1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Inclusiveness and diversity are important core concepts at CWRU.

1) CWRU is keenly aware of its role in a multicultural society and has taken steps to ensure that that it is addressing responsibilities associated with that role. CWRU prominently embraces inclusiveness and diversity as one of its Core Values, which guide the university's priorities, planning and operations. Included among the concepts within the diversity core-value statement are the promotion of civility and the free exchange of ideas, civic and international engagement, and the appreciation of the distinct perspectives and talents of each individual. The Core Values statement appears on the university's website, and within major planning documents, such as the 2013-2018 strategic plan for the university.

Examples of CWRU's activities to address its role in a multicultural society appear below.

As an outgrowth of the 2003-2008 strategic plan, Forward Thinking, the Office of Inclusion, Diversity and Equal Opportunity (OIDEO) and a new cabinet-level position reporting directly to the university president were created in 2009. Dr. Marilyn Mobley was recruited to lead OIDEO as CWRU's Vice President for Inclusion, Diversity, and Equal Opportunity. The university also adopted a Diversity Strategic Action Plan (DSAP) in 2012 and is currently implementing the plan. The DSAP outlines strategies to improve campus climate; increase retention and recruitment of underrepresented students, faculty and staff; and enhance leveraging and development of resources to advance diversity and inclusion. Annual reports from OIDEO (see examples for 2013 and 2014) highlight progress made in these areas.

The Center for International Affairs, which opened in 2009, was another outgrowth of Forward Thinking. This center was created to further the university’s goal of promoting an inclusive culture of global citizenship. The center’s vision statement clearly articulates its expectations for the future of the university:

The Center for International Affairs provides leadership, expertise, and support to the Case Western Reserve University community, cultivating a dynamic international presence and inspiring a culture of global understanding and responsibility.

Progress toward these goals is summarized in the center's annual report. Various programs and services offered by the center support international students and others provide opportunities for faculty members to become more effective in their pursuit of international activities.

In 2010, the university opened a Lesbian, Gay, Bisexual and Transgender Center for members of the LGBT community and their allies. The center also serves as a source of information and insight for those who have LGBT children or loved ones. In 2013, CWRU received five (out of five) stars on the
LGBT-Friendly Campus Climate Index, and appears on the list for the top 25 LGBT-friendly colleges and universities. In 2014, CWRU's Career Center received the gold-level of the LGBTQ Career Center Certification, awarded by the organization Out for Work (OFW).

The mission of the Flora Stone Mather Center for Women at CWRU is to support and empower women through education, advocacy and leadership. A core value for the Center for Women is to respect the diverse views and experiences of everyone, support activities that enhance inclusion and gender equity, and recognize diversity. The center also seeks to celebrate women's contributions to society, create spaces for open dialogue, follow feminist principles and promote social justice. The center's ten-year report articulates some of its accomplishments.

2) CWRU's processes and activities do reflect attention to human diversity. The university is guided by a diversity statement, which been approved by the university's Board of Trustees and was adopted university-wide. Key components of this statement include recognition that diversity is a vital component of the intellectual rigor and social fabric of the university, and that diversity of all types is welcomed and promoted at CWRU.

The diversity characteristics of CWRU's student, faculty, and staff populations are depicted in a series of graphs provided by CWRU's Institutional Research office.

Examples of processes that foster diversity include the following:

The Faculty Diversity Office provides support to the CWRU campus community around issues of faculty recruitment, retention and diversity and inclusion training. Resources and information are provided to search committees, department chairs and deans to increase the diversity of faculty applicant pools and to eliminate bias during the hiring process.

Professional development for women staff members is promoted through programs such as the Women's Staff Leadership Initiative offered by the Flora Stone Mather Center for Women.

CWRU was the first private university to receive an institutional transformation award through the NSF ADVANCE program. The focus of this program (known by the acronym ACES) were advances in the recruitment, development, and retention of women faculty members in the STEM disciplines, as well as overall improvement in university climate for women and minority faculty members. Various programs launched under this initiative continue to operate as the ACES+ program, as practices established by CWRU are being disseminated to other partner institutions.

Disability Resources, a division within the Office of Educational Services for Students, provides resources and services to university students with documented disabilities who request assistance and accommodations from the office.

