



TULANE UNIVERSITY

EDI
Climate
Survey
REPORT

Taking Action on Equity, Diversity & Inclusion

Tulane Community:

At Tulane, we have an unwavering commitment to academic excellence. Great universities attract scholars and students from different academic disciplines, backgrounds, and experiences to power breakthrough discovery, world-class scholarship, and transformative personal growth.

As part of that effort, we present the findings of the Equity, Diversity, and Inclusion (EDI) Campus Climate Survey Report, which provides invaluable insights into the campus environment.

We aim to foster a community that embodies the core values of equity and inclusion daily. This extensive survey of our students, faculty, and staff has identified areas where focused efforts are required to achieve even more significant progress. We will utilize this survey data to continue making informed and measurable progress toward cultivating a thriving Tulane community.

Numerous factors shape our campus climate, including individual attitudes, interpersonal experiences, and institutional policies and practices. The survey findings present insightful perspectives we can explore through constructive dialogue as we work to foster an environment in which individuals and groups are respected and valued at Tulane.

We will continue to welcome and empower individuals from diverse backgrounds, experiences, identities, and perspectives to flourish in an inclusive environment. We remain firmly dedicated to striving for excellence and cultivating meaningful community partnerships.

Through the Strategy for Tomorrow, we can align our resources and vision through strategic priorities to achieve sustained growth and excellence.

Thank you for your ongoing support as we strive to build a stronger Tulane community.

Sincerely,

Robin Forman, *Senior Vice President for Academic Affairs and Provost*

Anneliese Singh, *Associate Provost for Diversity and Faculty Development/
Chief Diversity Officer*

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INTRODUCTION

The Tulane Office of Equity, Diversity, and Inclusion collaborated with various campus units to lead the Tulane Strategy for Tomorrow, a five-year strategic plan. The plan aims to cultivate a community that values and respects individuals from diverse backgrounds. This EDI climate survey was conducted as part of the Strategy for Tomorrow university-wide efforts.

Strategy for Tomorrow Plan

The university's strategic plan prioritizes academic excellence and the role of EDI work in supporting this goal. Guided by this vision, the Tulane Office of Equity, Diversity, and Inclusion established three strategic priorities to shape the university's initiatives and goals related to EDI. These priorities are the foundation for implementing EDI metrics, reporting, infrastructure, programs, and communication. The strategic priorities are as follows:

1. Building Equitable Relationships:

We aim to build equitable relationships amongst Tulane, local, regional, and global communities by committing to become a more equitable university, increasing awareness of and access to resources within schools and campus units that advance EDI and recruit, retain, and nurture a diverse and equitable Tulane community.

2. Promote EDI Excellence:

Our goal is to promote EDI excellence in research, teaching, and service by developing EDI pedagogy and curricula and cultivating respectful approaches to service across all platforms.

3. Building a Campus Climate Where All Can Succeed:

Our priority is to build a campus climate where all can succeed by committing to continuous EDI assessment, communicating proactively about EDI values and processes, and enhancing equity through academic and professional development and advancement opportunities.

These strategic priorities are pivotal in shaping Tulane into a welcoming, inclusive, and supportive community.

GLOSSARY

The terminology used in the survey and throughout this report is presented below. The intent is to provide a common vocabulary and context for our community as we discuss these issues. Often, terms used in the survey instrument and in this report are broader in definition than legal definitions.

Definitions

ACADEMIC EXCELLENCE: Refers to the demonstrated ability to perform, achieve, and/or excel in scholastic activities.

BIAS OR HATE INCIDENT: Bias represents the beliefs or assumptions about a group or individual's identity that negatively impact one's perceptions of and behavior towards others. It can be directed toward an attitude, an individual, or a group regarding their protected class, including but not limited to age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, and genetic information.

***DISCRIMINATION:** Refers to the unfavorable treatment of a person based on that person's race, ethnicity, national origin, socioeconomic status, age, perceived or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs.

***DIVERSITY:** Refers to differences among people in their race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, culture, national origin, religious beliefs and identity, age, disability, status, and political perspective.

***EQUITY:** Refers to a commitment to working to challenge and respond to bias, harassment, and discrimination against people from diverse identities and backgrounds.

EXCLUSIONARY BEHAVIORS: Comments or actions that subtly and often unconsciously and unintentionally discriminate against members of a marginalized group; microaggressions or micro-biases are considered exclusionary behaviors. (Examples include insults, errant comments, or gestures.)

***HARASSMENT:** Refers to a form of discrimination consisting of physical or verbal conduct that denigrates or shows hostility toward an individual because of their race, ethnicity, national origin, socioeconomic status, perceived age, or actual physical or mental disability, pregnancy, sex, sexual orientation, gender identity, marital status, creed, religion, or political beliefs. Harassment occurs when the conduct is sufficiently severe and/or pervasive that it alters the terms or conditions of employment or substantially limits the ability of a student to participate in or benefit from the college's educational and/or social programs.

