

STRENGTHENING AND  
ADVANCING THE UL SYSTEM  
WITH RESPECT TO DIVERSITY, STUDENT COST  
SAVINGS AND TRANSPARENCY

UNIVERSITY OF  
**LOUISIANA**  
SYSTEM  
FOR YOUR FUTURE. FOR OUR FUTURE.





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# INTRODUCTION

More than ever before, quality of life and economic empowerment are dependent upon educational attainment. The abilities to think critically, solve problems, and communicate effectively are essential. We develop those core competencies in more than 90,000 students every year. These students are our future, our promise.

- **Dr. Jim Henderson**  
UL System President and CEO



DIVERSITY:  
ADDRESSING THE  
ELEPHANT IN  
THE ROOM

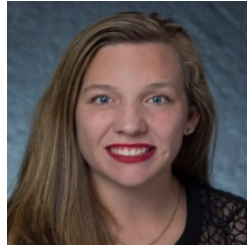


# Diversity: Our Management & Leadership Institute Group

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Dr. Rudy Ellis  
Grambling State University



Dr. Lindsey Vincent  
Louisiana Tech University



Mr. Tanner Stines  
McNeese State University



Mr. S. H. Kenney, Jr.  
Nicholls State University



Ms. Kimberly Gallow  
Northwestern State University



Dr. Fran Lemoine  
Northwestern State University

# Diversity: Overview

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- ❖ What is DIVERSITY and why is it important?
- ❖ Looking for Elephants
  - ❖ Building a More Diverse **FACULTY** Population
  - ❖ Building a More Diverse **STUDENT** Population
- ❖ Inclusion



# Diversity: Our Charge

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To investigate the topic of diversity within the UL System, we asked the following questions:

- ❖ How is our System (or our Institutions) viewed by others?
- ❖ Is our System (or our Institutions) representative of those whom we serve?
- ❖ Do our System-wide policies have different impacts on different groups?
- ❖ How can we eliminate any inequities those differences may cause?

# Diversity: Definition

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- ❖ Diversity is differences in racial and ethnic, socioeconomic, geographic, and academic/professional backgrounds.
- ❖ It encompasses people with different opinions, backgrounds (degrees and social experiences), religious or political beliefs, sexual orientations, heritage, and life experiences.



# Diversity: Why Does it Matter?

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- ❖ Expands worldliness
- ❖ Enhances social development
- ❖ Prepares students for future career success
- ❖ Prepares students for work in a global society
- ❖ Increases our knowledge base
- ❖ Promotes creative thinking
- ❖ Enhances self-awareness
- ❖ Enriches the multiple perspectives





# Diversity: Areas of Focus

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❖ Faculty Population

❖ Student Population



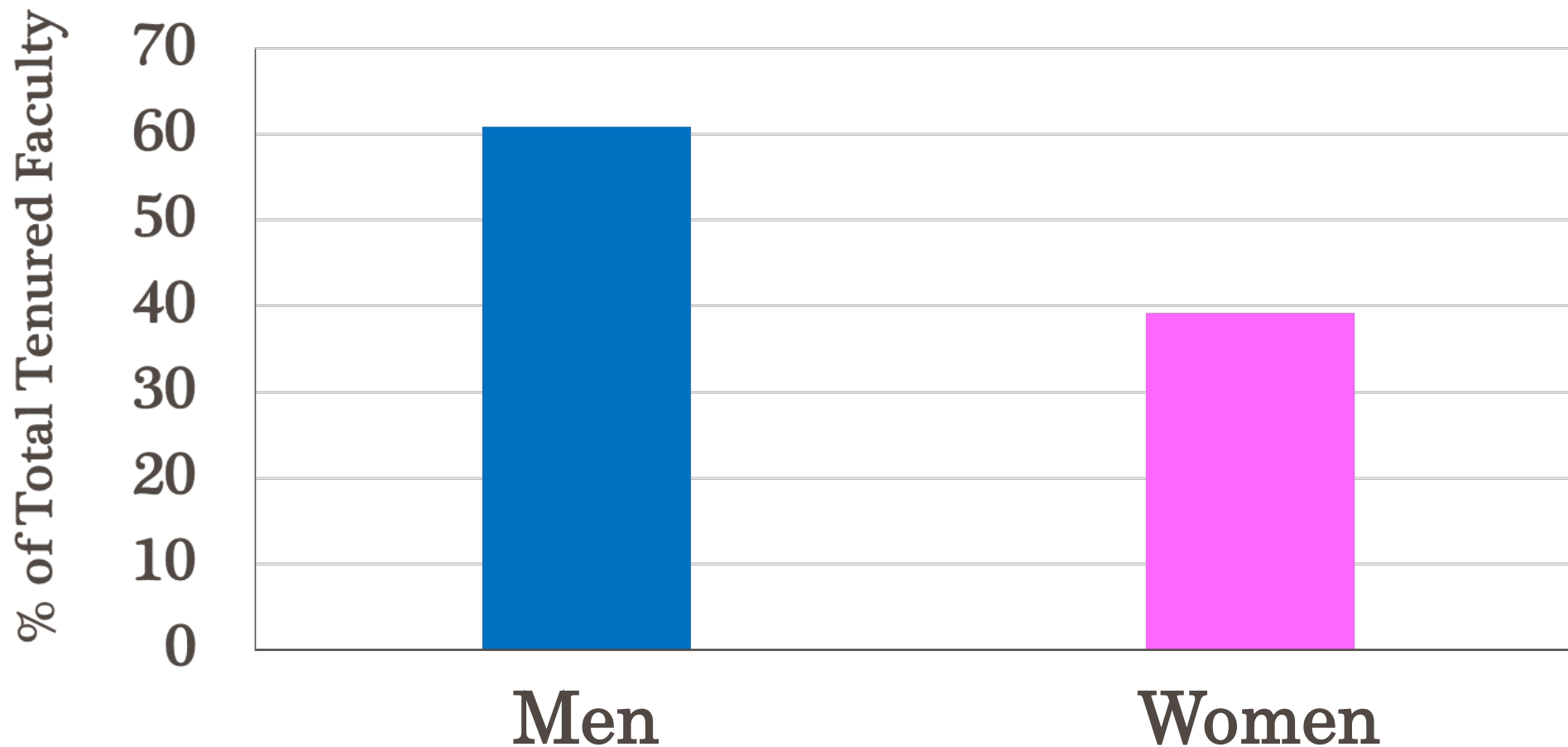
# Diversity: Faculty Population

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# Diversity: Tenured Faculty Are More Likely to Be Men

