# Institution Diversity Goals, Values, Statements

CASE WESTERN RESERVE UNIVERSITY
2016–2019 Diversity Strategic Action Plan
https://case.edu/diversity/about/strategic-action-plan/

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2016—2019 Diversity Strategic Action Plan
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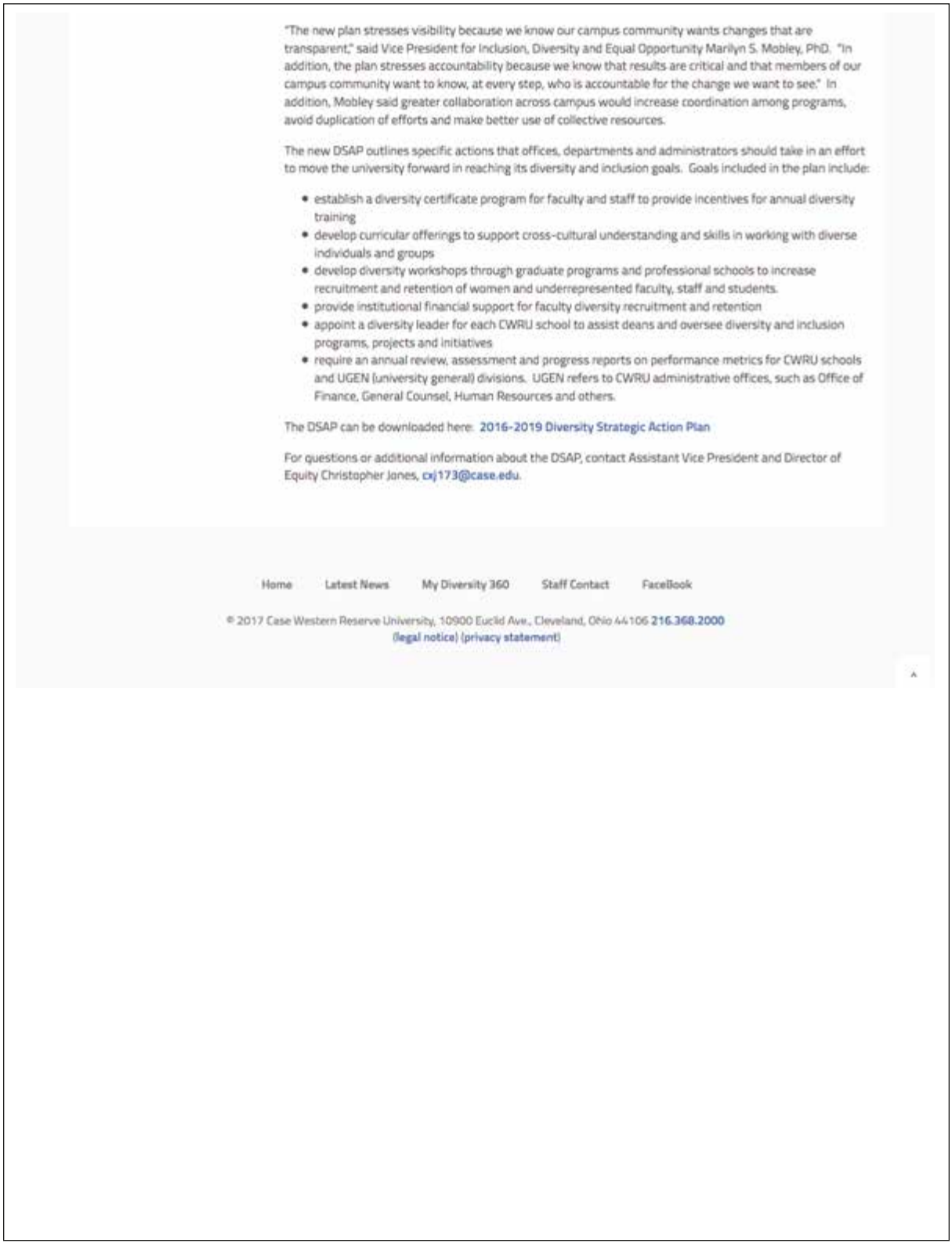

"The new plan stresses visibility because we know our campus community wants changes that are transparent," said Vice President for Inclusion, Diversity and Equal Opportunity Marilyn S. Mobley, PhD. "In addition, the plan stresses accountability because we know that results are critical and that members of our campus community want to know, at every step, who is accountable for the change we want to see." In addition, Mobley said greater collaboration across campus would increase coordination among programs, avoid duplication of efforts and make better use of collective resources.

The new DSAP outlines specific actions that offices, departments and administrators should take in an effort to move the university forward in reaching its diversity and inclusion goals. Goals included in the plan include:

- establish a diversity certificate program for faculty and staff to provide incentives for annual diversity training
- develop curricular offerings to support cross-cultural understanding and skills in working with diverse individuals and groups
- develop diversity workshops through graduate programs and professional schools to increase recruitment and retention of women and underrepresented faculty, staff and students.
- provide institutional financial support for faculty diversity recruitment and retention
- appoint a diversity leader for each CWRU school to assist deans and oversee diversity and inclusion programs, projects and initiatives
- require an annual review, assessment and progress reports on performance metrics for CWRU schools and UGEN (university general) divisions. UGEN refers to CWRU administrative offices, such as Office of Finance, General Counsel, Human Resources and others.

The DSAP can be downloaded here: 2016-2019 Diversity Strategic Action Plan

For questions or additional information about the DSAP, contact Assistant Vice President and Director of Equity Christopher Jones, cxj173@case.edu.

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# Toward New Destinations 2016-2017

APPENDIX: University Goals Structures

1. University Diversity Goals
2. Diversity Goals Summary (Matrix Format)
3. Measurement and Standards

## 1. University Diversity Goals

The structure below provides the broader context of University Diversity Goals, which represent the full reach of Cornell's commitment to diversity. Each item in the Menu of Annual Initiatives identifies a specifically focused means of advancing one of these broader University Diversity Goals. The Diversity Goals Summary that follows repeats—in a condensed matrix format—these University Diversity Goals.

### Core Diversity Principles

The University Diversity Goals are defined according to the four Core Diversity Principles—COMPOSITION, ENGAGEMENT, INCLUSION, and ACHIEVEMENT:

- composition refers to the demographic make-up of the unit or institution;
- engagement reflects personal, social, and professional commitment to institutional goals and activities;
- inclusion comprises climate and interpersonal relations; and
- achievement reflects levels of attainment for underrepresented individuals or groups.

### Constituency Areas

Cornell's diversity goals are organized according to the seven constituency areas:

- undergraduate students;
- graduate and professional students;
- postdocs and academic professionals (those with terminal degrees who have responsibilities in research, teaching, or the libraries, but are not included in the tenure-track ranks);
- tenure-track faculty (including tenured and non-tenured faculty);

- administration (including academic administration) and non-academic staff;
- off-campus constituents—vendors/ businesses and local community organizations and institutions; and
- Cornell's extended community—parents, alumni, donors, and friends of Cornell.

