



DIVERSITY & INCLUSION ROADMAP
2020-2022

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MISSION

Enhancing diversity at LSU is a core institutional value. The Office of Diversity (OoD) is a division of the Office of Academic Affairs committed to fostering inclusive educational opportunities and an equitable workforce environment at LSU. OoD provides leadership to ensure that diversity is a vital component in all decision-making processes on all administrative, academic, budgetary, and strategic planning fronts. To that end, OoD ensures that LSU as a whole is actively recruiting and supporting a diverse student body while simultaneously recruiting and supporting faculty and staff from diverse backgrounds.

OoD is also responsible for supervising and guiding professional units whose purpose and mission is to promote understanding and respect for difference. These units include the Office of Multicultural Affairs, the African American Cultural Center, and the Women's Center. Similarly, OoD works closely with University committees, commissions, task forces, and affinity groups whose charge is to support underrepresented LSU community members.

The following constitutes the Office of Diversity's 2020-22 Roadmap. It is divided into four subcategories that were the results of four separate subcommittees: campus climate, faculty, students, and staff. Following these subcategories are several general recommendations.

DIVERSITY ROADMAP STEERING COMMITTEE

- **Dereck J. Rovaris**, Chair, Vice Provost for Diversity and Chief Diversity Officer
- **Chris Barrett**, President, LGBTQ+ Faculty & Staff Caucus; Associate Professor, English
- **Monique Cain**, President, Black Faculty & Staff Caucus; Director – Information and Security Services, Residential Life; Adjunct Professor - College of Human Sciences and Education
- **Michelle Carter**, Director, Office of Multicultural Affairs
- **Melissa Crawford**, Manager, Data & Communications, Office of Strategic Initiatives; LS-LAMP Program Manager
- **Gina Eubanks**, AVP & Program Leader of Nutrition & Food Science, LSU AgCenter
- **Martin Johnson**, Dean, Manship School of Mass Communication
- **Monica Leach**, NDAB
- **Kenneth McMillin**, Faculty Senate Past President
- **Jaimee Pangburn**, NDAB
- **Taylor E. Scott**, Student Body Vice President
- **Jeremiah Shinn**, Vice President for Student Affairs
- **Jose Torres**, President, LatinX Faculty & Staff Caucus; Assistant Professor of Sociology

CAMPUS CLIMATE

Physical Environment

Create a physical environment on campus that is accessible, welcoming, equitable, and encouraging of community-building.

- **Assess and, as needed, accelerate current plans to remediate existing structures and campus environments for compliance with state and federal accessibility laws.**
 - » By Sept. 2020:
 - Determine what timeline exists for basic remediation of existing structures and environments for accessibility law compliance.
 - Determine whether current timeline should be adjusted.
- **Become a state leader in inclusive architecture by committing to Universal Design and architectural/design accessibility beyond minimum legal requirements.**
 - » By Sept. 2020: Identify stakeholders involved in new design and renovation/ remediation projects involving physical campus; assess existing protocols for ensuring inclusive architectural/design principles are prioritized throughout process.
 - » By Nov. 2020: As needed, ask stakeholders to institutionalize protocols for ensuring inclusive architectural/design principles are prioritized throughout process.
- **Mitigate delta between physical environments on campus, to ensure all buildings communicate (a) dignity of labor undertaken within them, and (b) welcome to the students and affiliates entering those spaces.**
 - » By Sept. 2020:
 - Assess current plans to remediate existing structures and campus environments to ensure modest quality of use.
 - Determine what timeline exists for addressing deferred maintenance of existing structures and environments. (A Regents March 2019 estimate of LA higher education deferred maintenance [is here.](#))
 - » By December 2020:
 - Explore mechanisms for funding communal spaces across LSU colleges and schools equitably.
 - Explore partnerships across units for use of most desirable physical spaces.
- **Highlight existing commitments to inclusive spaces in public and accessible ways.**
 - » Currently on-going: Create a high-quality, readily reachable map of campus with layers for lactation spaces and for single-stall restrooms. (Facility and Property Oversight have undertaken this process already with Strat Com).
 - » By Sept. 2020:
 - Ensure campus map indicates accessible entrances for buildings.
 - Optimize search results so layered map is the first result when people attempt to locate map.

