

SYSTEMIC ANALYSIS TOWARD ACTION

GUIDEBOOK

Academic and Staff Units

July 2020



Loyola Marymount University
Intercultural Affairs

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Levels of Engagement



Eight Steps to Guide Reflection

- 1 Listen to members of your department—faculty, staff, students—whose identities are socially marginalized.**
- 2 Review your infrastructure, policies, and processes.**
- 3 Review the scope and content of your programs, activities, and work.**
- 4 Evaluate structural diversity of staff and populations served.**
- 5 Analyze your strategic partnerships and collaborations in supporting efforts to educate students for justice.**
- 6 Evaluate the values reflected in your department’s vision/mission statement.**
- 7 Identify training needs and opportunities.**
- 8 Align your values and commitments with your accountability practices and assessment.**

Quick Tips for Systemic Analysis

STEP 1: Listen to members of your department—faculty, staff, and students—whose identities are socially marginalized.

What are the major issues related to diversity, equity, and inclusion (DEI) for your members?

Key Examples:

Large Forums

- “Racism and Trauma in the Modern Moment” forum, hosted by Intercultural Affairs and attended by more than 600 community members. Attendees listened to and learned important lessons from LMU’s Black students and faculty.

Listening Session and Conversations

- Ongoing meetings between President Snyder and Black student leaders to discuss ways to best support Black students to increase inclusivity and equity.
- Loyola Law School faculty forum in which LLS Black graduate students presented their case for greater racial consciousness in the law school curriculum.
- Listening sessions throughout the Department of Athletics, with students from different teams, coaches, and staff.
- LMU Honors community-wide forum to discuss issues of systemic racism in their program. The forum allowed related students, staff, and faculty to voice their concerns and suggestions on how the program can be more equitable for all LMU students.

Resources:

Georgetown University: [Anti-Racism Toolkit](#)

American Council on Education (ACE): [Speaking Truth and Acting with Integrity](#)

[Athletes at Georgetown speak out](#): Listening to the experiences of Black student athletes

Adrianna Kezar & Sharon Fries-Britt (2020) [Navigating a Campus Racial Crisis: Building Capacity, Leading Through Trauma and the Recovery Process](#)

Where to Start:

- 1) Refer to the literature around anti-racism.**
- 2) Meet with your students or constituents. Among the following, consider what would work best in your context:**
 - **Hold a town hall or meet with students to listen to their experiences and concerns.**
 - **Meet with faculty and staff in listening sessions.**
 - **Develop an anonymous feedback form so that all members of your immediate community can contribute comfortably.**
- 3) In response to feedback, develop achievable and measurable action steps to systematically employ the appropriate changes. Define your proposed outcomes. Evaluate, document, and communicate progress.**

Issues to Consider:

- Avoid putting an undue burden or expectation on your target audience to help you solve institutional problems
- How do you make people feel invited but not scrutinized or tokenized?
- Whose voices are being amplified? In what ways can you keep an “inclusive focus” on the concerns of Black students, faculty, and staff?
- What kind of resources will your team need to address concerns?
- How are you assessing your progress?

STEP 2: Review your infrastructure, pedagogy, approaches, policies, and processes.

What is the organizational culture and climate of your department? How do we signal our commitment to inclusion and equity in all that we do, and how we do it? How do our implicit biases affect our pedagogy, approaches, policies, and processes? How do we provide access, support success, and communicate respect and responsiveness to our constituents/students?

Rationale:

This part of systemic analysis reviews key aspects of organizational structures:

- | | |
|----------------------------|-----------------------|
| a. Physical spaces | d. Policies |
| b. Curriculum | e. Informal norms |
| c. Communication processes | f. Cultural practices |

Departments should consider how any of these reinforce negative implicit biases or prevent the access and success of LMU's constituents and students.

Resources:

[LMU's Implicit Bias Initiative](#)

[Addressing Anti-Blackness on Campus: Implications for Educators](#) (Webinar)

- A summary of strategies is available [here](#).

[The Department Chair as Transformative Diversity Leader](#) (Chun and Evans)

[Enhancing Campus Climates for Racial/Ethnic Diversity](#) (Hurtado, Milem, Clayton-Pederson, and Allen)

Consider how your sector can contribute to an inclusive campus climate in the following ways:

- **Historical legacy:** Systems, structures, and curriculum should evolve to deliver embedded benefits to all.
- **Compositional diversity:** How many different groups are represented among students, faculty and staff?
- **Psychological climate:** Build progressive attitudes and perceptions among and between groups on campus.
- **Behavioral climate:** Intergroup relations should contribute to inclusive programs, research and pedagogy.

2001-2006 [LMU Faculty Climate Report](#): A synthesis based on studies concerning faculty of color and women faculty

Where to Start:

- 1) **Explore your unit's physical space. Assess the artwork, historical references, images, and displays for the messages they convey. Develop a design that reflects inclusivity.**
- 2) **Examine the culture of your communications. How are people included or excluded in informal or formal groups?**
- 3) **Conduct a unit-wide survey to evaluate the psychological and behavioral climate of your department. Ensure that any particular complaints about implicit or explicit bias that emerge in your department are acknowledged and addressed. Do you have the infrastructure and processes to engage in consistent practices in this area?**

Issues to Consider:

- What are your hiring practices and promotion and tenure policies?
- Who decides on the curriculum? Whose experiences are represented in that curriculum and whose are excluded?

STEP 3: Review the substantive content of your curriculum. Staff units, review the scope of your programs, activities, and work.

How does our work reflect and respond to the realities and needs of our diverse students and underserved populations?

Key Examples:

Dr. Christina Eubanks-Turner, Mathematics

- OIA's Course Transformation Grant recipient (2019) - Developed and taught a new version of the History of Math course (Math 490). In this updated edition of the course, the focus was on contributions of marginalized mathematicians to counter the misconception that all mathematics has (white) European roots.