## Diversity Goals

**I. COMPOSITION**

| | |
|---|---|
| undergraduate students | Achieve a diverse demographic composition that matches the comparison population. |
| graduate & professional students | Achieve a diverse demographic composition that matches the comparison population. |
| postdocs & academic professionals | Achieve a diverse demographic composition that matches the comparison population. |
| tenure-track faculty | Achieve a diverse demographic composition that matches the comparison population. |
| administration & non-academic staff | Achieve a diverse demographic composition that is consistent with institutional diversity goals. |
| off-campus constituents | Cultivate partnerships with the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives. |
| extended community | Not applicable. |

**II. ENGAGEMENT**

| | |
|---|---|
| undergraduate students | Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience. |

| | |
|---|---|
| graduate & professional students | Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange. |
| postdocs & academic professionals | Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange. |
| tenure-track faculty | Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange. |
| administration & non-academic staff | Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and social, cultural, and personal development and exchange. |
| off-campus constituents | Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs. |
| extended community | Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell. |

**III. INCLUSION**

| | |
|---|---|
| undergraduate students | Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services. |
| graduate & professional students | Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services. |
| postdocs & academic professionals | Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them. |
| tenure-track faculty | Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services. |

| | |
|---|---|
| administration & non-academic staff | Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming. |
| off-campus constituents | Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell. |
| extended community | Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able participate fully in available university-sponsored programs, events, and activities. |

**IV. ACHIEVEMENT**

| | |
|---|---|
| undergraduate students | Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus. |
| graduate & professional students | Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus. |
| postdocs & academic professionals | Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus. |
| tenure-track faculty | Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus. |
| administration & non-academic staff | Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions. |
| off-campus constituents | Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from. |
| extended community | Not applicable. |

**2. Diversity Goals Summary (Matrix Format for University Diversity Goals)**

CONSTITUENTS **CORE DIVERSITY PRINCIPALS**

| | COMPOSITION | ENGAGEMENT | INCLUSION | ACHIEVEMENT |
|---|---|---|---|---|
| undergraduate students | Achieve a diverse demographic composition that matches the comparison population. | Nurture and expand a culture in which students of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all facets of their Cornell experience. | Provide and cultivate an environment free of bias in which students of all identities and backgrounds feel welcomed, included, and at home in the full range of Cornell's academic and co-curricular opportunities and services. | Provide and extend a context in which students of all identities and backgrounds are represented equitably at the highest levels of academic, co-curricular, and extra-curricular accomplishment, and in honors and awards on and off campus. |
| graduate & professional students | Achieve a diverse demographic composition that matches the comparison population. | Nurture and expand a culture in which students of all identities and backgrounds participate in the full range of Cornell programs and activities that promote professional, intellectual, social, cultural, and personal development and exchange. | Provide and cultivate an environment free of bias in which students of all identities and backgrounds successfully take part in the full range of Cornell's academic and co-curricular opportunities and services. | Provide and extend a context in which students of all identities and backgrounds are represented equitably in regard to attrition and completion rates, time to degree and career outcomes, as well as in successful participation in research, publications, presentations, external fellowships, and honors and awards on and off campus. |
| postdocs & academic professionals | Achieve a diverse demographic composition that matches the comparison population. | Nurture and expand a culture in which postdocs and academic professionals of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in all of their Cornell activities and responsibilities, and social, cultural, and personal development and exchange. | Provide and cultivate an environment free of bias in which postdocs and academic professionals of all identities and backgrounds successfully take part in the full range of activities and services available to them. | Provide and extend a context in which postdocs and academic professionals of all identities and backgrounds are represented equitably at all the levels of responsibility, and in all the honors, awards, and collegial opportunities available to them on and off campus. |
| tenure-track faculty | Achieve a diverse demographic composition that matches the comparison population. | Nurture and expand a culture in which faculty of all identities and backgrounds experience the full range of dynamic and stimulating exchange across difference with others in their research and teaching, their outreach and institutional service activities, and their social, cultural, and personal development and exchange. | Provide and cultivate an environment free of bias in which faculty of all identities and backgrounds successfully take part in Cornell's full range of academic and collegial activities, committee and governance assignments, and services. | Provide and extend a context in which faculty of all identities and backgrounds are represented equitably at all ranks and levels of responsibility, and in all honors, awards, and professional opportunities on and off campus. |
| administration & non-academic staff | Achieve a diverse demographic composition that is consistent with institutional diversity goals. | Nurture and expand a culture in which administrators and non-academic staff members of all identities and backgrounds participate fully in professional activities, events and programs, institutional initiatives and conferences, and in social, cultural, and personal development and exchange. | Provide and cultivate an environment free of bias in which individuals of all identities and backgrounds take part in the full range of Cornell's departmental and university-sponsored programming. | Provide and extend a context in which individuals of all identities and backgrounds are represented equitably in leadership programs, professional development opportunities, and promotions. |
| off-campus constituents | Cultivate partnerships the widest spectrum of off-campus entities and include a fully diverse range of off-campus participants in Cornell's events, contracts, services, and initiatives. | Nurture and expand a culture in which those we serve, contract and engage with, and purchase from participate in Cornell-sponsored events and programs. | Provide a business and outreach environment in which the broad spectrum of those we serve, contract and engage with, and purchase from report satisfaction with their relationship with Cornell. | Provide and extend a context in which Cornell's commitment to diversity leads to an increase in the efforts to address diversity and inclusion among those we serve, contract and engage with, and purchase from. |
| extended community | | Nurture a culture in which the extended community is enabled to experience the dynamic and stimulating exchange across difference available at Cornell. | Provide and cultivate an environment free of bias in which individuals and families of all identities and backgrounds are welcome and able to participate fully in available university-sponsored programs, events, and activities. | |

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## 3. Measurements and Standards

### Assumptions and Standards

• The concept of "diversity" extends well beyond race and sex, and the university is committed to collecting and disseminating a greater variety of diversity data in addition to these categories, but in reflection of our legal obligations to collect and report data about race and sex, metrics relating to these specific concepts are very commonly used.

• While it may be important to describe the actions a unit has undertaken pursuant to a given diversity initiative, assessment should rely primarily on data *from or about* constituent populations.

• Wherever possible, the efficacy of diversity initiatives should be assessed in light of centrally-maintained institutional data and widely-accepted definitions of key concepts, systematically measured and contextualized. This practice facilitates internal comparisons (such as across units at Cornell) and external bench-marking (such as with peer universities).

• It most cases, comparisons should be made as percentages and with reference to the populations and pools most relevant to a given constituency.

### Institutional Support and Unit Responsibility

• The public Diversity Dashboard and the secured-access Executive Diversity Dashboard are resources that facilitate the examination of diversity by sex and race/ethnicity among Cornell constituencies.

