



Embedding Diversity and Inclusive Excellence

Tulane University

2013-2023 Strategic plan

May 17, 2013

Table of Contents

I.	Tulane University Mission.....	3
II.	Executive Summary	4
III.	Definition of Inclusive Excellence.....	7
IV.	Tulane’s Diversity and Inclusive Excellence Statement.....	8
V.	D&IE Strategic Planning Approach	9
VI.	Strategic Imperatives and Measurable Benchmarks	11
VII.	Feasibility Testing.....	13
VIII.	Implementation Strategies	16

Tulane University Mission

Tulane's purpose is to create, communicate and conserve knowledge and to enhance the capacity of individuals, organizations, and communities to think, learn, act and lead with integrity and wisdom. Tulane pursues this mission by cultivating (establishing) an environment that focuses on learning and the generation of knowledge. The university expects and rewards teaching and research of extraordinarily high quality and impact and fosters community-building initiatives as well as scientific, cultural and social understanding that integrates with and strengthens learning and research. This mission is pursued in New Orleans with its unique qualities and location, where the university pursues its aspiration to be a truly distinctive international university.

Executive Summary

Grounded in the rich cultural mix of New Orleans and Louisiana, Tulane University upholds diversity and inclusion as inherent values. As an internationally competitive private university, Tulane also recognizes that students' learning and university experience are richer in a diverse environment that reflects an increasingly global economy. With a strategic planning process ready to launch, the administration of Tulane University, under the leadership of President Scott Cowen, established a taskforce to make these values unequivocal.

In 2011, President Scott Cowen launched Tulane's university-wide strategic planning process. Since that time, the Tulane community embarked on several planning-related activities designed to set the direction for the next 10 years. President Cowen emphasized that one critical area Tulane must evaluate is its progress, opportunities, and challenges with respect to Diversity and Inclusive Excellence (D&IE). At the President's request, Provost Michael Bernstein convened a special task force and charged it with developing a Diversity and Inclusive Excellence Planning Roadmap as an integral component of the strategic planning process. The overarching aim is to embed D&IE across all aspects of university life - learning, teaching, research, service, and institutional effectiveness - in a measurable and sustainable fashion.

Tulane uses the term "diversity" in its broadest sense and takes into consideration the issues of socio-economic status, geographic background, race, ethnicity, national origin, gender, physical ability, sexual orientation and gender identity. An expanded D&IE statement is included in this report.

The taskforce used an evidence-based approach to accomplish three goals: determine baseline assets, strengths, and challenges; develop a set of university-wide D&IE strategic imperatives allowing for the development of measurable benchmarks; and create a roadmap consisting of a how-to guide and toolkit to foster embedding Diversity and Inclusive Excellence within the ongoing strategic planning efforts of every university unit.

To accomplish these goals, the taskforce carried out the following illustrative activities:

- An internal environmental scan and analyses using national and peer best practices;
- University-wide, multi-stakeholder focus groups;
- An examination of forces of change that may influence Tulane's ability to successfully implement D&IE university-wide;
- A review of internal workforce and student body demographics and faculty peer institution data;
- A detailed modified SWOT analysis, including identification of priorities based on SWOT data; and
- Exploratory efforts to examine the feasibility of addressing the proposed strategic imperatives.

Informed by the findings of these activities, the taskforce developed five strategic imperatives that will define D&IE university-wide, going forward. These five imperatives serve as targets for Tulane's highest diversity priorities and allow every unit within the university to align resources and programs accordingly.

These five D&IE imperatives direct the Tulane community to:

1. Sustain a diverse and inclusive Tulane community through successful recruitment and retention of faculty, students, and staff;
2. Embed D&IE 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.

Two school and two administrative units engaged in an exploration and planning process to determine the feasibility of implementing the D&IE strategic imperatives, develop related benchmarks, and identify supporting programs and actions. Preliminary results indicate that the four units could employ the strategic imperatives to identify and prioritize actions to embed D&IE.

The information discussed in the body of the report represents only a fraction of this data-rich endeavor; the evidence used to inform the work of the taskforce is captured more comprehensively in a data portfolio and will be combined with a how-to guide and implementation toolkit to aid strategic planning by each university unit. This report presents the first comprehensive evaluation of the state of Tulane University's Diversity and Inclusive Excellence. The strategic imperatives and benchmarks provide a framework to shape our institution's future over the next 10 years. These imperatives form the pillars by which the university will prioritize actions and monitor progress towards its goal to embed D&IE in every aspect of our mission. The dynamic and changing nature of the D&IE landscape demands vigilance and an iterative approach to achieve sustained success.

