Tulane University

GEPA Section 427 Statement

Tulane University is committed to and encourages a diverse and inclusive community that respects and values individual differences. In support of this commitment, Tulane prohibits discrimination in its employment practices and educational programs/activities on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, gender identity, gender expression, pregnancy, marital status, military status, veteran status, or any other status or classification protected by federal, state or local law. Tulane complies with applicable federal and state laws addressing discrimination, harassment, and retaliation. The University will take proactive steps including affirmative action to ensure that its education, research, healthcare services and community outreach activities are inclusive and responsive to the needs of underrepresented populations as required by law and Tulane Policies.

Tulane University developed the following strategic imperatives, as described in “Embedding Diversity and Inclusive Excellence, Tulane University 2013 – 2023 Strategic Plan”:

1. Sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, students, and staff.
2. Embed diversity and inclusive excellence in research, teaching, and service.
3. Strengthen the cultural competence of Tulane’s community.
4. Examine institutional policies and practices to ensure that they sustain diversity and inclusive excellence.
5. Ensure sustained and committed leadership in diversity and inclusive excellence.

Several departments, organizations, standing committees, and practices support the university’s goals for strengthening and sustaining a diverse and equitable environment for all students, faculty, and staff. Among them are:

1) **The Asian, Latino/a, African American, Multi-Ethnic Alliance (The Alliance)** the purpose of Tulane’s ALAAMEA is strategic advocacy on behalf of Tulane University’s underrepresented faculty and staff community. These underrepresented groups include an alliance of members and allies of diverse social identity groups of the Tulane community including Asian, Latino, African American, Multi-Ethnic, and LGBTIQ faculty and staff. The Alliance exists to provide a forum for dialogue and subsequent action on issues and concerns that impact the university’s underrepresented Faculty and Staff.

2) **The Center for Academic Equity housed in Newcomb/Tulane College**, the Center for Academic Equity serves all self-identified underrepresented or non-traditional students. These communities include but are not exclusive to, students of color, LGBTIQ, and first-generation college scholars’ cohorts. Students from these communities bring to the Tulane student body, leadership, experiential wisdom, academic excellence, life skills, and important cultural and social perspectives. They drive Tulane University to fulfill its
mission as an inclusive, multicultural, academically rich research institution. Without student leaders who represent diverse identities, perspectives, and cultures, institutions of higher learning can easily reproduce homogeneity of thought as well as of knowledge. We are better educators, better people, intellectually more rigorous, and more representative of a democratic republic, as the number of under-represented students, increase on our campus.

3) **The Center for Engaged Learning and Teaching** holds various programs for faculty and students. The topics are diverse and include conversations that will help faculty gain a better understanding of microaggressions in the classroom, the difference between intent vs. impact and the effects of cumulative oppression on marginalized communities. Presenters also discuss with faculty participants how to facilitate constructive conversations around topics on diversity and inclusion with their students.

4) **The Goldman Center for Student Accessibility (Goldman)** has an interactive process designed to support students with approved accommodations. It is the policy and practice of Tulane University to comply with the Americans with Disabilities Act and state and local requirements regarding individuals with disabilities. Under these laws, no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of Tulane University. Goldman ODS is committed to providing equal access and a friendly environment for all who study and work at Tulane University. Students and employees with psychological, medical/physical, and learning/developmental disabilities are served. Through a collaborative relationship, modifications to the academic or work environment–accommodations–can be offered. The mission of this office is to provide services and promote an accessible environment to all members of the Tulane community.

5) **The Office of Gender & Sexual Diversity (OGSD)** mission is to work with all members of Tulane University to foster a climate of respect, understanding and appreciation for diverse genders, sexualities, cultures, and histories and to ensure an open and affirming learning environment, free of homophobia, heterosexism, transphobia, sexism, and other forms of gender- and sex-based bias and discrimination. OGSD works closely with the Office of Multicultural Affairs (OMA) to provide educational, social, and cultural opportunities that address how gender and sexuality intersect with race, ethnicity, class, nationality, disability, and religious identifications.

6) **The Office of Institutional Equity (“OIE”)** provides leadership to promote diversity, equity, and inclusion equal opportunity and plays a key role in strategic diversity planning and implementation. OIE is charged with developing Tulane’s Affirmative Action Plan, which identifies barriers to achieve equity and promotes strategies to recruit and retain a diverse workforce, including veterans and persons with disabilities. The Office provides training on topics that include, building cultural competencies in the workplace, understanding and elimination cognitive errors in the search process, leadership in a diverse community, cross-cultural communications, and preventing discrimination and harassment in the workplace and academic environment.
7) The Office of Multicultural Affairs (The “O”) established as part of the Division of Student Affairs in 1988, strives to promote the rich cultural resources of the Tulane community and to provide ethnic minority students, LGBTIQ students, and religious minority students with the academic, social, and personal support services that facilitate their transition to life at Tulane and in New Orleans. OMA strives to engage the larger community in affirming diversity and moving beyond tolerance and acceptance to begin the process of appreciating all of life's differences.

8) The Phyllis M. Taylor Center cultivates a diverse learning community of changemakers who use their skills, humility, expertise, gifts, and power to affirm the humanity of all people in the pursuit of a more just, sustainable, and equitable society. Our university-wide initiatives are globally-aware, community-oriented, and interdisciplinary. Our programs are grounded in the teaching, research, and practices of design thinking, social entrepreneurship, and social innovation.