Resources:

Refer to the [Equity Decision Checklist](#) as you examine how your syllabi and programs respond to various populations.

Santa Clara University's Anti-Racist Teaching Collective – [Syllabus](#)

LMU Resources:

- Loyola Law School: Compilation of resources for [Decolonizing Legal Education](#)
- D & I Quick Tips: [Inclusive Pedagogy](#)
 - [Universal Design for Learning Creates a More Inclusive Environment](#) (LMU This Week)

Media Resources:

- [Decolonising the curriculum](#) (Melz Owusu TED Talk)
- [From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education](#) (Bensimon, Malcolm-Piqueux, and McNair)
- [How to be an Anti-Racist](#) (Kendi)

Where to Start:

1) Review programs and gather feedback from students, faculty, and other constituents.

- **Academic units: Review your course offerings, syllabi, and overall departmental curriculum for ways in which race/ethnicity and other dimensions of diversity can be reflected. Discuss expectations for teaching across all courses.**

2) Solicit input from faculty, staff, and students to:

- **Evaluate your programs and acknowledge potential biases and omissions in your work. How does your material advantage or disadvantage specific populations?**
- **Structure your programs, activities, and events in ways that maximize participation, learning opportunities, and engagement of all parties.**
- **Partner with units to strengthen capacity for racially diverse programming, activities, and events.**

3) Hire more employees who are equity-minded.

Issues to Consider:

- What kind of accommodations do you have for people who need them?
- What kinds of holes are there in your programming?
- Who can/can't access your programs, services, etc.?
- How is implicit bias manifested in materials, outreach, communication modalities, pedagogy, etc.?
- Be open to partnerships with internal and external departments and entities.

STEP 4: Evaluate structural diversity of staff and populations served.

What groups of students are we currently serving most effectively, less effectively, or not at all? To what extent does our staff composition and organizational structure reflective of what we want to communicate about diversity and power to our constituents/students?

Rationale:

Structural diversity refers to who is represented across the campus community. This part of the systemic analysis examines the structural diversity of departments and units through the Equity Scorecard Process, a process and data tool. Departments and units will review data to examine how assumptions and practices are culturally embedded in ways create institutional barriers to access, retention, institutional receptivity and excellence for students from different groups.

Resources:

[LMU Equity Scorecard Process and Data](#)

Resources for Diverse and Equitable Recruitment:

- [The PhD Project](#)
- [Black Doctoral Network](#) – Yearly Conference at LMU
- [Institute on Teaching and Mentoring](#)
- [Recruiting and Hiring for Mission & Inclusive Excellence](#) (Tenure-Track Faculty) and [flowchart](#)

Terms to Know:

Equity is about fairness; it prioritizes the creation of opportunities for students to get what is needed to achieve equal access to programs and equitable outcomes.

Access refers to students' access to the institution in aspects of admission, financial aid and curricular and co-curricular programs.

Retention refers to continued attendance from one year to the next and to degree completion.

Success/Excellence refers to indicators of outcomes of students' educational experiences such as graduation rates.

Institutional receptivity refers to the university environment and climate that facilitate outcomes to realize the university's mission.

Where to Start:

- 1) [Review and reflect on data, if available. What questions arise from reviewing and reflecting on the data?](#)
- 2) [Identify patterns of who is present and absent by race/ethnicity and gender. What do these patterns look like over time? Consider how members of your unit make meaning out of these patterns and their experiences.](#)
- 3) [Review the Equity Decision Checklist. Who accesses your programs and participates in your opportunities? You may notice patterns related to who is and is not served—address this so that everyone in your sector can thrive.](#)
- 4) [Examine the causes of departures from your unit. Are they similar in nature to the feedback of your staff and faculty \(see Step 1\)? What orientation, mentorship, professional development, and advancement opportunities exist within your department?](#)

Issues to Consider:

- Help develop a pipeline through outreach and mentoring ([Best Practices Guide](#))
- (For Equity Scorecard Data) US Census data at the national and local levels are provided not for context and not for comparison.
- (For Equity Scorecard data) Where there are five (5) or less individuals listed in a category, data will not be reported.

STEP 5: Analyze your strategic partnerships and collaborations in supporting efforts to educate students for justice.

How can we collaborate with other units for educating, equipping, and empowering our students to create a more just, equitable society? How do we partner more effectively to enable students to “connect the dots” and see the relevance of their education to the challenges of the world?

Key Examples:

Professor Saeri Cho Dobson, Studio Arts

- ART 395: Design Entrepreneurship – “Emphasis is placed on collaborative processes and sustainable business strategies using design thinking to benefit communities in need. Students discuss the entire process as it relates to design practice, social justice, and business ethics. Students explore and analyze social problems and create innovative ways to solve them.”
- Partnering with community organizations such as White Hall Academy (a South LA arts school), and the Al Wooten Jr. Center (LA Youth service organization) in order to guide real-world applications of course assignments.

Mathematics department

- A long history of leadership with programs such as ACCESS and McNair Scholars that support underrepresentation in the STEM
- Department selected to host the 2020 Pacific Mathematics Alliance Annual Conference in October, and pledged financial support to this conference.
 - [Pacific Mathematics Alliance \(PMA\)](#): A strictly-volunteer organization seeking to broaden and strengthen participation by traditionally underrepresented students and faculty in the mathematical sciences.

