this document are available on the [Office for Campus Inclusion](#) website.

02

Strategic Framework

Strategies for Holistic Access & Success

The objectives and strategies to the right are a baseline for ensuring access to educational opportunities, increasing retention, and ensuring the success of underrepresented students. Also addressed are strategies for ensuring retention and a strong, diverse working environment.

Use the Area Planning Notes section to identify individuals, needs, and opportunities for achieving these objectives.

STRATEGIC FRAMEWORK

1. HOLISTIC ACCESS & SUCCESS STRATEGIES

OBJECTIVES	STRATEGIES		
1.1 Achieve increased enrollment of underrepresented students in critical areas.	A. Create or support pipeline programs for both traditional and non-traditional students.	B. Partner with relevant areas to create targeted recruitment experiences of students from underrepresented backgrounds.	C. Engage Alumni from diverse backgrounds and discipline areas in recruitment practices and events.
1.2 Support the retention and success of underrepresented students.	A. Support gateway programs and initiatives that cultivate access and success.	B. Cultivate mentorship opportunities for students from underrepresented backgrounds.	C. Engage faculty, staff and multicultural alumni to support the success of underrepresented students.
1.3 Attract and retain a diverse faculty, staff, and senior leadership team.	A. Encourage participation in targeted recruitment and position advertisement opportunities.	B. Partner with relevant areas for training and workshops on inclusive recruitment, hiring and evaluation.	C. Include alumni and an inclusion representative when forming membership of search committees.

AREA PLANNING NOTES

Identities/Groups underrepresented in area	
Pipeline Programs	COMPETE LA - Universities of Louisiana System
Partnership Opportunities	UL Lafayette Office of Recruitment and Admissions , Deans Council , The Office of Human Resources , UL Lafayette Academic Success Center
Notable Alumni	
Gateway & Mentorship Programs	
Recruitment and Advertising Opportunities	
Inclusion Representatives	

STRATEGIC FRAMEWORK

Assessment of Holistic Access & Success

KEY PERFORMANCE INDICATORS	2024	2025	2026	2027	TOTAL
----------------------------	------	------	------	------	-------

1.1 Achieve increased enrollment of underrepresented students in critical areas.

Demographic ratios of underrepresented undergraduate students in area					
Demographic ratios of underrepresented graduate students in area					
Number of area pipeline programs					
Number of pipeline program participants					
Number of Alumni engaged in recruitment					
Number of targeted undergraduate recruitment events in area					
Number of targeted graduate recruitment events in area					

1.2 Support the retention and success of underrepresented students.

Disaggregated retention rates, by underrepresented group					
Disaggregated graduation rates, by underrepresented group					
Number of gateway programs					
Number of gateway program participants					
Number of financial awards for underrepresented students					

1.3 Attract and retain a diverse faculty, staff, and senior leadership team.

Demographic ratios of underrepresented faculty, staff, and senior leadership					
Number of targeted employee recruitment events					
Number of Alumni and inclusion reps serving on search committees					

02

Strategic Framework

KPI Totals

Track the numbers under each line item to evaluate the growth in your area for each inclusive excellence imperative. Totals for Demographic Ratios and rates should show underrepresented student growth.

Demographic Ratio/Rate =
Underrepresented #/ Total #

Underrepresented UG Students in Area

Underrepresented G Students in Area

Underrepresented Faculty in Area

Underrepresented Staff in Area

Underrepresented in Senior Leadership

02

Strategic Framework

Strategies for Education, Scholarship, & Professional Development

The objectives and strategies to the right are a baseline for ensuring that underrepresented students have access to educational, scholarly, and professional development opportunities. Also addressed are strategies for multicultural competency and impactful interdisciplinary collaboration.

Use the Area Planning Notes section to identify individuals, needs, and opportunities for achieving these objectives.