• While there are centralized resources (such as Institutional Research & Planning and the Department of Inclusion & Workforce Diversity) that may

be able to help units with measurement, units are ultimately responsible for the assessment of their own initiatives.

• Data drawn from university records and other centralized data sources can be supplemented, when necessary, with other kinds of data collected from or about diverse populations. The use of qualitative data sources, such as focus group or structured interviews, used in conjunction with quantitative measures can provide a fuller assessment.

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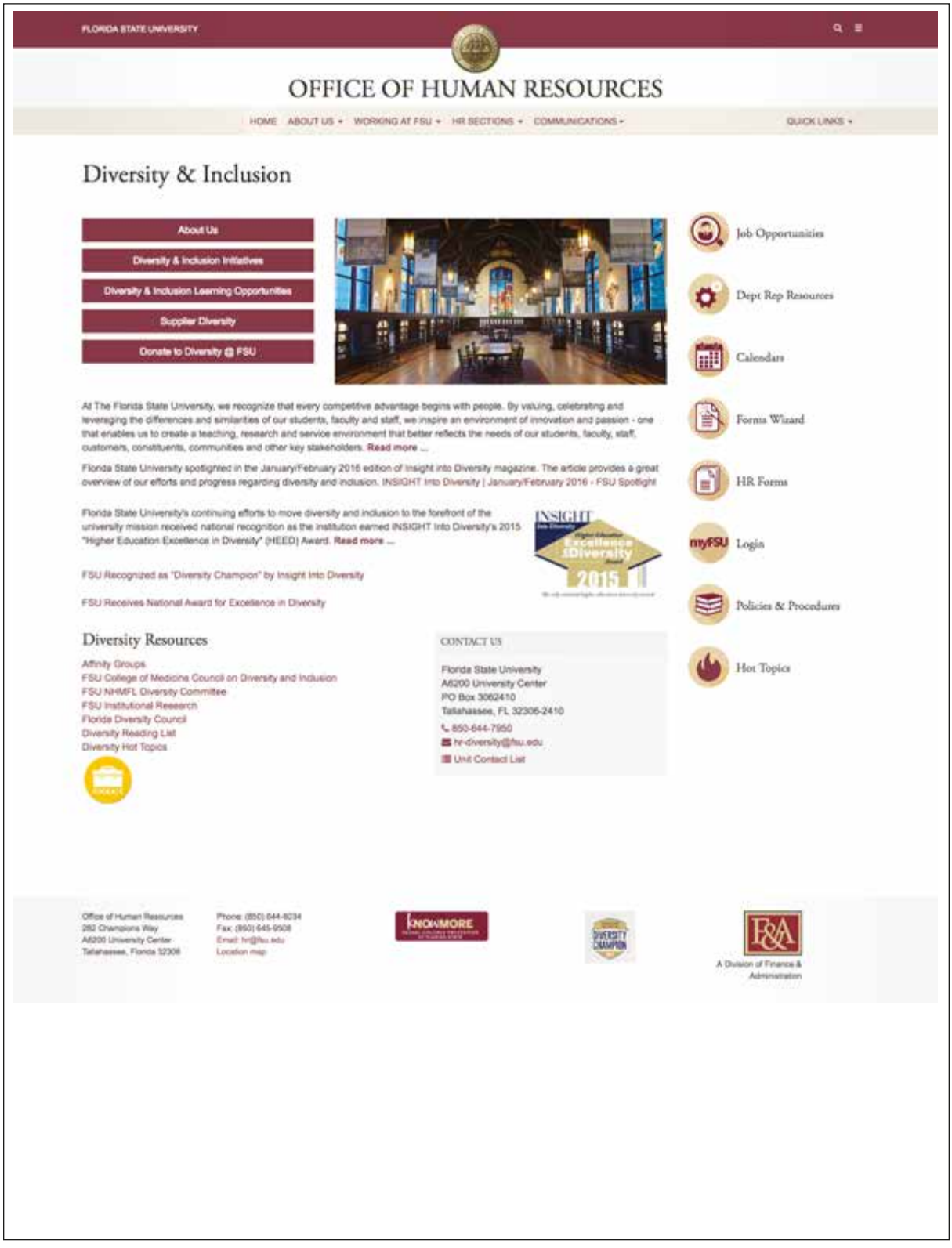
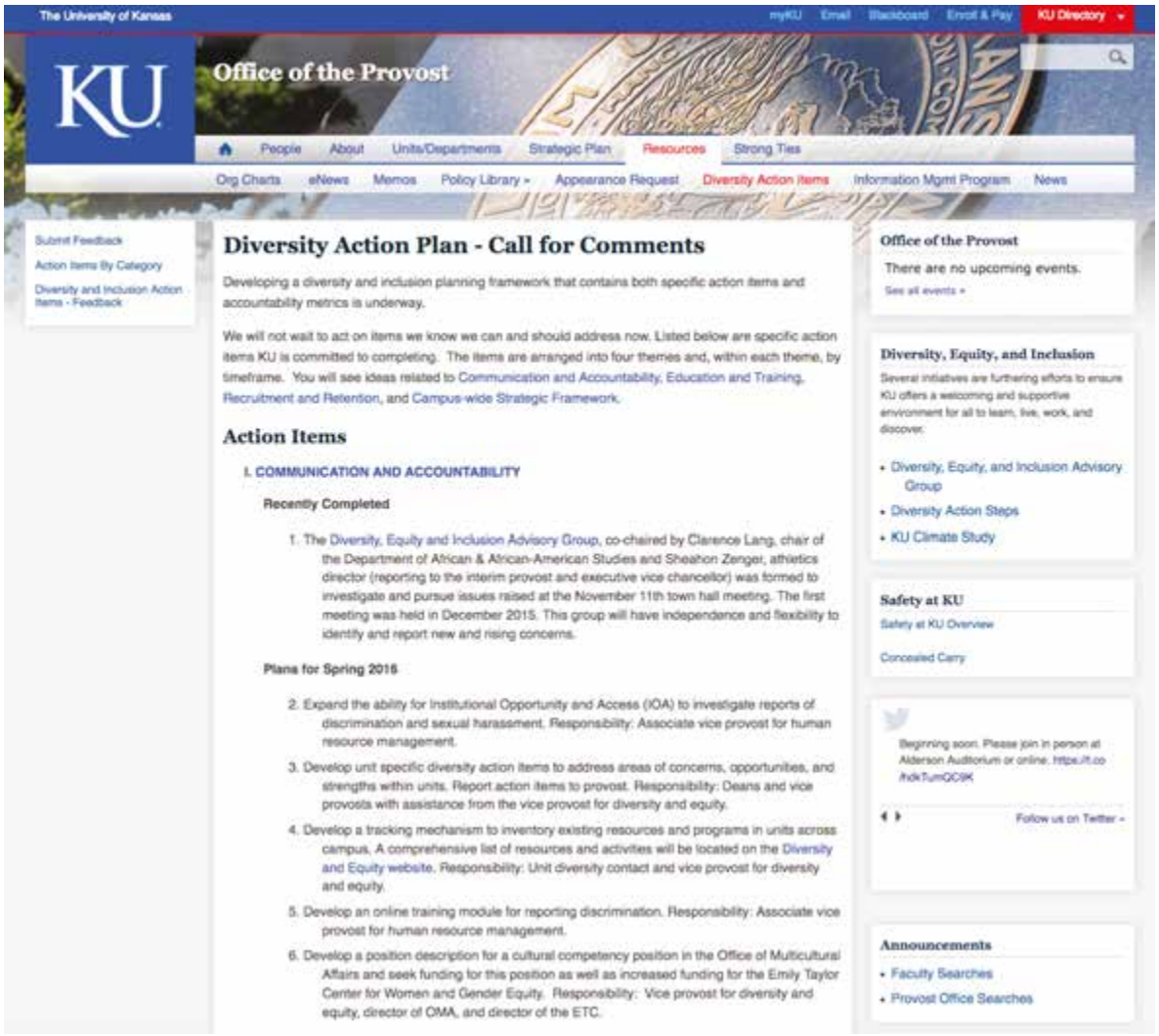
Diversity & Inclusion
http://hr.fsu.edu/?page=diversity/diversity_home