Resources:

Consider collaborating with other units on campus such as:

- [Center for Service and Action](#)
(Explore Alternative Breaks)
- [Ethnic and Intercultural Services](#)
 - [Intercultural Facilitators Program](#)
- [Center for Urban Resilience](#)
(CUREs) – Restorative Justice Workshops
- [CSJ Center for Reconciliation and Justice](#)
 - [“Voices of Justice” Undergraduate Class](#)
- Mission & Ministry
 - Various [justice organizations](#)
 - [Ignacio Companions](#)
- [Center for the Study of Los Angeles](#)

Community-Wealth.org: [University and Community Partnerships](#) - models, best practices, tools, and further resources

Where to Start:

- 1) **Conceptualize ways to connect students’ education, co-curricular, and extracurricular experiences to local, national, and international challenges.**
- 2) **Identify organizations (within and external to LMU), whose operations coincide with your office programming or particular subject of study. Explore opportunities for classroom guests, co-opted events, or hands-on work that will direct students’ learning outcomes.**
- 3) **Invite your students or other constituents to share their own resources or partnerships. Consider projects that incorporate community-based learning.**

Issues to Consider:

Locate community organizations and agencies as well as other non-profit or public service entities for further collaboration opportunities. Consider:

- K-12 schools already partnered with LMU in various ways—fieldwork and co-op sites, service initiatives, recruitment
- Service organizations under the Archdiocese
- Local food banks—combat food insecurity for students and LA community members

STEP 6: Evaluate the values reflected in your department's vision/mission statement.

Does our mission statement express our commitment to equity and inclusion? How do we live this out in our work?

Rationale

Mission and vision statements communicate an organization's key values and sense of purpose that animate all its efforts and help organize and prioritize activities towards its main goals. If values of diversity, equity, and inclusion are not included in these statements, what does it imply about the importance of these values to an organization?

These core values are reflected in an organization's website and materials, its outreach, and communications. Thus, DEI values must start with these fundamentals—how an organization views itself, its mission, its vision of the future.

Resources and Key Examples

Grantmakers in the Arts: Research on [DEI Statements as Effective Tools for Foundations](#)

G2: [Diversity and Inclusion Learning Hub](#)

Read the following from the Association of Jesuit Colleges and Universities (AJCU).

How do these examples signal seeing, valuing, and including different populations at Jesuit universities? What is signaled in your department's mission/vision and materials?

- [LGBTQ on Jesuit campuses](#)
- [Diversity on Jesuit websites](#)

Sample Statements and Programming:

- [Communication & Fine Arts](#): Culture & Social Justice Courses
- [Seaver College](#): DEI identified as core to mission of unit
- [Bellarmine College](#): DEI and justice courses
- [School of Education](#): Educational Leadership for Social Justice (Ed.D.)

Where to Start

- 1) **Evaluate and revise, where necessary, your department's mission/vision statement to reflect an institutional commitment to racial equity and inclusion.**
- 2) **Evaluate the alignment between your department's mission/vision statement and policies, practices, procedures, etc. Solicit staff and student participation in departmental assessments.**

Issues to Consider

- How does your unit reflect LMU's mission statement?
- How does DEI fit into your work, practices, etc.?
- Ensure that your unit uses inclusive language in its mission statement, publications, etc.
- Examine your website for DEI messaging around mission and for access to DEI related opportunities.

STEP 7: Identify training needs and opportunities.

To what extent are our staff equipped to respond to the needs of diverse populations in an inclusive, culturally responsive manner? What does our department or unit need in order to expand our capacity for this work?

Rationale:

Providing training for staff, faculty, and students across all sectors allows units to build competency and adopt best practices for their operations. See [definitions](#) of cultural competency collected by Georgetown University's [National Center for Cultural Competence](#). The Center's definition states that "cultural competence requires that organizations:

- Have a defined set of values and principles, and demonstrate behaviors, attitudes, policies, and structures that enable them to work effectively cross-culturally.
- Have the capacity to (1) value diversity, (2) conduct self-assessment, (3) manage the dynamics of difference, (4) acquire and institutionalize cultural knowledge, and (5) adapt to diversity and the cultural contexts of communities they serve.
- Incorporate the above in all aspects of policy-making, administration, practice, and service delivery. Systematically involve consumers, families and communities."

Training opportunities allow units to build this cultural competence across the board and provide better service to students and other constituents.

Resources:

[Cornell University Center for Teaching Innovation](#)

[Developing Cultural Competency in Higher Education: An Agenda for Practice](#) (Article): Highlights outcomes of cultural competency learning and underscores the role of campus leadership in the development of supportive characteristics. These characteristics include:

- Attention to shared knowledge
- Professional learning at all levels of the organization
- Inclusive instructional methods
- Integration with other campus initiatives
- Inclusivity of diversity foci

Refer to OIA's capacity-building workshops and programming:

- [Implicit Bias](#)
- [Leading Institutional Units and Programs | Inclusive Excellence](#)
- [Cabinet Associates Program](#)
- [Cultural Consciousness Conversations](#)

Where to Start:

- 1) **Identify necessary competencies for faculty and staff to be culturally responsive and racially just.**
 - **Increase knowledge base and competency around DEI, implicit bias, microaggressions, antiracism, and (de)colonized curricula, etc.**
- 2) **Research and identify requisite competencies to teach diverse populations in an inclusive and culturally responsive manner. Identify necessary resources and best practices as informed by the literature.**
- 3) **Hold professional development opportunities for all staff and faculty on DEI issues, antiracism, implicit bias, etc.**
- 4) **Pursue training partnerships with campus and off-campus entities.**

Issues to Consider:

- Has all of your faculty or staff attended an Implicit Bias workshop?
- What relevant conferences are available to attend in the next year? Does your department or office set aside budget for training?
- Ensure that your hiring committees schedule [Search Process Workshops](#) with Jennifer Abe and John Sebastian.

STEP 8: Accountability/Assessment.

How do we consider racial justice and our work with vulnerable, underserved populations in how we define and measure success? How can we strengthen our institutional processes to maximize the success of diverse populations?

Rationale:

Develop and track measurable outcomes to determine if they have been achieved and their educational effectiveness. Based on this, determine whether to make changes.

Resources:

[LMU's Office of Assessment Website](#)

Racial Equity Tools:

- [Evaluation Website](#) containing step-by-step tools and resources for design and implementation of evaluation materials.
- [Assessing Organizational Racism](#): "A tool for predominately white organizations and multi-racial organizations of white people and people of color."