INCLUSION: Refers to authentically bringing traditionally excluded individuals or groups into decision/policy making, processes, procedures, and activities.

RETALIATION: Refers to action or words intentionally taken against an individual because of the individual's participation in a protected activity, such as reporting discrimination, harassment, and/or retaliation.

For additional key terms and frequently asked questions, please [click here](#).

**Please note that the asterisked definitions provided here are sourced directly from the survey conducted.*

METHODOLOGY & SELECTING A SURVEY INSTRUMENT

Selecting a Survey Instrument

Tulane's EDI Climate Survey Committee carefully reviewed available survey instruments and recommended the survey they felt would best meet Tulane's needs. Requirements for the survey instrument included finding a survey designed for the entire campus community as opposed to just students or faculty and the ability to add custom questions to the instrument. Though several survey instruments are available, only one met each of our requirements—the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey.

The HEDS Survey is designed for an entire campus community—students, faculty, staff, and administrators—to share about their:

- perceptions of the institution's climate
- perceptions of how the institution supports EDI
- experiences with discrimination and harassment at their institution

Further, diversity is defined broadly in the survey, covering race and ethnicity, gender identity, sexual orientation, socioeconomic status, culture and language, religious beliefs, age, disability status, and political perspective.

Methodology

In the fall of 2022, Tulane administered the comprehensive campus climate survey, referred to as the “EDI Climate Survey,” to assess perceptions and experiences related to various issues. All community members were invited to participate—students, faculty, staff, administrators, medical residents, and post-doctoral fellows. The online survey launched on Oct. 27 and closed on Nov. 17, 2022, providing a three-week window for completion of the survey. The survey was available in English and Spanish and was offered on paper to community members whose roles do not involve working on a computer. The survey was anonymous—an individual's response could not be tied back to them.

Before the survey's opening, the campus community was made aware of the survey through an extensive university-wide communications plan, including social media marketing through Facebook and Instagram, signs across campuses, and announcements at meetings and in classes. To offer incentives for submitting the anonymous survey, once completed, respondents were given the option to go to a separate website where they could enter their email address and select either a guaranteed \$5 Amazon gift card or opt to enter a raffle with a range of potential prizes.

Out of the total 19,968 students, faculty, staff, administrators, medical residents, and post-doctoral fellows in fall 2022, 6,655 completed the survey, reflecting a response rate of 33%.

Additional Notes

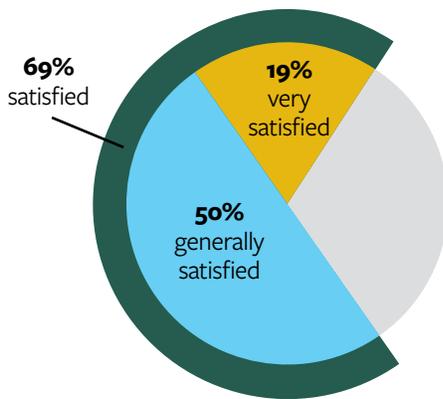
In addition to the key findings presented in this report, an online, interactive tool is available to explore the data further. The data has been provided in the most granular way possible, yielding valid data and protecting individual privacy.

KEY FINDINGS OF THE 2022 EDI CLIMATE SURVEY¹

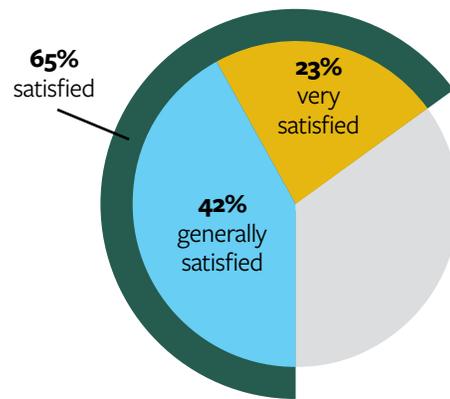
Understanding the Importance of the Overall Climate and Sense of Belonging²

A majority of students and employees (faculty and staff) are satisfied overall at Tulane.