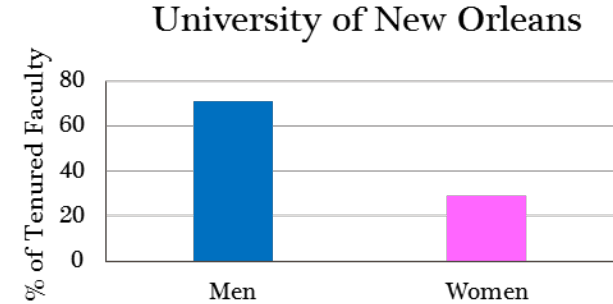
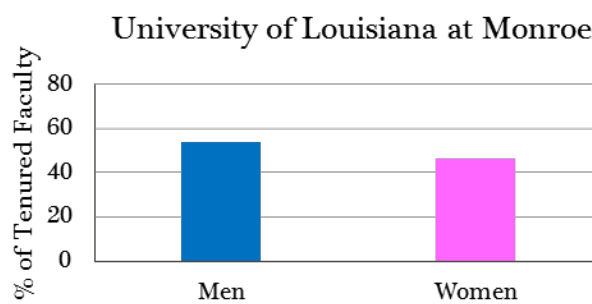
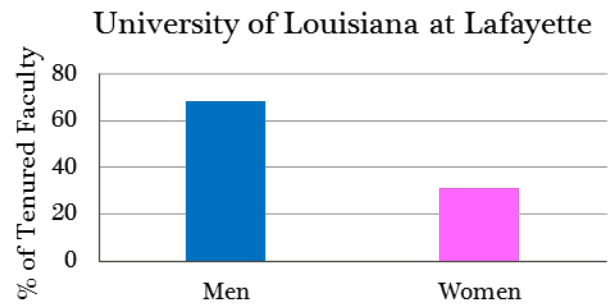
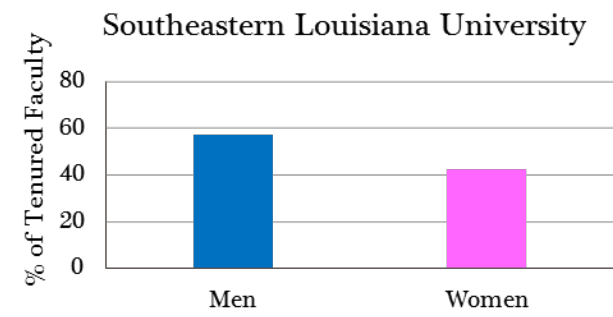
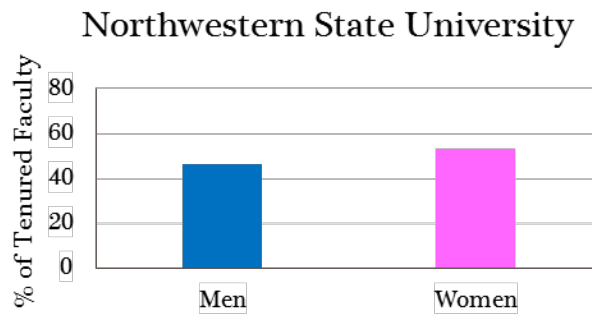
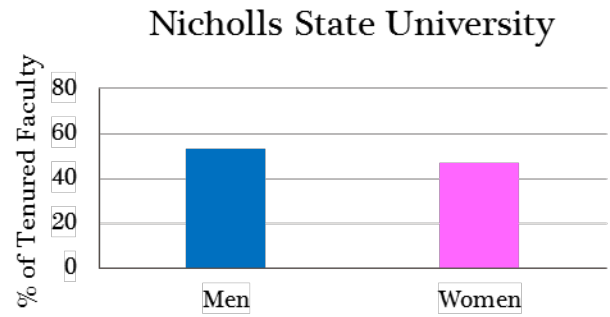
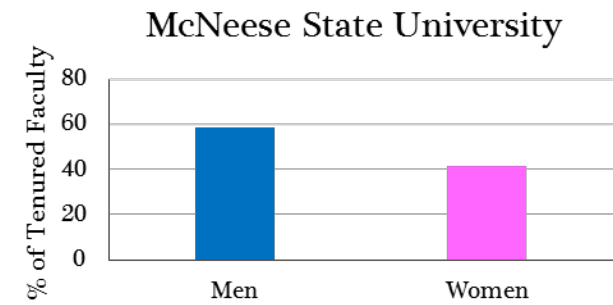
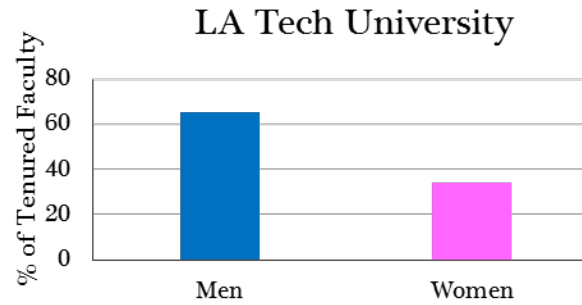
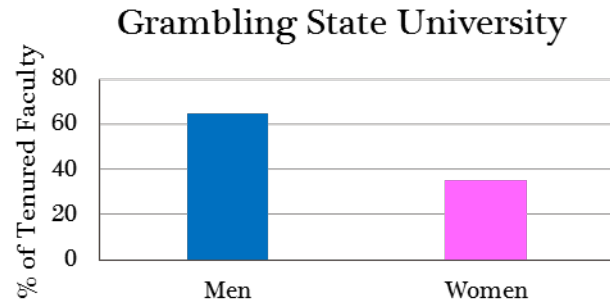
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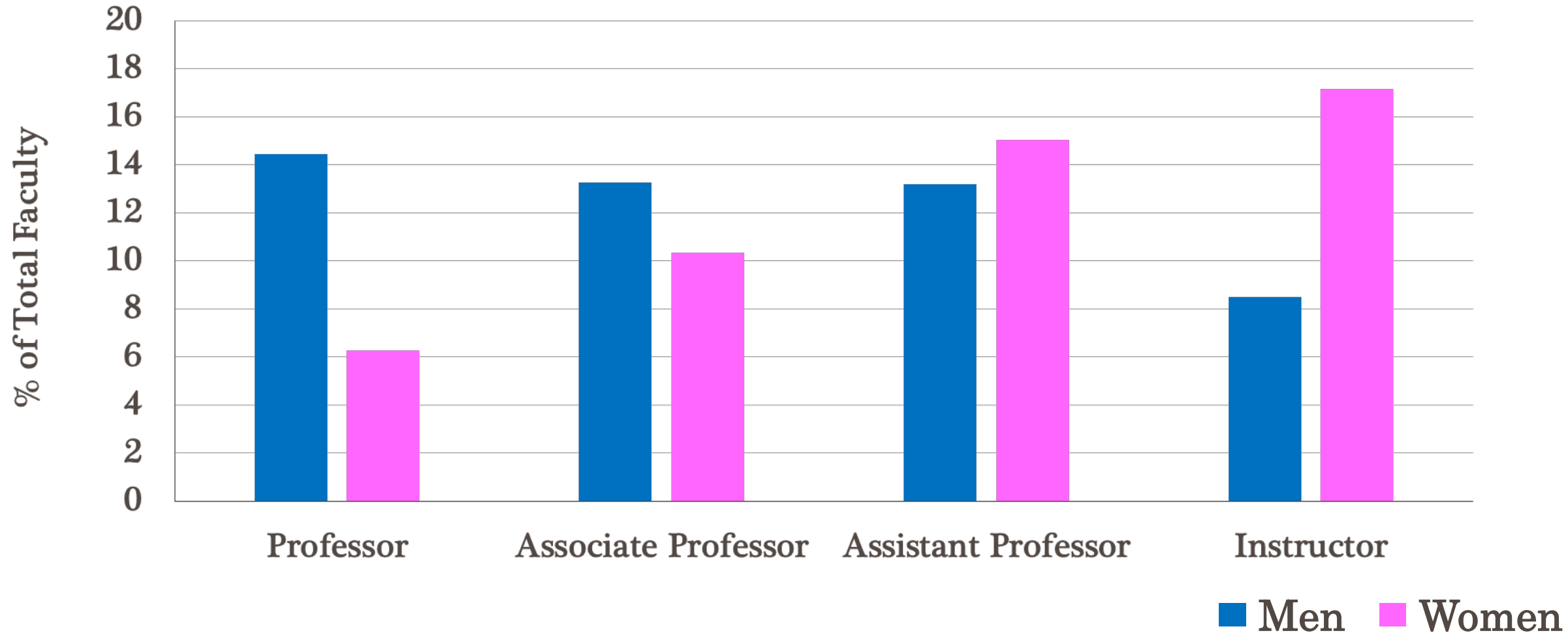
# Diversity: Tenured Faculty Are More Likely to Be Men

