



Tulane places a high priority on the creation of a community supportive of diversity and inclusive excellence.

At Tulane, all aspects of diversity – from socio-economic, gender, sexual choice, ethnic and cultural to religious, geographic and disability status – enhance the community’s capacity to think, learn, act and lead with integrity and wisdom.

For more information about Tulane, visit tulane.edu/



ACHIEVING A CULTURE OF DIVERSITY AND INCLUSIVE EXCELLENCE

A Self-Assessment Tool
Developed by Tulane's Diversity and Inclusive Excellence Task Force

May 2013

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Strategic Imperatives

Tulane's Diversity and Inclusive Excellence Task Force has identified five core imperatives that should be applicable to every unit. These imperatives will advise and drive Tulane University's transformational work on equity and diversity.

- Sustain a diverse and inclusive Tulane Community through successful recruitment and retention of students, faculty, and staff.
- Embed diversity and inclusive excellence in research, teaching, and service.
- Strengthen the cultural competence of Tulane's community.
- Examine institutional policies and practices to ensure that D&IE are sustained.
- Ensure sustained and committed leadership in D&IE.

The task force conducted an extensive study of and reflection on an internal environmental scan and assessment using national and peer best practices, met with and gathered information from University-wide focus groups, identified emerging trends that influence the University's ability to be successful and address challenges, and reviewed internal workforce and student body demographics. Critical to this process was a detailed SWOT (strengths, weaknesses, opportunities and threats) analysis that allowed identification of priorities based on the data collected. In addition, feasibility pilot studies with two University schools and two administrative units ensured the practicability of these imperatives.

Tulane University

How-to Guide Diversity and Inclusive Excellence (D&IE)

This How-To Guide will take your department through two years of planning and implementation to strengthen diversity and inclusive excellence. The goal is to embed diversity and inclusive excellence within the University, beginning with your department and your team.

There are four critical stages in the D&IE planning and implementation process:

1. Become more knowledgeable about D&IE
2. Planning, Benchmarking, and Assessing D&IE
3. Implementing D&IE
4. Monitoring and Measuring Progress Toward D&IE

Please use the D&IE task force's 2013 final report as a resource for information about the current state of diversity and inclusive excellence at Tulane. This report also includes several appendices of useful information, such as research results and sample reports from pilot programs at University units--Schools of Law, School of Architecture, Facilities Services, and Technology Services (Appendix G).

The first goal is to accomplish the first two steps (Understanding D&IE and Planning and Benchmarking) within six months.

The next goal—Implementation—will depend in part on the action items identified by the unit's team. It is a good idea to prioritize items that can be accomplished relatively quickly, for demonstrable success, at the same time that work begins on foundational changes that may take longer to yield success.

Monitoring and Evaluation Process begins at the six-month mark. By this time, the unit team should be aware of the meaning of and importance of D&IE and has taken steps towards creating a plan. Ideally, monitoring and evaluation will occur throughout the process, allowing the unit to adjust its action steps as it progresses.

Resistance to the ideas and strategies involved in this process should be expected and addressed early in the process. Please consult with the Office of Academic Affairs or Office of Institutional Equity for ideas on addressing resistance and other questions or issues that arise.

Step 1: Become more knowledgeable about D&IE. Educate yourself and your school/unit.

- Become familiar with the concept and importance of diversity and inclusive excellence. See the D&IE report for detailed information.
- Share the importance of diversity and inclusive excellence with your unit and outline the process going forward.
- Identify resources you will need to move forward with implementing D&IE in your department (such as administrative support).
- Identify resources within your department, such as faculty, staff, and students who can provide expertise and insight.
- Consult with other units and schools for information and assistance, as needed. Units within the University that have already participated in this process and could serve as resources include: School of Architecture, School of Law, Technology Services, and Uptown Facilities Services.
- Consider who to include in the immediate planning and consultation phases.
- Consider who to include in long-range planning and implementation phases.
- Set your time line. This Guide expects you to be able to conduct a six-month review of steps 1 and 2 and an annual review of progress made on the action items you identify based on the first 2 steps.

Once the unit is informed about the overall concert of diversity and inclusive excellence as well as the content of the final report for Tulane University as a whole, proceeds to the second stage: Planning.

Step 2: Planning, Benchmarking, and Assessing D&IE

- a. First Activity/Meeting: (Proposed date: _____ and time _____)
- Distribute an introduction memo/email to all faculty and staff announcing the beginning of the diversity and inclusive excellence planning process. Include a definition of D&IE in this memo. Direct faculty and staff to the D&IE Taskforce reports and Toolkit #1.
 - Meet with administrative team or department chairs/heads to communicate the importance of the subject, planning steps, timelines, assignments/responsibilities, and deliverables.
 - Identify a point person for tracking activities and preparing a draft report about D&IE planning research and priorities. This person could also serve the role of monitoring and evaluation, if appropriate.
- b. Second Activity/Meeting: (Proposed date: _____ and time _____)
- Identify a taskforce or an existing committee/ or utilize your executive team/administrative team to undertake a full review of school's/unit's efforts with respect to D&IE.
 - Start the review process using the D&IE Diversity Continuum and Internal Assessment Questionnaire (Toolkit #1).
 - Determine your unit's D&IE status using the rating system.
 - Review organizational demographics, systems, policies, procedures, and practices that are relevant to D&IE. The Final Report from the Taskforce includes a University-level base-line review which may provide supporting information at this stage; but please consider department or school-level data and policies that have an impact as well.
- c. Between meetings/formal activities:
- Share the results of this assessment process with faculty and/or staff.
 - Involve those same faculty and staff in the evaluation process by asking for information about opportunities to enhance diversity and inclusion, by conducting small group sessions, or holding brown bag luncheons to discuss the subject (i.e., the School of Law held an open faculty forum to introduce the subject and stimulate dialogue and Technology Services held several discussion and planning sessions with top-level managers and mid-level managers).
- d. Third Activity/Meeting: (Proposed date: _____ and time _____)
- Ask for feedback on information shared between meetings.