- » By December 2020:
 - Review naming practices for existing and future construction to ensure names reflect University values.
 - Explore opportunities for renaming construction where appropriate and possible.
 - Explore opportunities for contextualizing legacy names for construction that for legal or other reasons cannot be altered. (Ex. Informational plaques, reflective installations, digital map layers.)
- » By June 2021: Cultivate partnerships with local and national organizations to advance #6 (above).
- » On-going: Proactively message these efforts to the LSU community.
- » After 2021: Commission and/or support public-facing projects that reveal and illuminate LSU's history, and how it might help the university navigate its future.
- **Evaluate need for additional identity-based spaces on campus.**
 - » Convene committees to study and make recommendations regarding creation of an LGBTQ+ Center on campus.
 - » Convene committees to study and make recommendations regarding creation of a Latinx Center on campus.

Faculty and Staff

Grow the diversity and cultural competence of faculty and staff.

- **Recruit and retain the best talent in university faculty and staff through proactive and sustained action.**
 - » By June 2020: Ensure the Office of Diversity is staffed at levels to sustain existing programming and develop new initiatives/ development opportunities.
 - » AY 2021-22 and after: Invest in block grants for cluster hires for faculty and staff. Recommended: 1 block of 3 hires in AY21-22, with 1 block in each successive year.
 - » After 2021: Consider public commitment to a goal like “25 by 25” or “50 by ‘30,” as embraced by some industries, to signal investment in expanding the percentage of women/nonbinary people, people of color, and people from under-represented communities in faculty/staff positions, as appropriate by university unit.
 - » AY2021-22:
 - Consider and seek funding support for professorships in explicitly intersectional areas of study. Recommended: at least 1 professorship in AY 21-22, with at least 1 professorship every other year thereafter, for ten years.
 - Create postdoc appointments for scholars from under-represented communities. Recommended: 3 1-year appointments in AY21-22, with 3-5 appointments in successive AYs.
 - Create at least one full-time professional staff position to meet needs of LGBTQ+ communities on campus.
 - » By September 2020: Create exit interview process for faculty and staff (and “stay” interview process for faculty and staff who elect to remain at LSU after receiving external offers), in order to develop information about opportunities for retention success.

- » By January 2021:
 - Reconfigure the Opportunity Hire Fund to further incentivize Deans to seek its use.
 - Consider converting, when appropriate, Opportunity Hire Fund salary subvention to start-up bonus for new faculty; in some fields, this might help attract faculty, even when salary might not be as competitive as at peer institutions.
 - Use existing data to assess salary disparities for faculty and staff and commit to two-to-four-year mitigation plan.
- » By June 2021:
 - Charge units to develop metrics for assessing service loads, and for assessing service load deltas.
 - Incentivize academic units to consider community-based work/research in the portfolio of faculty being considered for tenure.
 - As needed, establish or expand such mechanisms.
- » By July 2021: Knowing that student-facing affective and mentoring labor disproportionately falls on faculty whom students find similar to them or likely to share their life experience, develop mechanisms to reward faculty who invest time and energy in student engagement, and prevent faculty fatigue. Possibilities include preference for internal grant funding, additional travel money, and points for promotion and tenure.
- » By Sept. 2020: Review existing partner/spousal/familial support mechanisms, including (e.g.) assistance in searching for employment in Baton Rouge area.
- **Develop cultural adeptness of faculty and staff, as identified as one of our core values per the LSU Strategic Plan.**
 - » By August 2020: Create incentives for faculty to undertake on-going professional development in support of their cultural competence.
 - » By Oct. 2020: Identify menu of professional development opportunities for faculty around meeting needs of diverse student body. (In particular, competence around advising information re: pregnancy and parenting; respecting students' names and pronouns.)
 - » By June 2021:
 - Consider institutional support for creation of minors in Disability Studies (UMD offers a recent example of implementation), Latinx Studies, Multi/Ethnic Studies, and related fields.
 - Expand Title IX training or training completion accountability, especially with an eye to cultural sensitivity, so that faculty and staff can ensure a safe and respectful learning and working environment.
 - Expand disability awareness training, so faculty and staff can anticipate and respond to the diverse needs of neurodiverse and other-abled students.
 - Expand training for faculty on creating classroom environments inclusive of international students.
 - » By June 2022:
 - Establish seed grants for research projects that center the diversity of human identity.

