

GEPA Section 427 Statement:

Tulane University will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for all faculty, staff and students with special needs. The University does not discriminate 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 in its education, research, health care services and community outreach activities. It provides reasonable and appropriate accommodations in response to the needs of its students, faculty, community members and other participants.

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.

There are several departments and practices that support the university’s goals for strengthening and sustaining a diverse and equitable environment for all individuals. Among them are:

The Office of Institutional Equity provides leadership to promote diversity and equal opportunity and plays a key role in strategic diversity planning and implementation. It provides training on diversity leadership, cross-cultural communications, and preventing discrimination and harassment in the workplace and academic environment.

Office of Multicultural Affairs (OMA) 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 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.

The Goldman Office of Disability Services (ODS). 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. 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.

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 the ways in which gender and sexuality intersect with race, ethnicity, class, nationality, disability, and religious identifications.

Educational Programs

To further diversity in its educational programs, Tulane offers seminars and workshops and maintains a network of recruitment, training, and support services for students with special needs. They include:

- 1) **LAMP**, a program providing scientific research opportunities to minority students as a means of encouraging them to attend graduate school in the sciences.
- 2) **Upward Bound**, a tutoring and life-skills program, helps prepare 50 local ninth grade students from low-income families for college.
- 3) **Office of Multicultural Affairs** that offers counseling, mentoring, and advising to over 20 ethnic and international student organizations.
- 4) Tulane is working with the **Gates Foundation Millennium 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.
- 5) **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 send them to elite universities across the country. Posse Scholars get four-year full scholarships to Tulane and enter an intensive eight-month college preparatory program to prepare for the rigors of academia. Tulane's posses, which all come from the Los Angeles area, 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.

- 6) In 2002, the "**Graduate Alliance for Education in Louisiana**" (**GAELA**) was formed 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).
- 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)** was created within the Office of Academic Affairs for the purposes of 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) **Project 1000**: Tulane University 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.
- 10) **Research on Race and Gender Issues**: As a research-intensive university, Tulane faculty conduct research and publish on a number of 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, including adolescent development among minority youth, stereotyping, and prejudice.
- 11) **Legacy activities**: Ph.D. students also assist in minority graduate student recruitment by communicating with undergraduate students at other universities

that Tulane University and their department are places that welcomes diversity in its student body, faculty and programs.

[For grant or contract proposals, INSERT PROJECT-SPECIFIC TEXT here according to specific proposal instructions/guidelines.]

Program Director/Principal Investigator should provide diversity statistics on its own program and project specific examples of GEPA Section 427 activities.

- This section could include for example, printing brochures in languages other than English, conducting outreach to disadvantaged groups, linking up or conducting activities with existing Tulane programs/departments described above, conducting awareness training for program participants, using technologies to convey content of program materials (e.g. audiotapes), use of transportation services that include handicapped accommodations (e.g. at cultural events away from campus, or ensuring that study abroad venues can accommodate Tulane students with medical/physical disabilities) etc.
- Describe how the Project Director/Principal Investigator will monitor to ensure that equal access policies are carried out in the review and selection of program participants. Describe how Project Director will monitor to ensure that program faculty and staff abide by the university's equal access policies.