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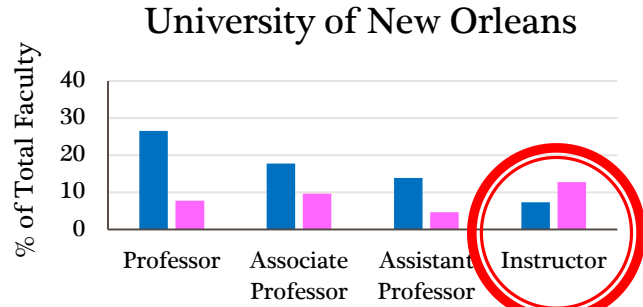
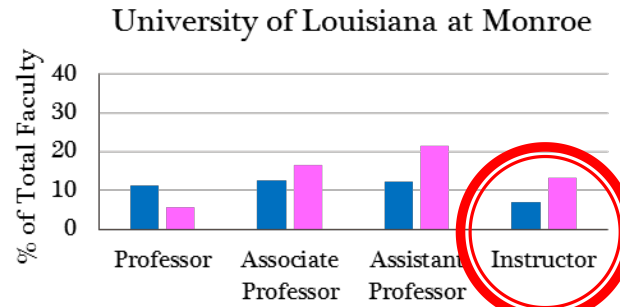
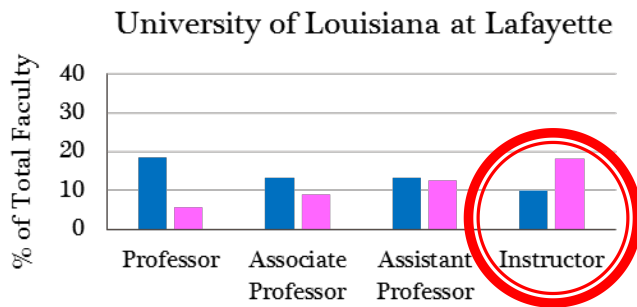
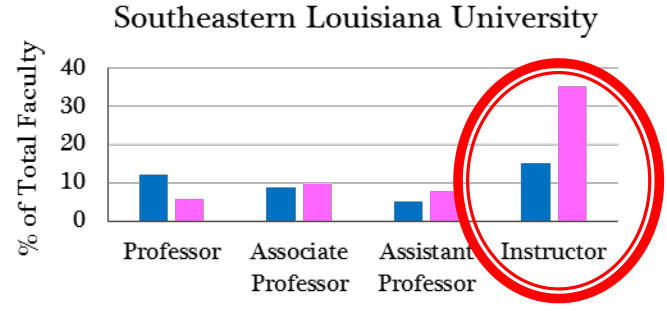
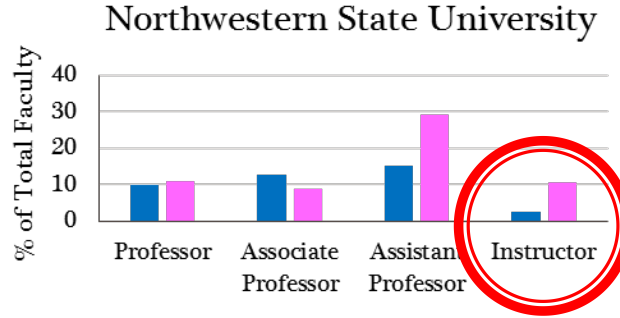
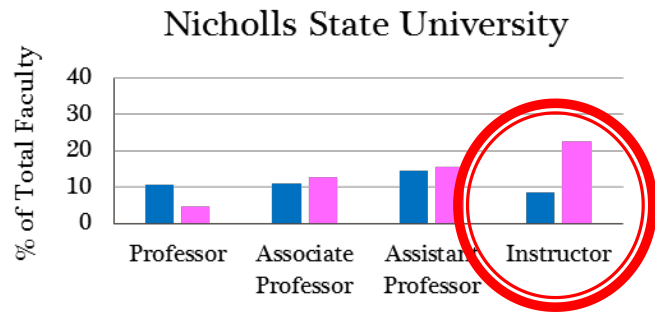
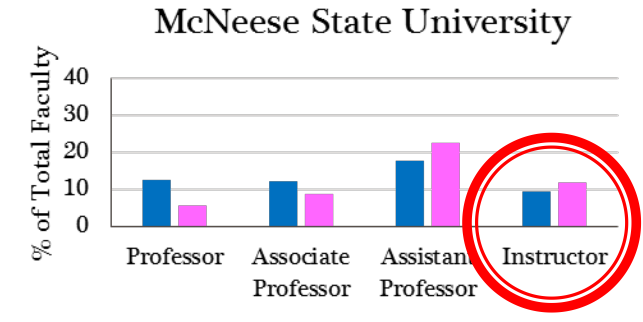
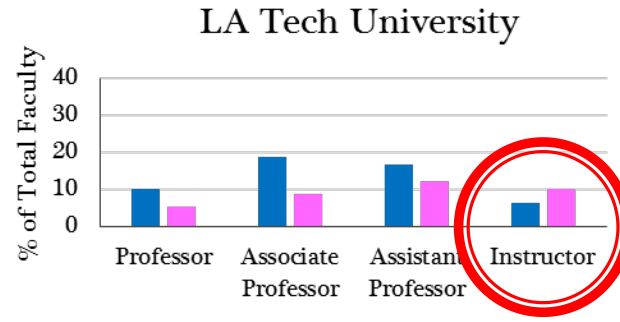
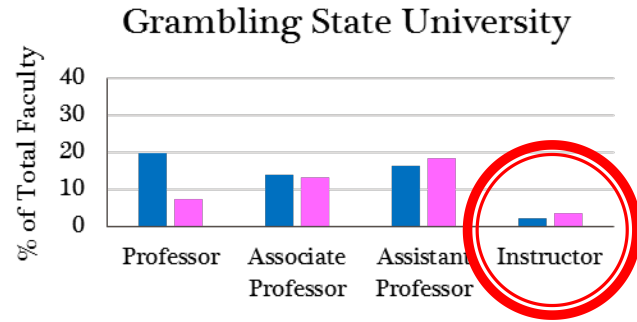
# Diversity: Senior-Level Faculty Are More Likely to Be Men

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*\*Data retrieved from <https://nces.ed.gov/ipeds/use-the-data> 2/6/19*

# Diversity: Senior-Level Faculty Are More Likely to Be Men



Men Women

\*Data retrieved from <https://nces.ed.gov/ipeds/use-the-data> 2/6/19



# Diversity: Recommendations for Building Greater Faculty Diversity

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- ❖ Job Announcements/Postings
- ❖ Recruitment of Applicants
- ❖ Selection of Applicants