- **69% of respondents reported that they were satisfied with the overall campus climate** (50% were generally satisfied, 19% were very satisfied)
- **65% of all respondents reported that they were satisfied with their sense of belonging at Tulane** (42% were generally satisfied, 23% were very satisfied)



Overall Campus Climate



Sense of Belonging

Varying rates of satisfaction (very satisfied or generally satisfied) with the overall campus climate were reported, such as:

- **59% of Black** respondents were satisfied
- **61% of multiracial** respondents were satisfied
- **73% of White** respondents were satisfied
- **66% of Muslim** respondents were satisfied
- **73% of Christian** respondents were satisfied
- **75% of Jewish** respondents were satisfied
- **62% of LGBTQ+** respondents were satisfied
- **73% of straight (heterosexual)** respondents were satisfied
- **45% of non-binary and/or transgender** respondents were satisfied
- **76% of men (cisgender)** were satisfied
- **68% of women (cisgender)** were satisfied

Students reported varying rates of satisfaction, including:

- **83% of international** students were satisfied
- **71% of Muslim** students were satisfied
- **73% of Christian** students were satisfied
- **77% of Jewish** students were satisfied
- **77% of students who are veterans** were satisfied

¹ Detailed results of the 2022 EDI Climate Survey can be accessed utilizing this interactive tool: edi.tulane.edu/survey

² Percentages may not total 100 due to rounding.

Varying rates of belonging at Tulane were expressed.

- **54% of Black** respondents were satisfied
- **55% of multiracial** respondents were satisfied
- **71% of White** respondents were satisfied
- **59% of Muslim** respondents were satisfied
- **69% of Christian** respondents were satisfied
- **76% of Jewish** respondents were satisfied
- **55% of LGBTQ+** respondents were satisfied
- **69% of straight (heterosexual)** respondents were satisfied
- **36% of non-binary and/or transgender** respondents were satisfied
- **70% of men (cisgender)** men were satisfied
- **65% of women (cisgender)** were satisfied

Students reported varying rates of belonging, including:

- **70% of international** students were satisfied
- **50% of Muslim** students were satisfied
- **67% of Christian** students were satisfied
- **79% of Jewish** students were satisfied
- **70% of students who are veterans** were satisfied

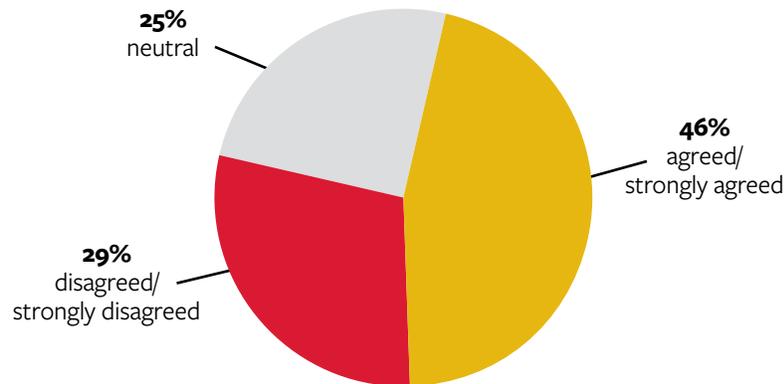
Discrimination and Harassment

Among all respondents, a majority agree that they feel safe from discrimination and harassment.

- **62%** feel safe from discrimination (agreed or strongly agreed)
- **61%** feel safe from harassment (agreed or strongly agreed)

Some groups reported varying agreement rates of feeling safe from discrimination and harassment.

- 46% of undergraduate students reported feeling safe from harassment (46% agreed/strongly agreed, 29% disagreed/strongly disagreed, and 25% were neutral)



Undergraduate Rates of Feeling Safe from Discrimination and Harassment

- 40% of Black respondents reported feeling safe from discrimination (40% agreed/strongly agreed, 31% disagreed/strongly disagreed, 29% were neutral), and 49% of Black respondents reported feeling safe from harassment (49% agreed/strongly agreed, 23% disagreed/strongly disagreed, 27% were neutral)
- 46% of multiracial students reported feeling safe from discrimination (46% agreed/strongly agreed, 29% disagreed/strongly disagreed, and 25% were neutral), and 44% of multiracial students reported feeling safe from harassment (44% agreed/strongly agreed, 32% disagreed/strongly disagreed, 24% were neutral)
- 59% of women (cisgender) reported feeling safe from discrimination (59% agreed/strongly agreed, 18% disagreed/strongly disagreed, 22% were neutral), and 54% of women (cisgender) reported feeling safe from harassment (54% agreed/strongly agreed, 23% disagreed/strongly disagreed, 23% were neutral)
- 26% of non-binary and/or transgender respondents reported feeling safe from discrimination (26% agreed/strongly agreed, 43% disagreed/strongly disagreed, and 31% were neutral), and 30% of non-binary and/or transgender respondents reported feeling safe from harassment (30% agreed/strongly agreed, 43% disagreed/strongly disagreed, 24% were neutral)
- 51% of LGBTQ+ respondents reported feeling safe from discrimination, and 45% of LGBTQ+ respondents reported feeling safe from harassment

Some respondents reported having experienced discrimination or harassment at Tulane.