- Assess sufficiency of resources for university units that directly help to foster cultural competence and to build knowledge about the diversity of human identity (for example, African and African American Studies, or Women's, Gender and Sexuality Studies), in context of new institutional structure, the School of Collaborative Programs.

Policies & Permanent Memoranda

Ensure LSU policies represent a commitment to success of all students and affiliates.

- **Undertake a policy audit of existing policies and permanent memoranda.**

- » By July 2021:

- Review all student-facing policies to determine what changes might be made to reduce barriers for student success.
- Examine aggregated exit interview information to determine whether existing policies contribute to student departures (e.g., from residence halls, as proxy for university exit interview data).

- » By June 2022: Review non-student-facing policies to assess inclusivity along all axes.

Community-building

- **Cultivate intentional programming to foster opportunities for connection.**

- » By Sept. 2020 and subsequently on-going: Grow development outreach to caucuses and affinity groups within LSU, such that they are better informed about efforts to advance community investments in diversity and inclusive excellence, and positioned to support those efforts in partnership with and with guidance of development professionals.

- » By January 2021: Expand annual reports for units at each level to include actions undertaken and results achieved in advancing inclusive excellence.

- » By June 2021: Consult with and seek recommendations/ proposals from Center for Collaborative Knowledge, ORED, and other appropriate offices/bodies for creating incentives for faculty and staff across units to collaborate in formal and informal ways.

- » By July 2021:

- Develop cohort-building programming for new hires in their first few years.
- Knowing that LSU hosts large communities of students and scholars from around the world, develop intentional programming to meet the needs of these international communities, especially graduate students, who face additional financial pressures.

- » Starting AY 2021-22: Support inclusive excellence and diversity celebration events in Baton Rouge and Louisiana

- » By summer 2022:

- Establish an annual event for corporate, nonprofit, and other industry figures from Louisiana and the region, to share best practices for inclusive excellence and encourage partnerships.
- Collaborate with Chief Diversity Officers of local and state institutions on programming, resource sharing, and opportunity-building for affiliates (e.g. creating an internship network for students from underrepresented communities).

Digital, communications, and symbolic climate

- **Ensure that public and internal messaging reflects inclusive excellence as university priority.**
 - » On-going:
 - Model proactive and positive framing in university communications, such that inclusive actions are understood to be part of LSU’s core being, and not reactive or driven solely by utility.
 - Ensure that university communications underline that everyone is responsible for inclusive excellence.
 - » By Sept. 2020: Empower Strategic Communications to systematize and institutionalize a review process for its communications.
 - » By December 2020: Create incentives for university units to assess and improve their messaging to students, faculty, and staff about their mattering and belonging on campus.
 - » By January 2021: Create a digital “suggestion box” for affiliates to contribute ideas about opportunities for inclusive excellence.
- **Ensure LSU vendors reflect commitment to diversity.**
 - » By June 2021:
 - Assess LSU’s selection process for vendors, and the university’s use of vendors and suppliers that are community-based and/or owned by women/non-binary people, people of color, or other minorities.
 - Review LSU’s requirements for vendors to ensure vendors reflect LSU’s commitments to inclusive non-discrimination policies, sustainability, etc).
 - » Consider growing the number of vendors who meet these descriptors.
- **Celebrate research that explores human difference.**
 - » By December 2021: Create a high-profile opportunity to celebrate diversity-related scholarship and creative projects at an annual event

