


Institution Diversity Goals, Values, Statements



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2016–2019 Diversity Strategic Action Plan

CWRU Diversity Strategic Action Plan
Calls for Collaboration and Accountability
To Reach Inclusion & Diversity Goals



The 2016–2019 Case Western Reserve University Diversity Strategic Action Plan (DSAP) calls for increased visibility, accountability and collaboration as the university strives to fulfill its inclusion, diversity and equity goals. The plan, entitled *Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University*, is available online at case.edu/diversity/. It continues to focus on the three goals outlined in the university's first Diversity Strategic Action Plan, released in 2012.

The three DSAP goals are:

- 1) Improved campus climate
- 2) Increased retention and recruitment of faculty, students and staff from underrepresented groups
- 3) Enhanced leveraging of university resources to advance diversity and inclusion

"The second plan ...identifies how best to advance the work we still need to do to enhance inclusion, diversity and equal opportunity at our university," said University President Barbara Snyder in introducing the publication. "I look forward to working with our campus community as we embrace the work ahead of us"

The Office for Inclusion, Diversity and Equal Opportunity (OIIDEO) spearheaded the development of the new DSAP. The process began with an evaluation of the 2012–02015 plan through a diversity audit of the campus and a review by members of the CWRU Diversity Leadership Council (DLC) to determine the status of previous action steps taken to achieve diversity goals. In addition, an assessment was conducted through focus groups by an external review team, which examined the state of diversity, inclusion and equity at CWRU. Finally, members of the CWRU campus community provided feedback and suggestions for the DSAP at campus open forums. The information gathered through these various processes was utilized by the DLC to create the 2016–2019 DSAP.

98 Representative Documents: Institution Diversity Goals, Values, Statements

"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, cj173@case.edu.

[Home](#) [Latest News](#) [My Diversity 360](#) [Staff Contact](#) [FaceBook](#)

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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.
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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)

CORE DIVERSITY PRINCIPALS				
CONSTITUENTS	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.	

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).
- In 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.

FLORIDA STATE UNIVERSITY

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At The Florida State University, we recognize that every competitive advantage begins with people. By valuing, celebrating and leveraging the differences and similarities of our students, faculty and staff, we inspire an environment of innovation and passion - one that enables us to create a teaching, research and service environment that better reflects the needs of our students, faculty, staff, customers, constituents, communities and other key stakeholders. [Read more ...](#)

Florida State University spotlighted in the January/February 2016 edition of *Insight into Diversity* magazine. The article provides a great overview of our efforts and progress regarding diversity and inclusion. *INSIGHT into Diversity* | January/February 2016 - FSU Spotlight

Florida State University's continuing efforts to move diversity and inclusion to the forefront of the university mission received national recognition as the institution earned *INSIGHT into Diversity's* 2015 "Higher Education Excellence in Diversity" (HEED) Award. [Read more ...](#)

FSU Recognized as "Diversity Champion" by *Insight into Diversity*

FSU Receives National Award for Excellence in Diversity

INSIGHT

Higher Education

Excellence in Diversity

2015

CONTACT US

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A6200 University Center

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Tallahassee, FL 32306-2410

850-644-7950

hr-diversity@fsu.edu

[Unit Contact List](#)

Diversity Resources

Affinity Groups

FSU College of Medicine Council on Diversity and Inclusion

FSU NHMFL Diversity Committee

FSU Institutional Research

Florida Diversity Council

Diversity Reading List

Diversity Hot Topics

Office of Human Resources

280 Champions Way

A6200 University Center

Tallahassee, Florida 32306

Phone: (850) 644-8034

Fax: (850) 645-9908

Email: hr@fsu.edu

Location map

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FLORIDA STATE UNIVERSITY

A Division of Finance & Administration

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UNIVERSITY OF KANSAS

Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

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Office of the Provost

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Action Items By Category

Diversity and Inclusion Action Items - Feedback

Diversity Action Plan - Call for Comments

Developing a diversity and inclusion planning framework that contains both specific action items and accountability metrics is underway.