[A New Decade for Assessment](#): Embedding Equity into Assessment Praxis (National Institute for Learning Outcomes Assessment)

Where to Start:

- 1) **Identify issues, action steps, and outcomes through your systemic analysis process. Review your assessment/evaluation tracking processes.**
 - **Data disaggregated by gender and race/ethnicity and other domains (first generation, international students, etc.) allows for more nuanced interpretation.**
- 2) **Make addressing equity and inclusion a strategic priority with measurable goals and resources. Determine whether DEI issues are built into your data and departmental reports. Which issues or populations are included and excluded?**
- 3) **Consider the assumptions that are made about (a) students, (b) the department's responsibility to address students' needs, and (c) what success looks like.**
- 4) **Use the data to engage in substantive transformation of your department.**

Issues to Consider:

- How do you define success in your area?
- What are the assumptions about the relationship between "diversity" and "quality" in your field? In your department or unit?
- How do you define and reward merit?
- How is "invisible service" valued and recognized (if not rewarded) in your area?
- Are service responsibilities delegated in equitable ways?

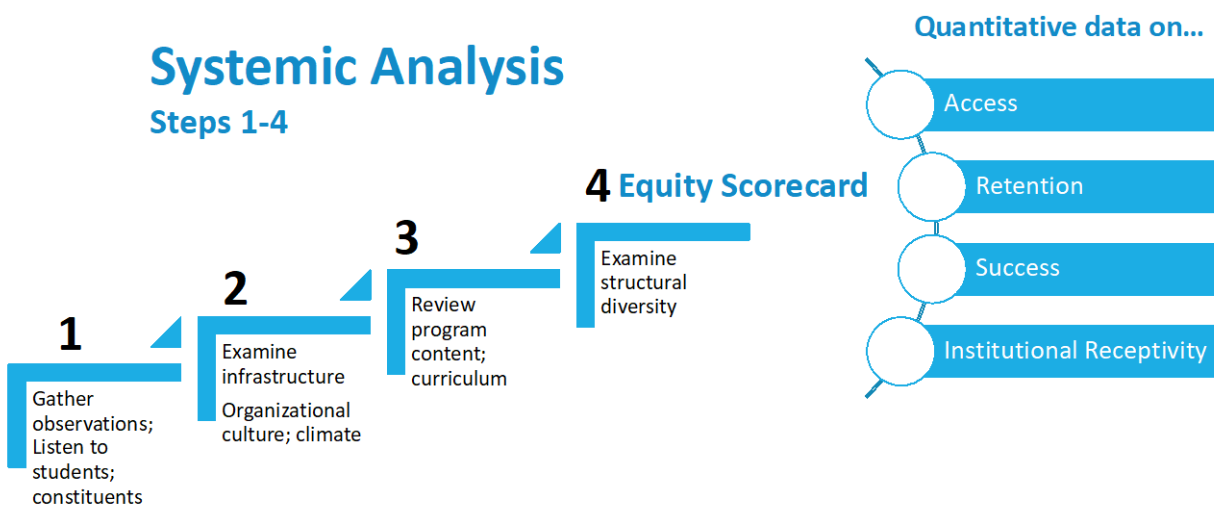
The Equity Scorecard Process and Data

Background

The Equity Scorecard provides a data-driven component to our institutional Systemic Analysis process (see figure below). The Equity Scorecard is a process and an assessment tool for institutional change in higher education that utilizes institutional data to monitor progress toward equity for historically underrepresented students in four areas: access, retention, success and institutional receptivity (Bensimon, 2004).

To be equity-minded requires us to identify inequities in student outcomes and to examine how the “racialization of institutional practices” reinforces and maintains such inequities (Bensimon, Malcolm, & McNair, 2019). To do so, we must examine how our assumptions and practices are culturally embedded in ways that create institutional barriers to access, retention, and success for students from different groups. This includes an examination of the experience of Black students at LMU, as an indicator of the overall equity-mindedness of our institutional processes. The analysis of equitable outcomes, however, may extend (a) beyond Black students, to also include Black faculty and staff, as well as (b) beyond the Black community, to also include other communities of color and/or historically marginalized groups. In doing so, the Equity Scorecard process centers on the experience of Black people, and is inclusive of other populations.

Note: The way in which these other populations are defined may vary according to area, due to the nuanced meanings underlying what groups are considered underrepresented and where there are “equity gaps” in outcomes.



The overall goal of the systemic analysis is to critically examine our organizational culture and institutional climate so that we may offer students an education that fully embodies our mission: one that encourages learning, the education of the whole person, the service of faith and the promotion of justice. For the purposes of this initiative, equity is about fairness; it prioritizes the creation of opportunities for students to get what is needed to achieve equal access to programs and equitable outcomes.

For example, if Black, Latino/a or Latinx students make up 15 percent of the student body, do they also make up similar proportions of those who have access to opportunities, such as honors programs, internships, or research assistantships? And do they also make up a similar percentage of those who are considered highly successful, such

as being on a dean's list or being accepted to graduate and professional schools? For another example, do Black, Latino/a, Latinx or Asian Pacific American faculty, make decisions to stay or leave LMU at similar rates to white faculty? "[T]he scorecard process is designed to shift practitioners' attention away from what is wrong with students to what they, and their own institutions or departments, might be doing wrong or might be failing to do at all" (Harris et al., 2010, p. 279). In instances where we do not have the appropriate institutional data to respond to such questions, is it an area where such data is needed to reach our goals?