Sustained reflection

- **Create a mechanism by which continued reflection on diversity and inclusion is fostered and shared with campus leadership.**
 - » By January 2021:
 - Create a standing body to undertake on-going institutional research and to make continuing recommendations at regular intervals
 - Create a standing body (perhaps same as #1) to be the institutional conscience of LSU, to support all efforts involving inclusive excellence, and to ensure inclusive excellence is part of upper-level deliberations. (One model might be **Colorado State University’s Commission on Diversity and Inclusion.**)
 - » By June 2021: Develop metrics, in partnership with LSU Institutional Research, for acquiring and analyzing data needed to make fact-based decisions about advancing inclusive excellence in the future.
 - » On-going: Ensure that each adopted action plan item is charged to an accountable body at LSU who will supply regular and transparent information on its execution/implementation.

FACULTY

Faculty Searches

Each faculty search committee solicit and interview diverse candidates

- **HRM and OoD develop a guide sheet and appropriate materials for each faculty search committee**
 - » Each committee search chair distributes the materials to each search committee member
- **Renew training on diversity searches and places to post position announcements**
 - » 80% of faculty position announcements are posted to OoD recommended sites
- **Expand scope and funds for dual faculty hires to include diversity hires of qualified candidates**
 - » 10% increase in diverse faculty hires each year for 5 years

Diverse Scholars & Lecturers

Improve college reporting of diverse scholars and lecturers on campus.

- **Include this category in evaluation of deans by the Provost**
 - » 33% of college deans have invited diverse scholars and lecturers on campus to increase by one college per year

Funding

Improve funding for external diverse guest speakers and lecturers on campus.

- **Include this category in evaluation of deans by the Provost**
 - » 50% of the colleges have a dedicated diverse scholars and lecturers funding source to increase by a college each year.
- **Improve Strategic Communication announcements of diverse speaking and lecturing.**
 - » 70% of external diverse speakers and lectures are disseminated to campus audiences with 10% increase each year.

Retention

Improve retention of diverse faculty members.

- **Track faculty demographics by rank on college/school dashboards**
 - » Colleges and schools develop targets for increased diversity in rank by Jan. 2021
- **Annual review of each faculty member by position and rank to determine salary inequities**
 - » Salary inequities for any diverse or minority faculty are adjusted by 10% each year until equity is achieved
- **Exit Interview by unit head and HRM for each faculty departure with reporting in annual unit report to Office of Academic Affairs**
 - » Data will be used to determine causes and possible solutions for diverse faculty member turnover

- **Build on OAA Opportunity Hire program to supplement retention funds**

- » Increase funding of this program by 10% annually.

Incentives

Provide incentives and recognition for faculty interactions with student diversity groups and promote service loads balanced with research and teaching expectations.

- **Revise annual faculty evaluation forms (Faculty 360) to highlight inclusive mentoring and advising activities**

- » 20% of faculty report this information on their annual evaluation with 10% increase each year.

- **Deans and chairs develop reports of major service loads by demographics in units**

- » Use data to adjust equitable service responsibilities.