We will not wait to act on items we know we can and should address now. Listed below are specific action items KU is committed to completing. The items are arranged into four themes and, within each theme, by timeframe. You will see ideas related to Communication and Accountability, Education and Training, Recruitment and Retention, and Campus-wide Strategic Framework.

Action Items

I. COMMUNICATION AND ACCOUNTABILITY

Recently Completed

1. The Diversity, Equity and Inclusion Advisory Group, co-chaired by Clarence Lang, chair of the Department of African & African-American Studies and Sheahon Zenger, athletics director (reporting to the interim provost and executive vice chancellor) was formed to investigate and pursue issues raised at the November 11th town hall meeting. The first meeting was held in December 2015. This group will have independence and flexibility to identify and report new and rising concerns.

Plans for Spring 2016

2. Expand the ability for Institutional Opportunity and Access (IOA) to investigate reports of discrimination and sexual harassment. Responsibility: Associate vice provost for human resource management.
3. Develop unit specific diversity action items to address areas of concerns, opportunities, and strengths within units. Report action items to provost. Responsibility: Deans and vice provosts with assistance from the vice provost for diversity and equity.
4. Develop a tracking mechanism to inventory existing resources and programs in units across campus. A comprehensive list of resources and activities will be located on the Diversity and Equity website. Responsibility: Unit diversity contact and vice provost for diversity and equity.
5. Develop an online training module for reporting discrimination. Responsibility: Associate vice provost for human resource management.
6. Develop a position description for a cultural competency position in the Office of Multicultural Affairs and seek funding for this position as well as increased funding for the Emily Taylor Center for Women and Gender Equity. Responsibility: Vice provost for diversity and equity, director of OMA, and director of the ETC.

Office of the Provost

There are no upcoming events.

[See all events »](#)

Diversity, Equity, and Inclusion

Several initiatives are furthering efforts to ensure KU offers a welcoming and supportive environment for all to learn, live, work, and discover.

- Diversity, Equity, and Inclusion Advisory Group
- Diversity Action Steps
- KU Climate Study

Safety at KU

[Safety at KU Overview](#)

[Concealed Carry](#)

Beginning soon. Please join in person at Alderson Auditorium or online. <https://t.co/3hdkTumQC9K>

[Follow us on Twitter »](#)

Announcements

- Faculty Searches
- Provost Office Searches

SPEC Kit 356: Diversity and Inclusion

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II. EDUCATION AND TRAINING

Recently Completed

- 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.
- The permanent director of the OMA was hired.
- 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.
- Vice provost for faculty development and faculty fellow held a workshop for department chairs on faculty mentoring.
- The Center for Teaching Excellence (CTE) posted and shared resources for faculty on [inclusive teaching](#).

Plans for Spring 2016

- 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.
- Provide a diversity workshop for department chairs. Responsibility: Vice provost for faculty development and the vice provost for diversity and equity.
- 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.
- 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

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

III. RECRUITMENT AND RETENTION

Recently Completed

- New director of the Office of Institutional Opportunity and Access (IOA) interviews were completed on January 12.
- 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.
- The new director of Accessibility and ADA Education, Catherine Johnson, was hired.
- 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.
- 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.
- 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 8, 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

[Visit the Policy Office for more information.](#)



UNIVERSITY OF KANSAS

Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

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.

UNIVERSITY OF KANSAS

Diversity Action Plan — Call for Comments

<https://provost.ku.edu/diversity-and-inclusion-action-steps>

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 KU's 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

