

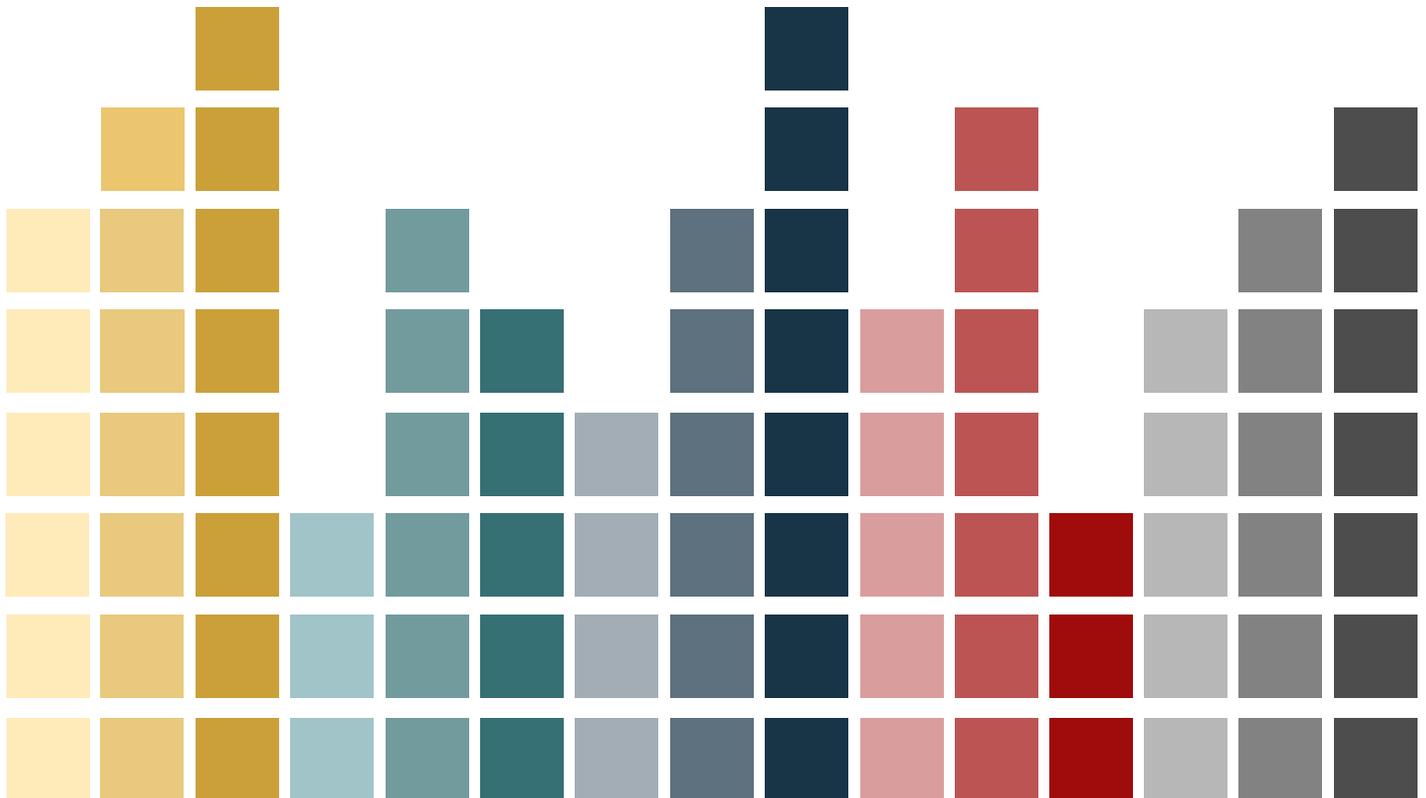


# STRATEGIC PLAN *for* INCLUSIVE EXCELLENCE

2019-2022



UNIVERSITY *of*  
LOUISIANA  
L A F A Y E T T E<sup>®</sup>





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.