- Ask for feedback from brown-bag lunch sessions or small groups that brought in a wider range of staff, faculty, and other key players.
- Collect information and determine the internal cultural factors that will support or hinder the implementation of this work (e.g., unit re-organization, grant opportunities, inter-disciplinary collaborations.)
- Determine what the external challenges are that will impact the school/unit in the next 1, 3, 5, 10 years. (see Appendix D “Forces of Change” in the Full Report for ideas about future trends that affect diversity and inclusive excellence).
- Conduct a modified evaluation of the school/unit’s SWOT – Determine Strengths and Opportunities in relationship to D&IE.
- Conduct a review of the current policies and practices that impact D&IE.
- Facilitate a brainstorming or dialogue session to identify programs/actions/activities that do (or could if implemented) support D&IE, then prioritize these programs in order of ability to implement, and importance.
- Establish benchmarks that will be used to measure your progress. See D&IE report for details on how to benchmark for success.
- Use a chart similar to the one below to guide you:

Action item	Action step	Point person	Timeline	Benchmark* (goal)	Priority
Example: strengthen mentoring for junior faculty	Assist with finding funding for research projects				High

e. Fourth Meeting/Activity (Proposed date: _____ and time _____)

- Include the broader perspective of your faculty and/or staff if you have not already done so.
- Review results and incorporate in unit's planning processes.
- Integrate D&IE into your school's/unit's mission, vision, planning, and practices throughout and across your organization. This is the linchpin to success.
- Complete the draft of your School/Unit D&IE Report (see Appendix E in the Full Report for pilot program reports)

With plans in hand, proceed to the third stage: Implementation.

Step 3: Implementation

- Using the chart created at the end of Step 2 on page 8, create Implementation Strategies by completing the Implementation Template found on page 25.
- Use Implementation Template to document, monitor, and assess your efforts. This will be essential both to staying on track and to evaluating your success.
- Begin with identifying goals that can be achieved relatively easily and quickly. A key to implementing change successfully is to show progress.
- Use a variety of strategies to communicate about the process, while reinforcing the connection of diversity activities to the larger goals and missions of the school and Tulane.
- As implementation begins, barriers to diversity and inclusive excellence that were not obvious before may become evident. These can be action items and may need to be prioritized ahead of other action steps.
- Regularly check in with point people to find out if they need support or assistance achieving action steps. Make adjustments to the plan as needed.
- Reach out for technical assistance (contact the Office of Academic Affairs or the Office of Institutional Equity for assistance).
- Share successes and challenges with faculty and/or staff. If appropriate, share them with the Office of Institutional Equity for inclusion as news in the list serve, website, or other communication tools.

Proceed to the fourth stage, Monitoring and Evaluation.

Step 4: Monitoring, Measuring, and Evaluation of Progress

a. Monitoring Considerations:

- The unit will gain momentum over time, expect at least a two-year cycle before realizing significant changes or results.
- Monitoring the unit's D&IE plan should be no different than monitoring other planning initiatives and goals.
- Monitoring should take place throughout the unit's D&IE initiative to adjust, refine and measure the progress according to the unit's benchmarks.
- Use the implementation worksheets (appendix B) to track of the unit's efforts. These will provide information needed for the unit's monitoring strategy.
- Follow-up with individuals who have primary responsibilities for carrying out and implementing specific initiatives.
 - Seek ongoing feedback from these individuals as a way to refine activities and monitor overall progress.
 - Anticipate reactions and issues to surface and have guidelines in place to address them.
- Action Steps
 - Modify goals and objectives as necessary to ensure continued progress.
 - Determine the context in which change is or is not occurring.
 - Seek recommitment at various stages from key participants.

b. Measuring and Evaluation:

- The six-month update should answer these questions:
 - Are all faculty/staff aware of the plan, the priorities and deliverables?
 - Has there been movement on the plan? How? Where?
 - Has the plan been incorporated into the unit's strategic planning document?
- The one-year report should focus on identifying successes using a simple design methodology to measure results. In undertaking an evaluation, units should anticipate three outcomes and be prepared to explain each:
 - Completed
 - Some progress
 - No progress
- At the two-year mark, return to the internal assessment tool to find out what, if anything, has changed.
 - Communicate new goals and strategies throughout all levels of the unit.

The Office of Institutional Equity serves as a resource to the unit and the teams throughout this process and be contacted at oe@tulane.edu, 504-852-8083 and <http://tulane.edu/equity/>.