Equity Scorecard Data that each unit will receive

Year 1: 2020-21: The standard data package for the Equity Scorecard will include information on students, faculty, and staff by college/school and/or by university division (for non-academic units). This will include:

- Full-time, degree-seeking undergraduate student enrollment, and retention and graduation rates, by gender and race/ethnicity (e.g., access, retention, and success);
- Faculty status and rank (e.g., institutional receptivity), by gender and race/ethnicity;
- Staff (e.g., institutional receptivity), by gender and race/ethnicity. Note that because staff data have not been included in a comprehensive campus profile, this data will take longer to be made available. We anticipate that the 2019-20 staff data will be disseminated before the end of the fall 2020 semester.

Once our department/unit/committee has data, what do we do?

1) Review and reflect on the data. What does the overall data mean for your area? What questions arise related to the following areas? Definitions of each are provided along with guiding questions on how to approach data.

- **Access** – Students' access (but this can apply to faculty and/or staff populations as appropriate to the division or unit) to the university in terms of application, selection, acceptance and enrollment.
 - How do rates of access (e.g., application, selection, acceptance, enrollment) vary across student and other populations?
 - If not an academic unit, what is the most meaningful definition of access in your area? To whom does it apply? How does it manifest in your processes?
- **Retention** – Students' continued enrollment from year to year. This may be interpreted in terms of faculty or staff retention, as well.
 - How do retention rates vary across student or other populations?
 - If not an academic unit, what is the most meaningful definition of retention in your area? To whom does it apply? How does it manifest in your processes?
- **Success** – Outcome indicators for students' educational experiences, such as graduation rates. This may also be interpreted in terms of faculty or staff retention as well, with other indicators of success, as appropriate.
 - What are the graduation rates for historically underrepresented students?
 - If these outcome indicators vary by group, what do these differences signify for how the institution might change to be equitable?
 - If not an academic unit, what is the most meaningful definition of success in your area? To whom does it apply? How does it manifest in your processes?
- **Institutional receptivity** – the diversity and inclusiveness of the unit's environment and climate that facilitate equity in student outcomes to realize the university's mission.
 - What is the demographic profile of faculty, administrators, and staff, for instance?
 - What is the significance of this demographic profile for how you serve students/other constituents, define the parameters and scope of your work, and view and measure success?

Increasing the structural diversity of LMU's campus community is important, but this work is not only about increasing diversity in terms of numerical representation (although this is critical).

This effort is about creating an inclusive, equitable community and institutional context that will model and mirror the diverse world we inhabit and to equip our students for making a difference in this world.

- 2) Based on your reflection and inquiry process, identify 2-3 focal areas where you can identify barriers/inequities for certain groups.
- 3) How does your Systemic Analysis (e.g., other steps), help inform your understanding of these areas of focus? Conversely, how does your unit-level reflection process (SA process) help you interpret this data?
- 4) What other questions emerge from examining your data? Do you wish you had other information or data to answer these questions? What additional data would be helpful to you?
- 5) What action steps will be taken to break down barriers or address inequities? What are the outcomes of the action steps?

Sample Data

Note: The following tables represent a sampling of data from the Equity Scorecard packets, available [here](#). The Equity Scorecard packets are separated by overall university representation and by college/school data. Data by division (staff data) will be available later in the semester.

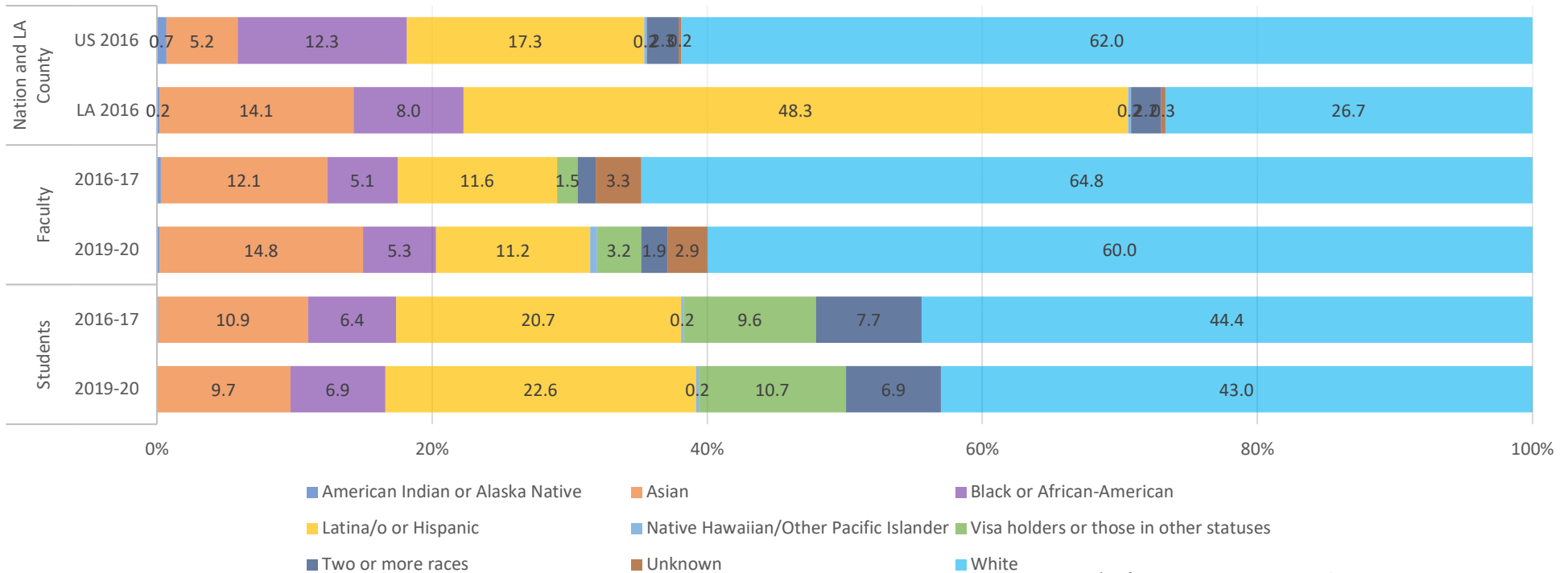
- Table 1 represents LMU's Tenure-line faculty and full-time, degree-seeking undergraduates by race/ethnicity. National and Los Angeles County data from US Census' American Community Survey are provided as context.
- Table 3 represents the 2nd, 3rd and 4th year retention rates for the freshman cohort that entered in Fall 2012. This cohort was chosen so that retention and graduation rates could be provided on the same cohort of students.
- Table 4 represents 4-, 5-, and 6-year retention rates for the freshman cohort that entered in Fall 2012. This cohort was chosen so that retention and graduation rates could be provided on the same cohort of students.