# Diversity: Student Population

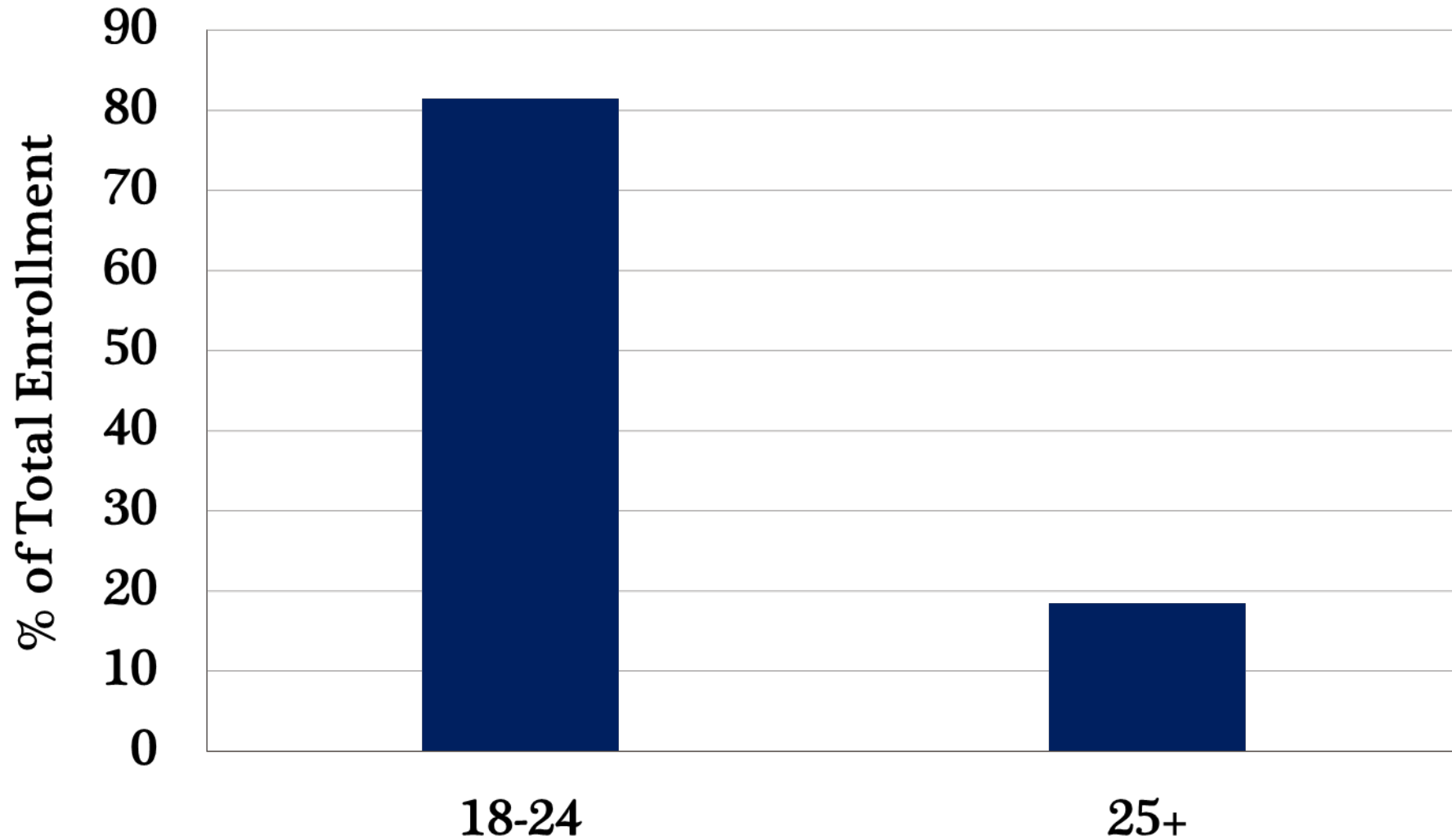
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# Diversity:

Undergraduate Student Are More Likely to Be 18- to 24-years old

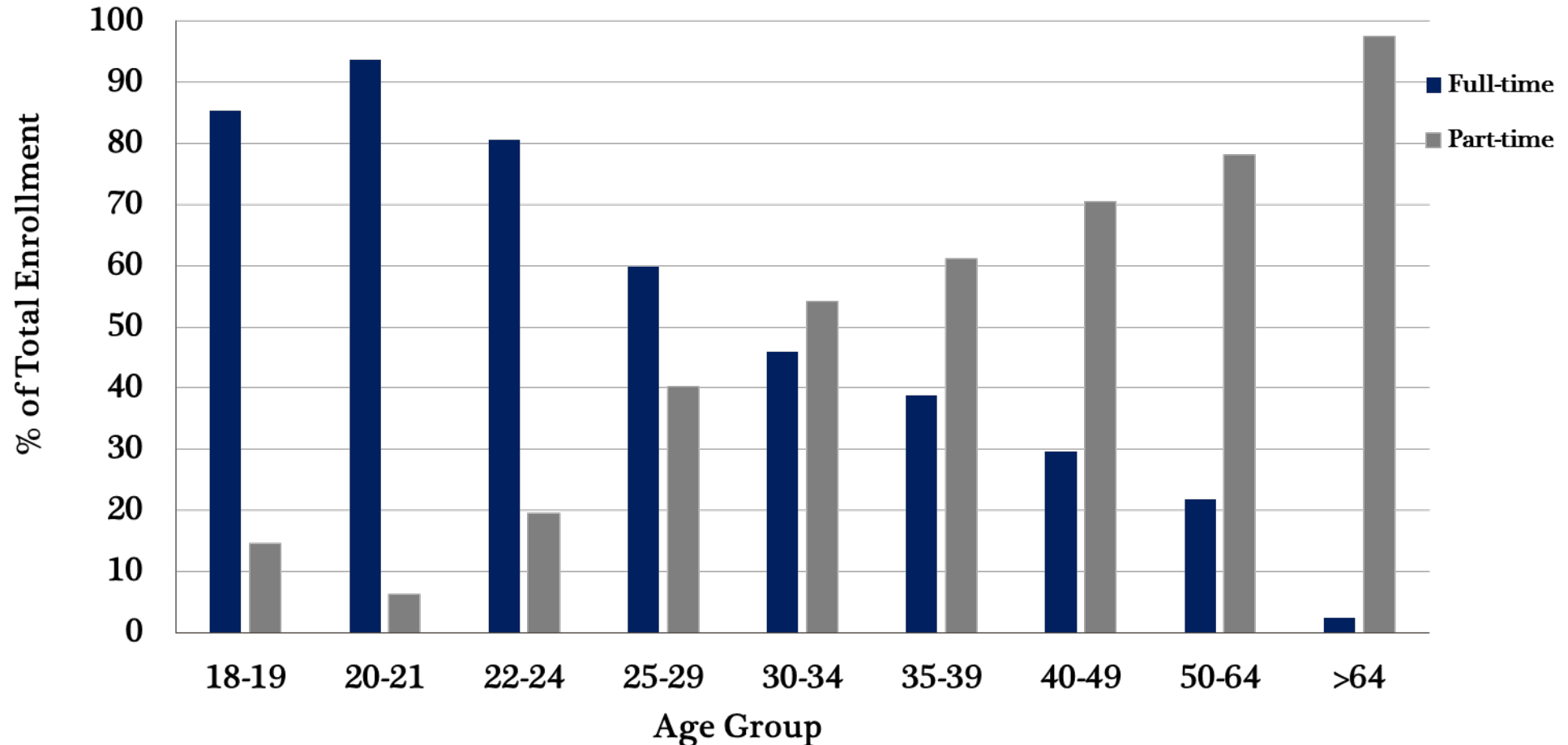
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*\*Data retrieved from <https://regents.la.gov/data-publications/statewide-student-profile/2/6/19>*