TOOLKIT #1

Diversity and Inclusive Excellence Departmental Assessment

a) Tulane's Diversity and Inclusive Excellence Statement

Diversity and Inclusiveness Excellence focuses specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise of this imperative at Tulane is that we will intentionally integrate our diversity efforts into the core aspects of the institution in order to maximize our success as a Carnegie-designated research university.

At Tulane we recognize diversity as a central component in achieving desired student learning outcomes, and we will put diversity and inclusion efforts at the center of our decision-making. In order to reach this academic higher ground, diversity, inclusion, and equity initiatives must be fundamentally linked to the educational mission.

By following the tenets of Diversity and Inclusive Excellence, we can pursue diversification with greater intentionality and attentiveness in serving the needs of our students, faculty and staff. It demands a shift not in the essence of our work but in how we approach it and carry it out, understanding that diversity is a process rather than an outcome. Above all, through Diversity and Inclusive Excellence, we will actively manage diversity as a vital asset of collegiate life.

To accomplish this, Tulane will be deliberate, intentional and coordinated as we:

- Pursue the ideals of diversity and excellence, which are interconnected and interdependent, concentrating on both increasing compositional diversity and creating learning environments in which students, faculty and staff of all backgrounds can thrive;
- Require a more comprehensive, widespread level of engagement and commitment by the entire community, ensuring that all students fulfill their educational potential and that faculty and staff are fully engaged in this initiative;
- Place the mission of diversity at the center of institutional life so that it becomes a core organizing principle, around which institutional decisions are made;
- Call for close attentiveness to the student experience itself, including the impact of race and ethnicity, and the influence of physical ability, sexual orientation, gender expression, socioeconomic background, deferential preparedness, and first-generation status on learning experiences;
- Identify, address and monitor inequities as they are discovered.

Those principles are designed to foster a diverse and inclusive community that respects and embraces rich differences afforded our community through race, gender, religious beliefs, national origin, ethnicity, age, disability, political beliefs, sexual orientation, gender identity, gender expression, family status, or socio-economic level.

b) Diversity Continuum

The level of Diversity and Inclusive Excellence within an organization can be understood as existing on a continuum. Your unit, like many units, may be at different levels and phases with respect to various diversity issues. Over time, your unit should move to the right on the continuum.

In general, units may begin this process at the status quo. In this early stage, people are comfortable with the people around them, often selecting colleagues similar to them. The prevailing belief may be that since this has worked in the past, there is no reason for change. As a result, the first response to learning about diversity and inclusive excellence might be resistance. As units pass through that phase, members become more proactive about change and finally are willing to redefine their view of their unit so that they can include diversity in every aspect.

The continuum is designed to provide a broad overview of where your unit may fall with respect to diversity issues. It may give you a sense of where the school/unit should focus its attention and resources. The goal of the continuum is to facilitate change, so expect to fall on the left hand side of the continuum at the beginning of this process. The design of the D&IE continuum was informed by the references listed below and D&IE programs in place in peer institutions.

Here are some ideas about how to use this:

- As foundation for dialogue at school/unit meeting
- As a way to collect feedback and ideas
- Use in brainstorming session about current and future progress
- Post on the wall and track your progress over time, at evaluation points

The basic stages are:

- The compliance stage, typically called the “status quo” phase is typical in organizations that are focused on compliance and legal issues.
- The pre-awareness stage, in which you are still trying to meet compliance and legal requirements as well as aiming for statistical equity, but conversations of greater depth are also beginning.
- The transition stage, in which your unit may be focusing on specific programs or funding arrangements that can affect diversity.
- Integration stage, in which your unit begins to see the academic benefits that can accrue from diversity efforts.

- Inclusion stage, in which diversity and inclusive excellence are included within strategic initiatives and all aspects of community life. This stage is never-ending!

Diversity and Inclusive Excellence Continuum

General Characteristics	Compliance	Pre-Awareness	Transition	Integration	Culture of Inclusion and Excellence
<p><i>These stages are fluid and overlapping. Most organizations will exhibit characteristics spread across several stages simultaneously, as they move from compliance to awareness to a culture of excellence and inclusion.</i></p>	<ul style="list-style-type: none"> • Status quo is comfortable • Unaware or do not care about diversity issues that impact the learning and working environment Reactive Approach • Compliance is successful helps to avoid negative consequences of non-compliance • Pressures to address issues may be met with defensiveness 	<ul style="list-style-type: none"> • Focus is on compositional diversity • Growing awareness that community could be more welcoming to diverse groups • Intellectual struggle around what is “fair” and how to “fix” the problem 	<ul style="list-style-type: none"> • Institutional culture change gains progress through special programs, funding and leadership focused on issues of diversity and inclusion • Expansion of understanding that diversity is broader than race and gender • Academic culture shifts to understanding the value of diversity in academic matters 	<ul style="list-style-type: none"> • Recognition that managing diversity can yield positive academic benefits • Moving in a direction to attract and retain the best, diversified students, faculty, and staff • Identifying barriers to diversity and developing strategies that encourage and support a diverse workforce and student body • Benchmarks set and adopt best practices 	<ul style="list-style-type: none"> • Strategic initiatives include diversity • Valuing diversity is no longer “separate” but is naturally woven into decision making, resource allocation and community interactions
<p>Examples of typical behaviors and beliefs associated with stages</p>	<ul style="list-style-type: none"> • Conversations about lawsuits and compliance • Homogeneous groups are the norm. • When discussing merit and excellence, 	<ul style="list-style-type: none"> • Individuals believe that barriers exist for different groups. • Issues related to diversity and diversity-related services are delegated to underrepresented 	<ul style="list-style-type: none"> • People struggle with how to be inclusive and how to value differences. • Conversations about diversity are led by non-minorities and people in 	<ul style="list-style-type: none"> • Discussions consciously include how diverse students, faculty and staff may be affected by any decision, program or policy being considered. 	<ul style="list-style-type: none"> • Populations and recruiting and retaining diverse individuals from undergraduate students through faculty is increasingly seen as everyone’s responsibility.