With the exception of the retention and graduation rates (Tables 3 & 4), tables contain headcounts and bar graphs depict percentages.

For more information on student data, visit the [IRDS Website of Official Statistics](#)

Table 1. Tenure-line Faculty and Full-time, degree-seeking undergraduates by race/ethnicity, with National and Local Census Data provided for context

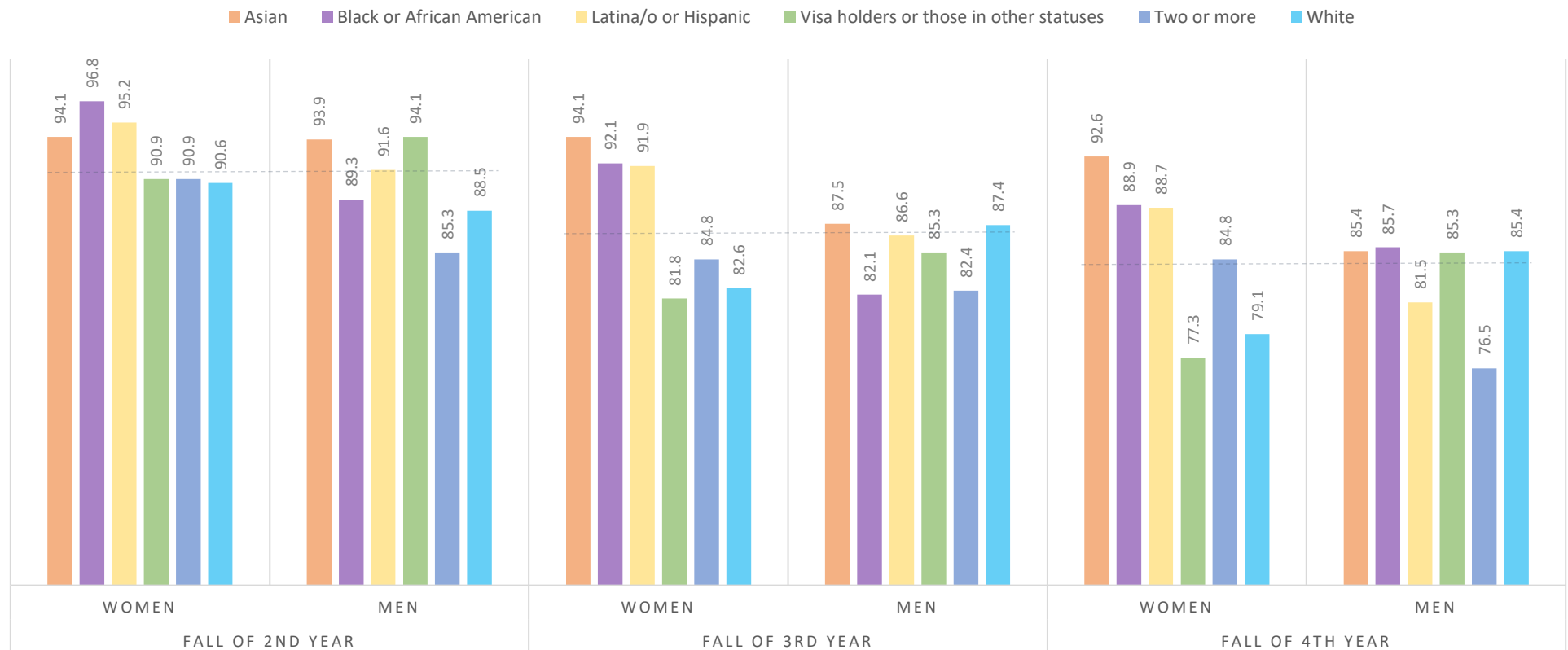
| | National | LA County | Faculty (Tenure-line) | | Undergraduates (Full-time, degree-seeking) | |
|---|-------------|------------|--------------------------|---------|---|---------|
| | 2016** | 2016** | 2016-17 | 2019-20 | 2016-17 | 2019-20 |
| American Indian or Alaska Native | 2084326 | 18765 | SS | SS | 6 | SS |
| Asian | 16425317 | 1413105 | 47 | 61 | 653 | 629 |
| Black or African-American | 39098319 | 801182 | 20 | 22 | 383 | 445 |
| Latina/o or Hispanic | 55199107 | 4861648 | 45 | 46 | 1239 | 1462 |
| Native Hawaiian/Other Pacific Islander | 508924 | 24439 | SS | SS | 11 | 12 |
| Visa holders or those in other statuses | | | 6 | 13 | 574 | 693 |
| Two or more races | 7203494 | 220878 | SS | 8 | 462 | 446 |
| Unknown/Other* | 676003 | 29351 | 13 | 12 | SS | SS |
| White | 197362672 | 2687787 | 252 | 247 | 2658 | 2786 |
| | 318,558,162 | 10,057,155 | 389 | 412 | 5987 | 6476 |



*Refers to US Census Data only
 **Data source: American Community Survey, US Census, 2016
 SS = Small sample size of 5 or less