UNIVERSITY OF KANSAS
Diversity Action Plan — Call for Comments
https://provost.ku.edu/diversity-and-inclusion-action-steps



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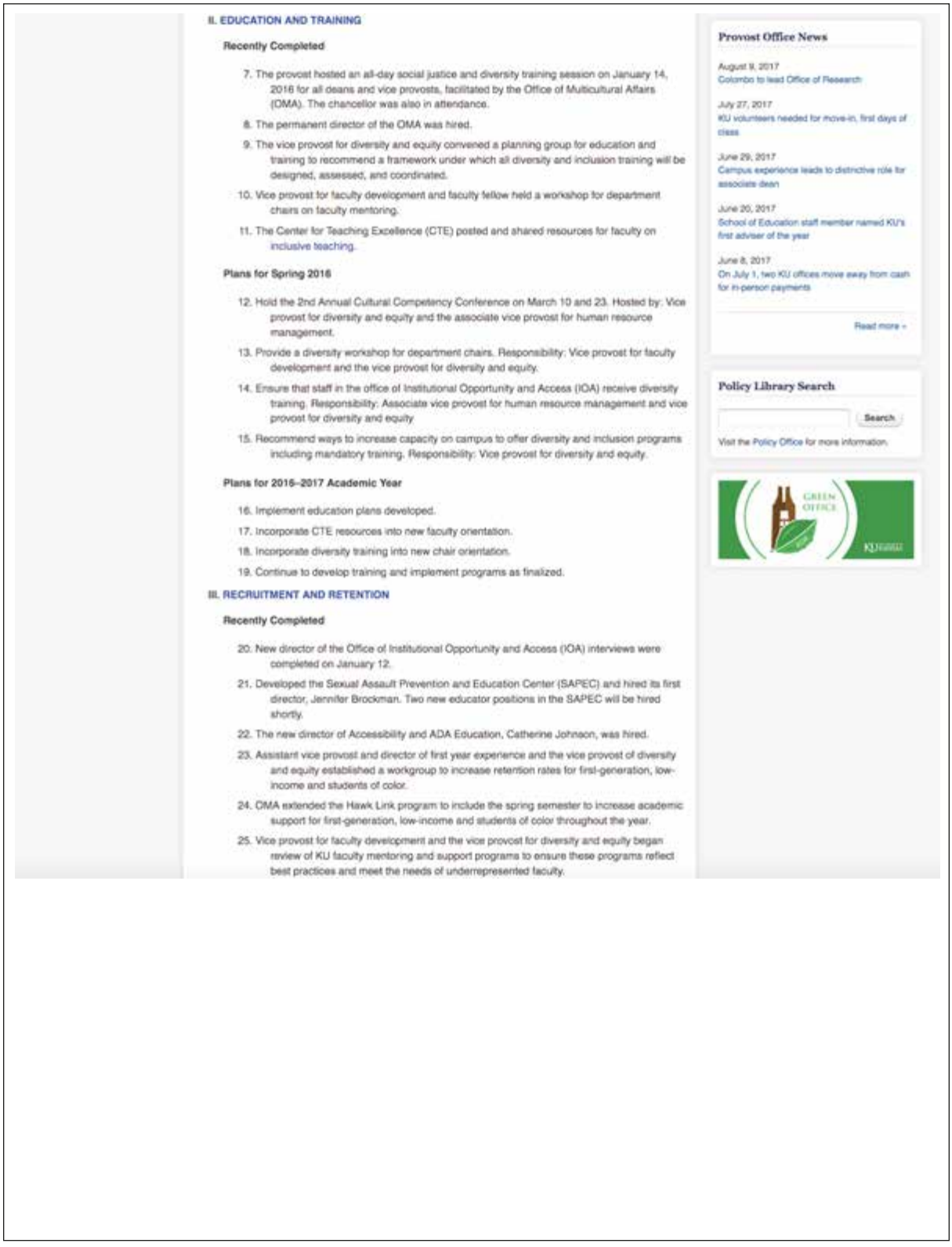

## II. EDUCATION AND TRAINING

**Recently Completed**

7. The provost hosted an all-day social justice and diversity training session on January 14, 2016 for all deans and vice provosts, facilitated by the Office of Multicultural Affairs (OMA). The chancellor was also in attendance.
8. The permanent director of the OMA was hired.
9. The vice provost for diversity and equity convened a planning group for education and training to recommend a framework under which all diversity and inclusion training will be designed, assessed, and coordinated.
10. Vice provost for faculty development and faculty fellow held a workshop for department chairs on faculty mentoring.
11. The Center for Teaching Excellence (CTE) posted and shared resources for faculty on inclusive teaching.

**Plans for Spring 2016**

12. Hold the 2nd Annual Cultural Competency Conference on March 10 and 23. Hosted by: Vice provost for diversity and equity and the associate vice provost for human resource management.
13. Provide a diversity workshop for department chairs. Responsibility: Vice provost for faculty development and the vice provost for diversity and equity.
14. Ensure that staff in the office of Institutional Opportunity and Access (IOA) receive diversity training. Responsibility: Associate vice provost for human resource management and vice provost for diversity and equity
15. Recommend ways to increase capacity on campus to offer diversity and inclusion programs including mandatory training. Responsibility: Vice provost for diversity and equity.

**Plans for 2016–2017 Academic Year**

16. Implement education plans developed.
17. Incorporate CTE resources into new faculty orientation.
18. Incorporate diversity training into new chair orientation.
19. Continue to develop training and implement programs as finalized.