# Diversity: Part-Time Students Are More Likely to Be Older

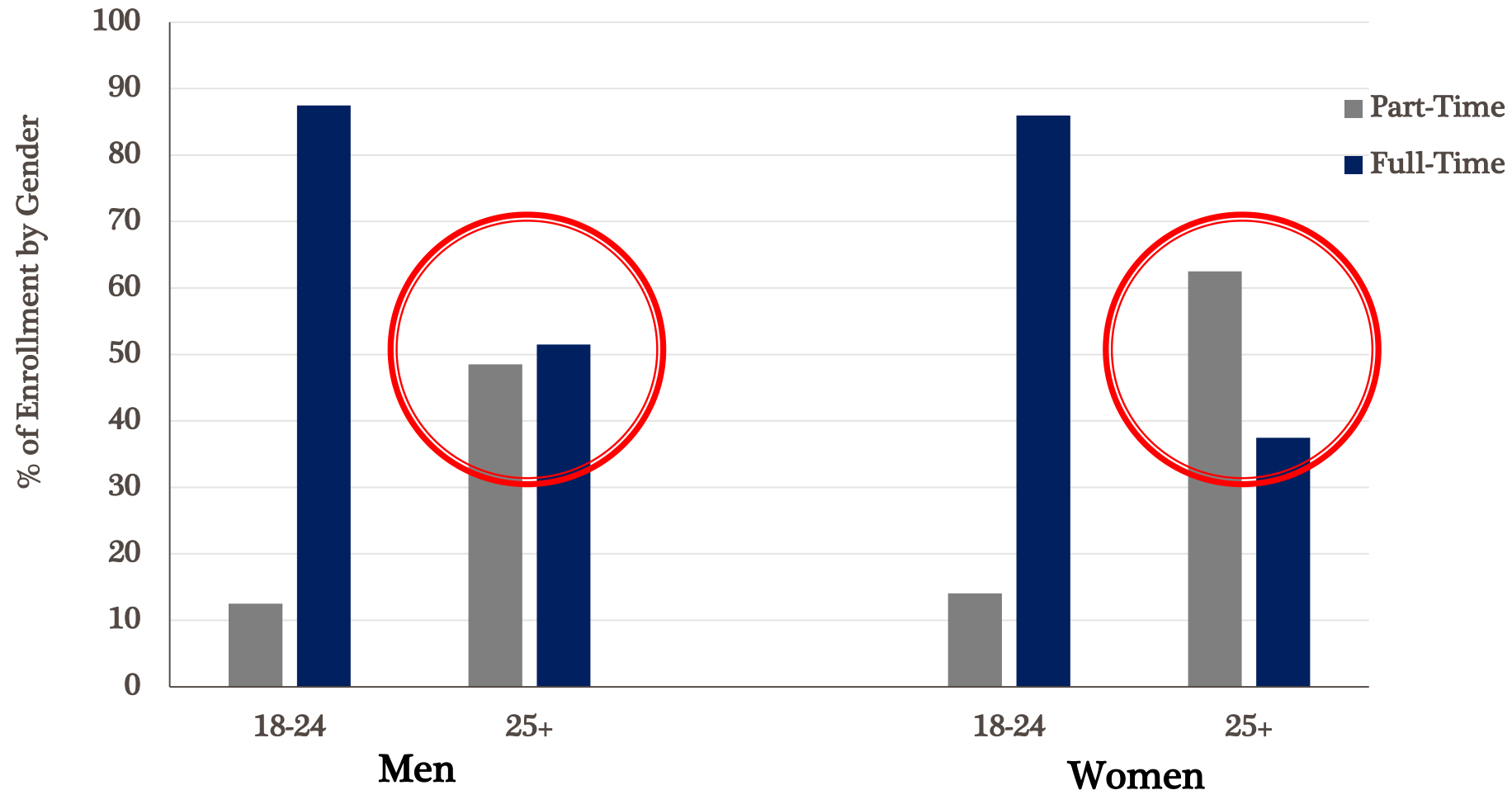
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*\*Data retrieved from <https://regents.la.gov/data-publications/statewide-student-profile/2/6/19>*

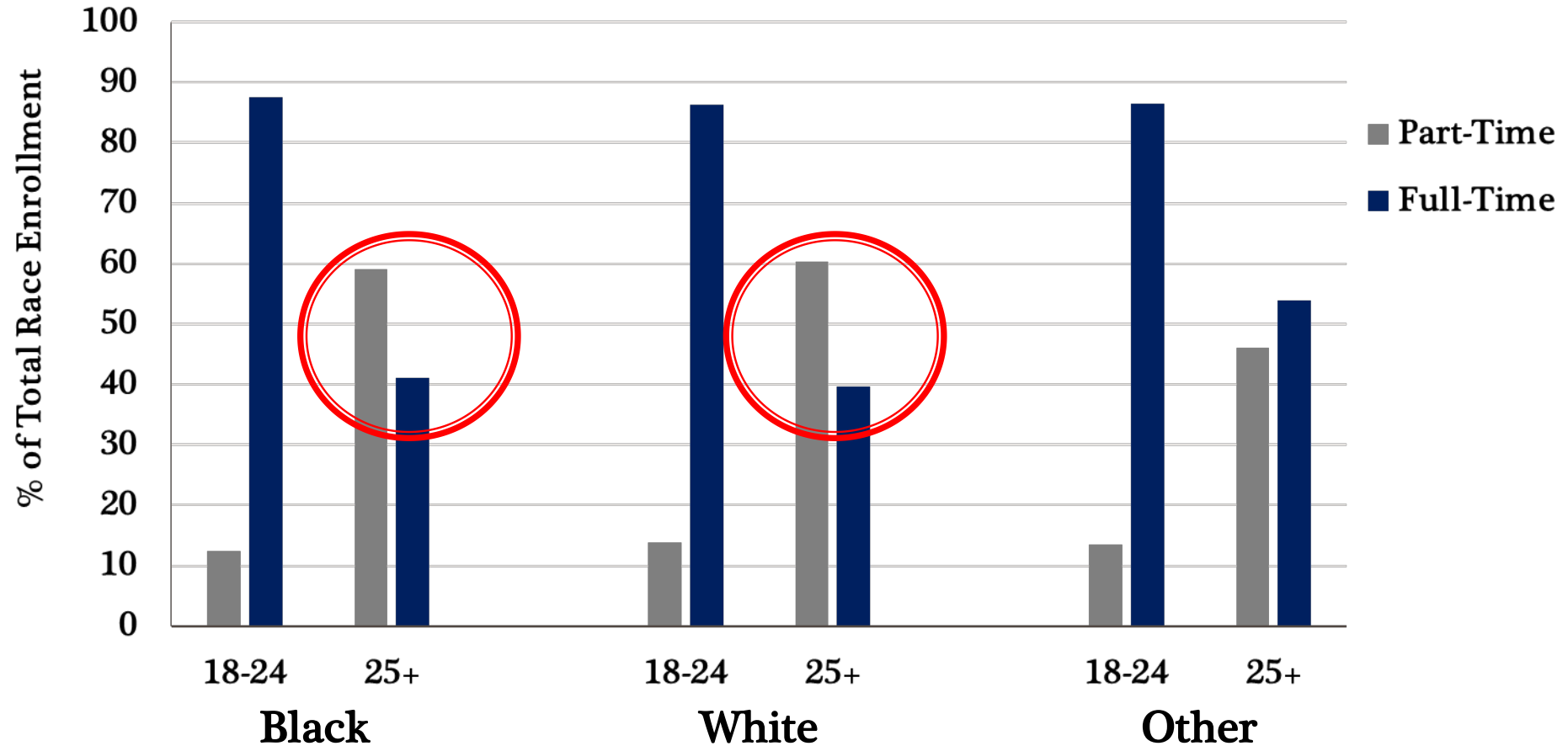
# Diversity: Part-Time Students Are More Likely to Be Women