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Dr. E. Joseph Savoie, University President  
*Letter to Students, Faculty and Staff on November 14, 2018*



# STRATEGIC PLAN *for* INCLUSIVE EXCELLENCE

2019-2022

Students enjoying a football game at Cajun Field.





## LETTER FROM THE EXECUTIVE DIRECTOR



Diversity, equity and inclusion are central to our values as an institution, and they are reflected throughout the Strategic Plan of the University of Louisiana at Lafayette.

In order to accomplish those broad institutional goals, we must strive to achieve inclusive excellence -- stretching beyond the boundaries of comfort to engage across cultures, 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 to the most pressing challenges facing our region, the nation and the world.

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 an institutional transformation in which everyone plays a part. The Office for Campus Diversity welcomes the opportunity to build effective partnerships and support the entire University community in the pursuit of inclusive excellence.

Taniecea A. Mallery, Ph.D.  
Executive Director of Strategic Initiatives & Chief Diversity Officer



**Campus  
Diversity**

The Strategic Plan for Inclusive Excellence was prepared by the Office for Campus Diversity and the Diversity Advisory Council.



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# INTRODUCTION

In the 2018-2019 academic year, the Office for Campus Diversity led an effort to create the Strategic Plan for Inclusive Excellence. 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 Diversity Advisory Council (DAC), with broad stakeholder engagement including students, faculty, staff and community members.

## *INSIGHT Into Diversity* HEED Award

In 2018, the University of Louisiana at Lafayette received for the first time the Higher Education Excellence in Diversity (HEED) Award, presented by *INSIGHT Into Diversity*. The HEED Award, open to all colleges and universities across the U.S. and Canada, measures an institution's level of achievement and intensity of commitment in broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention and completion; and hiring practices for faculty and staff.

The University's recognition as a recipient of the HEED Award in 2018 and 2019 served as an impetus for envisioning this next phase of institutional progress in diversity, equity and inclusion.



## Diversity Advisory Council

The Diversity Advisory Council (DAC) consists of a diverse group of community and campus leaders who are committed to promoting the values of diversity, equity and inclusion on the campus of the University of Louisiana at Lafayette. Its members serve as advocates and catalysts for inclusion on campus and in the community.

The Diversity Advisory Council (DAC) is a University Committee reporting directly to the University President. The DAC served 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 Diversity Advisory Council members for the 2018-2019 academic year.

## 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 imperatives regarding diversity, equity and inclusion: 1) access and success; 2) education, scholarship and professional development; 3) institutional climate and intergroup relations; 4) institutional infrastructure and 5) community engagement.

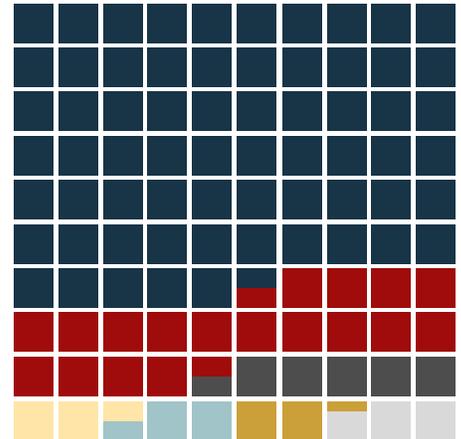
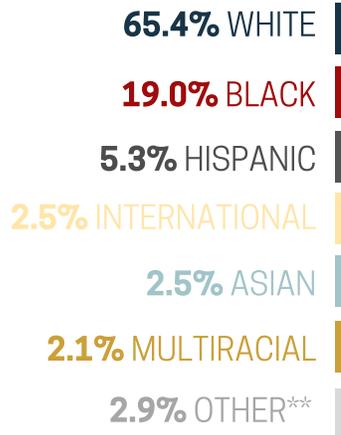
In each of the five strategic imperatives, Diversity Advisory Council members focused on identifying objectives and strategies to advance diversity, equity and inclusion initiatives to achieve the educational mission and align with the University's strategic plan.