## III. RECRUITMENT AND RETENTION

**Recently Completed**

20. New director of the Office of Institutional Opportunity and Access (IOA) interviews were completed on January 12.
21. Developed the Sexual Assault Prevention and Education Center (SAPEC) and hired its first director, Jennifer Brockman. Two new educator positions in the SAPEC will be hired shortly.
22. The new director of Accessibility and ADA Education, Catherine Johnson, was hired.
23. Assistant vice provost and director of first year experience and the vice provost of diversity and equity established a workgroup to increase retention rates for first-generation, low-income and students of color.
24. OMA extended the Hawk Link program to include the spring semester to increase academic support for first-generation, low-income and students of color throughout the year.
25. Vice provost for faculty development and the vice provost for diversity and equity began review of KU faculty mentoring and support programs to ensure these programs reflect best practices and meet the needs of underrepresented faculty.

**Provost Office News**

August 9, 2017
Colombo to lead Office of Research

July 27, 2017
KU volunteers needed for move-in, first days of class

June 29, 2017
Campus experience leads to distinctive role for associate dean

June 20, 2017
School of Education staff member named KU's first adviser of the year

June 8, 2017
On July 1, two KU offices move away from cash for in-person payments

Read more »

**Policy Library Search**

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Visit the Policy Office for more information.

26. Vice provost for diversity and equity formed a workgroup to examine and evaluate the MU Advising Corps model for recruiting and supporting the success of more first generation, low income, and students of color.

**Plans for Spring 2016**

27. Consider a leadership program to help students from underrepresented populations connect and be successful. Responsibility: Vice provost for diversity and equity in cooperation with academic and student support units.
28. Review and develop processes to attract diverse applicant pools in all faculty, staff, and administrative hires. Responsibility: Vice provost for faculty development and associate vice provost for human resource management.
29. Implement comprehensive set of strategies and tactics designed to attract an academically qualified, diverse applicant and admit pool. Responsibility: Vice provost for enrollment management and director of admissions.
30. Create clear and timely transfer pathways. Responsibility: Vice provost for enrollment management, director of admissions and vice provost for academic affairs.
31. Complete review of KU faculty mentoring programs and develop models to support underrepresented faculty success. Responsibility: Vice provost for faculty development and vice provost for diversity and equity in cooperation with deans and department chairs.
32. Complete diversity and equity workgroup's evaluation of the MU Advising Corps model as a means for KU to recruit more first-generation, low-income and students of color to KU and set them up for success. Responsibility: Diversity and equity workgroup.

**Plans for 2016–2017 Academic year**

33. Continue to expand participation in the Multicultural Scholars Program (MSP). The provost office has provided funding to double the number of students who were served in 2014.
34. Implement processes to attract diverse applicant pools in all faculty, staff, and administrative hires.
35. Implement a mentoring program in Hawk Link to increase student success. Responsibility: Office of Multicultural Affairs
36. Implement faculty mentoring programs.
37. University Innovation Alliance (UIA) and the U.S. Department of Education's First in the World (FITW) advising initiative is underway for 2016-2019, and involves KU students. The project analyzes gaps in attainment and offers proactive advising.
38. Conduct a search to fill two new positions in Counseling and Psychological Services (CAPS) to better serve underrepresented students.

**IV. CAMPUS-WIDE STRATEGIC FRAMEWORK**

**Recently completed**

33. Started KU Climate Study. Responsibility: Vice provost for diversity and equity, and associate vice provost for human resources

**Plans for Spring 2016**

40. Host the 4th Annual Diversity Symposium on April 12. Responsibility: Vice provost for diversity and equity and the diversity leadership council.
41. Develop a diversity framework that includes action steps and metrics that can integrate into KU's next strategic plan. Responsibility: Deans and vice provosts.
42. Ensure that the diversity initiatives put forth in *Bold Aspirations* are prioritized and addressed. Responsibility: Provost.

**Plans for 2016–2017 Academic year**

43. Complete KU Climate Study information gathering and analysis.
44. Develop action steps to integrate climate study data into the diversity framework and campus strategic plan to improve KUs living, learning and working environment.
45. Consider a leadership program to help students from underrepresented populations connect and be successful.