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*\*Data retrieved from <https://regents.la.gov/data-publications/statewide-student-profile/2/6/19>*

# Diversity: Part-Time Students Are More Likely to Be Black or White



*\*Data retrieved from <https://regents.la.gov/data-publications/statewide-student-profile/2/6/19>*



# Diversity: Recommendations for Greater Student Diversity

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- ❖ Be pathways for social mobility
- ❖ Be pathways to bridge gaps in education, earning, and employment
- ❖ Work to improve the application, admission, enrollment, persistence, and graduation of underrepresented students of color
- ❖ Be committed to promoting student body diversity and inclusion on their campuses
- ❖ Exhibit diversity across all levels of their institutions
- ❖ Provide support services for its students

# Diversity: Without Inclusion, It is Meaningless

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- ❖ To achieve inclusion across the UL System, we must set a foundation on which we can build a welcoming and engaging workplace for our faculty, staff and students.

# STRATEGIES FOR LOWERING STUDENT COSTS



# Lowering Student Costs: Our Management & Leadership Institute Group

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Ms. Devonia Love-Vaughan  
Louisiana Tech University



Ms. Quaneshia Armstrong  
Grambling State University



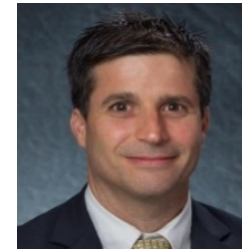
Dr. Chris Gissendanner  
University of Louisiana Monroe



Dr. Margarita Perez  
University of Louisiana Lafayette



Dr. Brigett Scott  
Nicholls State University



Mr. John Paul Domiano  
Southeastern Louisiana University

# Lowering Student Costs: What is Dual Enrollment?

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- ❖ High school students are simultaneously enrolled in courses at 2-year or 4-year institutions
- ❖ Courses are taught by college professors or credentialed high school teachers
- ❖ Courses meet at either the university or high school campus

# Lowering Student Costs: Dual Enrollment Program Benefits

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- ❖ Increase the academic rigor of the high school curriculum
- ❖ Assist low-achieving students meet higher academic standards
- ❖ Reduce high school dropout rates and increase high school graduation rates





# Lowering Student Costs: Dual Enrollment Program Benefits (cont.)

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- ❖ Increase the number of historically-underserved students who are ready for college
- ❖ Provide students with a realistic impression of what is expected to be successful in college
- ❖ Motivate students to attend college
- ❖ Decrease the costs of college by decreasing the number of years needed to earn a college degree

# Lowering Student Costs: Degree in Three Description

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- ❖ Degree in Three Model = 8 consecutive semesters (fall, spring, and summer semesters)
- ❖ When applied to two of our system schools as an example, the direct cost savings to the student would be
  - \$5,222 at Nicholls State University
  - \$6,166 at University of Louisiana at Lafayette

# Lowering Student Costs: Degree in Three Benefits

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- ❖ Savings to student
- ❖ Savings to state (TOPS)
- ❖ Quicker entrance into the workforce

# Lowering Student Costs: Summer Semester, An Improved Value Proposition

## Benefits to the Student:

- ❖ Accelerated degree plan completion
- ❖ Reduced stress and strain of a high Fall/Spring semester course loads
- ❖ “Catch up” on credit hours needed for financial aid

## Benefits to the University:

- ❖ Increased retention and graduation rates
- ❖ Improved operational efficiency
- ❖ Maintenance of a vibrant campus year-round

# Lowering Student Costs: Summer Semester, An Improved Value Proposition

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Factors that hinder student enrollment in summer semesters:

- ❖ Cost of attendance
- ❖ Lack of available scholarship funds
- ❖ Financial need to work during the summer
- ❖ Limited class offerings
- ❖ Last minute class cancellations by the University



# Lowering Student Costs: Summer Semester, An Improved Value Proposition

The Summer Semester model:

- ❖ \$300 Scholarship
- ❖ High demand courses and sections offered
- ❖ Class sizes increase to match Fall/Spring
- ❖ More online and hybrid classes
- ❖ Changed class cancellation process

# Lowering Student Costs: ULaneS: A UL System Transfer Course Portal

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## The Issue

- ❖ Non-transferred course credits increases student costs
- ❖ The transfer process can be difficult and stressful to navigate
- ❖ University systems in other states have online portals that provide transfer information among system institutions



# Lowering Student Costs: ULaneS: A UL System Transfer Course Portal

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## A Solution

- ❖ A UL System-specific tool to improve the student transfer process
  - ❖ Based on the University of Louisiana at Monroe's "FlightPath"
  - ❖ Features of the tool
    - ❖ Major Transfer Paths
    - ❖ Course Transferability Search
    - ❖ Degree Program Browsing
    - ❖ "What If" tool

# Lowering Student Costs: ULaneS: A UL System Transfer Course Portal

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## The Benefits

- ❖ Shared repository for articulation and transferred course data
- ❖ Improved advising and reduced duplication of course review efforts
  - ❖ Minimized lost credits and reduced time for degree completion
- ❖ Informed decision making and maximal utilization of resources

# Lowering Student Costs: ULM FlightPath Advising System

## Biology

[Change degree](#)

Display by Year

Display by Type

[Print](#)

### Viewing Blank Degree Plan

Major: Biology Catalog Year: 2018-2019

### Progress

Major Requirements: 0 / 45

Degree Progress: 0 / 120

#### Freshman Year

	Course	Hrs	Grd	Pts
<input type="checkbox"/>	BIOL 1020	3		
<input type="checkbox"/>	BIOL 1021	1		
<input type="checkbox"/>	BIOL 1022	3		
<input type="checkbox"/>	BIOL 1023	1		
<input type="checkbox"/>	CHEM 1007	3		
<input type="checkbox"/>	CHEM 1008	3		
<input type="checkbox"/>	CHEM 1009	1		
<input type="checkbox"/>	CHEM 1010	1		
<input type="checkbox"/>	UNIV 1001	1		
	>> Click >> to select 6 hours.			
	>> Click >> to select 3 hours.			
	>> Click >> to select 3 hours.			
	>> Click >> to select 3 hours.			

#### Sophomore Year

	Course	Hrs	Grd	Pts
<input type="checkbox"/>	CHEM 2030	3		
<input type="checkbox"/>	CHEM 2031	1		
<input type="checkbox"/>	CHEM 2032	3		
<input type="checkbox"/>	CHEM 2033	1		
<input type="checkbox"/>	CSCI 1070	3		
<input type="checkbox"/>	MATH 1016	3		
	>> Click >> to select 7 hours.			
	>> Click >> to select 3 hours.			
	>> Click >> to select 6 hours.			

#### Junior Year

	Course	Hrs	Grd	Pts
<input type="checkbox"/>	BIOL 3005	3		
<input type="checkbox"/>	ENGL 3024	3		
	>> Click >> to select 7 hours.			
	>> Click >> to select 7 hours.			
	>> Click >> to select 6 hours.			
	>> Click >> to select 3 hours.			