# CAMPUS DIVERSITY | BY THE NUMBERS



**17,123**  
STUDENTS\*  
ENROLLED FALL 2018




**15,073**  
UNDERGRADUATE  
STUDENTS



**434**  
INTERNATIONAL  
STUDENTS

**43%**  
MEN



**57%**  
WOMEN



**2,050**  
GRADUATE  
STUDENTS

43.6%	56.4%	WHITE
36.3%	63.7%	BLACK
41.8%	58.2%	HISPANIC
65.4%	34.6%	INTERNATIONAL
47.4%	52.6%	ASIAN
43.5%	56.5%	MULTIRACIAL
43.5%	56.5%	OTHER**



## STUDENT GENDER (%), BY RACE/ETHNICITY

\*Includes the total number of degree-seeking students enrolled in Fall 2018

\*\*OTHER includes American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and Unknown Race/Ethnicity



# GUIDING PRINCIPLES & STRATEGIC IMPERATIVES

GUIDING PRINCIPLES	STRATEGIC IMPERATIVES
<p><b>OUR MISSION</b></p> <p>The Office for Campus Diversity cultivates an inclusive learning environment that values different perspectives and promotes intercultural engagement.</p> <p><b>OUR VISION</b></p> <p>We strive to create a diverse and inclusive community in which all members feel valued, respected and able to reach their full potential.</p>	<p><b>ACCESS &amp; SUCCESS</b></p> <p><b>EDUCATION, SCHOLARSHIP &amp; PROFESSIONAL DEVELOPMENT</b></p> <p><b>INSTITUTIONAL CLIMATE &amp; INTERGROUP RELATIONS</b></p> <p><b>INSTITUTIONAL INFRASTRUCTURE</b></p> <p><b>COMMUNITY ENGAGEMENT</b></p>



## INCLUSIVE EXCELLENCE STRATEGIC FRAMEWORK



## ACCESS & SUCCESS

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

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



## EDUCATION, SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

Engage students, faculty, staff and community members in learning opportunities to explore concepts, principles, perspectives and research related to diversity, equity and inclusion.

- 2.1** Offer courses and co-curricular diversity and inclusion learning opportunities
- 2.2** Increase multicultural competencies of students, faculty and staff
- 2.3** Encourage interdisciplinary collaboration and research



## 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
- 3.2** Support the development of communities and networks
- 3.3** Increase intercultural engagement among students, faculty and staff



## INSTITUTIONAL INFRASTRUCTURE

Create and sustain an institutional infrastructure that effectively supports progress in achieving diversity and inclusion goals aligned 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
- 4.3** Support a culture of continuous improvement
- 4.4** Strive to secure external gifts, grants and resources



## COMMUNITY ENGAGEMENT

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

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



## ACCESS & SUCCESS

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

### OBJECTIVES

### STRATEGIES

**1.1** Achieve increased enrollment of undergraduate and graduate students from underrepresented and/or underserved groups

**a.** Support pipeline programs that have the potential to attract undergraduate and graduate students from underrepresented and/or underserved groups

**b.** Partner with Admissions and Recruitment to offer staff training and targeted recruitment experiences to attract prospective students from underrepresented and/or underserved groups

**1.2** Support the retention and academic success of undergraduate and graduate students from underrepresented and/or underserved groups

**a.** Support gateway initiatives that cultivate the academic success of undergraduate and graduate students from underrepresented and/or underserved groups

**b.** Engage faculty, staff and multicultural alumni to support the success of current students from underrepresented and/or underserved groups

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

**a.** Encourage participation in targeted recruitment opportunities to attract faculty, staff and institutional leaders from underrepresented and/or underserved groups

**b.** Partner with academic deans, search committees and the Office of Human Resources to offer training and incorporate inclusive strategies in the recruitment, hiring and evaluation of faculty, staff and senior leadership teams