Carli 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

The screenshot shows the MIT ICEO website with a header featuring the MIT logo and the text "ICEO / Institute Community & Equity Office". Below the header is a navigation bar with links: Home, About, Events, Diversity, Resources, MLK Programs, Get Involved, News, and Blog. The main content area has a large banner for "Diversity • Equity • Inclusion" with a sub-header "MIT students recognized for co-founding Data for Black Lives (D4BL) to mobilize scientists to use data science to fight racial bias in real estate, finance, criminal justice, and other areas." This banner includes four circular portraits of the students and a "Read more" link. Below the banner is a section titled "Advancing a respectful and caring community that embraces diversity and empowers everyone to learn and do their best at MIT." To the right of this section is a "Upcoming Events" list with three items: "STONEWALL UPRISING" on August 17, "ME(DIA) RESPONSE: SELF-AWARENESS AND ACTIVISM THROUGH ART-MAKING | PART 1: MAKING A STATEMENT" on August 18, and "STONEWALL UPRISING" on August 31. Below the main content area are three teal-colored boxes with white text: "Exceptional Individuals honored at the 2017 MIT Excellence Awards and Collier Medal ceremony", "Check out the list of MIT Officers, Directors, Managers, and Diversity Representatives", and "Preparing for Unconscious Bias Education". Each box has a "Read more" link. At the bottom right of the page is a "View More..." link.

MIT | ICEO / Institute Community & Equity Office

Diversity • Equity • Inclusion •

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MIT students recognized for co-founding **Data for Black Lives (D4BL)** to mobilize scientists to use data science to fight racial bias in real estate, finance, criminal justice, and other areas.

Read more

Advancing a respectful and caring community that embraces diversity and empowers everyone to learn and do their best at MIT.

Of Note

Exceptional Individuals honored at the 2017 MIT Excellence Awards and Collier Medal ceremony

Read more

Check out the list of MIT Officers, Directors, Managers, and Diversity Representatives

Every community member can play a role in advancing a respectful and caring community.

Read more

Preparing for Unconscious Bias Education

Read the blog by Ed Bertschinger, Institute Community and Equity Officer (ICEO)

Read more

Upcoming Events

THE 17 STONEWALL UPRISING
August 17 @ 6:00 pm - 7:30 pm

FRI 18 ME(DIA) RESPONSE: SELF-AWARENESS AND ACTIVISM THROUGH ART-MAKING | PART 1: MAKING A STATEMENT
August 18 @ 12:00 pm - 2:00 pm

THE 31 STONEWALL UPRISING
August 31 @ 6:00 pm - 7:30 pm

SEP 07 LET THE FIRE BURN
September 7 @ 6:00 pm - 7:30 pm

View More...

NATIONAL ARCHIVES AND RECORDS ADMINISTRATION

Diversity and Inclusion Program

<https://www.archives.gov/eo/policy/diversity-inclusion-policy-statement.html>

The screenshot displays the National Archives and Records Administration website. At the top, the logo and navigation menu are visible. The main heading is "Equal Employment Opportunity Program" with a sub-header "Diversity and Inclusion Program". The page content includes a sidebar with links to EEO Policy, Diversity/Affirmative Employment Program (ADP), Anti-Harassment Policy, EEO Complaint Process, and Special Emphasis Observations. The main text area contains a statement of commitment to diversity and inclusion, followed by a paragraph detailing the organization's goals and a list of principles. The footer includes a "Connect With Us" section with social media links and contact information.

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Equal Employment Opportunity Program

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Diversity and Inclusion Program

To reach our goal of "Building our Future Through our People," NARA commits itself to attracting and retaining a diverse and inclusive workforce—one that mirrors the public that we serve.

We will recruit, select, develop, promote, and retain employees of differing viewpoints, backgrounds, experience, education, socioeconomic status, occupations, and geographic locations.

NARA is strongly committed to the principles of diversity and inclusion and embraces the diversity that our employees bring. We believe that this diversity inspires innovation, encourages respect, and promotes unlimited success. We further commit ourselves to a workplace where we welcome the views and perspectives of all employees and recognize and appreciate their talents, skills, and abilities.

It is NARA's policy to develop and maintain a workplace that values these individual differences, because the benefits derived from a diverse and inclusive workforce are unlimited. For that reason, we must strive to ensure that all of our employees receive the tools they need to expand the multidisciplinary knowledge, requisite skills, training, and development to accomplish our present and future mission objectives.