#### Senior Year

	Course	Hrs	Grd	Pts
<input type="checkbox"/>	BIOL 4099	1		
	>> Click >> to select 3 hours.			
	>> Click >> to select 9 hours.			
	>> Click >> to select 9 hours.			
	>> Click >> to select 8 hours.			

# Lowering Student Costs: ULM FlightPath Advising System

## Transfer Credit Equivalency School Results

Selected state: [Connecticut \(change\)](#)

Selected school: [CAPITAL COMMUNITY COLLEGE \(change\)](#)

The Transfer Credit Equivalency/Comparison Search allows prospective students to view ULM equivalents for courses taken at other institutions. It is to be used as a reference tool only and does not guarantee that every course will be accepted as equivalent by every department at ULM. An official evaluation of your transfer credit will take place after you apply for admission to ULM, submit official college transcripts from all schools attended, and meet with your academic advisor at ULM.

When there is no exact ULM equivalent for a course, the ULM course number begins with a number that indicates the level, followed by three X's (Ex: 1XXX or 2XXX). The course title repeats the title of the course at the transferring school.

This database contains only transfer courses that have already been evaluated. Course equivalencies continue to be added, and equivalencies already in the system are updated regularly. If courses you have taken are not included, they will be evaluated when you submit your official college transcripts.

**Tip:** Mark the checkboxes next to the transfer courses, then click the 'Try out degrees' button at the bottom of the page to see how these courses fit into a ULM degree!

CAPITAL COMMUNITY COLLEGE			University of Louisiana at Monroe (ULM)		
Transfer course	Course title	ULM course	Course title	Hrs	
<input type="checkbox"/> BIO G105	INTRO TO BIO LECTURE	BIOL 1001	LIVING WORLD	3	
		BIOL 1009	LAB EXPERIENCE LIFE SCIENCES	1	
<input type="checkbox"/> COM G173	PUBLIC SPEAKING	COMM 2001	PUBLIC SPEAKING	3	
<input type="checkbox"/> CST G150	WEB DESIGN & DEVELOPMENT I	CINS 1XXX	WEB DESIGN & DEVELOPMENT I	3	
<input type="checkbox"/> ENG G101	COMPOSITION	ENGL 1001	COMPOSITION I	3	
<input type="checkbox"/> ENG G102	LITERATURE AND COMPOSITION	ENGL 1002	COMPOSITION II	3	
<input type="checkbox"/> MAT G085	ELEM ALGEBRA AND PRE-ALGEBRA	DEVL 0XXX	ELEM ALGEBRA AND PRE-ALGEBRA	6	
<input type="checkbox"/> MAT G137	INTERMEDIATE ALGEBRA	MATH 0093	INTRODUCTORY ALGEBRA	3	
<input type="checkbox"/> MUS G105	INTRO MUSIC BUSINESS	MUSC 1XXX	INTRO MUSIC BUSINESS	3	
<input type="checkbox"/> POL G111	AMERICAN GOVERNMENT	POLS 2001	AMERICAN NATIONAL GOVERNMENT	3	
<input type="checkbox"/> PSY G111	GENERAL PSYCHOLOGY I	PSYC 2001	INTRODUCTION TO PSYCHOLOGY	3	
<input type="checkbox"/> PSY G112	GENERAL PSYCHOLOGY II	PSYC 1XXX	GENERAL PSYCHOLOGY II	3	
<input type="checkbox"/> SOC G101	PRIN OF SOCIOLOGY	SOCL 1001	INTRODUCTION TO SOCIOLOGY	3	

# Lowering Student Costs: A System-wide Priority

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- ❖ The implementation of any of the proposed strategies will require the UL System administration and representatives from each of its nine institutions to work together to break the silo chains and bridge the gaps within the System.

# TRANSPARENCY



# Transparency: Our Management & Leadership Institute Group

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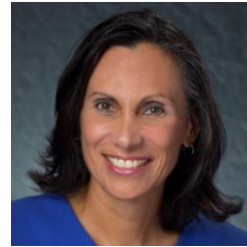
Dr. Mohammad Saadeh  
Southeastern Louisiana  
University



Dr. Peter Sheppard  
University of  
Louisiana Lafayette



Dr. Julia Letlow  
University of Louisiana  
Monroe



Dr. Michele Caruso  
Nicholls State  
University



Ms. Ryan Bell  
University of New  
Orleans



Ms. Sheilah Faucette  
Grambling State University

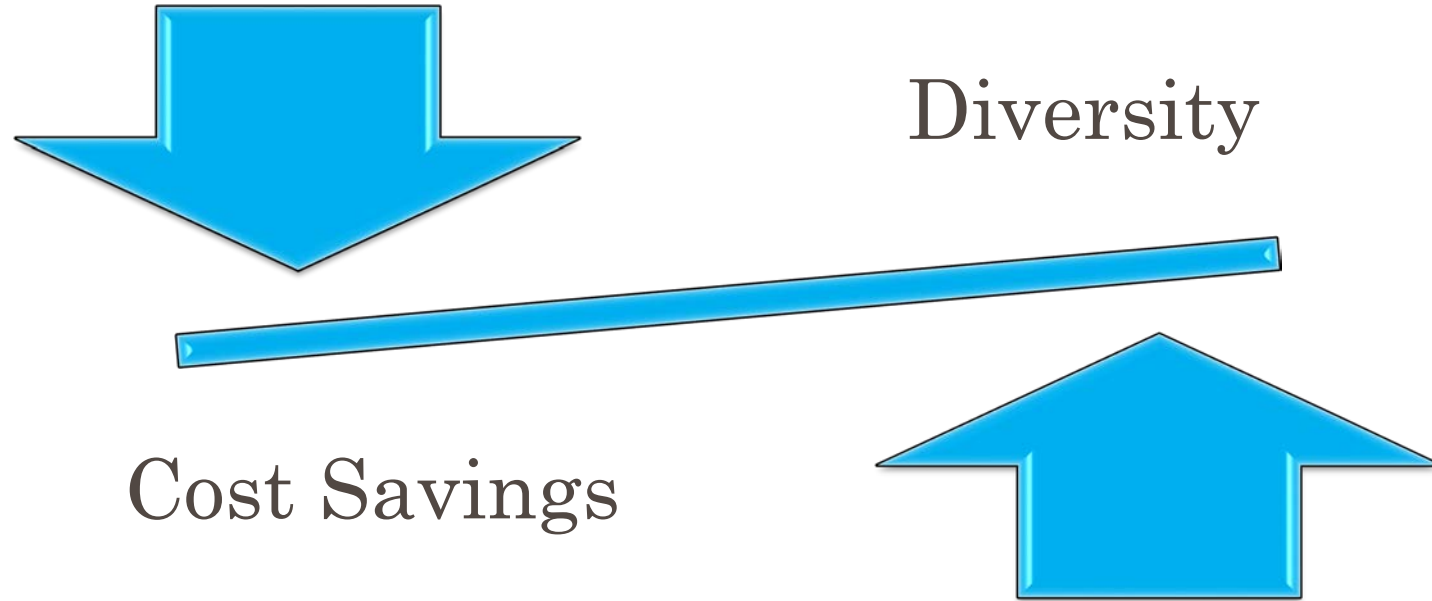


Dr. Michael Buckles  
McNeese State University



# Transparency

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# Transparency: Operationally Defined