## ACCESS & SUCCESS

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

KEY PERFORMANCE INDICATORS	2019-2020	2020-2021	2021-2022	TREND	STATUS
<b>1.1</b> Achieve increased enrollment of students from underrepresented and/or underserved groups					
Enrolled undergraduate student demographics					<input type="radio"/>
Enrolled graduate student demographics					<input type="radio"/>
Number of pipeline programs					<input type="radio"/>
Pipeline program participant demographics					<input type="radio"/>
Number of undergraduate recruitment events					<input type="radio"/>
Number of graduate recruitment events					<input type="radio"/>
<b>1.2</b> Support the retention and success of students from underrepresented and/or underserved groups					
Retention rates, disaggregated by race/ethnicity					<input type="radio"/>
Graduation rates, disaggregated by race/ethnicity					<input type="radio"/>
Number of gateway programs					<input type="radio"/>
Gateway program participant demographics					<input type="radio"/>
Financial awards for undergraduate students					<input type="radio"/>
Financial awards for graduate students					<input type="radio"/>
<b>1.3</b> Attract and retain a diverse faculty, staff and senior leadership team					
Faculty demographics					<input type="radio"/>
Staff demographics					<input type="radio"/>
Senior leadership team demographics					<input type="radio"/>
Number of recruitment events					<input type="radio"/>
Number of workshops on inclusive hiring					<input type="radio"/>
Number of workshops on inclusive evaluation					<input type="radio"/>



## EDUCATION, SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

Engage students, faculty, staff and community members in learning opportunities to explore concepts, principles, perspectives and research related to diversity, equity and inclusion.

### OBJECTIVES

### STRATEGIES

**2.1** Offer courses and co-curricular diversity and inclusion learning opportunities at the undergraduate, graduate and professional levels

**a.** Partner with University stakeholders to develop an inventory of diversity and inclusion-related courses and co-curricular activities; Integrate these experiences within a University-wide competency model of student engagement

**b.** Develop a *Diversity and Inclusion Certificate Program* -- a professional development curriculum for faculty and staff; Integrate the program within the University's performance management system

**2.2** Increase the multicultural competencies of students, faculty and staff

**a.** Grow and develop new educational offerings for student, faculty and staff groups, leveraging the expertise of internal presenters and external speakers

**b.** Collaborate with campus partners to develop department-specific educational programming and professional development opportunities to support learning in diversity, equity and inclusion

**2.3** Encourage interdisciplinary collaboration and research by students, faculty and staff

**a.** Create a Student Diversity Council with broad and diverse undergraduate student engagement to spark innovation in campus-wide programming to support learning in diversity, equity and inclusion

**b.** Convene at least one event each academic year for members of the Diversity, Equity and Poverty Community of Interest to increase awareness, spark collaboration and encourage interdisciplinary grant seeking



## EDUCATION, SCHOLARSHIP & PROFESSIONAL DEVELOPMENT

Engage students, faculty, staff and community members in learning opportunities to explore concepts, principles, perspectives and research related to diversity, equity and inclusion.

KEY PERFORMANCE INDICATORS	2019-2020	2020-2021	2021-2022	TREND	STATUS
<b>2.1</b> Offer courses and co-curricular diversity and inclusion learning opportunities for students, faculty and staff					
Number of diversity courses offered, by college					<input type="radio"/>
Number of diversity-related co-curricular activities					<input type="radio"/>
Participant demographics for co-curricular activities					<input type="radio"/>
Number of multicultural student organizations					<input type="radio"/>
Certificate Program participant demographics					<input type="radio"/>
Evaluation results from educational offerings					<input type="radio"/>
<b>2.2</b> Increase the multicultural competencies of students, faculty and staff					
Number of workshops offered, by title					<input type="radio"/>
Number of workshop participants, by title					<input type="radio"/>
Workshop participant demographics, by title					<input type="radio"/>
Number of departmental sessions and guest lectures					<input type="radio"/>
Pre- and post-session competency scores					<input type="radio"/>
					<input type="radio"/>
<b>2.3</b> Encourage interdisciplinary collaboration and research by students, faculty and staff					
Student Diversity Council demographics					<input type="radio"/>
Number of Student Diversity Council (SDC) programs					<input type="radio"/>
Participant demographics for SDC programs					<input type="radio"/>
Number of Community of Interest events					<input type="radio"/>
Community of Interest participant demographics					<input type="radio"/>
					<input type="radio"/>