## Signed

**Sara Rosen,** interim provost and executive vice chancellor

**Dave Cook,** vice chancellor of the Edwards Campus

**Jim Tracy,** vice chancellor for research

**Stuart Day,** acting senior vice provost for academic affairs

**Diane Goddard,** vice provost for administration and finance

**Nate Thomas,** vice provost for diversity and equity

**Matt Melvin,** vice provost for enrollment management

**Mary Lee Hummert,** vice provost for faculty development

**Tammara Durham,** vice provost for student affairs

**DeAngela Burns-Wallace,** vice provost of undergraduate studies

**Mahesh Daas,** dean of the School of Architecture Design & Planning

**Neeli Bendapudi,** dean of the School of Business

**Carl Lejuez,** dean of the College of Liberal Arts & Sciences

**Rick Ginsberg,** dean of the School of Education

**Michael Branicky,** dean of the School of Engineering

**Michael Roberts,** dean of Graduate Studies

**Ann Brill,** dean of the School of Journalism & Mass Communications

**Kent Miller,** interim co-dean of KU Libraries

**Mary Roach,** interim co-dean of KU Libraries

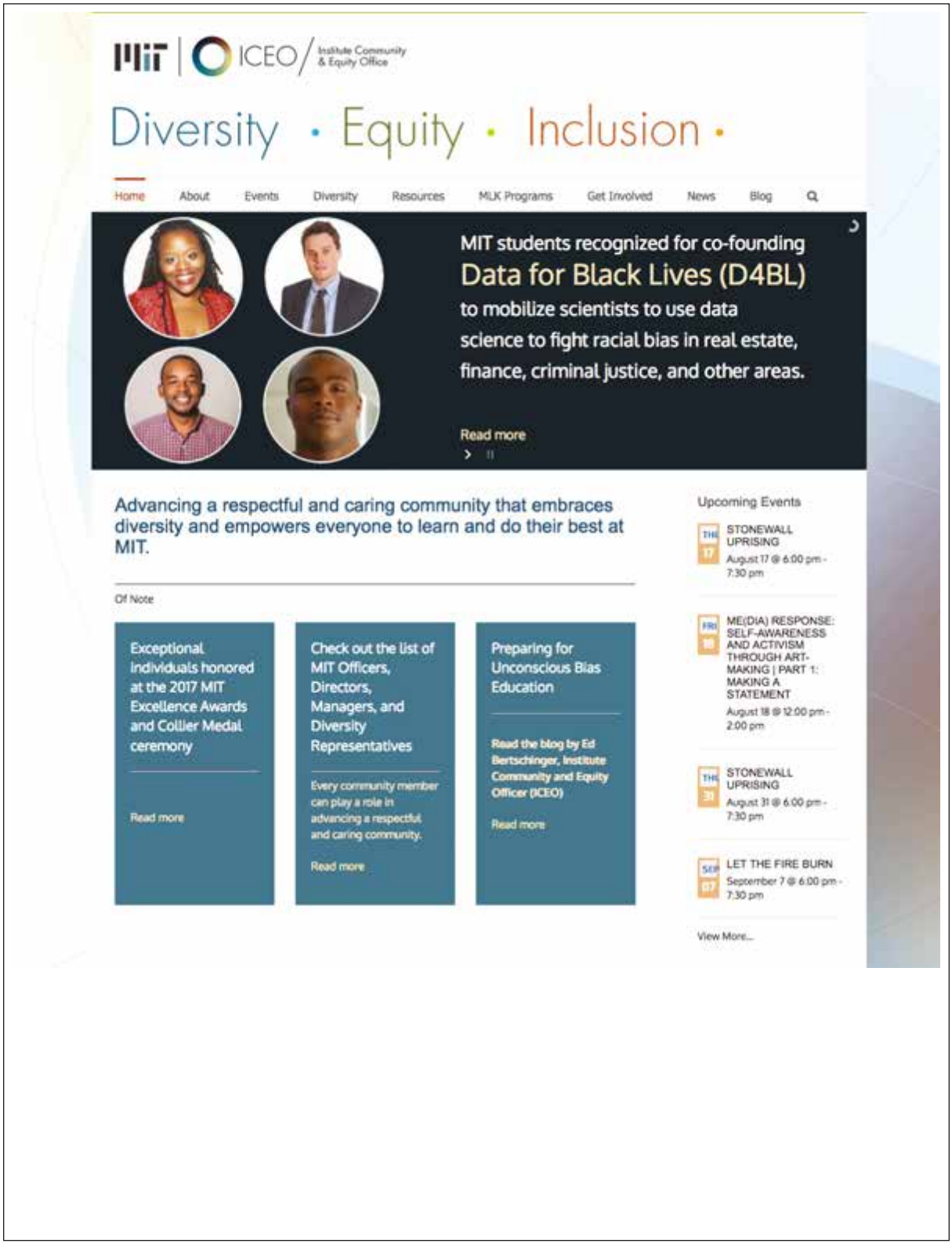
**Stephen Mazza,** dean of the School of Law

**Robert Walzel,** dean of the School of Music

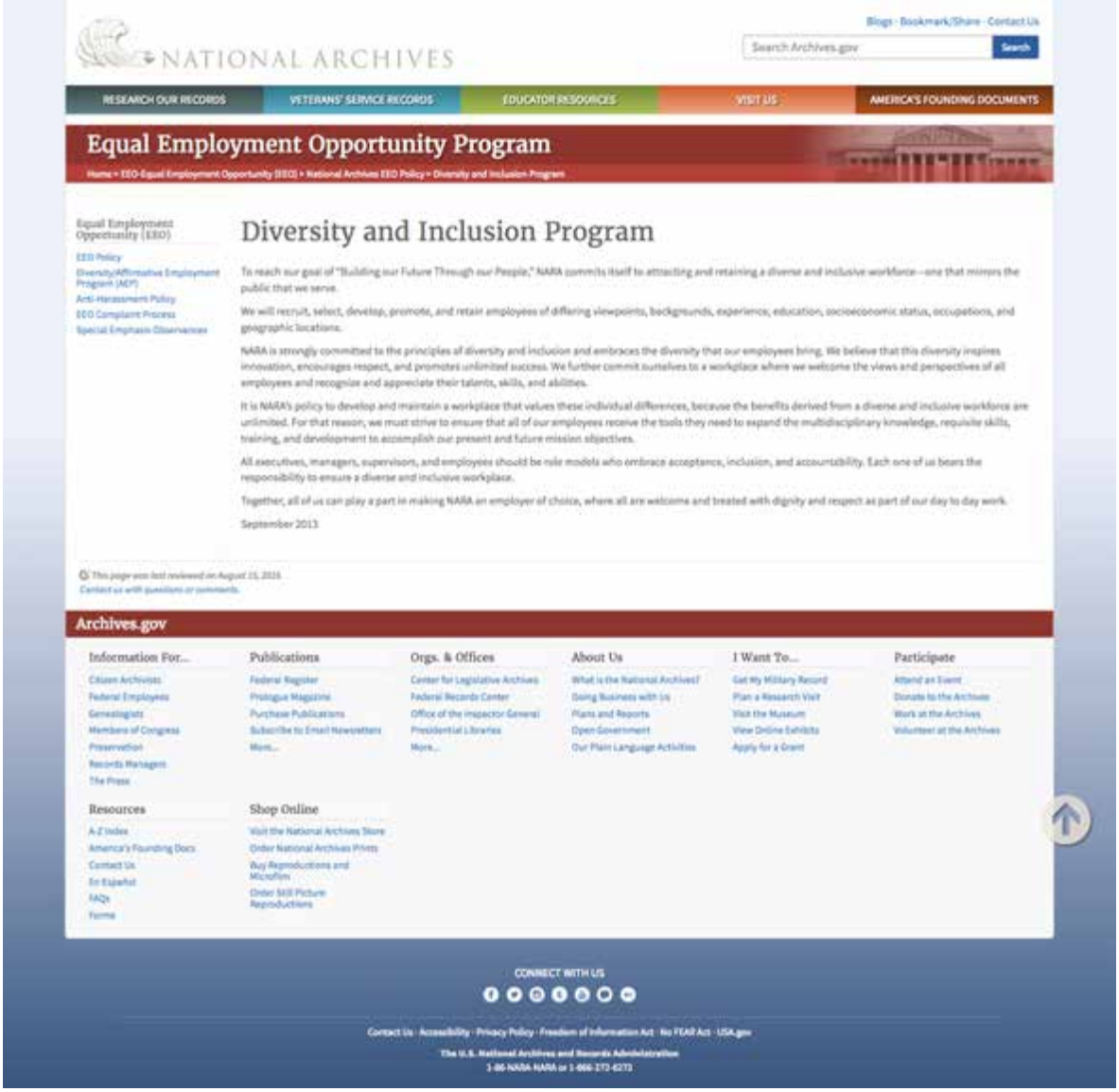
**Ken Audus,** dean of the School of Pharmacy

**Paul Smokowski,** dean of the School of Social Welfare

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Institute Community & Equity Office
http://diversity.mit.edu/



NATIONAL ARCHIVES AND RECORDS ADMINISTRATION
Diversity and Inclusion Program
https://www.archives.gov/eeo/policy/diversity-inclusion-policy-statement.html