STRATEGIC FRAMEWORK

2. EDUCATION, SCHOLARSHIP, & PROFESSIONAL DEVELOPMENT

OBJECTIVES	STRATEGIES		
2.1 Offer courses and co-curricular inclusion programming, workshops, and education opportunities.	A. Partner to integrate inclusion courses, co-curricular activities, workshops, and multicultural groups into a University-wide model for student engagement.	B. Develop Inclusion Certificate Programs and workshops for faculty, staff, and senior leadership; integrate inclusion metric into the University's performance management system.	C. Partner with Alumni on programming and offer them opportunities for Inclusion-based continuing education.
2.2 Increase the multicultural competency of students, faculty, and staff.	A. Grow and develop multicultural educational offerings for student, faculty and staff groups, leveraging the expertise of various communities.	B. Collaborate with campus partners to develop area-specific educational programming and professional development opportunities to support inclusion.	C. Partner with multicultural Alumni to plan and engage campus stakeholders in multicultural events.
2.3 Support interdisciplinary collaboration and research that impacts all communities.	A. Empower students to organize for inclusive innovation in campus-wide programming.	B. Partner with academics and groups on campus to increase awareness, spark collaboration and encourage interdisciplinary grant seeking.	C. Partner with alumni to connect underrepresented students to professional development opportunities.

AREA PLANNING NOTES

Identities/Groups underrepresented in area	
Area Course Offerings	
Partnership Opportunities	Academic Affairs , Deans Council , Advance Student Research Experience (ASRE) , UL Lafayette Alumni Association
Notable Alumni	
Existing Programming and Workshops in Area	
Area Research Centers & Opportunities	
Area Groups & Organizations	

STRATEGIC FRAMEWORK

Assessment of Education, Scholarship, & Professional Development

KEY PERFORMANCE INDICATORS	2024	2025	2026	2027	TOTAL
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2.1 Offer courses and co-curricular inclusion programming, workshops, and education opportunities.

Number of Inclusion courses and workshops offered in area					
Number of inclusion-related co-curricular activities and opportunities in area					
Number of participant in co-curricular multicultural activities					
Number of multicultural student organizations					
Number of Certificate Program participants					
Number of Alumni participating in Inclusion Programming and Continuing Education					

2.2 Increase the multicultural competency of students, faculty, and staff.

Number of multicultural workshops and educational opportunities offered in area					
Number of area participants in multicultural workshops and educational opportunities					
Number of departmental sessions and guest lectures					
Number of collaborative multicultural education programs and opportunities					
Number of Alumni engaged in multicultural events and education					

2.3 Support interdisciplinary collaboration and research that impacts all communities.

Number of student-led Inclusion programs and innovative endeavors in area					
Number of faculty-led interdisciplinary, multicultural research endeavors facilitated in area					
Number of Alumni engaging underrepresented students in professional development opportunities					

02

Strategic Framework

KPI Totals

Track the numbers under each line item to evaluate the growth in your area for this inclusive excellence imperative.

Engagement demographic data for programs, workshops, and research opportunities can be tracked below.

Program Engagement Demographics

Workshop Engagement Demographics

Certificate Program Demographics

Alumni Engagement Demographics

02

Strategic Framework

Strategies for Institutional Climate & Intergroup Relations

The objectives and strategies to the right are a baseline for ensuring the sustainability of an institutional environment that celebrates differences and cultivates inclusion through intercultural engagement.

This includes ensuring that Alumni are included in celebrating the richness of differences within our campus community.

Use the Area Planning Notes section to identify individuals, needs, and opportunities for achieving these objectives.