## INSTITUTIONAL CLIMATE & INTERGROUP RELATIONS

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

### OBJECTIVES

### STRATEGIES

**3.1** Cultivate an inclusive, supportive and respectful institutional climate

**a.** Develop and maintain high visibility of the Principles of Community, including annual on- and off-campus promotional events

**b.** Promote and develop heritage and recognition programs that acknowledge contributions made to advance diversity, equity and inclusion

**3.2** Support the development of communities and networks focused on the social and academic needs of individuals with various cultural identities

**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)

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

**a.** Convene educational programs for students, faculty and staff that encourage meaningful, authentic dialogue across groups and increases intercultural understanding

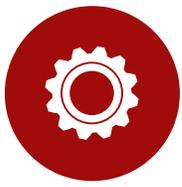
**b.** Support the creation of physical and virtual spaces that promote intercultural engagement



# INSTITUTIONAL CLIMATE & INTERGROUP RELATIONS

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

KEY PERFORMANCE INDICATORS	2019-2020	2020-2021	2021-2022	TREND	STATUS
<b>3.1</b> Cultivate an inclusive, supportive and respectful institutional climate					
Number of Principles of Community events					<input type="radio"/>
Demographics of Principles of Community signees					<input type="radio"/>
Number of recognition programs					<input type="radio"/>
Number of participants in recognition programs					<input type="radio"/>
Number of heritage celebration events					<input type="radio"/>
Number of participants in heritage celebration events					<input type="radio"/>
<b>3.2</b> Support the development of communities and networks for students, faculty and staff					
Number of multicultural student organizations					<input type="radio"/>
Number of students in multicultural organizations					<input type="radio"/>
Number of James Jackson Community (JJCoS) events					<input type="radio"/>
Number of people attending JJCoS events					<input type="radio"/>
Number of Employee Resource Groups (ERGs)					<input type="radio"/>
Number of employees engaged in ERGs					<input type="radio"/>
<b>3.3</b> Increase intercultural engagement among students, faculty and staff					
Number of intercultural programs for students					<input type="radio"/>
Number of intercultural programs for faculty and staff					<input type="radio"/>
Number of physical spaces for intercultural engagement					<input type="radio"/>
Number of virtual spaces for intercultural engagement					<input type="radio"/>
Social media metrics for virtual spaces					<input type="radio"/>
					<input type="radio"/>



# INSTITUTIONAL INFRASTRUCTURE

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

## OBJECTIVES

## STRATEGIES

**4.1** Develop and promote University policies, procedures and resources that advance diversity, equity and inclusion

**a.** Review, assess and develop internal policies and procedures throughout the University's operations that support diversity, equity and inclusion

**b.** Educate and inform stakeholders about new and existing policies, procedures and resources and their importance in cultivating an inclusive campus climate

**4.2** Enhance strategic communications to broaden campus-wide and community awareness of diversity, equity and inclusion efforts

**a.** Develop and employ a communications plan to regularly inform key stakeholders about diversity, equity and inclusion initiatives

**b.** Develop and disseminate a regular report on progress in all five imperatives of the Strategic Plan for Inclusive Excellence

**4.3** Support a culture of continuous improvement through the regular assessment, monitoring and reporting of progress in diversity, equity and inclusion goals

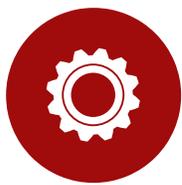
**a.** Administer and/or review surveys and/or focus groups to periodically assess campus climate and student/employee feedback on diversity, equity and inclusion issues

**b.** Develop and implement University-wide systems for reporting, evaluation and accountability to optimize the realization of diversity, equity and inclusion goals

**4.4** Increase the capacity for impact through securing gifts, grants and resources to support diversity, equity and inclusion goals