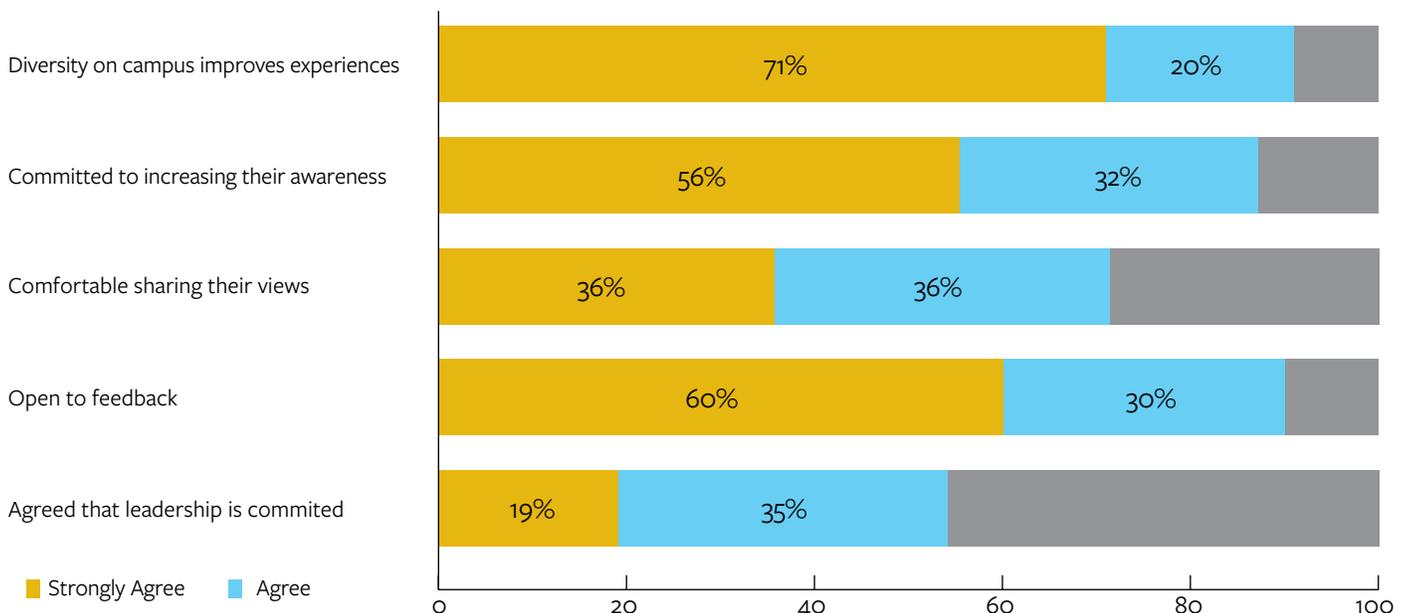
- 23% of all respondents have experienced discrimination or harassment at Tulane at some point
- 15% of all respondents have experienced discrimination or harassment at Tulane in the past year
- The most common reasons reported were for gender identity (10%), racial or ethnic identity (9%), and appearance (9%)
- 20% of all respondents who experienced discrimination or harassment in the past year reported it to officials

Attitudes and Beliefs About Equity, Diversity, and Inclusion

Respondents show strong support for EDI efforts.

- 91% of all respondents agree that diversity on campus improves experiences and interactions (71% strongly agree, 20% agree)
- 87% of all respondents agreed they were committed to increasing their EDI and racial equity awareness, knowledge, and skills (56% strongly agree, 32% agree)
- 71% of respondents felt comfortable sharing their views on diversity and equity at Tulane (36% very comfortable, 36% somewhat comfortable)
- 90% of respondents agreed that they were open to feedback on areas where they need to grow related to EDI (60% strongly agree, 30% agree)
- 54% of respondents agreed that senior leadership demonstrates a commitment to EDI (19% strongly agree, 35% agree)

Strong Support for EDI Efforts



Respondents feel strongly about intervening if they witness bias incidents, but fewer understand how to do so.

- 89% of respondents strongly agree or agree that it is important to intervene if they witness a bias incident
- 67% of all respondents believe that they have the skills to intervene if they witness a bias incident
- 66% agree that they know whom to contact in the event of discrimination or harassment at Tulane
- 55% agree that the process to report discrimination or harassment at Tulane is clear to them
- 44% agree that the process to investigate discrimination or harassment at Tulane is clear to them

Undergraduate students reported less knowledge about how bias reporting and investigations happen at Tulane.

- 56% of undergraduate students agreed that they know whom to contact in the event of discrimination or harassment at Tulane
- 43% agreed that the process to report discrimination or harassment at Tulane is clear to them
- 33% agreed that the process for investigating discrimination or harassment at Tulane was clear to them

Race

Respondents reported disparities in experiences related to belonging, hearing disparaging remarks, and experiencing discrimination or harassment.

