A small classroom in Nord Hall was filled with up wards of seventy students on April 1st of this past se mester—not to pull an April Fool’s prank, but rather to discuss how derogatory language affects individuals, campus life, and the community as a whole. A panel of six experts, comprising members of the student body, faculty, staff, Office of Inclusion and Diversity, Flora Stone Mather Center for Women, the LGBT Cen ter, and the Office of Multicultural Affairs, held a lively discussion on how derogatory language is used and the adverse affects it has on society as a whole. Audience members freely chimed in with personal experiences and questions regarding the focus of the panel: the derogatory use of the word “retarded.”

Though a poll held earlier this year found the campus’ use of derogatory language to be widespread, the student attendance and support for the discussion demonstrates that a large portion of the CWRU community gives priority to appropriate language use. The panel itself was sponsored by a student group that is gaining prominence on campus, aptly named Words Matter, which held a campaign against the incorrect use of the word “retarded” called “Spread the Word to End the Word,” earlier in the semester.

The mission of the Office of Inclusion, Diversity and Equal Opportunity is to provide support and guidance and to promote equitable and fair treatment in employment, education and other aspects of campus life. The Office serves as a resource to the university in the development, understanding and application of federal and state equal opportunity and affirmative action laws and regulations. In summary, the Office supports the university’s mission by providing leadership in the development of policies and procedures that will foster inclusiveness, diversity and a welcoming community for faculty, staff, students and others.
**Gender & Work**

Women make up more than half of the workforce, but they are still underrepresented on corporate boards and in executive level positions. According to the current Standards & Poors (S&P) 500 report which includes 100 leading U.S. stocks, women make up only 8% of director positions and only 4% of the highest paid executive positions. Half of the companies within the report had no women on their Board of Directors. Women are currently heavily underrepresented in key areas of leadership, decision-making, and compensation.

**Gender/Sex by the numbers @ CWRU:**

The current data around gender/sex roles and expectations within which the CWRU faculty will continue to monitor the progress of the university.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Faculty</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Full-Time Staff</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>Graduate &amp; Professional</td>
<td>47%</td>
<td>53%</td>
</tr>
</tbody>
</table>

*Unique to CWRU, the university has a larger percentage of male undergraduate students compared to the full-time faculty.*

**Gender and Biological Sex**

What is the difference between ‘gender’ and ‘biological sex’? Even though the terms “sex” and “gender” are related and often used interchangeably, it is critical to understand that they are distinct categories.

Gender, on the other hand, is a learned social and cultural construct. Categories of gender include “masculine” and “feminine,” but because the definition of gender is fluid and contingent upon society, culture and time, the ways in which people express masculinity and femininity vary significantly.

References:

- Lurker, Judith, ‘Right to Do This’ The Social Construction of Gender
- Society of Women Engineers
- Women’s Leadership Development Initiative (WLDI)
- International Women’s Group (IWG)
- Minority faculty are under-representative in academic medicine. While existing research has delineated several factors that act as barriers to the career progression of minority faculty, there is little understanding of the barriers or facilitators to the career advancement of women of color.

**Resources @ CWRU:**

- Association of Women Students (AWS)
- Feminist Majority Leadership Alliance http://www.career readiness.org/fmla/fmla2010/case.edu
- Flora Stone Mather Center for Women 530 Thwing Student Center
- International Women’s Group (IWG) http://www.case.edu/provost/centerforwomen/iwg.cwru@gmail.com
- President’s Advisory Council: Women (PACOW)
- Society of Women Engineers http://www.case.edu/provost/centerforwomen/wisewomen/index.html
- Women’s Leadership Development Initiative (WLDI)
- International Women’s Group (IWG)
- Mary.rouse@case.edu
- Women’s Leadership Development Initiative (WLDI)
- http://www.case.edu/provost/centerforwomen/facultyleadership/program.html

**Did You Know?**

**Social Justice Think Tank**

On April 14, 2011, the Office of Inclusion, Diversity and Equal Opportunity held its Third Annual Inclusion and Diversity Achievement Awards Luncheon. Staff member Teona Griggs, professor Sue Hinze, undergraduate Sai Santosh Kumar Kolluru, and Mandel School of Applied Social Work PhD candidate Susan Smalling, were recognized for their contributions to inclusion and diversity at Case Western Reserve. To view a video of the event, please visit www.case.edu/diversity.