

D.E.I. SELF-ASSESSMENT
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WINDOW AND A MIRROR

- This university should be a window and a mirror to all the students who enter here. Many of the communities our students come from were monolithic. That might have been based on SES, Ethnicity, Education LV, Religion, Recreation, etc. College should give them a realistic view of the world they will be operating in.

57 COUNTRIES IN 2013



WHY DO HIGHER ED'S DIVERSITY EFFORT OFTEN FAIL?

- Sarah Brown's Diversifying Your Campus article in the Chronicle of Higher Ed
- Higher education tends to be a very stable, a very slowly evolving and changing culture.
- Need quick wins with long-term systemic change.

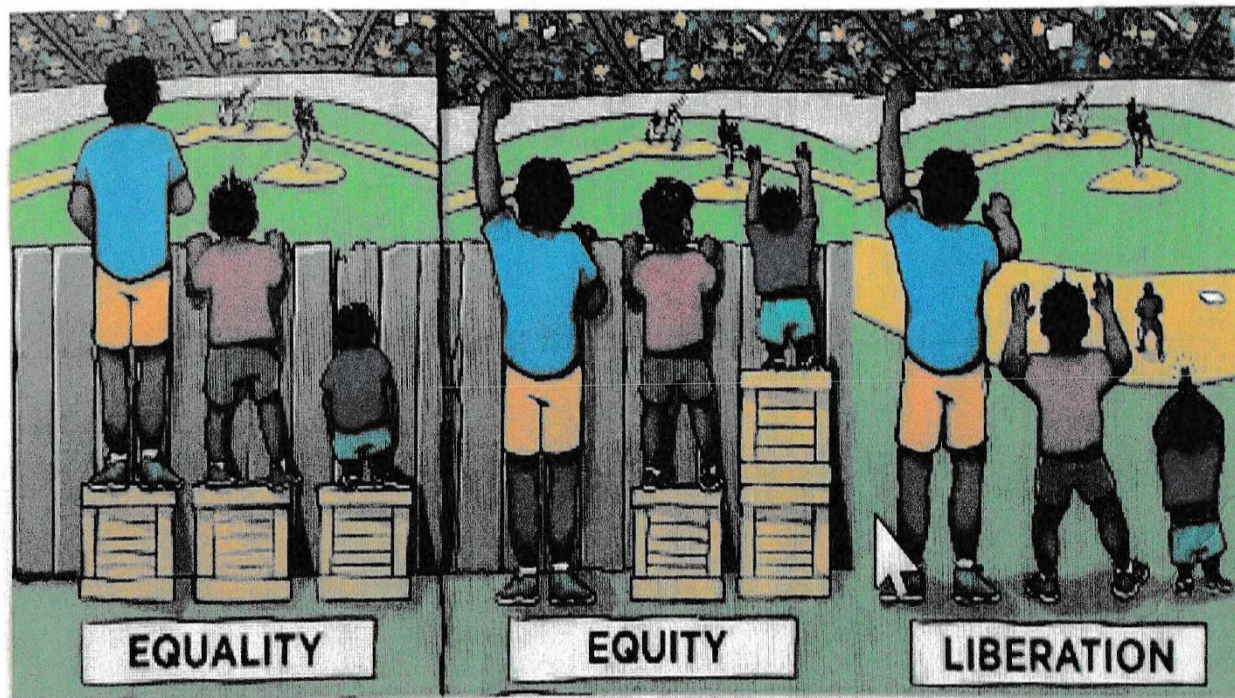
CENTRAL QUESTIONS

- What is the Program's, School's, or College's Diversity Rationale Preference's and Expectations?
- Starck' Sinclair, Shelton's, Study: "As conceptualized, these objectives were to be achieved by introducing novel points of view to campus, implying that the educational beneficiaries of these efforts were those for whom minority perspectives were novel (i.e., majority group members). Prior work demonstrates that university students have internalized this notion and expect to benefit directly from interacting with peers whose backgrounds differ from their own"

WHAT ARE YOUR D.E.I. GOALS?

- There are four questions that any institution should ask when trying to come up with a diversity strategy,
- What do we look like?
- Why do we look this way?
- What do we want to look like?
- And how are we going to get there?

Don't just tell a different version of the same story
Change The Story!



Vocational Rehab
Autism
Visually &/or Hearing Challenged

**THIS D.E.I INSTRUMENT IS TOOL TO HELP
YOU ANSWER THOSE FOUR QUESTIONS**

D.E.I. Assessment Table			
	Key Questions	Needs/Challenges/Victories	Recommendations
Public Commitment	Do the System and its member institutions publicly demonstrate and act on its commitment to equity?	Needs: Challenges: Victories:	
Leadership	Does the leadership team(s) make-up reflect its commitment to diversity; and how do leadership teams communicate and evaluate their commitment to diversity?	Needs: Challenges: Victories	
Data	Are there data-driven strategies to drive equitable policies, initiatives, and action across the System and its member institutions?	Needs: Challenges Victories:	

<p>Student Success Interventions</p> <p>Tina/Steven</p>	<p>What System and/or institutional supports are in place for the development, delivery, and assessment of equity-centered student success programs?</p>	<p>Needs:</p> <ul style="list-style-type: none"> • Data regarding specific initiatives/programs at each campus. <p>Challenges:</p> <ul style="list-style-type: none"> • Identifying key campus personnel involved with programming • Quantifying impact on student success based on the same metrics <p>Victories:</p> <ul style="list-style-type: none"> • Reginald F. Lewis Scholars Program (UL System) • MoMENtum (UNO) • CROWN (Nicholls) • Call Me Mister (Grambling) 	<ul style="list-style-type: none"> • Individual campus audit to identify specific programs and gather metrics around the success for each program. • What are campuses already doing in these areas • Diverse faculty will help
<p>Faculty and Staff</p> <p>Tina/Steven</p>	<p>What System and/or institutional supports are in place for the development, delivery, and assessment of equity-centered student success programs?</p>	<p>Needs:</p> <ul style="list-style-type: none"> • Identifying underrepresented groups that are needed. • Accountability measures, identifying who will be accountable for increased representation. • Professional development for supervisors <p>Challenges:</p> <ul style="list-style-type: none"> • Recruiting & retaining diverse faculty and staff • Tools and resources to support faculty and staff • Creating a networks of support <p>Victories:</p> <ul style="list-style-type: none"> • Management & Leadership Institute (UL System) • Increased collaboration across system institutions 	<ul style="list-style-type: none"> • The objectives of the subcommittee for faculty and staff provide context for specific action plans to be developed. Definitions will be confirmed, barriers will be identified, action plans will be developed, implemented, and assessed. • defining diverse fac/stf -- important to know who we are talking about; importance of diverse perspectives *** this particular effort is focused on Black males *** • Identify strategies are already in place to retain diverse f/s throughout the System

DISCUSSION