	<p>diversity is not included in the conversation.</p> <ul style="list-style-type: none"> • Comments include: <ul style="list-style-type: none"> ○ They will not stay if hired. ○ We can't find qualified diverse people. ○ We can't offer competitive salaries or scholarships like our peers. 	<p>minorities and women</p> <ul style="list-style-type: none"> • Diversity elements are retrofitted into planning documents as an afterthought. 	<p>leadership positions.</p> <ul style="list-style-type: none"> • Leaders may reach out for expert advice. 	<ul style="list-style-type: none"> • Specific actions are taken to improve the climate for diversity. 	<ul style="list-style-type: none"> • Inclusiveness and diversity are assumed to be part of "the way we operate." • Metrics from climate, retention and salary studies are used to help develop a culture of inclusion.
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c). Internal Assessment

Purpose

The purpose of this self-assessment tool is to assist in evaluating the unit against the five Tulane University diversity and inclusive excellence imperatives, each of which represents best practices and is important to achieving Tulane's institutional goals.

Self-Assessment

One suggested strategy for self-assessment is to create a self-assessment team within the unit. This team can include students, faculty, and staff. The team should then carefully review each imperative and its criteria to reach consensus on how each criteria should be interpreted. Finally, the team should collect and review all data and documents that will complete the self-assessment. These documents may include publications, syllabi, or other materials. These documents can help provide examples to explain each criteria score.

Scoring

The strategic imperatives and self-assessment criteria relate to specific Tulane units, not to individual staff members. While these self-assessment criteria broadly reflect diversity and inclusiveness excellence strategic imperatives, not every criterion will apply to every unit. In that case, each criterion should be addressed and responses will include a numerical rating or a notation that it is not being evaluated.

A 3-point rating scale is used to judge how well each criterion measure meets the strategic imperative:

1 = Imperative is not met at all or in any appreciable manner.

2 = Partially meets imperative.

3 = Fully meets imperative.

N/E = Not evaluated. Imperative does not apply to this department.

Use the comment section to clarify your rating of any given imperative and explain why specific criteria are not evaluated.

There is an area at the end of each imperative for entering your composite and mean scores. To determine your composite score, add the total number of points in that imperative section derived from the rated criteria. Do not include criteria that you rated N/E. To determine your mean score, divide your total numbers of points by the total number of criterion measures in that section/subsection that were rated. At the end of the toolkit, you will find questions to help summarize the evaluation of your overall department/unit and identify priorities for action.

Strategic Imperative 1: Achieve and sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, staff and students.

Scoring:

1 = Imperative is not met at all or in any appreciable manner

2 = Partially meets imperative

3 = Fully meets imperative

N/E = Not evaluated. Imperative does not apply to this department/unit

	Sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty	Rating			
		1	2	3	N/E
General	A. The unit includes a diversity message in its new employee orientation to ensure that every member is exposed to Tulane’s established values and diversity ideology.	1	2	3	N/E
	B. The unit makes consistent efforts to measure the climate for women and minorities and other underrepresented groups within the unit.	1	2	3	N/E
	C. The unit takes a systematic approach toward identifying areas for improvement and creating collaborative teams.	1	2	3	N/E
	D. The unit offers workshops and experiential activities to help employees and groups/departments improve communication across cultural and other boundaries.	1	2	3	N/E
	E. Opportunities exist within the unit to mentor and advance underrepresented groups and women.	1	2	3	N/E
Faculty	F. In the unit, senior levels of the administration support conscious and active searches for diverse faculty.	1	2	3	N/E
	G. In the unit, deans, department chairs, and faculty search committees understand or seek information about all aspects of building and sustaining successful recruitment and hiring processes.	1	2	3	N/E
	H. Faculty candidate pools in the unit are diverse and include highly qualified candidates with diverse backgrounds.	1	2	3	N/E
	I. The unit provides educational opportunities for faculty on issues of equal opportunity and anti-discrimination.	1	2	3	N/E
	J. Programs exist to help ALL junior faculty advance and these programs reach all segments of the population.	1	2	3	N/E
	K. Members of the faculty in the unit are involved in Tulane programs that focus on underrepresented groups and are open to all members of the internal University community (students, faculty, and staff).	1	2	3	N/E
	L. Inclusiveness is embedded in the tenure process in the unit.	1	2	3	N/E
	M. Individuals serving on tenure committees or reviewing faculty promotion decisions are aware of the way diversity impacts processes for women, people of color, and other diverse groups in the unit.	1	2	3	N/E
	N. The unit annually evaluates the tenure decisions of underrepresented groups to ensure equity and takes action where	1	2	3	N/E