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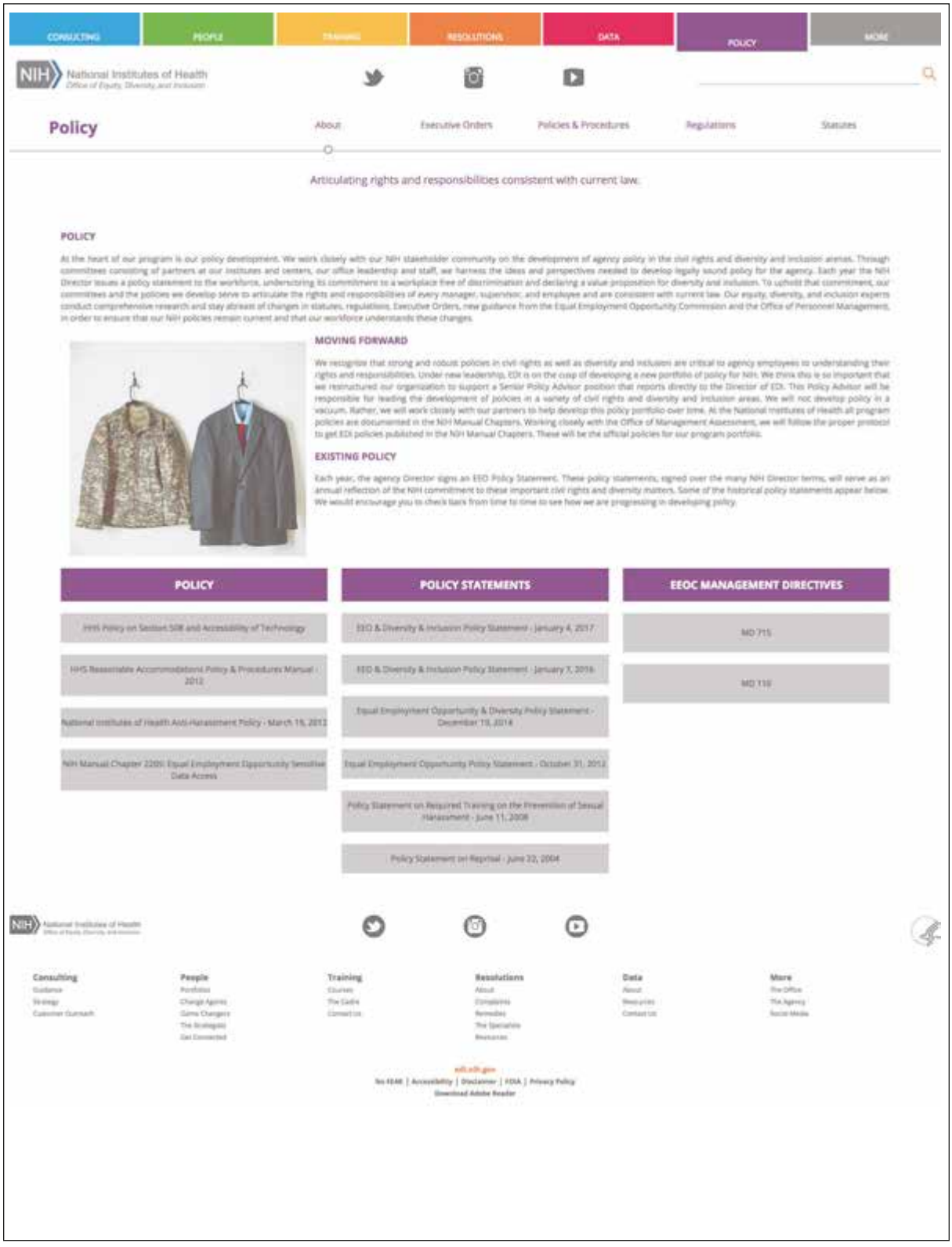

UNIVERSITY OF NEBRASKA-LINCOLN
Our Core Values & Beliefs
http://diversity.unl.edu/our-core-values-beliefs

UNIVERSITY OF NEBRASKA-LINCOLN

DIVERSITY AND INCLUSION

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# Our Core Values & Beliefs

## Our Core Values

In 2006, the University of Nebraska-Lincoln adopted its Core Values. The University community contributed to the development of these core values, which reflect our commitment to the ideals of a leading land-grant, comprehensive research university.

We value:

- Learning that prepares students for lifetime success and leadership;
- Excellence pursued without compromise;
- Achievement supported by a climate that celebrates each person's success;
- Diversity of ideas and people;
- Engagement with academic, business, and civic communities throughout Nebraska and the world;
- Research and creative activity that inform teaching, foster discovery, and contribute to economic prosperity and our quality of life;
- Stewardship of the human, financial, and physical resources committed to our care.

We demonstrate these values when we strive to assure that each individual is able to work and learn in an atmosphere of dignity, equity and inclusion.

As we enter the 2016-17 academic year, we ask that all members of the University community be especially mindful of our responsibility to create an environment that is welcoming to all, where each person feels accepted, valued and safe. To that end, we are providing the following belief statements to enhance and clarify our conviction to this principle.