D&IE Task Force

Co-Chairs:

Maureen Lichtveld, Professor and Chair, Department of Global Environmental Health Sciences;
Freeport McMoRan Chair of Environmental Policy
Deborah Love, Vice President for Institutional Equity and Special Assistant to the President on
Diversity

Members:

Carolyn Barber-Pierre, Assistant Vice President for Student Affairs
Mary Brown, Vice President for Health Sciences Systems
Katie Busby, Director of Institutional Assessment
Evette Castillo Clark, Assistant Dean of Students
Gaurav Desai, Associate Professor of English
Janet Hoeffel, Associate Professor of Law/Law School Vice Dean for Academic Affairs
Christine Hoffman, Executive Director-Corporate, Foundation, Research Relations
(Development)
Sally Kenney, Professor of Political Science/Executive Director of the Newcomb College
Institute
Ana Lopez, Associate Professor of Communication/Associate Provost for Faculty Affairs
James McGuire, Professor of Physics
Carol Schlueter, Executive Director of Marketing and Publications
Jessica Soileau, Associate Director of Operations-Tulane National Primate Research Center
John Nonnamaker, Associate Vice President for Student Affairs
Mark Vanlandingham, Professor of Global Health Systems and Development
Sandy West, Director-Strategy, Planning, and Implementation (WFMO)

Definition of Diversity and Inclusive Excellence

In 2009, the Association of American Colleges and Universities (AACU) defined D&IE as “The active, intentional, and ongoing engagement with diversity to increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.” The organization also developed a set of tenets for inclusive excellence. The tenets listed below provide ample flexibility and tailoring by each campus community:

- A focus on student intellectual and social development. Academically, it means offering the best possible course of study for the context in which the education is offered;
- A purposeful development and utilization of organizational resources to enhance student learning. Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development;
- Attention to the cultural differences that learners bring to the educational experience and that enhance the enterprise;
- A welcoming community that engages its diversity in the service of student and community.

The emphasis ensures that excellence and diversity are included in learning, teaching, research, institutional effectiveness, and regional and global engagement. Diversity is an undeniable imperative for higher education and the nation. It is an imperative driven by the philosophical underpinnings of education as well as a response to changing demographics and economic trends. Tulane’s commitment to these ideals requires that the values and norms of diverse groups within our community are considered as integral parts of the organization’s core culture.

Tulane's Diversity and Inclusive Excellence Statement

Diversity and Inclusive Excellence focuses specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life. The central premise at Tulane is to intentionally integrate diversity efforts into the core aspects of the institution to maximize success as a Carnegie-designated Research University (very high research activity).

Tulane recognizes diversity as a central component in achieving desired student learning outcomes, and it puts diversity and inclusion efforts at the center of its decision-making. To reach this academic higher ground, diversity, inclusion, and equity initiatives must be fundamentally linked to the educational mission.

By following the tenets of D&IE, Tulane can pursue diversification with greater intentionality and attentiveness in serving the needs of our students, faculty, staff and the community we serve. It demands a shift not in the essence of our work but in how the university approaches and implements it - understanding that diversity is an ongoing commitment rather than an outcome at one point in time. Above all, through D&IE, Tulane is committed to actively managing diversity as a vital asset of collegiate life.

To accomplish this, the taskforce recommends Tulane University faculty, staff, and students adopt the following principles:

- 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 and 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 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;
- Pro-actively identify, address and monitor inequities.

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.

The D&IE Strategic Planning Approach

Guided by the national trend in higher education and President Cowen's commitment to making D&IE an integral component of the overall 10-year strategic plan, the task force developed a structured approach to assessing diversity and inclusion efforts at Tulane framing its activities under three goals:

Goal 1: Determine baseline assets, strengths, and opportunities

Approach:

- *Conduct an internal environmental evaluation.* The environmental scan and analysis was the first step in determining how to measure the current status of D&IE. The taskforce examined information from its peer institutions and national best practices published by ACE, AACU, and key thought leaders to determine and forecast what internal environmental forces drive and constrain implementation of inclusive excellence and as a result will influence organizational success. The results of these evaluations are organized according to the imperatives established by the taskforce.
- *Analyze trends in national and international forces of change.* This review focused on identifying “forces” or emerging issues and trends that could have an impact on Tulane’s planning, implementation, and assessment efforts. Change forces move an organization away from its present position toward a more desired future state. In addition to identifying, Tulane must manage those forces to ensure desired outcomes and impact.
- *Convene five university-wide focus groups targeting administrators, faculty, staff, and students.* The focus groups were designed to provide feedback on the diversity climate today and a sense of key assets and threats. Focus group participants provided their input on two core issues: 1) ways to strengthen the current campus climate; and, 2) unique levers and barriers at Tulane which may affect embedding D&IE.
- *Conduct a modified strength, weaknesses, opportunities and threat (SWOT) analysis-* Each member of the committee was asked to identify and document his or her perspective of Tulane’s strengths, weaknesses, opportunities and threats. This information was collected, tabulated and synthesized by the taskforce to identify and prioritize key themes.
- *Identify influencing factors -* The taskforce synthesized data and information obtained from the SWOT analysis, the internal environmental assessment, forces of change analysis, focus groups and Tulane’s demographics as compared to its peer institutions. This integrated data set was used to develop a prioritized set of influencing factors.

Goal 2: Develop a set of university-wide D&IE strategic imperatives

Approach:

- *Develop D&IE strategic imperatives* tied to specific benchmarks. Analyze and integrate data resulting from the above activities. The derived benchmarks should be measurable and provide units the opportunity for flexibility and tailoring to their specific mission, assets, opportunities and forces of change.
- *Conduct feasibility testing* of the strategic imperatives and unit level benchmarks.
- *Revise the strategic imperatives* if needed based on pilot test results.

Goal 3: Embed D&IE university-wide

Approach:

- *Implement a university-wide awareness campaign.*
- *Consult with schools and non-academic units* to support their respective strategic planning efforts.
- *Develop an implementation toolkit* aimed at facilitating the design and execution of activities to achieve D&IE benchmarks.
- *Develop a comprehensive roadmap* to integrate and sustain D&IE in all aspects of Tulane University.

The results of the evaluation and planning phases were presented to the President's Cabinet in May 2012, the Board of Trustees in June 2012, the Administrative Council in August 2012, and the Academic Affairs Council in February 2013. The taskforce received positive feedback on the proposed strategic imperatives and the creation of a D&IE how-to guide and toolkit. Members of the Board of Trustees have agreed to provide their guidance in the implementation phase.

Strategic Imperatives and Measurable Benchmarks

Informed by a wide-ranging set of parameters traditionally analyzed by the university to examine the state of diversity, the environmental scan, forces of change, SWOT analysis, and focus group findings, the taskforce proposed these strategic imperatives:

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.

Translating the strategic imperatives into actions is a key step to integrate D&IE into the strategic planning process university-wide and at the unit level. Figure 1 illustrates a systematic approach to linking actions to the approach, benchmarks, and strategic imperative and ultimately the overall D&IE goal.