- 56% of Black respondents and 55% of Asian respondents believed that they must work harder to be valued equally or achieve the same recognition at Tulane compared to 26% of White respondents
- 41% of Asian respondents and 31% of Hispanic/Latino respondents reported frequently hearing disparaging remarks about people for whom English is not their native language, compared to 21% of White respondents

Having multiple intersecting identities (how race, class, gender, and other individual characteristics “intersect” with one another and overlap) can also be associated with increased race-based discrimination.

- 29% of multiracial respondents with a current physical or mental impairment reported ever experiencing a race-based verbal attack on campus, compared to 12% of multiracial respondents with no current impairment, and 6% of all respondents
- 43% of Asian, nonbinary and/or transgender respondents and 38% of African American/Black nonbinary and/or transgender respondents reported experiencing a race-based verbal attack on campus, compared to 6% of all respondents
- 22% of Asian respondents with a current physical or mental impairment experienced racially offensive posts or comments on social media or online, compared to 6% of Asian respondents with no impairments, and 4% of all respondents
- 19% of multiracial respondents with a current physical or mental impairment experienced racially offensive posts or comments on social media or online, compared to 9% of multiracial respondents with no impairments, and 4% of all respondents
- 45% of Black women reported satisfaction with the campus climate of diversity compared to 51% of Black men
- 45% of Asian women reported satisfaction with the campus climate of diversity compared to 76% of Asian men
- 41% of multi-racial women reported satisfaction with the campus climate of diversity compared to 46% of multiracial men
- 35% of Asian women reported experiencing discrimination or harassment at Tulane, compared to 23% for all respondents and 14% for Asian men

Gender

Exploring gender disparities in survey responses.

- 78% of White men were satisfied with the overall campus climate
- 80% of Asian men were satisfied with the overall campus climate
- 89% of international men were satisfied with the overall campus climate
- 73% of White men reported high levels of satisfaction with a sense of belonging
- 76% of Asian men reported high levels of satisfaction with a sense of belonging
- 21% of White men said that they have to work harder than others to be valued equally or achieve the same recognition at Tulane
- 27% of White women said that they have to work harder than others to be valued equally or achieve the same recognition at Tulane
- 55% of Black men said that they have to work harder than others to be valued equally or achieve the same recognition at Tulane
- 62% of Asian women said that they have to work harder than others to be valued equally or achieve the same recognition at Tulane

Gender disparities were observed in faculty responses.

- 70% of male faculty were satisfied with the extent to which they experience belonging, compared with 59% of female faculty
- 82% of male faculty thought it was likely or very likely that Tulane would take a report of discrimination or harassment seriously, compared to 66% of female faculty
- 49% of female faculty agreed with the statement that they have to work harder to be valued equally or achieve the same recognition at Tulane, compared with 28% of male faculty
- 32% of female faculty report experiencing discrimination or harassment at Tulane, compared with 11% of male faculty
- Among the faculty who experienced discrimination or harassment in the past year, 32% of female faculty indicated that discrimination or harassment took place in the classroom, compared to 12% of male faculty

EDI ACTION PLAN

The EDI Action Plan is critical to Tulane University's commitment to EDI. The plan was informed by the 2022 EDI Climate Survey findings and is designed to build on the university's strengths and address the challenges identified in the survey. The plan outlines specific actions and initiatives to promote a more inclusive community. This section presents an overview of the EDI Action Plan, including its goals and strategies. The plan reflects Tulane's commitment to continuous improvement and sustained progress toward achieving its vision and goals.

Goals	Target Area/ Overarching Objective		Specific Objective/Action Item	Related key findings
Goal 1. Improve climate satisfaction and belonging by increasing student, staff, and faculty awareness and skills	EDI professional development to improve belonging and satisfaction for Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities (and their intersections)	Existing	Expand the EDI-Professional Development Program for Faculty and Staff Enhance collaborations between CELT, Carolyn Barber-Pierre Center for Intercultural Life, EDI Office, HR/OIE, and the Tulane Leadership Institute to develop programming to increase faculty and staff competency Expand the Presidential Commission on Equity and Tulane Values	A majority of students and employees are satisfied overall at Tulane Some groups reported varying rates of satisfaction with the overall campus climate Some groups reported varying rates of satisfaction with their sense of belonging at Tulane
		New	Embed EDI professional development into existing training for student ambassadors and residence halls Develop a new university-wide (all campuses and levels) Student EDI Feedback Committee Increase efforts to combat antisemitism and Islamophobia	
	Creating inclusive and accessible environments on campus	Existing	Communicate and promote practices to ensure religious accommodation and accessibility in the classroom and workplace, specifically with Hindu, Jewish, Muslim, and other religious/spiritual minority communities (including ongoing programming efforts), working with the Dean of Students and HR/OIE Review recruitment and hiring practices and increase attention to communities such as Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities Expand Accessibility Working Group in developing actions to increase support for disabled students, faculty, and staff	A majority of students and employees (staff and faculty) are satisfied overall at Tulane Some groups reported varying rates of satisfaction with the overall campus climate Some groups reported varying rates of satisfaction with their sense of belonging at Tulane Among all respondents, a majority agree that they feel safe from discrimination and harassment Some groups felt less safe from discrimination and harassment Some respondents reported having experienced discrimination or harassment at Tulane There were disparities among respondents in experiences related to belonging, hearing disparaging remarks, and experiencing discrimination or harassment Gender differences were observed throughout the survey results Specific gender differences were observed for faculty respondents
		New	Develop opportunities to increase trans and nonbinary cultural competency of faculty and staff within classrooms, residence halls, and in recruitment and retention practices. Create a university-wide Gender Diversity, Equity, and Inclusion Committee	