STRATEGIC FRAMEWORK

3. INSTITUTIONAL CLIMATE & INTERGROUP RELATIONS

OBJECTIVES	STRATEGIES		
3.1 Cultivate an inclusive, supportive, and respectful institutional climate where all are seen and valued.	A. Develop and maintain high visibility of the Principles of Community, including annual on- and off-campus promotional events.	B. Promote and develop heritage, cultural, and recognition programs that acknowledge contributions made to advance inclusion.	C. Partner with Alumni on heritage programming, recognition events, and community cultural celebrations.
3.2 Support the development of communities and networks toward inclusive outcomes.	A. Support the development and success of student organizations focused on the social and academic needs of individuals with various cultural identities.	B. Develop and promote procedures for the formation and operation of Employee Resource Groups (ERGs).	C. Engage Alumni and the community in partnerships with student organizations and Employee Resource Groups (ERGs).
3.3 Increase intercultural engagement among students, faculty, and staff.	A. Provide educational programming for students, faculty and staff that encourage meaningful, authentic dialogue across cultural groups.	B. Support the creation of spaces that promote intercultural engagement and well-being.	C. Partner with alumni and the community on intercultural programming and wellness events.

AREA PLANNING NOTES

Cultural Identities represented in area	
Partnership Opportunities	Faculty Affairs , Student Affairs , International Affairs , Deans Council , Office for Campus Inclusion , UL Lafayette Alumni Association
Notable Alumni	
Existing Programming and Workshops in Area	
Existing Intercultural Educational Opportunities & Programming in Area	
Area Community Groups & Organizations	

STRATEGIC FRAMEWORK

Assessment of Institutional Climate & Intergroup Relations

KEY PERFORMANCE INDICATORS	2024	2025	2026	2027	TOTAL
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3.1 Cultivate an inclusive, supportive, and respectful institutional climate where all are seen and valued.

Number of on-campus and off-campus heritage and cultural events					
Number of students participating in on-campus and off-campus heritage and cultural events					
Number of faculty and staff participating in on-campus and off-campus heritage and cultural events					
Number of community organizations partnered with for on-campus and off-campus heritage and cultural events					
Number of Alumni participating in on-campus and off-campus heritage and cultural events					

3.2 Support the development of communities and networks toward inclusive outcomes.

Number of identity-specific and cultural students organizations in area					
Number of programs focused on the social and academic needs of individuals with various cultural identities					
Number of Employee Resource Groups (ERG)					
Number of Alumni partnering with student organizations and ERGs					
Number of Community groups partnering with student organizations and ERGs					

3.3 Increase intercultural engagement among students, faculty, and staff.

Number of programs promoting intercultural dialogue					
Number of spaces promoting intercultural engagement and well-being					
Number of Alumni and community partners engaged in intercultural programming					

02

Strategic Framework

KPI Totals

Track the numbers under each line item to evaluate the growth in your area for this inclusive excellence imperative. Group engagement demographics and data for inclusion programs, workshops, and research opportunities can be tracked below.

Cultural/Heritage Event Demographics

Employee Resource Groups

Community Groups

Alumni Engagement Demographics

02

Strategic Framework

Strategies for Institutional Infrastructure

The objectives and strategies to the right are a baseline for creating and sustaining an institutional infrastructure that effectively supports progress toward inclusive excellence. These objectives align with the goals listed in the University's mission, vision, values, and strategic plan.

Use the Area Planning Notes section to identify individuals, needs, and opportunities for achieving these objectives.

STRATEGIC FRAMEWORK

4. INSTITUTIONAL INFRASTRUCTURE

OBJECTIVES	STRATEGIES		
4.1 Develop and promote inclusive policies, procedures, and resources.	A. Review, assess, and develop internal policies and procedures throughout the University's operations that support inclusion.	B. Educate and inform stakeholders about new and existing policies, procedures and resources and their importance in cultivating an inclusive campus climate.	C. Get feedback from Alumni, community organizations, and community leaders on policies, procedures and resources for inclusion.
4.2 Enhance strategic communication towards a culture of continuous improvement.	A. Develop and employ an inclusive communications plan that outlines practices for engaging across differences regularly informing key stakeholders about initiatives.	B. Conduct annual assessments and climate surveys; disseminate a regular report on progress towards all five imperatives of the Strategic Plan for Inclusive Excellence.	C. Regularly communicate with Alumni and the community regarding initiatives and progress towards Inclusive Excellence goals.
4.3 Strive to secure external gifts, grants, and resources.	A. Share our stories and inclusion needs with potential donors and grantmakers to increase targeted funding of inclusion projects and resources.	B. Partner with University Advancement to implement fundraising strategies and a comprehensive campaign to support Inclusive Excellence.	C. Hold regular informational and collaborative planning sessions for Alumni interested in supporting inclusion initiatives.