CWRU’s Procurement Office is the central hub for the strategic acquisition of goods and services for the university. This office is charged with increasing vendor relationships with minority- and female-owned enterprises as well as those owned and operated by military veterans and disabled veterans. The university adopted a Supplier Diversity Policy and the Supplier Diversity Initiative Council was appointed to assist minority and women-owned business enterprises in gaining greater access to business opportunities at the university.

The President's Advisory Council on Minorities is charged with advising the President and the Provost on diversity issues, developing strategic action plans, and suggesting programs and policies to help realize racial inclusion, promote cultural sensitivity, and build a broadly diverse community.
university wide. The Council’s work complements that of administrative offices and other committees, but the Council also serves in a leadership capacity.

The structure of the Faculty Senate includes two committees charged with furthering diversity at the university. The Committee on Women Faculty is charged with “…participating in the initiation and formulation of university policies and procedures bearing on recruitment, retention, promotion, compensation, and quality of life of women faculty; monitor issues bearing on these matters, and make recommendation to the Faculty Senate as to desirable changes in these policies and procedures.” The Faculty Senate Committee on Minority Affairs exists to “…act in an oversight and advisory capacity and monitor matters concerning minority affairs by bringing suggestions and strategic plans to the Faculty Senate about teaching, research, and the quality of academic life at Case so that all minorities will feel this university is a powerful place to live, work, learn, and teach.” Members of these committees are recruited from the college and various schools so that the impact of the committee work will be felt throughout the university.

In 2013, the university adopted a modified workload policy to accommodate the needs of faculty members to balance work and family responsibilities. The modified workload arrangement is designed to apply to those situations where primary care-giving responsibilities are at a level beyond what would be considered basic parenting of a child or basic, occasional assistance to another adult. The policy allows the faculty member to reduce his/her workload from 100% to 50-75% and still maintain benefits. The modified workload policy is contained within the Faculty Handbook.

Examples of university activities that reflect attention to human diversity as appropriate within the university’s mission include the following:

The Train the Champion program through Office of Inclusion, Diversity, and Equal Opportunity (OIDEO) teaches faculty and staff how to be leaders in creating an inclusive environment on campus. The OIDEO is also leading a new diversity education program across campus for faculty, staff, and students known as Diversity 360. This training will enable the campus community to advance its efforts to be a welcoming, inclusive environment for learning, leading, and innovation for all constituencies. CWRU has received a number of accolades for its successful diversity initiatives, including the 2014 Higher Education Excellence in Diversity (HEED) award.

Safe Zone training through the LGBT Center is a voluntary workshop designed to be an introduction into topics relating to LGBT issues, as well as to encourage discussion about how LGBT concerns relate to the trainee (faculty, staff, or students).

The Office of Multicultural Affairs encourages, supports and facilitates the success of all CWRU students by providing opportunities for diverse interaction and cultural education that occurs outside of the classroom environment.

The Fisk-CWRU partnership is an exchange program between Fisk University, a historically black college, and Case Western Reserve University. Under this program four Case Western Reserve students spend a semester as visiting students at Fisk each year and up to four Fisk students spend a semester at Case Western Reserve.

The goal of the Ethnic Studies program in the College of Arts and Sciences is to expand and enhance course offerings on ethnicity and race in the United States.

WISER (Women in Science and Engineering Roundtable), a program offered through the Flora Stone Mather Center for Women promotes academic excellence in women pursuing STEM-related careers.
and is open to all women students. WISER sponsors a variety of programs and events, including peer and professional mentoring, monthly meetings, social outings, field trips and opportunities for professional and educational enrichment.

The Division of Student Affairs recently developed a bias-reporting system as part of the university's efforts to promote a campus climate that promotes diversity. This system will allow students who witness or experience any type of discrimination or bias to report those events for appropriate follow-up.

In addition, CWRU compiles and publishes an annual diversity report to keep the university community apprised of initiatives and accomplishments in diversity, and closely monitors trends in the diversity of student enrollments. An example of an action taken is the university's partnership with the Association of Underrepresented Minority Fellows to increase the number of underrepresented minority students studying in the STEM fields.

**Sources**

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- Diversity graphs for students, faculty, and staff (Fall 2014)
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• University Strategic Plan for 2008-2013
• University Strategic Plan for 2013-2018
• University Strategic Plan for 2013-2018 (page number 3)