STUDENTS

Recruitment and Retention

Campus wide messaging about diversity

- **Create a diversity & inclusion committee within Strategic Communications to conduct the following**
 - » The committee will identify best platforms to provide training about diversity & inclusion to key student points of contacts by Jan 2021
- **I.D. students points of contacts (TAs, RAs, Instructors, Advisors, etc.)**
 - » They will ask that 25% of key student points of contact begin taking trainings by Sept. 2020
- **Marketing tactics to current and prospective students across all campus colleges, schools, and satellite campuses**
 - » Recommendations provided to colleges about improving their marketing to show commitment towards diversity and inclusion by Jan 2021 includes continuous review
- **Provide framework for social media best practices**
 - » Recommendations provided to colleges about improving their social media to show commitment towards diversity and inclusion by Jan 2021 includes continuous review

Distinction in Diversity and Inclusion Certificate

Create Academic Pathways to Diversity and Inclusion Sub Area 1 - Distinction in Diversity and Inclusion certificate for graduates

- **To be conducted by the OAA in conjunction with Office of Diversity: review peer institutions that have similar requirements and review all current course offerings that would meet the requirements**
 - » Implement Distinction in Diversity and Inclusion certificate by March 2021
 - » Track the number of students taking advantage of this certification annually

Diversity and Inclusion Core Requirement for All Degrees

Create Academic Pathways to Diversity and Inclusion Sub Area 2 - Create a diversity and inclusion core requirement for all degrees

- **Review by OAA in conjunction with Office of Diversity of all current course offerings that would meet the requirements**
 - » Identify courses to count for the diversity and inclusion requirement within Oct. 2020
- **Review peer institutions that have similar requirements**
 - » Implement diversity and inclusion core requirement for all degrees by March 2021 post-implementation monitoring and re-evaluation on a yearly basis

Welcoming Environment

Recruitment and Retention Sub Area 1 - Create a welcoming environment for all students.

- **Office of Diversity analyze data from 2020 climate survey to identify areas of student concern**
 - » Office of Diversity analyze data by Jan 2021 and report out by March 2021. Also coordinate with appropriate campus units annually to address critical areas of concern based on survey results.
- **Disability audit all buildings for accessibility**
 - » Disability Services Identify buildings with accessibility issues by June 2021
 - » Create roadmap for physical accessibility by June 2025
- **Campus Life Survey of student organizations to assess organizational inequities also use Climate Survey results**
 - » Campus Life to address inequities to diversity and inclusion with student organizations by June 2021
- **Greek Life and Campus Life to assess diversity and inclusion in Greek Life**
 - » Greek Life to provide roadmap for providing more diversity Greek organizations
- **International Services to conduct assessment of international students and identify critical areas of concern (also use Climate Survey results)**
 - » International Services to conduct assessment every two years
- **Graduate School to identify critical areas of concern related to diversity and inclusion**
 - » Graduate School to conduct assessment annually beginning Jan 2021
- **Academic Affairs to identify critical areas of concern related to diversity and inclusion through exit surveys of Deans and other direct reports**
 - » OAA includes in exit interviews questions related to diversity and inclusion to begin in Jan 2021.

Recruitment and Retention: Academic and Financial Aid

- **Academic Affairs to identify areas of support for underrepresented students having academic and financial issues in continuing their education**
 - » Academic Affairs to work with key stakeholders on annually to address retention diversity and inclusion concerns raised from exit interviews beginning Jan 2021
- **Academic affairs to identify barriers to recruiting and financial aid issues related to diversity and inclusion (i.e. language barriers)**
 - » Implement measures to reduce financial and academic burdens by June 2021 to include hiring additional staff to address barriers in delivering recruitment, retention, and financial aid
- **Audit the grievance procedure to ensure fairness for all students**
 - » Following audit results Make improvements to the grievance procedure and communicate such improvement by June 2021 Conduct audit of the procedure every five years

STAFF

Assessment

Assessment of classified and professional staff mattering, belonging, opportunity, and support at LSU

- **Continue to implement the Climate Survey**
 - » By March 2021, the Office of Diversity will review the Fall 2020 Climate Survey to determine whether employee satisfaction has increased.