**a.** Craft impactful stories that resonate with potential donors and grantmakers in order to increase targeted funding and resources to advance diversity, equity and inclusion

**b.** Partner with University Advancement to implement fundraising strategies and develop a comprehensive campaign to support diversity, equity and inclusion goals



# INSTITUTIONAL INFRASTRUCTURE

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

KEY PERFORMANCE INDICATORS	2019-2020	2020-2021	2021-2022	TREND	STATUS
<b>4.1</b> Develop and promote inclusive policies, procedures and resources					
Number of internal policies that advance inclusion					<input type="radio"/>
Number of educational workshops about policies					<input type="radio"/>
Number of students utilizing inclusive policies					<input type="radio"/>
Number of employees utilizing inclusive policies					<input type="radio"/>
<b>4.2</b> Enhance strategic communications to broaden campus-wide and community awareness					
Number of newsletters/reports disseminated					<input type="radio"/>
Number of people reached by newsletters/reports					<input type="radio"/>
Number of posts to social media					<input type="radio"/>
Website and social media metrics (reach, followers, etc)					<input type="radio"/>
<b>4.3</b> Support a culture of continuous improvement					
Results from campus-wide surveys (NSSE, Grad Exit, etc)					<input type="radio"/>
Evaluation results for Campus Diversity offerings					<input type="radio"/>
HEED Award application information					<input type="radio"/>
Number of publications/presentations					<input type="radio"/>
<b>4.4</b> Strive to secure external gifts, grants and resources to support diversity, equity and inclusion goals					
Number of grant applications submitted					<input type="radio"/>
Number/amount of grants awarded					<input type="radio"/>
Number/amount of sponsorships and donations					<input type="radio"/>
					<input type="radio"/>



## COMMUNITY ENGAGEMENT

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

### OBJECTIVES

### STRATEGIES

**5.1** Engage alumni and community members in campus-based initiatives to advance diversity, equity and inclusion

**a.** Grow the Women's Leadership Conference to increase participation and engagement with the University and Acadiana community

**b.** Build and sustain partnerships with multicultural alumni through targeted initiatives and events

**5.2** Provide resources to advance diversity, equity and inclusion 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 diversity, equity and inclusion

**5.3** Build collaborative partnerships to create innovative solutions to community-wide diversity, equity and inclusion challenges

**a.** Connect campus units with community groups to align efforts and create innovative solutions to community-wide diversity, equity and inclusion challenges

**b.** Convene campus-wide and community-wide partnerships to pursue grant-funded opportunities for transformative change to advance diversity, equity and inclusion



# COMMUNITY ENGAGEMENT

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

KEY PERFORMANCE INDICATORS	2019-2020	2020-2021	2021-2022	TREND	STATUS
<b>5.1</b> Engage alumni and community members in campus-based initiatives					
Number of Women's Leadership Conference attendees					<input type="radio"/>
Number of submissions to WLC Call for Proposals					<input type="radio"/>
Number of submissions to WLC Call for Nominations					<input type="radio"/>
Number of submissions to WLC Call for Exhibitors					<input type="radio"/>
Number of events for/with multicultural alumni					<input type="radio"/>
Number of campus events with community groups					<input type="radio"/>
<b>5.2</b> Provide resources to advance diversity, equity and inclusion within the broader Acadiana region					
Number of community boards/committees					<input type="radio"/>
Number of resources provided to boards/committees					<input type="radio"/>
Number of workshops for community members					<input type="radio"/>
Number of participants in community workshops					<input type="radio"/>
Number of virtual spaces for community resources					<input type="radio"/>
Social media metrics for virtual spaces					<input type="radio"/>
<b>5.3</b> Build collaborative partnerships to create innovative solutions to community-wide inclusion challenges					
Number of collaborative initiatives					<input type="radio"/>
Number of community partners engaged					<input type="radio"/>
Number of community partnership events					<input type="radio"/>
Number of participants in partnership events					<input type="radio"/>
					<input type="radio"/>
					<input type="radio"/>



Students displaying the UL Lafayette hand sign during Freshman Orientation.