9) The President’s Commission on Race and Tulane’s Values the purpose of the Commission is to craft the reforms necessary to make Tulane University a racially diverse, inclusive community, one in which all students learn the Tulane values of respect and equality. The Commission will focus first on recommending reforms that the President can implement immediately. The Commission will also strategize about longer-term goals that require more planning and will evaluate and prioritize reforms that require significant resources.

10) The Senate’s Equal Opportunity and Institutional Equity Committee functions to advise the Senate on the development and implementation of policies, procedures, and practices pertaining to, a) recruiting and retaining a more diverse faculty, staff, and student body; b) enhancing the implementation of diversity policies; c) improving the climate for under-represented faculty, staff and students. d) In fulfilling its advisory functions, the Committee is expected to work closely with the Office of Institutional Equity and other responsible parties with roles in improving affirmative action, institutional equity, and diversity at the University.

11) Tulane’s Center for Public Service Internship Program provides students with a competitive advantage by offering the opportunity to build skills and abilities through intensive community-based work. The Internship Program acts a three-credit second-tier public service course. To earn elective and public service credit through this program, students complete an internship and participate in an internship seminar.

Educational Programs and Support

To further Tulane’s commitment to matriculate, and graduate more students of color, ethnic minorities, LGBTIQ students, and students with disabilities the university has created a strong foundation to support diverse students. Tulane offers seminars and workshops and has created a network of community programs purposely designed to enrich the learning environment for its
students and to enhance diversity in its educational programs. In addition to these programs listed below, Tulane maintains a Diversity Database at https://tulane.edu/race/diversity-database.

1) **The Graduate Alliance for Education in Louisiana (GAELA)** – GAELA was formed in 2002 to address disparities in minority enrollment in graduate education and had continued success. During 2012 it was extended under a new name, **NSF AGEP Transformation (Alliance for Graduate Education and Professoriate)**, and a new coordinating institution, LSU. GAELA and AGEP are composed of six Louisiana universities: Tulane University, Louisiana State University, Xavier University of Louisiana, Dillard University, Southern University Baton Rouge (SUBR) and Southern University New Orleans (SUNO).

2) **LAMP** - The Program provides scientific research opportunities to minority students as a means of encouraging them to attend graduate school in the sciences.

3) **Legacy activities** - Ph.D. students assist in minority graduate student recruitment by communicating with undergraduate students at other universities that Tulane and its schools, departments, and administrative units are places that embraces diversity in its student body, faculty, and programs.

4) **Office of Multicultural Affairs** - The “O” offers counseling, mentoring and advising to over 20 ethnic and international student organizations.

5) **Project 1000** - Tulane participates in this inter-university consortium with the mission of increasing diversity in the national pool of graduate school applicants among Hispanic students. As a member, Tulane University waives application fees and accepts common "Project 1000" application materials from minority applicants. Project 1000 has facilitated minority applications in all fields. Since 2008 Project 1000 focuses on Science, Technology, Engineering, and Mathematics.

6) **Research on Race and Gender Issues** - As a research-intensive university, Tulane faculty conduct research and publish on various topics, including race and gender issues. Faculty publications in professional journals are read by faculty at other universities and assigned to students to read or use in research. Similarly, Tulane faculty present their research on minority and gender issues at professional conferences attended by undergraduate students. For example, the Chair of the Department of Psychology estimates that one-third of the faculty conduct research on issues of interest to minority students of color, including adolescent development among minority youth, stereotyping, and prejudice.

7) **The Louisiana Board of Regents/SREB Graduate Fellowships to Promote Diversity Program** - Since 2009 Tulane has received five of these competitive grants that have provided the financial resources to enhance its recruiting strategy among the national pool of minority Ph.D. applicants.

8) **The Office of Graduate and Postdoctoral Studies (OGPS)** – OGPS was created within the Office of Academic Affairs for graduate program oversight, policy development, and the enhancement of focused activities (e.g., grants, extra-mural coordination, recruitment).
OGPS coordinates participation in minority graduate school fairs, such as the McNair Scholars Graduate & Professional School Recruiting Fair, and the Graduate School Fairs at Xavier University and Dillard University, two local HBCUs. Representatives of the Office of Academic Affairs, Deans, Associate Deans, Departmental Chairs, and faculty participate in various graduate studies recruiting functions each year.

9) **The Gates Foundation Millennium Scholars Program** - Tulane partners with the Scholars Program to provide outstanding, low income African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education.

10) **Tulane’s partnership with the Posse Foundation** - The Posse Foundation is a nonprofit college-access organization that works with urban public high schools to identify, recruit and train dynamic minority and economically disadvantaged students and sends them to elite universities across the country. Posse Scholars are awarded four-year full scholarships to Tulane and enter an intensive eight-month college preparatory program to prepare for the rigors of academia. Tulane’s Posse Scholars come from the Los Angeles, CA, and New Orleans, Louisiana. They are assigned when they arrive on campus to a university mentor who meets with them as a team each week and with individual scholars every two weeks during their first two years.

11) **Goldman Center for Student Accessibility** - Goldman partners with faculty in the educational environment. Faculty can help to minimize or eliminate the need for individualized accommodations by considering course design. With a vast spectrum of learners, universal design can meet the learning styles of many of our students. For more information about Universal Design for Learning (UDL), go to link: [http://guide.tulane.edu/2017/02/20/how-can-you-incorporate-udl-into-your...](http://guide.tulane.edu/2017/02/20/how-can-you-incorporate-udl-into-your...) Additional suggestions and information can be found at Accessible Syllabus: [https://accessiblesyllabus.tulane.edu/](https://accessiblesyllabus.tulane.edu/).

12) **Upward Bound Program** – The Program offers tutoring and life-skills training that helps prepare 50 local ninth grade students from low-income families for college.