Recruit & Hire Diverse Classified and Professional Staff at all Levels

- **Develop an official university diversity statement that would be included in all position vacancy notifications**
 - » By June 2020, a condensed diversity statement will be approved for inclusion in position vacancy notices.
- **Recommend to HRM that New Employee Orientation feature resources for diverse employees**
- By August 2020, Human Resources will provide information on LGBTQ+, Black Faculty and Staff, Latinx and Disability Caucuses to all new employees. New employees would be able to join their caucus(es) of interest
- **Develop a link that provides diversity facts that are relevant to prospective employees (Diversity Fact Sheet)**
 - » By May 2021, an analysis will be completed to determine whether staff diversity increased across all position types based on system numbers from June 2019 BOS Meeting presentation.
- **Develop a 3-tiered pre-employment, on-boarding and annual diversity training program**
 - » By July 2021, 3-tiered diversity training will be released for completion by employees.

Support, develop and retain diverse staff

- **Establish formal support and development programs targeted at retaining diverse staff.**
 - » Provide an annual campus-wide professional development day. Use internal staff to conduct sessions and external vendors.
 - By December 2020 professional development committee will be in place and actively working on professional development day.
 - » HRM collaborates with campus partners to develop employee mentoring program (new employees could opt in during their on-boarding).
 - By January 2021, a pilot employee mentoring program will be implemented.
 - » Support participation in leadership development programs
 - By June 2021, LSU supports employee participation in external leadership development programs (ex. ACE Fellows Program, HERS: Women in Higher Education Leadership, AABHE LMI).
 - Also by June 2021, increase the diversity of participants in LEAD LSU and other campus based professional development by 20%

- » Recommend more meaningful use of performance evaluations as a tool for continuous improvement, not just tied to underperformance in an area.
 - By Jan 2021 HRM revisits performance evaluations to structure reward/improvement metrics
- » Encourage use of tuition exemption, especially among classified staff. Provide support to help them apply and persist.
 - By Dec 2020 HRM develops information campaign on tuition exemption with special targeting for classified staff
- **Recommend that diversity and inclusion efforts be recognized in performance evaluations**
 - By Dec 2020 HRM/OoD develop rubric for diversity and inclusion efforts in performance evaluations
 - » Develop a meaningful exit interview process. Conduct yearly content analysis of exit interviews.
 - By Dec 2020, HRM will develop an exit interview process that includes both in-person and electronic options.
- **Decrease salary disparity, while tying increases to performance (combination of merit and equity adjustments)**
 - » Allow employees to request desk audits to determine complexity and responsibility of duties
 - By Aug 2020, Human Resources will provide communication to professional and classified staff about the availability of a desk audit, if needed
 - » HRM identify comparable positions throughout the LSU system and externally when determining compensation based on complexity and responsibility of duties
 - By Dec 2020 HRM has developed mechanism to compare salaries with other LSU campuses and external peer institutions

GENERAL OFFICE OF DIVERSITY RECOMMENDATIONS

- **Create a campus wide cultural shift towards inclusion** – we have witnessed amazing student diversity growth. This growth must be accompanied by growth in full inclusion and support for these and other students. This may entail additional resources including new staff (i.e., Asst. Dir. for Latinx Affairs). Further, inclusion can only be fully realized by increasing the diversity of faculty.
- **Best practices as a result of NADOHE survey and SEC Survey include the following recommendations:**
 - 1. Change the name of the Office of Diversity to the Office of Diversity, Equity, and Inclusion** – This change will more accurately reflect diversity work in the 21st century. It will clearly state our commitment to all three areas. It will further align with the majority of diversity programs that now have Inclusion in the title of their respective units.
 - 2. Add a direct reporting line for the CDO to the President. Change the CDO title to Vice President and Vice Provost for Diversity.** – LSU is the only SEC school that does not have the CDO as part of the President’s Cabinet. This is also seen as best practice by the NADOHE. The CDO is a fairly unique position in higher education, hence the unique arrangement. It is essential that this position be at the table for senior administrative discussions/decisions and it is equally essential that it be fully engaged in academic affairs and with its reporting deans and units.
- **Reinstate the Associate Vice Provost position.**