All executives, managers, supervisors, and employees should be role models who embrace acceptance, inclusion, and accountability. Each one of us bears the responsibility to ensure a diverse and inclusive workplace.

Together, all of us can play a part in making NARA an employer of choice, where all are welcome and treated with dignity and respect as part of our day to day work.

September 2013

© This page was last reviewed on August 25, 2016.
Contact us with questions or comments.

Archives.gov

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Articulating rights and responsibilities consistent with current law.

POLICY

At the heart of our program is our policy development. We work closely with our NIH stakeholder community on the development of agency policy in the civil rights and diversity and inclusion areas. Through committees consisting of partners at our Institutes and Centers, our office leadership and staff, we harness the ideas and perspectives needed to develop legally sound policy for the agency. Each year the NIH Director issues a policy statement to the workforce, underscoring its commitment to a workplace free of discrimination and declaring a value proposition for diversity and inclusion. To uphold that commitment, our committees and the policies we develop serve to articulate the rights and responsibilities of every manager, supervisor, and employee and are consistent with current law. Our equity, diversity, and inclusion experts conduct comprehensive research and stay abreast of changes in statutes, regulations, Executive Orders, new guidance from the Equal Employment Opportunity Commission and the Office of Personnel Management, in order to ensure that our NIH policies remain current and that our workforce understands these changes.

MOVING FORWARD








We recognize that strong and robust policies in civil rights as well as diversity and inclusion are critical to agency employees to understanding their rights and responsibilities. Under new leadership, EDI is on the cusp of developing a new portfolio of policy for NIH. We think this is so important that we restructured our organization to support a Senior Policy Advisor position that reports directly to the Director of EDI. This Policy Advisor will be responsible for leading the development of policies in a variety of civil rights and diversity and inclusion areas. We will not develop policy in a vacuum. Rather, we will work closely with our partners to help develop this policy portfolio over time. At the National Institutes of Health all program policies are documented in the NIH Manual Chapters. Working closely with the Office of Management Assessment, we will follow the proper protocol to get EDI policies published in the NIH Manual Chapters. These will be the official policies for our program portfolio.

EXISTING POLICY

Each year, the agency Director signs an EEO Policy Statement. These policy statements, signed over the many NIH Director terms, will serve as an annual reflection of the NIH commitment to these important civil rights and diversity matters. Some of the historical policy statements appear below. We would encourage you to check back from time to time to see how we are progressing in developing policy.

POLICY	POLICY STATEMENTS	EEOC MANAGEMENT DIRECTIVES
NIH Policy on Section 508 and Accessibility of Technology	EEO & Diversity & Inclusion Policy Statement - January 4, 2017	MD 715
NHS Reasonable Accommodation Policy & Procedures Manual - 2012	EEO & Diversity & Inclusion Policy Statement - January 7, 2016	MD 116
National Institutes of Health Anti-Harassment Policy - March 16, 2012	Equal Employment Opportunity & Diversity Policy Statement - December 19, 2016	
NIH Manual Chapter 2201: Equal Employment Opportunity Sensitive Data Access	Equal Employment Opportunity Policy Statement - October 31, 2012	
	Policy Statement on Required Training on the Prevention of Sexual Harassment - June 11, 2008	
	Policy Statement on Retrial - June 22, 2004	

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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 core.

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.



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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.

© University of Toronto | [Contacts](#) | [University Switchboard: 416.978.2011](#) | [University of Toronto, 27 King's College Circle, Toronto, Ontario, Canada M5S 1A1](#)

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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/>

Statement on Equity, Diversity, and Excellence

December 14, 2006

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.

UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

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Statement on Equity, Diversity, and Excellence

December 14, 2006

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 legislation 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 listed in an Appendix to this Statement.

UNIVERSITY OF TORONTO

Statement on Equity, Diversity, and Excellence

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Statement on Equity, Diversity, and Excellence

December 14, 2006

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




Institutional Equity

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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.

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122 Representative Documents: Institution Diversity Goals, Values, Statements