EDI ACTION PLAN (continued)

Goals	Target Area/ Overarching Objective		Specific Objective/Action Item	Related key findings
Goal 1. Improve climate satisfaction and belonging by increasing student, staff, and faculty awareness and skills (continued)	Increase support for Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities (and their intersections)	Existing	<p>Expand programming and professional/leadership development for the Black Women’s Collective for faculty and staff</p> <p>Enhance programs from the CBP-CIL like My Brother’s Keeper, Wednesday with the O, supporting ethnic and LGBTQIA* student organizations, and the CIL leadership retreat</p> <p>Enhance counseling center support and competency for communities such as Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities</p>	<p>A majority of students and employees are satisfied overall at Tulane</p> <p>Some groups reported varying rates of satisfaction with the overall campus climate</p> <p>Some groups reported varying rates of satisfaction with their sense of belonging at Tulane</p> <p>Among all respondents, a majority agree that they feel safe from discrimination and harassment</p>
			New	<p>Develop Multiracial Faculty and Staff Affinity Group under ALAAMEA</p> <p>Create a Multiracial Student Group under Carolyn Barber-Pierre Center for Intercultural Life</p> <p>Develop programming and professional leadership for an Asian Women’s Collective for faculty and staff</p> <p>Conduct focus groups with specific student, staff, and faculty communities to better understand the key findings of the survey, their experiences, and needs of Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities among others</p>

EDI ACTION PLAN (continued)

Goals	Target Area/ Overarching Objective		Specific Objective/Action Item		Related key findings
Goal 2. Increase awareness, knowledge, and skills about bias reporting and response	Empower the Tulane community to respond effectively to incidents of discrimination and harassment	Existing	Expand restorative practices work, ensuring students, staff, and faculty gain courageous conversation skills that help reduce bias for all communities, including Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities Increase education on what discrimination, harassment, and bias incidents are for all communities, including Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities	Respondents show strong support for EDI efforts Respondents feel strongly about intervening if they witness bias incidents, but fewer understand how to do so Undergraduate students reported less knowledge about how bias reporting and investigation happens at Tulane	
			New		Develop outreach and support opportunities for communities that report higher rates of harassment and for groups that report lower levels of knowledge about how to use the bias reporting system for all communities, including Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities Provide bystander intervention workshops focused on bias incidents and tailor these workshops to different populations for all communities, including Asian, Black, disabled, Jewish, LGBTQ+*, multiracial, and Muslim communities
	Improve Tulane's response and communication about bias incidents	Existing	Strengthen communication around retaliation concerns Improve awareness of and promotion of resources to the campus community	Respondents show strong support for EDI efforts Respondents feel strongly about intervening if they witness bias incidents, but fewer understand how to do so Undergraduate students reported less knowledge about how bias reporting and investigations happen at Tulane	
			New		Develop a comprehensive communication plan, through an intentional partnership between Newcomb-Tulane College, the Graduate Council, and the Division of Student Affairs to increase knowledge of and familiarity with bias reporting and investigation/resolution process Share bias reporting data and trends and continuously identify gaps in current services for each population for bias response service while identifying bias trends and harm reduction response

* The use of the asterisk signifies inclusivity, specifically encompassing trans and nonbinary individuals.

SUPPORT SERVICES & RESOURCES

KNOW YOUR RESOURCES

[All Gender Bathrooms and Locker Rooms](#)

Tulane University has several gender-inclusive restrooms located around campus. To view a map of gender-inclusive restrooms, refer to the [uptown](#) and [downtown](#) campus maps.

[Bias, Discrimination, Your Rights](#)

Tulane University values an open and affirming learning and work environment void of gender- and sex-based bias and discrimination. If you witnessed or experienced harassment, a bias incident, a hate crime, or discrimination, please [submit an online report](#)* and contact the Office of Institutional Equity.