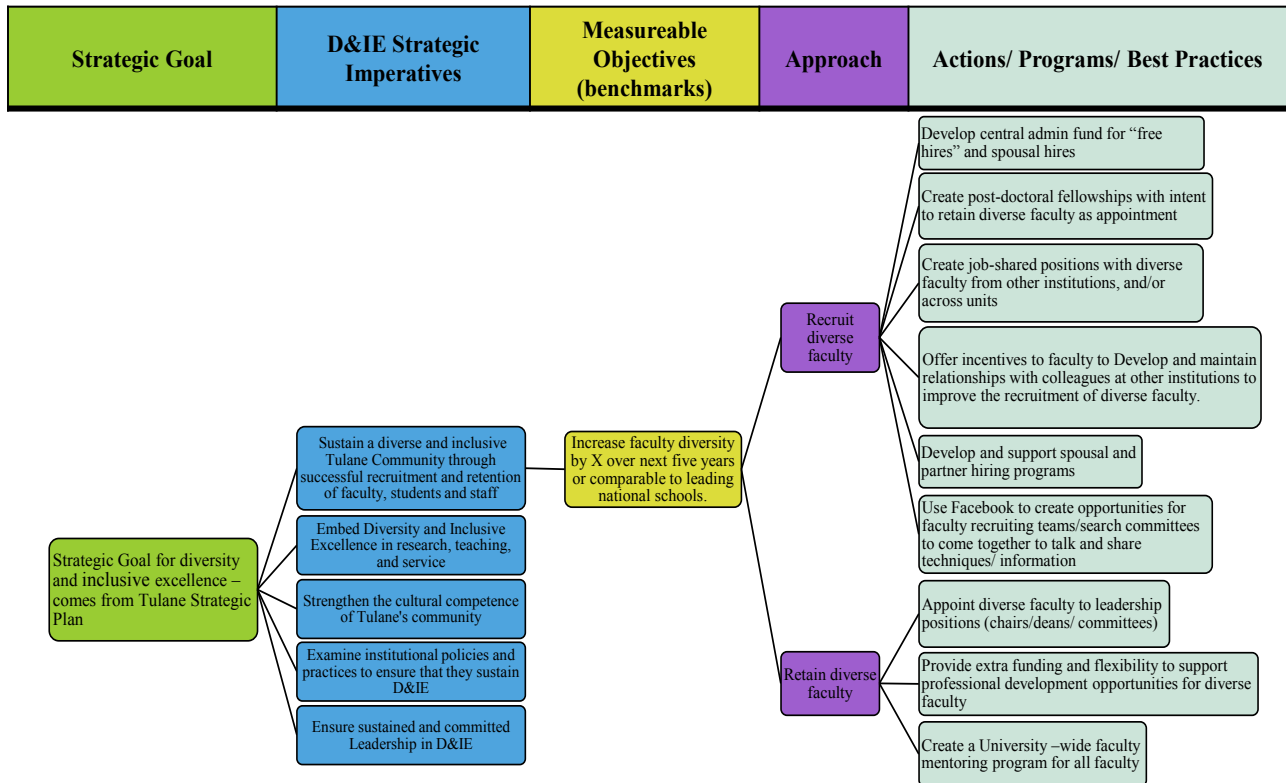


Figure 1. Strategic Imperative to Program/Action Example: Recruit/Retain Faculty

Benchmarking for success

Benchmarks can be tailored to the proposed action within a specific organizational or program setting. For example, identifying all diversity-related course offerings by the end of 2012-2013 academic year by the School of Architecture in their exploratory project represents a benchmark measuring progress from a baseline by a set timeline; the School of Law on the other hand chose to measure faculty diversity compared to leading U.S. law schools incrementally over time. Key characteristics of effective benchmarks are the following:

- Feasible: a reality check is important
- Practical: buy-in quickly fades if the burden of assessment is too high
- Built-in incremental milestones: show short-term success while remaining focused on long-term gain
- Measurable: what gets measured gets done
- Quantifiable: makes measuring easy and effective
- Systematically embedded and clearly connected to the action, approach, and strategic objective

Benchmarks can be measured at multiple levels: output, outcome, and impact. An example is provided in the logic model below (Figure 2). The use of logic models can aid not only in linking aims to actions but ultimately serving as a roadmap showing the impact of the action over time.