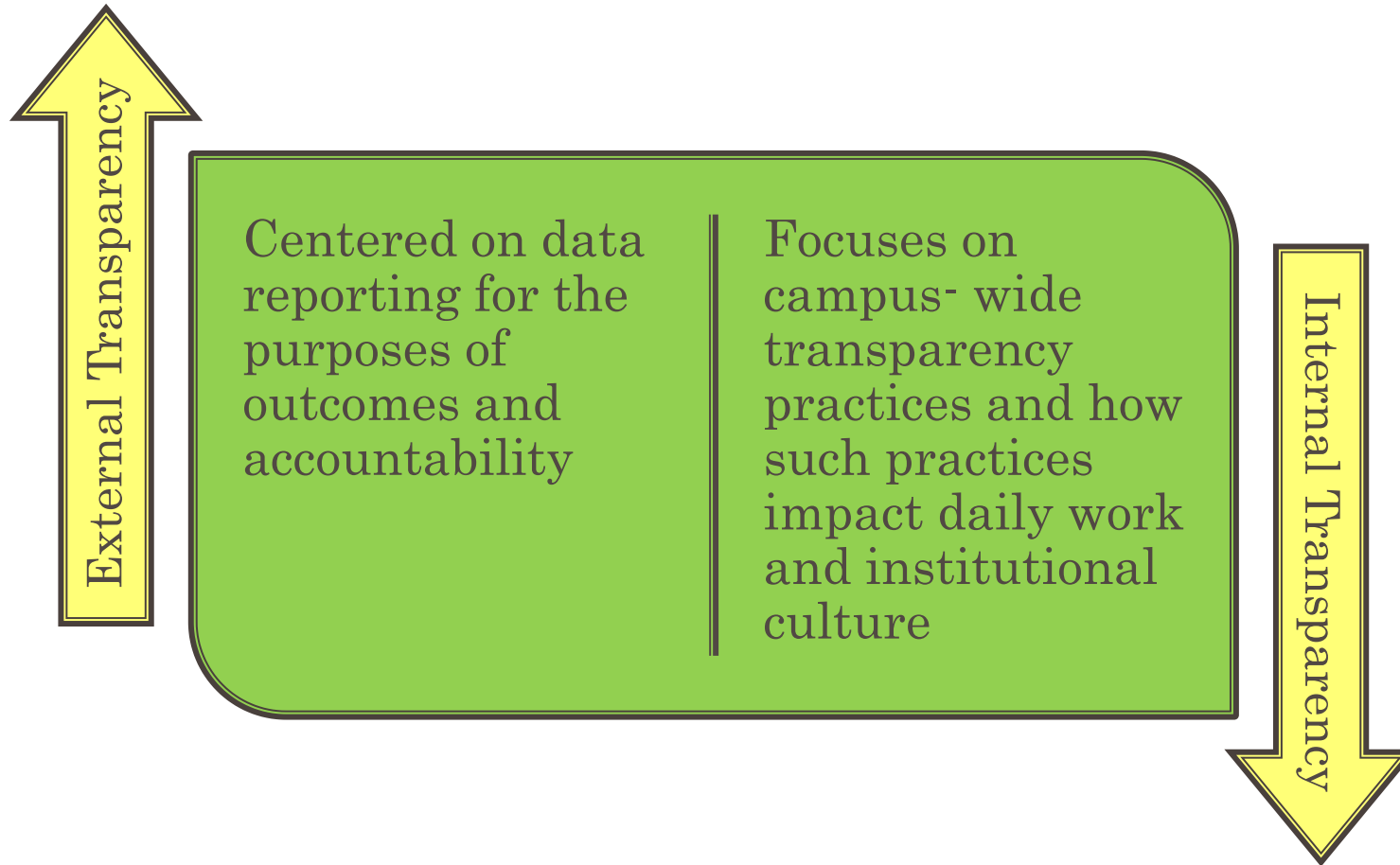
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- ❖ Transparent organizations act in ways that make it “easy to see and understand what (the organization) is doing and why” (Coates 5).
- ❖ At the micro-level, transparency is where people think, act, and report in ways that are understandable to those with whom they interact.
- ❖ “*Where, with minimal effort, everyone can figure out what is going on and why.*”



# Transparency: A Systemic View

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# Transparency: Context

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- ❖ Pragmatic Transparency - guides us in thinking about transparency in our daily job duties and responsibilities
- ❖ Ideological Transparency - provides a philosophical understanding of the role that transparency plays in organizations

# Transparency: Context

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- ❖ Various definitions
- ❖ National focus
  - ❖ Data = Decision Making
  - ❖ Value of higher education
- ❖ Local conversation
  - ❖ UL System employees and students



# Transparency: Literature Review

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- ❖ Current climate surrounding transparency in higher education is based on education being viewed as a market commodity.
- ❖ When student-level data is highly restricted, comparison tools often become misleading and result in the misrepresentation of institutions' true impact on their respective students and stakeholders.
- ❖ “The federal government has a legitimate interest in collecting and reporting student outcomes such as completion rates..., but it should have no role in evaluating academic quality because it lacks the expertise... to do so.”

# Transparency: Data Collection

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- ❖ National literature
- ❖ UL System Operational Transparency Site
- ❖ Survey of institutions' employees





# Transparency: Data Collection

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- ❖ We surveyed faculty, unclassified staff, classified staff, students, and administrators asking the following questions regarding transparency:
  - ❖ *How do you define transparency?*
  - ❖ *When did limited transparency caused a problem for you?*
  - ❖ *When did strong transparency help you or others succeed?*
  - ❖ *What ideas do you have for increasing transparency in higher education in Louisiana?*



# Transparency: Findings

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Most Common  
Word/Idea  
Repetitions



# Transparency: Findings

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- ❖ Internal vs external transparency
  - ❖ Different dynamics
  - ❖ Same impact
- ❖ Strong desire for transparency
  - ❖ Quality of transparency affects job satisfaction and effectiveness
- ❖ Meaningful and timely data is vital

# Transparency: Recommendations

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- ❖ Communicate success
- ❖ Continue Operational Transparency website
- ❖ Include transparency in strategic plans
- ❖ Include transparency as a value
- ❖ Professional development focused on transparency

# Transparency: Recommendations

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- ❖ Establish ombudsperson
- ❖ Eliminate closed committee meetings
- ❖ Improve websites
- ❖ Frequent and meaningful communications and interactions
- ❖ Be intentional with transparency

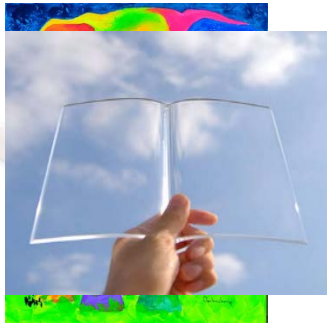
# Transparency: Conclusions

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- ❖ Holistic transparency is necessary
- ❖ All constituents are touched by transparency
- ❖ Concepts, definitions, and applications of transparency must change with economics, public sentiment, and student experience
- ❖ Transparency is vital to the investment in and success of higher education



# CONCLUSIONS



❖ Diversifying Our Workforce  
Compliance Buy-In Commitment





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# CONCLUSIONS

By focusing on the needs of our students and partnering more closely than ever with our business and community leaders, we can help our stakeholders understand higher education is not a cost, but an investment. The return on that investment is invaluable.

-Dr. Jim Henderson  
UL System President and CEO





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