AREA PLANNING NOTES

Inclusion Policies in Area	Campus Free Speech Policy , Disability Accommodation Policy , Non-Discrimination Policy , Prohibiting Workplace Harassment and Discrimination Policy , Religious Accommodation for Applicants and Employees Policy , Preferred/Used/Chosen Name Policy , Sexual Harassment and Other Prohibited Sexual Conduct Policy , Statement on Academic Freedom, Tenure and Responsibility (Board of Regents Policy) .
Partnership Opportunities	Deans Council , Faculty Senate , Operational Review , Staff Council , UL Lafayette Alumni Association , University Council , Office for Disability Services
Notable Alumni and Community Leaders in Area	
Inclusion Development Opportunities in Area	
Area Groups & Organizations	

STRATEGIC FRAMEWORK

Assessment of Institutional Infrastructure

KEY PERFORMANCE INDICATORS	2024	2025	2026	2027	TOTAL
----------------------------	------	------	------	------	-------

4.1 Develop and promote inclusive policies, procedures, and resources.

Number of area policies that promote inclusion and belonging					
Number of inclusion-related procedures and practices in area					
Number of inclusion resources in area					
Number of educational opportunities and events promoting inclusive policies, procedures, and practices					
Number of inclusive policy feedback sessions with Alumni					
Number of inclusive policy feedback sessions with community leaders and orgs					

4.2 Enhance strategic communication towards a culture of continuous improvement.

Number of inclusion measures in area's communications plan					
Number of communications informing stakeholders about inclusion initiatives					
Number of students from area who completed the most recent Campus-wide Climate Survey					
Number of employees from area who completed the most recent Campus-wide Climate Survey					
Number of communications to Alumni and community leaders about inclusion initiatives					

4.3 Strive to secure external gifts, grants, and resources.

Number of events and sessions held to highlight giving opportunities for inclusion					
Number of inclusion fundraising campaigns in area					
Number of Alumni collaboration sessions					

02

Strategic Framework

KPI Totals

Track the numbers under each line item to evaluate the growth in your area for this inclusive excellence imperative. Engagement demographics, policies, projects, and resource data for this area can be tracked below.

Inclusion Policies and Resources in Area

Inclusion Representative in Area

Current Projects Supporting Inclusion

Alumni Engagement Demographics



02

Strategic Framework

Strategies for Community Engagement

The objectives and strategies to the right are a baseline for ensuring the engagement of community partners in collaborative efforts to broaden the impact of campus-based inclusion initiatives. Also addressed are strategies for addressing challenges and sharing resources.

Use the Area Planning Notes section to identify individuals, needs, and opportunities for achieving these objectives.

STRATEGIC FRAMEWORK

5. COMMUNITY ENGAGEMENT

OBJECTIVES	STRATEGIES		
5.1 Engage alumni and community members in campus-based inclusion initiatives.	A. Increase participation and engagement of University and Acadiana community in university conferences and events.	B. Partner with community organizations to plan and promote inclusion activities and recognition events.	C. Partner with Alumni to plan and promote community-based inclusion activities and recognition events.
5.2 Provide resources to advance inclusion efforts within the Acadiana region.	A. Seek opportunities to provide education and resources to community organizations through active engagement on boards and committees.	B. Create a professional development series for community members featuring educational resources to advance inclusion.	C. Create a professional development series for Alumni seeking educational resources to advance inclusion.
5.3 Build collaborative partnerships to create innovative solutions to inclusion challenges.	A. Connect campus areas with community groups to align efforts and create innovative solutions to community-wide inclusion challenges.	B. Convene campus-wide and community-wide partnerships to pursue grant-funded opportunities for transformative change towards inclusive excellence.	C. Collaborate with alumni on community projects and opportunities towards inclusion.