	underrepresentation is found.				
Staff	O. In the unit, senior levels of management support conscious and active searches for diverse staff.	1	2	3	N/E
	P. Staff candidate pools in the unit are diverse and include highly qualified candidates with diverse backgrounds.	1	2	3	N/E
	Q. The unit provides educational opportunities to staff on issues of equal opportunity and anti-discrimination.	1	2	3	N/E
	R. Members of the staff in the unit are involved in Tulane programs that focus on underrepresented groups and are open to all members of the internal University community (staff, faculty, and students).	1	2	3	N/E
	S. Inclusiveness is embedded in the promotion process in the unit.	1	2	3	N/E
	T. Individuals reviewing staff promotion decisions are aware of the way diversity impacts processes for women, people of color, and other diverse groups in the unit.	1	2	3	N/E
	U. The unit annually evaluates the promotions of underrepresented groups to ensure equity and takes action where underrepresentation is found.	1	2	3	N/E
Students	V. In the unit, senior levels of administration support conscious and active searches for diverse students.	1	2	3	N/E
	W. Student candidate pools in the unit are diverse and include highly qualified candidates with diverse backgrounds.	1	2	3	N/E
	X. The unit operates in a manner that values a diverse learning environment in which all students from all backgrounds will learn.	1	2	3	N/E
	Y. The unit provides educational opportunities to students on issues of equal opportunity and anti-discrimination.	1	2	3	N/E
	Z. Students in the unit are involved in Tulane programs that focus on underrepresented groups and are open to all members of the internal University community (students, faculty, and staff).	1	2	3	N/E
	AA. Students from diverse groups have opportunities to interact with appropriate role models within this unit.	1	2	3	N/E
	BB. Diverse groups of students are involved in decisions made in this unit that affect the learning environment.	1	2	3	N/E
	CC. The unit annually evaluates the performance and retention of students from underrepresented groups to ensure equity and takes action where disparities are found.	1	2	3	N/E
<p>Scoring - Achieve and sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, staff and students. Number of Items = 29 Possible Score = 87 Number of Applicable Items (all criteria you didn't mark as N/E) = Actual Score (sum of all items you scored)= Mean Score (actual score divided by number of applicable items) = COMMENTS:</p>					
Not Satisfactory		Partially Satisfactory		Fully Satisfactory	
0 to Number of items		Number of items evaluated +1		1.5 X the total number of items	

evaluated	to 1.5 X the total number of items evaluated	evaluated +1 to 3X the total number of items evaluated
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Strategic Imperative 2: Embed Diversity and Inclusive Excellence in research, teaching, and service.

Scoring:

1 = Imperative is not met at all or in any appreciable manner.

2 = Partially meets imperative.

3 = Fully meets imperative.

N/E = Not evaluated. Imperative does not apply to this department.

	Embed Diversity and Inclusive Excellence in research, teaching, and service	Rating			
		1	2	3	N/E
Research	A. The unit has diverse faculty who have expertise researching and writing on diversity issues.	1	2	3	N/E
	B. The unit has resources to establish grants for faculty in support of research and scholarship on diversity.	1	2	3	N/E
	C. The unit has education available for faculty who wish to expand their understanding and application of D&IE through their research.	1	2	3	N/E
	D. The unit created opportunities for University-wide research programs focused on multicultural issues.	1	2	3	N/E
	E. The unit supports inter-school and across-school faculty hiring in areas where such hiring can contribute to compositional and curricular diversity.	1	2	3	N/E
	F. Research on diversity-related topics is honored separately with awards and incentives within the unit.	1	2	3	N/E
	G. Research on diversity-related topics is on par with all other types of research within the unit.	1	2	3	N/E
Teaching	H. The unit has education and support resources available for faculty who wish to expand their understanding and application of D&IE in the classroom.	1	2	3	N/E
	I. Faculty in the unit are rewarded and recognized for teaching diverse courses and embedding diversity into their courses.	1	2	3	N/E
	J. Faculty are aware of unique challenges faced by women and underrepresented groups in the classroom and engage in targeted classroom management practices to facilitate learning for all students.		2	3	N/E
	K. The unit included information about the principles of D&IE in first-year seminars to help students gain an understanding of diversity and inclusive excellence.	1	2	3	N/E
	L. Curricula within the unit increasingly integrate diversity elements across all concentrations.	1	2	3	N/E
	M. The unit encourages broad participation in D&IE-related academic courses.	1	2	3	N/E
	N. The unit provides financial support for undergraduate and graduate courses and programs that transmit expertise on the diversity of human identities and experiences.	1	2	3	N/E
	O. The unit consistently measures and strengthens student learning outcomes with respect to D&IE in the unit.	1	2	3	N/E