Office of Human Resources & Institutional Equity

Email: oiie@tulane.edu

Phone: (504) 862-8083

1555 Poydras Street, Suite 964

New Orleans, LA 70112

**Promptly report issues and incidents online so that appropriate action can be taken in a timely manner. You can choose to make your online report anonymous by leaving out any identifying information.*

[Conflict Resolution Program](#)

The Conflict Resolution Program encourages the Tulane community to take a positive, proactive approach to resolving conflicts and disputes in the workplace.

[EDI Education and Training Programs](#)

Available to all Tulane community members, these educational programs and online courses are self-driven and offer a deeper understanding of building an equitable work environment.

[Restorative Practices Training](#)

These training courses encompass a range of tools and processes aimed at fostering, encouraging, and repairing relationships. They provide a framework for cooperation, improved communication, taking responsibility, and resolving conflicts in a way that benefits the entire community.

[Reily Student Recreation Center](#)

The Reily Student Recreation Center has facilities to ensure that individuals feel welcome and are afforded privacy. Locker rooms, showers, and toilets are designed to meet the needs of gender-diverse populations, including:

- Gendered locker rooms: The men's and women's locker rooms in the Reily Student Recreation Center have curtained showers and single-stall areas to maintain privacy while changing and showering.
- Single-user cabanas: Each cabana includes a toilet, shower, and changing area.

[Trans Cultural Humility Training](#)

The Office of Gender & Sexual Diversity offers workshops to make spaces safe and affirming for transgender people across Tulane's campuses.

[Tulane Legal Assistance Program \(TULAP\)](#)

TULAP is a legal services program funded by the Tulane University Associated Student Body. It provides free legal advice and low-cost representation to current Tulane University students, staff, and faculty. TULAP also provides free notarial services and information regarding legal rights.

STUDENT RESOURCES

[Campus Health Counseling Center](#)

The Counseling Center is committed to providing a safe, inclusive, and affirming community of care for all Tulane students. Services include access to short-term therapy, support groups, skill-building workshops, outreach and prevention programs, and consultation services.

[Carolyn Barber-Pierre Center for Intercultural Life](#)

The Carolyn Barber-Pierre Center for Intercultural Life comprises the Office of Multicultural Affairs (OMA), the Office for Gender and Sexual Diversity (OGSD), and Religious Life. Their mission is to strengthen and enhance diversity by providing students with advocacy services, mentorship, personal support, and cultural, social, and academic programming.

[Case Management & Victim Support Services \(CMVSS\)](#)

Case Management & Victim Support Services offers problem resolution, crisis management and resolution, case management, victim support, referrals, coordination, and follow-up during and after hospitalization and/or medical leave of absence.

[Center for Academic Equity](#)

Newcomb-Tulane College's Center for Academic Equity provides undergraduate students from historically underrepresented groups with enrichment opportunities and need-based support. The center's programs and events allow students to engage in meaningful diversity and equity conversations. The center's staff, campus partners, and foundational partners offer many learning experiences and support for each student population they serve to foster the academic, social, and professional skills needed to thrive on campus.

[Center for Public Service](#)

The Center for Public Service (CPS) strives to bridge the gap between academics and real-world experience, uniting classrooms and communities to transform civic life. CPS is dedicated to creating collaborative partnerships and programs that promote empowerment, understanding, civility, and justice in our communities.

[Changing Your Name on Your Birth Certificate](#)

To change the name on your birth certificate, you will need to work with the Vital Records Department in the state in which you were born. Louisiana residents can contact Robin A. Lewis, services manager at the Vital Records Registry, at (504) 593-5171. More information on Louisiana's legal name change laws can be found [here](#).

[Chosen Name Policy](#)

Tulane University recognizes that some members of our student community use first names other than their legal names to identify themselves. Students can enter a chosen name through [Gibson Online](#), regardless of whether they have legally changed their name.

[Housing and Residence Life's Inclusive Housing Options](#)

Gender Affirming Housing (GAH) allows all undergraduate students of any gender to live in the same room, suite, or apartment with other students who choose Gender Affirming Housing, regardless of their gender marker on file.

Gender Affirming Housing Cluster

The Gender Affirming Housing Cluster is a community of first-year students who have applied to live together and share all-gender-suited bathrooms and all-gender rooms with other members. The community cultivates the GAH principles of inclusion and allows students to plan events and activities for themselves.

Kaleidoscope Residential Learning Community

The Kaleidoscope Residential Learning Community (RLC) creates a first-year community that fosters identity exploration and self-reflection. It focuses on building an inclusive, gender-affirming environment for students to develop cultural humility and think critically about personal experiences, cultural perspectives, social interaction, and institutional systems in our society.

Mixed Gender Housing

Mixed Gender Housing allows upper-level students of any gender to live in the same room, suite, or apartment with other students, regardless of their gender marker on file with Tulane University.

[Keeping Your Legal Name Private](#)

Under [FERPA](#), the Family Educational Rights and Privacy Act, directory information may be disclosed to the public. At Tulane, directory information includes but is not limited to the student's name and chosen name. A student who does not want to be included in the directory can withhold directory information via Gibson Online.