AREA PLANNING NOTES

Open conferences and events in area	<u>Women's Leadership Conference</u>
Community organization partnerships in area	<u>United Way of Acadiana</u>
Notable Alumni	
Inclusion educational and resource opportunities in area	
Inclusion professional development opportunities in area	
Area community partners for inclusion	

STRATEGIC FRAMEWORK

Assessment of Community Engagement

KEY PERFORMANCE INDICATORS	2024	2025	2026	2027	TOTAL
----------------------------	------	------	------	------	-------

5.1 Engage alumni and community members in campus-based initiatives.

Number of conferences and events addressing inclusion in area					
Number of area/community organization partnerships on inclusion events					
Number of area/alumni partnerships on inclusion events					
Number of inclusion recognition events in area					
Number of community participants in inclusion conferences and events in area					
Number of Alumni participants in inclusion conferences and events in area					

5.2 Provide resources to advance inclusion efforts within the Acadiana region.

Number of area participants serving on community organization boards and committees					
Number of area-led professional development opportunities for community members					
Number of area-led professional development opportunities for Alumni					
Number of educational resources for inclusion provided by area					

5.3 Build collaborative partnerships to create innovative solutions to inclusion challenges.

Number of campus-community partnerships forged by area					
Number of grant-funded partnerships for inclusive excellence between area and community organizations					
Number of collaborations on inclusion projects/opportunities between Alumni and area					

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Strategic Framework

KPI Totals

Track the numbers under each line item to evaluate the growth in your area for each inclusive excellence imperative.

Engagement demographic data for programs, workshops, and research opportunities can be tracked below.

Top Community Organization Partners

Top Alumni Partners

Community Engagement Liaison in Area

Alumni Engagement Liaison in Area



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Appendices



APPENDIX I - RECOGNITION AND AWARDS

The University of Louisiana at Lafayette has earned the Higher Education Excellence in Diversity (HEED) Award presented by INSIGHT Into Diversity for six consecutive years. The recognition rests on campus-wide efforts designed to foster access, opportunity, and success for underrepresented groups, efforts guided by the Strategic Plan for Inclusive Excellence. The university's consistent recognition demonstrates excellence in campus engagement across campus and the community; recruiting and hiring faculty from diverse backgrounds; and increasing enrollment and retention among underrepresented students.



The University of Louisiana at Lafayette has also earned the inaugural Library Excellence in Access and Diversity (LEAD) Award, presented by INSIGHT Into Diversity, for 2024. This achievement demonstrates that our institutional mission toward inclusive excellence is embraced across our campus.

"HEED and LEAD recognition signals that we're making significant, meaningful strides across many fronts..."

-Kiwana T. McClung, Chief Inclusion Officer, UL Lafayette



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Appendices

APPENDIX II - GLOSSARY OF TERMS

BELONGING - A sense of being secure, recognized, affirmed, and accepted equally such that full participation is possible.

DISAGGREGATED DATA - Data that has been broken down into smaller parts, often when analyzing demographics (by gender, by race/ethnicity, etc).

DIVERSITY - The presence of different and multiple characteristics that make up individual and collective identities, including race, gender, age, religion, sexual orientation, ethnicity, national origin, socioeconomic status, language, and physical ability.

DIVERSITY, EQUITY, AND POVERTY COMMUNITY OF INTEREST - A collaborative group of researchers who study issues related to diversity, equity, and poverty. Spearheaded by the Office of Research, Innovation, and Economic Development.

EMPLOYEE RESOURCE GROUPS - Voluntary, employee-led groups that join together in the workplace based on shared characteristics or life experiences (also known as ERGs or affinity groups).

EQUITY - The process of identifying and removing the barriers that create disparities in the access to resources and means, and the achievement of fair treatment and equal opportunities to thrive. See also equality.