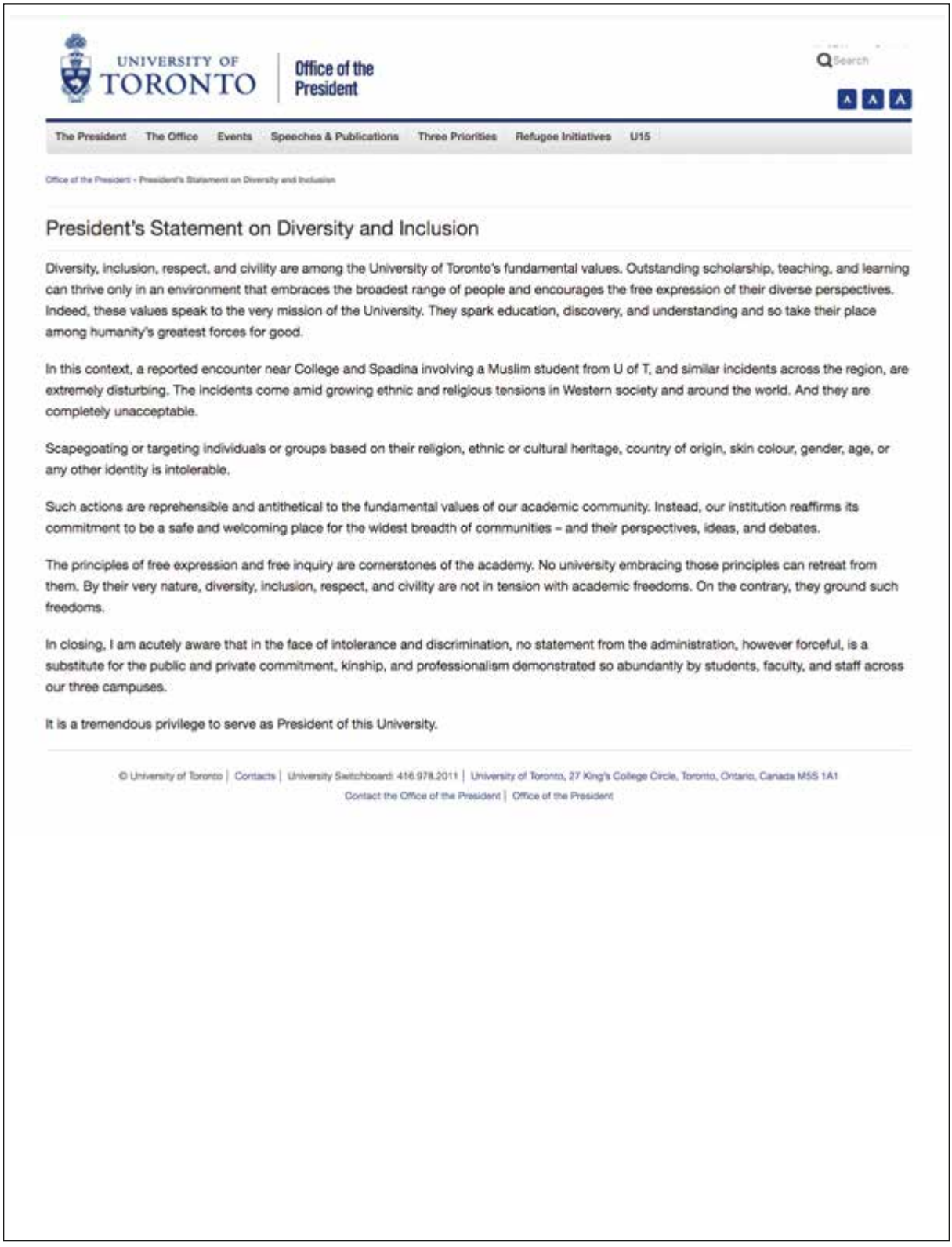
## Beliefs on Diversity and Inclusion

At the University of Nebraska, we strive for excellence in all that we do. True excellence requires that each individual be able to work and learn in an atmosphere of respect, dignity, and acceptance. Our commitment to diversity and inclusion requires each of us to continuously ensure our interactions be respectful, protect free speech and inspire academic freedom.

At the University of Nebraska:

- We value equity, inclusion, and dignity for all.
- We strive for excellence and recognize that our differences make us stronger. We respect and seek out inclusion of differences, realizing we can learn from each other.
- We insist on a culture of respect, and recognize that words and actions matter. The absence of action and words also matter.
- We believe in the freedom of speech, and encourage the civil and respectful expression of ideas and opinions.
- We all share in the responsibility to create a positive culture and to safeguard equity, inclusion, dignity, and respect for all. Each member of the University community—faculty, staff and students—should be a role model for others.
- We take action when we observe someone being treated unfairly or in a demeaning manner.

UNIVERSITY OF TORONTO
President's Statement on Diversity and Inclusion
http://www.president.utoronto.ca/presidents-statement-on-diversity-and-inclusion



UNIVERSITY OF TORONTO | Office of the President

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Office of the President › President's Statement on Diversity and Inclusion

## President's Statement on Diversity and Inclusion

Diversity, inclusion, respect, and civility are among the University of Toronto's fundamental values. Outstanding scholarship, teaching, and learning can thrive only in an environment that embraces the broadest range of people and encourages the free expression of their diverse perspectives. Indeed, these values speak to the very mission of the University. They spark education, discovery, and understanding and so take their place among humanity's greatest forces for good.

In this context, a reported encounter near College and Spadina involving a Muslim student from U of T, and similar incidents across the region, are extremely disturbing. The incidents come amid growing ethnic and religious tensions in Western society and around the world. And they are completely unacceptable.

Scapegoating or targeting individuals or groups based on their religion, ethnic or cultural heritage, country of origin, skin colour, gender, age, or any other identity is intolerable.

Such actions are reprehensible and antithetical to the fundamental values of our academic community. Instead, our institution reaffirms its commitment to be a safe and welcoming place for the widest breadth of communities – and their perspectives, ideas, and debates.

The principles of free expression and free inquiry are cornerstones of the academy. No university embracing those principles can retreat from them. By their very nature, diversity, inclusion, respect, and civility are not in tension with academic freedoms. On the contrary, they ground such freedoms.

In closing, I am acutely aware that in the face of intolerance and discrimination, no statement from the administration, however forceful, is a substitute for the public and private commitment, kinship, and professionalism demonstrated so abundantly by students, faculty, and staff across our three campuses.

It is a tremendous privilege to serve as President of this University.

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Contact the Office of the President | Office of the President

## UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf

UNIVERSITY OF TORONTO

University of Toronto
Governing Council

**Statement on Equity, Diversity, and Excellence**

December 14, 2006

To request an official copy of this policy, contact:

The Office of the Governing Council
Room 106, Simcoe Hall
27 King's College Circle
University of Toronto
Toronto, Ontario
M5S 1A1

Phone: 416-978-6576
Fax: 416-978-8182
E-mail: governing.council@utoronto.ca
Website: http://www.governingcouncil.utoronto.ca/

UNIVERSITY OF TORONTO
Statement on Equity, Diversity, and Excellence
http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppdec142006.pdf



# Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

## Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

## Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

## Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

## Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

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The University is committed to its internal policies on issues related to equity, and also operates in compliance with all legislation that bears on equity and human rights.[1]

[1] The applicable policies and legistation include: Statement of Institutional Purpose, Code of Behaviour on Academic Matters, Policies and Procedures: Sexual Harrassment, Employment Equity Policy, Statement of Commitment Regarding Persons with Disabilities, Statement on Protection of Freedom of Speech, the Ontario Human Rights Code, and any current or future guideline or procedure dealing with equity issues. Links to websites for the existing documents are listen in an Appendix to this Statement.

## Appendix

Statement of Institutional Purpose
http://www.utoronto.ca/govcncl/pap/policies/mission.pdf

Code of Behaviour on Academic Matters:
http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf

Policies and Procedures: Sexual Harassment:
http://www.utoronto.ca/govcncl/pap/policies/sexual.pdf

Employment Equity Policy:
http://www.utoronto.ca/govcncl/pap/policies/emequity.pdf

Statement of Commitment Regarding Persons with Disabilities:
http://www.utoronto.ca/govcncl/pap/policies/disabled.pdf

Statement on Protection of Freedom of Speech:
http://www.utoronto.ca/govcncl/pap/policies/frspeech.pdf

Ontario *Human Rights Code*:
http://www.e-laws.gov.on.ca/DBLaws/Statutes/English/90h19_e.htm

TULANE UNIVERSITY
Diversity Statement
https://www2.tulane.edu/equity/diversity-statement.cfm

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# Diversity Statement




## *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.

Guiding 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.

## *Quick Links*

Diversity & Inclusive Excellence »
Diversity Plan »
Campus Partners »
Associations »
Cultural Calendar »

**ONLY IN NEW ORLEANS. ONLY AT TULANE.**