Table 3. Retention Rates for New Freshman Cohort, entering Fall 2012

| | Percentage retained into | | | | | |
|---|--------------------------|------|------------------|------|------------------|------|
| | Fall of 2nd year | | Fall of 3rd year | | Fall of 4th year | |
| | Women | Men | Women | Men | Women | Men |
| American Indian or Alaska Native. | SS | SS | SS | SS | SS | SS |
| Asian | 94.1 | 93.9 | 94.1 | 87.5 | 92.6 | 85.4 |
| Black or African American | 96.8 | 89.3 | 92.1 | 82.1 | 88.9 | 85.7 |
| Latina/o or Hispanic | 95.2 | 91.6 | 91.9 | 86.6 | 88.7 | 81.5 |
| Native Hawaiian/Other Pacific Islander | SS | SS | SS | SS | SS | SS |
| Visa holders or those in other statuses | 90.9 | 94.1 | 81.8 | 85.3 | 77.3 | 85.3 |
| Two or more | 90.9 | 85.3 | 84.8 | 82.4 | 84.8 | 76.5 |
| White | 90.6 | 88.5 | 82.6 | 87.4 | 79.1 | 85.4 |
| Overall | 91.4 | | 86.7 | | 84.0 | |

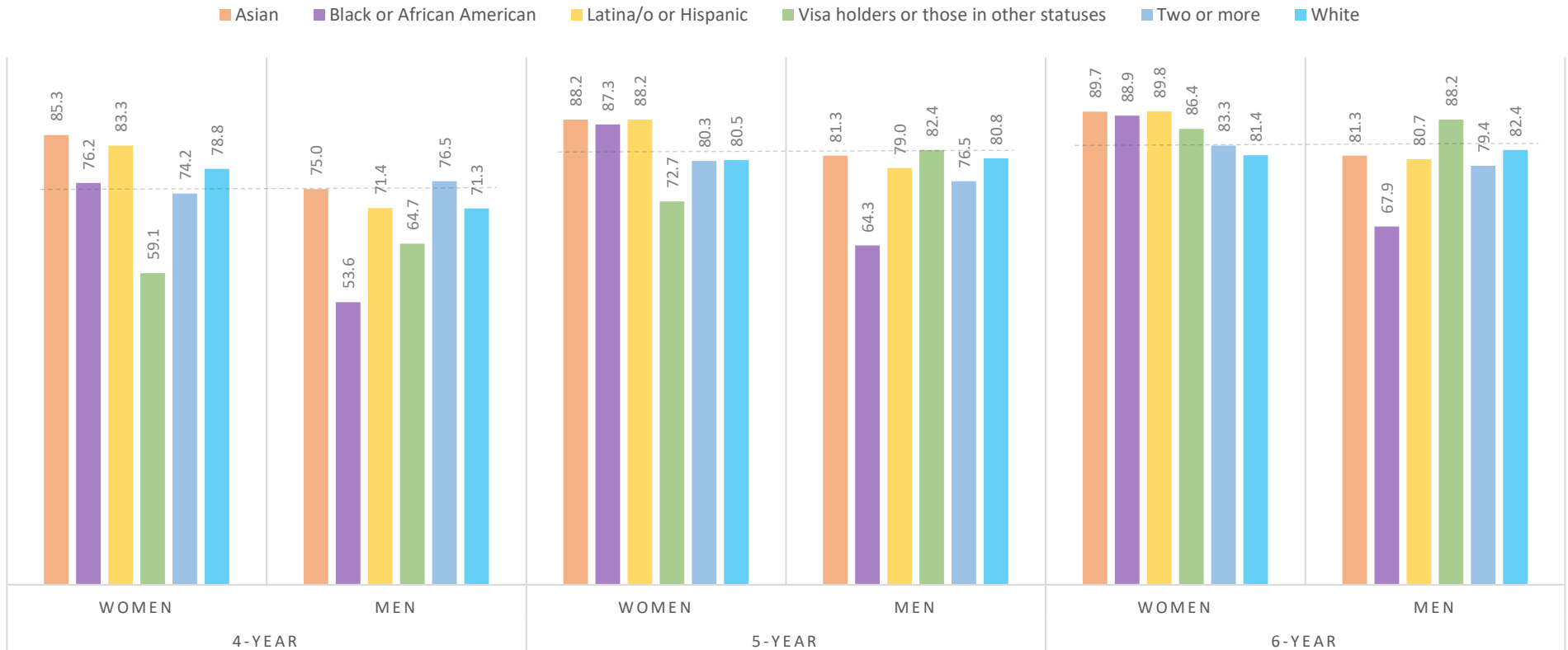


--- Overall rate

SS = Small sample size of 5 or less
Note on gender: See Definitions.

Table 4. Graduation Rates for New Freshman Cohort, entering Fall 2012

| | Percentage graduating in | | | | | |
|---|--------------------------|------|--------|------|--------|------|
| | 4-year | | 5-year | | 6-year | |
| | Women | Men | Women | Men | Women | Men |
| American Indian or Alaska Native. | SS | SS | SS | SS | SS | SS |
| Asian | 85.3 | 75.0 | 88.2 | 81.3 | 89.7 | 81.3 |
| Black or African American | 76.2 | 53.6 | 87.3 | 64.3 | 88.9 | 67.9 |
| Latina/o or Hispanic | 83.3 | 71.4 | 88.2 | 79.0 | 89.8 | 80.7 |
| Native Hawaiian/Other Pacific Islander | SS | SS | SS | SS | SS | SS |
| Visa holders or those in other statuses | 59.1 | 64.7 | 72.7 | 82.4 | 86.4 | 88.2 |
| Two or more | 74.2 | 76.5 | 80.3 | 76.5 | 83.3 | 79.4 |
| White | 78.8 | 71.3 | 80.5 | 80.8 | 81.4 | 82.4 |
| Overall | 75.6 | | 81.8 | | 83.6 | |



SS = Small sample size of 5 or less
 Note on gender: See Definitions.