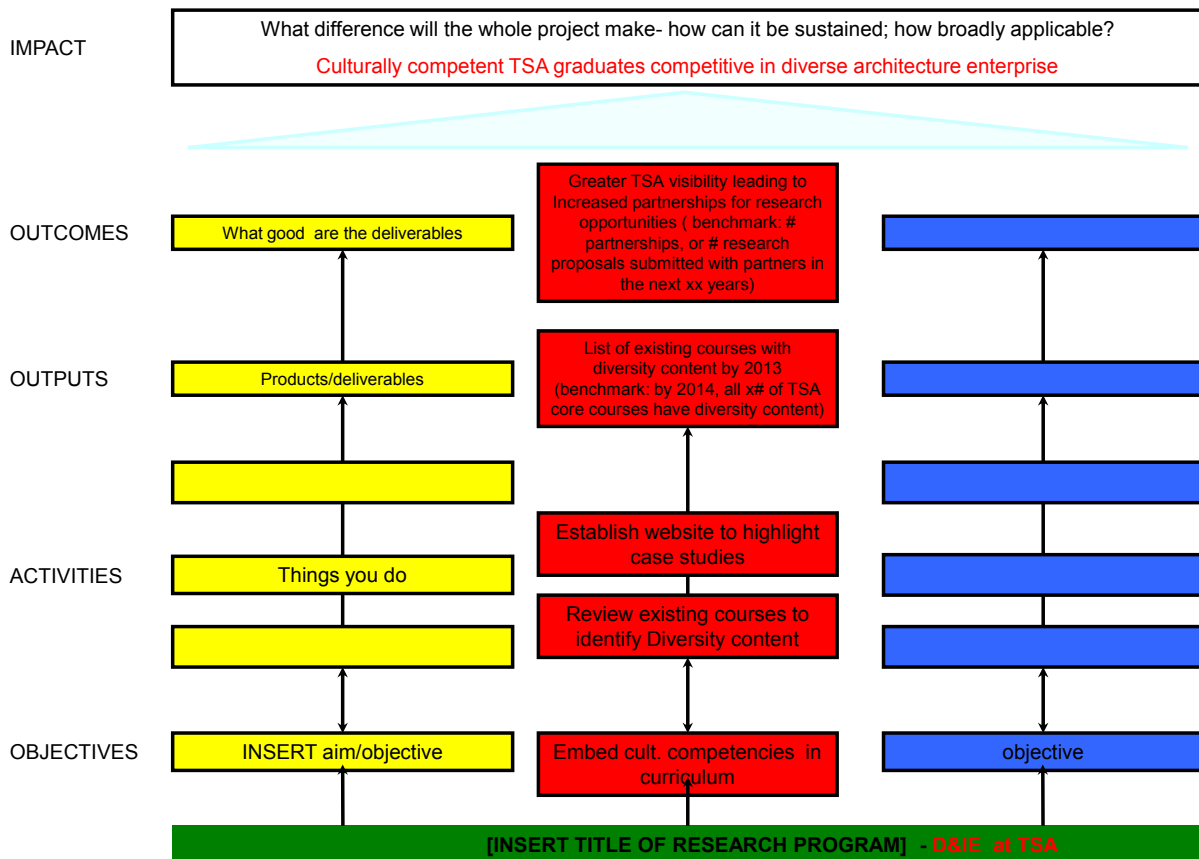


Figure 2. Logic Model Example for D&IE Benchmarking

Feasibility Testing

Two academic and two administrative units - the Schools of Law and Architecture, Uptown Facilities Services, and Technology Services - examined the feasibility of implementing the strategic imperatives, setting unique, unit-level priorities, and developing measurable benchmarks to monitor progress. Illustrative results are presented below.

School of Law

I. OVERALL GOAL

Tulane Law School supports all the strategic imperatives identified by the university-level D&IE Task Force. However, the Law School chooses to prioritize one of those imperatives above others. With limited resources, Tulane Law School will place all of its efforts on the following very basic and important goal:

Achieve and sustain a diverse and inclusive Tulane Law School community through more effective recruitment and retention of faculty and students.

II. AIMS/ STRATEGIES

Tulane Law School has developed four fundamental D&IE aims to support the attainment of the primary goal referenced above. Below is a list of those four key aims:

- Recruit a diverse faculty
- Retain a diverse faculty
- Recruit a diverse student body
- Retain a diverse student body

III. APPROACH

The accomplishment of key action items and establishment of effective measures are critical to attaining Tulane Law School's primary D&IE strategic imperative. The Law School will build on the Institutional Equity committee to create a school-wide Diversity and Inclusive Excellence committee charged with coordinating the implementation and monitoring of actions to achieve the Tulane Law School D&IE aims in support of the university-wide strategic imperatives.

Key actions Aim # 1 (Recruit a diverse faculty):

- Cultivate pool of diverse candidates for "lateral" faculty appointments.
 - Concentrate on inviting diverse faculty from external institutions to speak at conferences.
 - Focus on selecting external faculty from underrepresented groups for visiting appointments.

- Commission Appointments Committee to create a continuing, ongoing file on potential diversity-increasing candidates for lateral hires (to supplement hiring via American Association of Law School [AALS] oriented recruitment).
- Expand opportunities for hiring diverse faculty by developing hiring practices beyond filling immediate curricular needs.
 - Charge TLS Strategic Planning Committee with revisiting curriculum in its entirety to create flexibility in required offerings (thereby reducing pressure for slot-oriented hiring).
- Give strong consideration to diversity in any recruitment of an impact hire.
- Work with central university administration to create a program and establish funding for “Opportunity and Spousal/Partner Hires.” (See policy sample at [http://provost.utk.edu/opportunity/.](http://provost.utk.edu/opportunity/))
- Raise funds to create positions to hire faculty including the establishment of chairs in areas conducive to diversity hiring, e.g., civil rights, immigration law, etc.