Students walking on campus carrying a rainbow pride flag.



## APPENDIX I -- Glossary of Terms

### **DISAGGREGATED DATA**

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

### **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).

### **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, first-year students completing their academic program within a specific period of time. 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*, recognizing 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.

### **MULTICULTURAL COMPETENCE**

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

### **PIPELINE PROGRAM**

Programs 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 diversity, equity and inclusion.

### **RETENTION RATE**

Percentage of first-time, first-year students continuing at the same school the following year.

### **UNDERREPRESENTED**

Students from groups that comprise a smaller percentage 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.

### **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 II -- Diversity Advisory Council Membership (2018-2019)

### **TONYA BOLDEN-BALL**

Program Manager  
South Louisiana Community College

### **DEANN KALICH, PH.D.**

Professor and Department Head  
College of Liberal Arts

### **PETER OMONDI-OCHIENG, PH.D.**

Assistant Professor  
College of Education

### **LASHAUN BORDELON**

Outreach Coordinator  
College of Engineering

### **NATALIE KEEFER, PH.D.**

Assistant Professor  
College of Education

### **RACHEL BOGUILLE SAM**

Academic Success Coach  
Louisiana Educate Program

### **BROOKE BREAUX, PH.D.**

Assistant Professor  
College of Liberal Arts

### **NADYA KOZINETS**

Assistant Professor  
College of the Arts

### **CLAIRE ST. ROMAIN**

Director  
Development

### **CHERYL BRYANT**

Administrative Assistant  
Campus Diversity

### **CAROL LANDRY, PH.D.**

Director  
Disability Services

### **DOMINIQUE ROSADO**

Research Coordinator  
Research, Innovation and Econ Dev

### **HOLLIS CONWAY, OLY**

Assistant Director  
Campus Diversity and Athletics

### **SHAUNA LANDRY**

Assistant Director  
Special Services

### **JAMI RUSH**

Associate Director  
The Learning Center

### **LIAM DOYLE**

Disability Affairs Coordinator  
Lafayette Consolidated Government

### **HEIDIE LINDSEY**

Associate Dean of Students/Director  
Student Engagement & Leadership

### **JAKIA STEELE**

Undergraduate Student  
University Program Council

### **PHYLLIS GRIFFARD, PH.D.**

Master Instructor  
College of Sciences

### **DENISE LINTON, DNS, FNP-BC**

Associate Professor  
Nursing and Allied Health Professions

### **JESSIE WHITE**

Instructor  
First-Year Experience

### **ABBY GUILLORY**

Director  
Research and Sponsored Programs

### **TANIECEA MALLERY, PH.D.**

Director  
Campus Diversity

### **CHRISTINE WILLIAMS**

Instructor  
First-Year Experience

### **KEVIN GUILLORY**

Admissions Counselor  
Undergraduate Admissions

### **MATTHEW MILES**

BFSA President/Area Coordinator  
Residential Life

### **AMY WINDSOR**

Social Media Strategist  
Communications and Marketing

### **RUBEN HENDERSON, III**

Assistant Director  
Student Engagement & Leadership

### **ANGELA MORRISON**

Marketing Supervisor  
Meritus Credit Union

### **CHEYLON WOODS**

Archivist and Head  
Ernest J. Gaines Center

### **ROSE HONEGGER, PH.D.**

Associate Director  
Global Engagement

### **ASHLEY MUDD**

Executive Director  
Leadership Institute of Acadiana

### **VALIN JORDAN, PH.D.**

Assistant Professor  
College of Education

### **SHANEA NELSON, PH.D.**

Director of Community Development  
Lafayette Consolidated Government



Members of the International Student Council during Get On Board Day.

## ACKNOWLEDGMENTS

The Strategic Plan for Inclusive Excellence was compiled with invaluable, thoughtful contributions from members of the Diversity Advisory Council. 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; University Council; 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; and 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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