Service	P. The unit has a significant cadre of employees participating in D&IE-related efforts.	1	2	3	N/E
	Q. Members of the unit engage in service that supports the New Orleans community at large.	1	2	3	N/E
	R. The unit has an incentive system for employees who actively support diversity initiatives	1	2	3	N/E
	S. Faculty in the unit are rewarded and recognized for their contributions to mentoring diverse groups of students.	1	2	3	N/E
	T. Students within the unit consistently meet and exceed their service requirements.	1	2	3	N/E
<p>Scoring - Achieve and sustain a diverse and inclusive Tulane Community through successful recruitment and retention of faculty, staff and students. Number of Items = 20 Possible Score = 60 Number of Applicable Items (all criteria you didn't mark as N/E) = Actual Score (sum of all items you scored)= Mean Score (actual score divided by number of applicable items) = COMMENTS:</p>					
Not Satisfactory		Partially Satisfactory		Fully Satisfactory	
0 to Number of items evaluated		Number of items evaluated +1 to 1.5 X the total number of items evaluated		1.5 X the total number of items evaluated +1 to 3X the total number of items evaluated	

Strategic Imperative 3: Strengthen the cultural competence of the Tulane community.

Scoring:

1 = Imperative is not met at all or in any appreciable manner.

2 = Partially meets imperative.

3 = Fully meets imperative.

N/E = Not evaluated. Imperative does not apply to this department.

Strengthen the cultural competence of the Tulane community	Rating			
A. All employees (in particular employees representing diverse groups) receive a strong and regular message that they are valued in the unit.	1	2	3	N/E
B. The unit is an environment wherein both the commonalties and differences among people are recognized, respected, and honored.	1	2	3	N/E
C. Diversity and inclusiveness professional development workshops are held regularly and made available to all employees in the unit.	1	2	3	N/E
D. The unit facilitates opportunities for diversity forums and information exchanges.	1	2	3	N/E
E. The unit promotes open communication that deepens understanding of identity, culture, and heritage among its members.	1	2	3	N/E
F. The unit makes efforts to encourage and strengthen intergroup conversations and relationships.	1	2	3	N/E
G. The unit actively promotes dialogue between international students and a diverse range of domestic students.	1	2	3	N/E
H. There is visibility of diversity in all of the unit's external communications.	1	2	3	N/E
I. The unit interacts with people from different cultures in the school/unit.	1	2	3	N/E
<p>Scoring - Achieve and sustain a diverse and inclusive Tulane Community through successful recruitment and retention of faculty, staff and students. Number of Items = 9 Possible Score = 27 Number of Applicable Items (all criteria you didn't mark as N/E) = Actual Score (sum of all items you scored)= Mean Score (actual score divided by number of applicable items) = COMMENTS:</p>				
Not Satisfactory	Partially Satisfactory		Fully Satisfactory	
0 to Number of items evaluated	Number of items evaluated +1 to 1.5 X the total number of items evaluated		1.5 X the total number of items evaluated +1 to 3X the total number of items evaluated	

Strategic Imperative 4: Examine institutional policies and practices to ensure that they sustain Diversity and Inclusive Excellence.

Scoring:

1 = Imperative is not met at all or in any appreciable manner.

2 = Partially meets imperative.

3 = Fully meets imperative.

N/E = Not evaluated. Imperative does not apply to this department.

Examine institutional policies and practices to ensure that they sustain Diversity and Inclusive Excellence	Rating			
A. Diversity is deemed as important and maintained as part the culture and systems in this unit.	1	2	3	N/E
B. Diversity is an included consideration during strategic planning.	1	2	3	N/E
C. The unit makes efforts to strengthen the communication between unit-level and department-level diversity planning and implementation.	1	2	3	N/E
D. Discussions consciously include how diverse faculty, students, and staff may be affected by any decision, program, or policy being considered within this unit.	1	2	3	N/E
E. When establishing and implementing policies and procedures for the unit, characteristics and needs of diverse groups are actively addressed.	1	2	3	N/E
F. The unit has specific policies, procedures and practices that support D&IE	1	2	3	N/E
G. The unit has a Diversity and Inclusive Excellence Statement and recognizes it as a critical part of its mission, vision, values, and goals.	1	2	3	N/E
H. The unit’s Diversity and Inclusive Excellence Statement is prominently displayed on unit advertisements and other recruiting materials.	1	2	3	N/E
I. Diversity is an integral part of new employee orientation in this school/ unit.	1	2	3	N/E
J. All faculty and/or staff have completed anti-harassment and sexual harassment prevention education.				
K. All complaints and grievances are taken seriously by unit personnel and polices are followed to address grievances as required.				
L. The unit has informed all employees that discrimination and harassment will not be tolerated.	1	2	3	N/E
M. Evaluation and merit are conceptualized and defined by the unit as encompassing diversity and inclusiveness (i.e., employees are partly evaluated and rewarded for their contributions to inclusiveness).	1	2	3	N/E
<p>Scoring - Achieve and sustain a diverse and inclusive Tulane Community through successful recruitment and retention of faculty, staff and students. Number of Items = 13 Highest Score = 39 Number of Applicable Items (all criteria you didn’t mark as N/E) = Actual Score (sum of all items you scored)= Mean Score (actual score divided by number of applicable items) = COMMENTS:</p>				

Not Satisfactory	Partially Satisfactory	Fully Satisfactory
0 to Number of items evaluated	Number of items evaluated +1 to 1.5 X the total number of items evaluated	1.5 X the total number of items evaluated +1 to 3X the total number of items evaluated

Strategic Imperative 5: Ensure sustained and committed leadership in Diversity and Inclusive Excellence.