Benchmark for Aim # 1 (*Recruit a diverse faculty*):

Increase in diversity of faculty to achieve the vibrant intellectual and experiential diversity found at leading U.S. law schools

School of Architecture

I. OVERALL GOALS

The School of Architecture supports all the strategic imperatives identified by the university-level D&IE Strategic Planning Initiative Task Force, which were listed in the Executive Summary. However, TSA’s primary school-specific D&IE goals can be identified as follows:

- *Achieve and sustain a diverse and inclusive TSA community through more effective recruitment and retention of faculty, students, and staff.*
- *Embed diversity and inclusive excellence in TSA research, teaching, and service.*
- *Strengthen the cultural competence of TSA’s community.*
- Key actions for Goal # 2 (*Embedding diversity and inclusive excellence*):
 - Establish process for TSA’s Curriculum Committee to identify, publish, and disseminate a comprehensive and annotated list of courses substantially engaging in diversity topics.
 - Work with TSA’s Executive Committee to develop a “Diversity” website highlighting case studies in research, community engagement, and teaching.
- Benchmarks for Goal # 2 (*Embedding diversity and inclusive excellence*):
 - Completion and availability of Curriculum Committee list identifying all TSA’s diversity-related course offerings (by end of 2012-2013 academic year).
 - Completion of “Diversity” website development process (by end of 2012-2013 academic year).

- Increased interactions and partnerships with external organizations, individuals, and other institutions due to visibility of TSA's diversity-related academic offerings, research opportunities, and community outreach programs.

Technology Services and Facilities Services

Similarly, the Technology Services Unit committed as part of their D&IE effort to counter the national trend by implementing strategies to recruit and retain more women and minorities in technology infrastructure. For the uptown unit of Facilities Services succession planning was the highest priority. As a first step, the leadership integrated succession planning in their unit's strategic plan.

Each unit's feasibility project demonstrated that all strategic imperatives were feasible and appropriate for further planning and action. These units identified and prioritized actions and established benchmarks according to their own mission and needs. Using this framework, all university units will embark on their own planning and benchmarking processes. The task force has developed a how-to guide and an interactive toolkit to assist with this.

Implementation Strategies

The integrated analysis of baseline assets, strengths and opportunities generated a substantial portfolio of data presented in the appendices. Combined with the information gathered by the internal environmental scan, the focus groups, the examination of the external forces of change and the lessons learned from the feasibility projects, the Tulane community at large can now build on assets and seize opportunities to embed D&IE in a tailored, measurable fashion.

Exemplary strengths include a university leadership committed to the principles of diversity and inclusion, faculty development initiatives, the Center for Engaged Learning and Teaching, the Center for Public Service, the Cowen Institute for Public Education, research programs focusing on diverse populations, and a strong international student and faculty presence. In the implementation phase these strengths provide opportunities to embark on such actions as developing a comprehensive plan to recruit and retain diverse students, bolster the portfolio of need-based scholarships, and create exemplary education programs to increase cultural competence.

To facilitate implementation, the task force has designed two sets of tools:

- A how-to guide, a step-by-step handbook that guides users through a two-year process of assessment, goal setting, and implementation.
- An interactive toolkit that allows users to draw from a menu of best implementation practices.

The strategies for embedding D&IE into university life must align with the university's core priorities and those of the individual units. Hence, implementation strategies must be flexible and contain a mix of easy-to-achieve (low hanging fruit) as well as longer-term targets. Investment considerations are likely to be influenced by existing programs already supporting a specific priority (e.g. the POSSE and KIPP programs as need-based student support), the availability of funds, and future capital campaigns.

Three categories of priorities are proposed:

1. Central level priorities - investment at this level would target projects creating a nurturing foundation for embedding D&IE across the university;
2. Unit level priorities – these activities would be identified as a result of the unit's strategic planning, and targeted as a priority investment in the accompanying business plan;
3. Infrastructure to facilitate monitoring and guidance - To assure successful embedding and sustaining for the D&IE initiative, the taskforce recommends an evaluation of infrastructure support options. The most effective infrastructure should be guided by the overall university 10-year strategic plan and would likely be influenced by the priority investments at the central and unit levels.

Looking Ahead

Under the leadership of President Scott Cowen and Provost Michael Bernstein, Tulane has launched a comprehensive strategic planning process that will set the direction for Tulane University for the next 10 years. Diversity and Inclusive Excellence is integral to this plan. Tulane has made progress in many areas, and while we compare favorably in some areas with peer institutions, we have not yet fully achieved a culture of diversity to assure sustained excellence in research, teaching, and student support. The work of the task force has identified important strategic imperatives designed to achieve our vision of embedding D&IE in everyday university life.