GATEWAY INITIATIVE - An initiative designed to increase retention by providing support and resources to a select group of current students based on their specific needs.

GRADUATION RATE - Percentage of first-time, full-time students completing their academic program within a specific period. For students seeking a bachelor's degree, this corresponds with graduation within 4 or 6 years.

HEED AWARD - Higher Education Excellence in Diversity (HEED) Award. An annual award presented by INSIGHT Into Diversity, that recognizes colleges and universities for their outstanding commitment to diversity and inclusion.

INCLUSIVE EXCELLENCE FRAMEWORK - A five-dimensional model of nationally recognized best practices for diversity and inclusion in higher education.

INTERCULTURAL ENGAGEMENT - Intentional reflection, interaction, and engagement with individuals from cultures other than your own.

JAMES JACKSON COMMUNITY OF SCHOLARS - A network of support for graduate students from underrepresented groups. Named after Dr. James Jackson, the first African American to earn a graduate degree from the University of Louisiana at Lafayette.

APPENDIX II - GLOSSARY OF TERMS

MINORITY - Anyone belonging to a group that is singled out from others in society through differential and unequal treatment because of their physical, neurological, or cultural characteristics.

MINORITY GROUP – Any group of people or social subdivision of a society who, because of their physical, neurological, or cultural characteristics, are singled out from others in society through differential and unequal treatment. The subdivision of such a group can be racial, ethnic, or religious, and can be subordinated in political, financial, or social power by the dominant group. The dominant group is that which holds the most power in society compared to minority groups. Being a numerical minority is not a characteristic of being in a minority group; it is the lack of power that is the predominant characteristic of a minority group.

MULTICULTURAL COMPETENCE - Gaining an awareness of one’s own cultural values and biases, learning to value others’ worldviews, and developing interpersonal skills.

PIPELINE PROGRAM - A program designed to dismantle barriers and provide academic, financial, social, and emotional support to aspiring students from underrepresented groups.

PRINCIPLES OF COMMUNITY - A set of community values for supporting inclusion.

RETENTION RATE - The percentage of first-time, first-year students continuing at the same school the following year.

UNDERREPRESENTED - Students from groups that comprise a smaller percentage in a particular area than in the general population. Typically, these groups include racial/ethnic minorities, first-generation college students, students with disabilities, women in some fields, and men in other fields.

UNDERREPRESENTED GROUPS - Groups who traditionally (or historically) have not had equal access to economic opportunities because of discrimination or other societal barriers. This may vary by context and geography but can include disability, gender, sexual orientation, or race/ethnicity. Examples of groups that may be considered underrepresented can include first-generation college students and women or women of color in a traditionally male and/or white discipline such as science, technology, engineering, and mathematics.

UNDERSERVED - Students who often do not receive equitable resources as other students in the academic experience. Typically, these groups include low-income, racial/ethnic minorities, and first-generation students.

WOMEN’S LEADERSHIP CONFERENCE - An annual event for students, faculty, staff, and community members held on the campus of the University of Louisiana at Lafayette during March, in honor of National Women's History Month.

APPENDIX III - 2022-2023 COUNCIL FOR INCLUSIVE EXCELLENCE MEMBERSHIP

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APPENDIX IV - ACKNOWLEDGMENTS

The Strategic Plan for Inclusive Excellence was compiled with invaluable, thoughtful contributions from members of the Council for Inclusive Excellence. The ambitious initiatives described in the plan could not be successful without the collaboration and support of many individuals, including (but not limited to):

The Office of the President
The University Council
The Deans' Council
The Office of Enrollment Management
The Office of Student Affairs
The Division of Global Engagement
The Department of Special Services
The Graduate School
The Office of Research, Innovation and Economic Development
The Office of Faculty Affairs
The Office of Human Resources
The Office of Communications and Marketing
The Office of Alumni Affairs
The Department of Athletics.

We look forward to working with the entire University of Louisiana at Lafayette community to make this plan a success.

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