Definitions

IRDS: **Tenure-Line Faculty** (Official) - A category of faculty who are full-time faculty and may be appointed to one of these three ranks: Professor, Associate Professor, or Assistant Professor. These positions are eligible for tenure and may have a tenure status of "on tenure track" or "tenured".

IRDS: **Clinical Faculty** (Official) - A category of faculty, as designated by LMU's Human Resources, who have substantial expertise as a professionals and practitioners outside the sphere of academe. Clinical faculty are full-time and may be appointed to one of these three ranks: Professor, Associate Professor, or Assistant Professor. These positions may be reappointed to an unlimited number of consecutive terms. Terms may range from 1-5 years. These positions are not eligible for tenure.

- For reporting purposes, clinical faculty are typically grouped with visiting faculty into one category.

IRDS: **Visiting Faculty** (Official) - A category of faculty understood to be a visitor, as designated by LMU's Human Resources. Visiting faculty are full-time and may be appointed to one of these three ranks: Professor, Associate Professor, or Assistant Professor. A visiting faculty member may remain for a maximum of two years. Exceptions may be made beyond the second year at the recommendation of the department, Dean, and Provost. These positions are not eligible for tenure.

- For reporting purposes, clinical faculty are typically grouped with visiting faculty into one category.

IRDS: **Part-Time Faculty** (Official) A category of faculty who are employed on less than full-time basis, as designated by LMU's Human Resources. These faculty hold no academic rank and are not eligible for tenure.

IRDS: **Race/ethnicity** (Official) - Categories developed in 1997 by the Office of Management and Budget (OMB) that are used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. The designations are used to categorize U.S. citizens, resident aliens, and other eligible non-citizens. Non-resident alien is also included when reporting race/ethnicity. All categories are mutually exclusive. The definition of these categories have changed over time, as outlined below:

Beginning 2010-11:

- *American Indian or Alaska Native;
- *Asian;
- *Black or African American;
- *Hispanic or Latino;
- *Multi-Race;
- *Native Hawaiian or Other Pacific Islander;
- *White;
- *Unknown/Decline to State.

Prior to 2010-11:

- *American Indian or Alaska Native;
- * Asian/Pacific Islander;
- * Black;
- *Hispanic;
- *White;
- *Unknown/Decline to State.

OIA: **Gender** - The self-reported gender of the individual. Data on gender are limited by the current dichotomous definitions of gender used in official institutional reporting and assessment practices. We recognize the limitations of these categories in light of current understandings of gender and gender identity.

OIA: **Visa holders or those in other statuses** – Includes visa holders, those with asylum and those in other statuses.

Census: **Other** - Includes all other responses not included in the White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander race categories described above. Respondents reporting entries such as multiracial, mixed, interracial, or a Hispanic or Latino group (for example, Mexican, Puerto Rican, Cuban, or Spanish) in response to the race question are included in this category.

Progress Reporting

As you work through the Systemic Analysis process, we ask that you submit to the Office of Intercultural Affairs (OIA) the following through a Qualtrics Report Form:

- 1) Process - Describe your systemic analysis process (e.g. held listening sessions, conducted an audit of policies, reviewed data, etc.) and preliminary findings.
- 2) Issues Identified - Describe challenges/problems/issues that you have identified as a topic of concern in your unit.
- 3) Action Steps - Describe the action steps that will be taken to address these issues identified through the systemic analysis.
- 4) Outcomes - Describe outcomes and how they will be assessed.

Here is the link to the Qualtrics Report Form.

- Provide process, issues, action steps and outcomes once during Fall 2020
- Report progress or changes once per semester starting Spring 2021

Departments/Units will also have the opportunity to share progress to the LMU community during biweekly report-out sessions beginning September 1, 2020.

Complete this form to register to attend or present in a report-out session.

OIA will publish regular updates (based on Qualtrics submissions) in *LMU This Week*. Additionally, an ongoing documentation of progress and reports will be available on the OIA website.

These reporting measures are in place to ensure maximum transparency and accountability towards a more equitable university.

Equity Decision Checklist

Considerations for COVID-19 and General Operations

| | | |
|--|--|--|
| Explore equitable designs that incorporate inclusive language | Examine how all major decisions will impact the following groups. | Assess strategy and use evidence to identify outcomes |
|--|--|--|

Access

- Dates & Times of Events or Meetings
- Other campuses
- Distance Learning
 - No Access
 - Limited Access
- Food Insecure
- Homeless/Housing Insecure Student
- Religious/Spiritual Beliefs
- Transportation
 - No Reliable Transportation
 - Public Transportation
 - Own Vehicle

Language

- English as an Additional Language
- Reframe Higher Education Jargon/Abbreviations

Student with Dependents/Caregivers

Sexual Orientation

- Bisexual
- Gay
- Straight

Diverse Abilities

- Visible Disability
 - Mobility
 - Speaking
 - Vision
- Invisible Disability
 - Cognitive
 - Mental health
- Visible/Invisible Disabilities
 - Auto-Immune
 - Hearing

Student Type

- CCP/ Early College
- High School Graduate
- GED/ Adult High School / ESL
- First-Generation
- Full-time / Part-time / Half-time
- Military Veteran
- Transfer/Career Student
- Undocumented
- Work-Study

Ethnicity

- Asian
- Black
- Latino/a
- Multicultural
- Native American
- White

Socioeconomic Status

- Generational Poverty
- Situational Poverty
- Middle class
- Affluent

Gender

- Female
- Male
- Non-Binary
- Transgender

Age

- 14-18
- 19-23
- 24-30
- 31-50+



Loyola Marymount University
Intercultural Affairs

This material has been produced by the Office of Intercultural Affairs
to guide campus-wide systemic analysis processes beginning in
AY 2020-21

Special thanks to Institutional Research & Decision Support for providing
institutional data via the Decision Support Environment and the IRDS Website.

*Feel free to contact the Office of Intercultural Affairs for
questions or assistance. Our office can act as a consultant as
you undertake a systemic analysis of your unit.*

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