[LGBQ+ Health](#)

Campus Health is committed to providing caring, high-quality, and confidential services to our campus community, inclusive of all sexual orientations, romantic orientations, and gender identities. To meet the health and wellness needs of all campus community members, the various Campus Health offices provide numerous programs and services specifically for the LGBQ+ community. Whether you need primary care, preventive health services, mental health care, or you are looking for general health and wellness information, the staff of physicians, nurse practitioners, therapists, health educators, and other health professionals are ready to help.

[Louisiana Promise](#)

A comprehensive plan to make higher education more accessible to Louisiana students, this initiative establishes a new college prep center for New Orleans students, access to Pre-College Programs, and a financial aid commitment to students admitted from Louisiana.

[Sexual Aggression Peer Hotline & Education \(SAPHE\)](#)

SAPHE is a student organization that operates a 24/7 confidential hotline. The hotline is operated during the fall and spring semesters when classes are in session. The purpose of the hotline is to provide support and information to members of the Tulane community regarding all issues that surround sexual aggression. Sexual aggression includes rape, sexual assault, stalking, dating/intimate partner violence, and sexual harassment.

[Student Affairs Professional On-Call](#)

For after-hours support, a professional staff member is available 24/7 at (504) 920-9900.

[“The Line”/Campus Health Crisis Support](#)

Here when you need it, 24/7. When students want to talk to someone immediately, they can call, text, or chat with our crisis line any time, day or night, for confidential support at (504) 264-6074.

[Tulane Code of Student Conduct](#)

Tulane's student conduct system is designed to educate students about appropriate behavior and foster a safe and healthy community where academic success can occur.

EMPLOYEE RESOURCES

[Anti-Racism and EDI Teach-In](#)

At this annual event, Tulane faculty and staff come together to learn and grow with one another and develop awareness, knowledge, skills, and action steps in our EDI competency.

[Anti-Racism Leadership Program](#)

This 12-month program is a collaboration between the Office of Equity, Diversity, and Inclusion and the Tulane Leadership Institute. It focuses on developing the skills and understanding necessary to contribute to institutional initiatives at all levels.

[Center for Public Service](#)

CPS offers various services to support faculty interested in service learning or community-based scholarship. These [support initiatives](#) range from practical course coordination to furthering education about service-learning pedagogy through seminars, conferences, and workshops.

[Community Engagement Advocates](#)

This program is co-run by the [Center for Public Service](#) and the [Office of Multicultural Affairs](#). It supports student leaders who facilitate workshops, dialogues, and trainings that create spaces for students to explore topics like race, class, gender, sexuality, ableism, religion, and community engagement.

[EDI Faculty and Staff Professional Development Program](#)

The Equity, Diversity, and Inclusion Faculty/Staff Professional Development Program (EDI-PDP) engages Tulane faculty and staff in building capacity to contribute to and sustain EDI across Tulane campuses. The program is delivered in partnership with the Human Resources Office of Institutional Equity and other EDI-related offices and programs across the university.

[Employee Assistance Program](#)

The Employee Assistance Program (EAP) is a free benefit for all Tulane employees and their family members. EAP counselors are available 24/7 to provide confidential support.

[Human Resources Business Partners](#)

HR business partners serve as a liaison for human resources-related issues. They help consult, advise, and translate the needs of individuals and entire departments.

[Inclusive Practices in Learning Environments](#)

These are resources to help our community build more inclusive learning environments by critically analyzing our education practices. They address potential barriers and provide specific strategies to ensure that every person in the classroom is included.

[National Center for Faculty Development & Diversity](#)

Tulane is a National Center for Faculty Development & Diversity member. All faculty and students may join for free. This resource provides on-demand access to mentoring, tools, and support to be successful.

[Racial Justice and Allyship Library Guide](#)

Tulane librarians created this guide as a starting point to learn about inclusion and provide resources on key issues.

[Tulane Faculty & Staff Affinity Groups / ALAAMEA](#)

With an increasing number of distinct affinity groups, Tulane offers faculty and staff the opportunity to connect, thrive, and foster resilience as a community.

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Information Technology
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Newcomb Institute
Newcomb-Tulane College
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Office of Enterprise Risk Services
Office of Equity, Diversity, and Inclusion
Office of the General Counsel
Office of Graduate and Postdoctoral Studies
Office of Human Resources and Institutional Equity
Office of the President
Office of the Provost
Office of Research
School of Architecture
School of Law
School of Liberal Arts
School of Medicine
School of Professional Advancement
School of Public Health & Tropical Medicine
School of Science and Engineering
School of Social Work
Stone Center
Taylor Center
Tulane National Primate Research Center
Tulane University Police Department
University Communications and Marketing
Title IX