Scoring:

1 = Imperative is not met at all or in any appreciable manner.

2 = Partially meets imperative.

3 = Fully meets imperative.

N/E = Not evaluated. Imperative does not apply to this department.

Ensure sustained and committed leadership in Diversity and Inclusive Excellence	Rating			
	1	2	3	N/E
A. A diverse senior leadership team is part of the expected unit landscape.	1	2	3	N/E
B. Unit leadership consciously appoints diverse academic leaders.	1	2	3	N/E
C. Candidates for leadership and higher-level administrative positions in the unit must have, at a minimum, expertise in fostering a diverse, inclusive, and equitable environment.	1	2	3	N/E
D. Top management in the unit has participated in appropriate education programs on D&IE.	1	2	3	N/E
E. Top management within the unit express the value of diversity and inclusiveness during public and internal speaking opportunities.	1	2	3	N/E
F. Top management in the unit explicitly communicates the importance of learning about and understanding diversity and inclusiveness.	1	2	3	N/E
G. Cross-level communication is taken into consideration and reflected in the diversity planning and implementation process of the unit.	1	2	3	N/E
H. Top administrators are accessible to, and meet on a regular basis with, diverse groups in the unit to listen and learn about their experiences.	1	2	3	N/E
I. Unit leadership is well-informed by members of campus organizations that focus on underrepresented groups.	1	2	3	N/E
J. Top management practices in the unit demonstrate the value of diversity and inclusiveness through their actions.	1	2	3	N/E
K. Funds are allocated for professional development to faculty or staff who participate in programs or opportunities to strengthen their knowledge about diversity and inclusive excellence.	1	2	3	N/E
L. Leaders have allocated or shifted new or existing resources to support diversity and inclusiveness initiatives in the unit.	1	2	3	N/E
<p>Scoring - Achieve and sustain a diverse and inclusive Tulane Community through successful recruitment and retention of faculty, staff and students.</p> <p>Number of Items = 11 Possible Score = 33</p> <p>Number of Applicable Items (all criteria you didn't mark as N/E) =</p> <p>Actual Score (sum of all items you scored)=</p> <p>Mean Score (actual score divided by number of applicable items) =</p>				

COMMENTS:		
Not Satisfactory	Partially Satisfactory	Fully Satisfactory
0 to Number of items evaluated	Number of items evaluated +1 to 1.5 X the total number of items evaluated	1.5 X the total number of items evaluated +1 to 3X the total number of items evaluated

d.) Strategic Imperative Observations:

1. What are the D&IE imperatives that the unit is fully meeting?

2. What D&IE imperatives are the unit partially meeting but could be improved?

3. What D&IE imperatives are not being met by your unit at all or in any appreciable manner?

4. Overall where does the unit currently fall upon the Diversity Continuum?

5. What are the unit's top priorities for action to improve?

e) Implementation Template

Date:

<p>Strategic Imperative:</p> <p>Achieve and sustain a diverse and inclusive <u>Tulane's School of Liberal Arts</u> community through successful recruitment and retention of diverse students, faculty, and staff.</p>
<p>Current Status:</p>
<p>Best Case Outcome/Aspiration:</p>
<p><u>Performance Indicators for this Goal/Strategy</u></p> <p>Ex: Demographic make-up of faculty body and demographic make-up of faculty retained</p>

Programs or Actions to Attain Benchmark

Example: Department chairs / program directors submit recruiting plans / strategies to Diversity Council.

School/Department Implementation Strategy

Persons Responsible

Example: Department chair / program director

Resources

Timeline for Completion (within plan period)

Report on Accomplishments



Appendix A

Roles of Leaders, Faculty, and Staff

What is the role of Leadership?

1. Communicate regularly and effectively how Diversity is an integral component of Tulane's mission, vision, values and goals.
2. Communicate that D&IE is an ongoing initiative.
3. Maintain the visibility of culture and climate issues creating opportunities for open dialogue and community building among and between faculty and staff.
4. Regularly assess the status of climate, culture, and diversity.
5. Position officers, supervisors and managers in an accountable role and use as a positive feature during performance evaluation.
6. Listen carefully and empathetically when employees are concerned about climate/culture issues and/or have grievances.
7. Include equity and diversity in all key planning documents.
8. Identify and ask individuals their opinion about issues that will assist you with understanding culture and climate issues.
9. Identify and use a small support group to encourage and promote continued work in this area.

What is the role of the Supervisor?

1. Be a source of information and advocate - make sure your direct reports are knowledgeable about Tulane's D&IE strategic imperatives diversity initiative and how they fit with your unit's goals. Be able to answer employees' questions about the Tulane's diversity initiative.

2. Be cognizant of and practice equity when filling positions or making key organizational changes – It is important to keep the lines of communication open and be transparent about how and why decisions are made.
3. Intervene when necessary - sometimes, supervisors will shy away from intervening when two employees on their team are involved in seemingly innocuous behavior, for example, jokes or hazing. Some jocular conduct can mushroom into a bigger issue of discrimination or harassment, and eventually evolve into a lawsuit. (Source Holder-Winfield.)
4. Showing favoritism can lead to complaints - supervisors should be on the frontline showing employees that there really is an equal opportunity when it comes to advancement and success.
5. Be open about advancement opportunities - supervisors should sit down with employees and tell them exactly what it takes to advance in the company. Share with employees, different positions and opportunities available to hard workers in the company. Source Holder-Winfield.)
6. Give quality work assignments – employees know when you do not have confidence in their work or ability. Be up front and explain how to improve if necessary. Giving work based on employees’ abilities will show employees you are serious about giving them the opportunities to advance.
7. Lead by Example - while it would seem that this would go without saying, it really does need to be said (and repeated): Supervisors shouldn’t engage in inappropriate conduct. That includes off-color jokes, behavior or comments.

What is the role of Faculty?

Glaude, Winnifred R.. *Doing diversity in higher education faculty leaders share challenges and strategies*. New Brunswick, N.J.: Rutgers University Press, 2009. Print.

Hurtado, Sylvia. "Linking Diversity With The Educational And Civic Missions Of Higher Education." *The Review of Higher Education* 30.2 (2007): 185-196. Print.

Banks, JA et al. "Democracy And Diversity Principles And Concepts For Educating Citizens In A Global Age." *Education* (2005): 40.

What is the role staff?

1. Every employee is responsible for focusing on inclusion, and appropriate and supportive workplace behavior. Review Tulane's Equal Opportunity and Anti-Discrimination Policies.
2. Each employee should value all the differences within his/her respective organization.
3. Each employee should learn to acknowledge, accept and understand that similarities and differences do exist.
4. Refrain from jokes and horseplay, particularly that behavior which targets individual or groups because of immutable, gender, or cultural differences.
5. Welcome new co-workers and give them a workplace orientation.
6. Be familiar with Tulane Employee Value Proposition,
http://tulane.edu/wfmo/tulane_employee_value_proposition.cfm
7. Each employee can help create a positive work environment by identifying and working to change practices that are exclusive of all employees and add no value, and by identifying behaviors and patterns of doing things, whether are conscious or unconscious, that are exclusionary. (http://www.magazine.org/diversity/managing/managing_diversity.aspx)
8. Each employee should take advantage of unique educational opportunities that help to build multicultural competencies. See the Office of Multicultural Affairs for education programs on this subject - <http://tulane.edu/studentaffairs/intercultural/index.cfm>

Appendix B

Definitions

- Benchmarks – “Used to compare business processes and performance metrics to industry bests or best practices from other industries. Dimensions typically measured are quality, time and cost. In the process of benchmarking, management identifies the best in their industry, or in another industry where similar processes exist, and compare the results and processes of those studied (the "targets") to one's own results and processes. In this way, they learn how well the targets perform and, more importantly, the business processes that explain why these firms are successful.” (Vijay K. Shetty, 2009, *Benchmarking - An Effective Business Tool*).
- Climate - the experience of individuals and groups on a campus — and the quality and extent of the interaction between those various groups and individuals. “Diversity and inclusion efforts are not complete unless they also address climate” (Hurtado, "Linking Diversity").
- Compositional Diversity- The numerical and proportional representation of various racial and ethnic groups on a campus. (Jeffrey F. Milem, Mitchell J. Chang, and Anthony Lising Antonio, *Making Diversity Work on Campus: A Research-Based Perspective*).
- Cultural Competency - Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) Cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures. (Martin and Vaughn, *Cultural Competence*).
- Diversity – Individual differences (e.g. personality, learning styles, and life experiences) and group/social differences (e.g. race/ethnicity, gender, sexual orientation, gender identity or expression, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. (American Association of Colleges and Universities, 2005)

- Equal Opportunity - Ensuring that non-discrimination is an active practice in the workforce and academic environment. Zero tolerance for discrimination and harassment.
- Inclusive Excellence –The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions. (Association of American Colleges and Universities, 2005).
- Inclusion - creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. (American Association of Colleges and Universities, 2005)
- Under-representation – Historically those groups that have been denied opportunities or subjected to limited opportunities because of that group’s race, ethnicity, gender, disability or sexual orientation. Typically includes African Americans, Mexican-Americans, Native Americans (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islanders, Puerto Ricans, persons with disabilities, and LGBTQ people. (Division of Equity and Inclusion, University of California)

Appendix C

Additional Ideas for Planning

A. Ideas for planning sessions or meeting formats:

- Round robin discussion – Use smaller teams, start with managers/department heads, branch out.
- Facilitated brainstorming sessions – all employees or smaller sessions
- Open forums – all engaged

B. Purpose and Objectives:

- Stakeholders: Bring together all stakeholders and access the full range of perspectives and ideas.
- Education: Describe the situation and provide background and information.
- Brainstorm: Generate ideas on how we can maximize our work in this area.
- Empower: Provide a forum for the open exchange of ideas and possibilities.
- Prioritize: Organize and prioritize ideas/actions and solutions.
- Plan: Layout an action plans with benchmarks, responsibilities, and deadlines.
- Results: Tie results to performance, reward positive movement and evaluate according to Plan
 - For more information on workshops
<http://www.businessballs.com/workshops.htm>
 - http://enhancinged.wgbh.org/formats/person/wkshp_agenda.html
 - <http://www.facilitate.com/support/facilitator-toolkit/FacilitateProSampleReport.pdf>

Resources

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