

Panel Discussion Aims to Decrease Derogatory Language Use on Campus

by Katie Paul
CWRU Student

A small classroom in Nord Hall was filled with upwards of seventy students on April 1st of this past semester – not to pull an April Fools 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, Cleveland community, Office of Inclusion and Diversity, Flora Stone Mather Center for Women, the LGBT Center, 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.

Under the guidance of Dr. Marilyn Mobley Vice President of the Office of Inclusion Diversity and Equal Opportunity, Maria Lemler designed an independent study and Words Matter based on her own research and academic literature on the topic of the power of words. The group aims to lower the use of deprecating language on campus and in the community primarily through educational programs such as this panel discussion. Judging by the success of the event, the campus will hopefully soon come to find that, as this relatively new student group is declaring, words do, indeed, matter. The program and group have been so successful Maria Lemler received the Dorothy M. Pijan Award for Outstanding Program and the Share the Vision Leadership Award. The recognition of the group is a sure sign of the group’s success and its future in making a difference on the CWRU campus and in the greater community.



Words Matter Panel (L.to R.) Maria Lemler, Brennon Ham, & Ana Maria Martinez.

OUR MISSION

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 interpretation, 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 help foster inclusiveness, diversity and a welcoming community for faculty, staff, students and others.



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Promoting Diversity
Through Inclusive Thinking,
Mindful Learning, and
Transformative Dialogue.

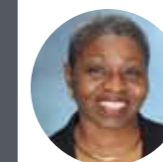
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Diversity & Climate



From The VP

As the second semester of this academic year draws to a close, we pause to reflect on all the signs of progress our campus has made toward inclusive excellence. For one, thanks to the committed work of the Diversity Leadership Council (DLC), we engaged the assistance of a consultant, Criticality Management Consulting (CMC) and began the work of developing a Diversity Strategic Action Plan (DSAP). The consultants, led by Dr. John Fitzgerald Gates, engaged over 200 different persons from among the university leadership, including President Barbara R. Snyder, Provost Bud Baeslack, deans, staff, faculty and students, during three separate visits to our campus.

Our consultants were pleased with the willingness of so many to share their concerns, interest and ideas and are working with the Office of Inclusion, Diversity and Inclusion to develop a strategic plan that reflects the data collected from meeting with members of our campus community. When they return in May, they will share a draft of the DSAP, which we will then discuss, edit, and revise in dialogue with key stakeholders and constituents from across the campus. The goal is to produce a final draft of a diversity plan which will guide our thinking, planning, and programming over the next three years. The final plan will also reflect data from the campus-wide diversity climate survey and from focus groups held with students, faculty and staff.

This issue of Insight on Diversity contains other signs of progress on campus such as our Power of Diversity Lecture series with Dr. Julianne Malveaux in March, the Train the Champion diversity education program, and the third annual Inclusion and Diversity Award Luncheon in April. Also included is a story on a Maria Lemler’s successful new student-led initiative on language called Words Matter.

Finally, congratulations to all those who have completed their degrees! We wish you the very best as you move on to various opportunities that your achievements at this university have made possible and we look forward to all the ways you will make a difference toward inclusive excellence wherever you go.

Warmest regards,

Marilyn Sanders Mobley, PhD



John M. Clochesy PhD facilitates a discussion about privilege at a Train the Champion session. Photography by Susan Griffith

The Office of Institutional Research and OIDEO conducted the first Campus Climate Survey, which measured the current state of diversity and inclusion in the campus community. The survey was then followed by focus groups which invited campus members to share their experiences of inclusion at the university. So what is diversity climate and why did we have to measure it?

Diversity researcher Taylor Cox defines diversity climate as interactions and feelings among employees around diversity and inclusion. These feelings may be related to prejudice, stereotyping, personality, intergroup conflict, and institutional bias. Climate surveys and focus groups act like a diversity/inclusion thermometer that informs OIDEO’s programming, policies, and practices. According to research by Cox and Blake, by addressing the needs of the campus around diversity, the university can benefit as whole by decreasing turn over, attracting new employees, increasing creativity, enhancing problem solving, helping marketing, giving a competitive advantage to other universities and by creating an enriched learning environment.

OIDEO has worked on enhancing the diversity climate by creating programs like Train the Champion, a yearlong program that provides opportunities for faculty and staff to enhance their ability when dealing with issues of diversity and inclusion. The program empowers them to make their departments more inclusive. OIDEO has also brought renowned thought leaders like Charles J. Ogletree Jr., the Jesse Climenko Professor of Law and director of the Charles Hamilton Houston Institute for Race and Justice at Harvard University; and Julianne Malveaux, president of Bennett College for Women, as well as CWRU professors to speak about the power of diversity. The office monitors diversity climate through the work of the Diversity Leadership Council and through programs such as World Cafe style conversation groups.

Inclusion and Diversity Awards Luncheon

Teona Griggs, recipient of the Inclusion & Diversity Staff Award, reflects on her 24 years at the university.



Dr. Sue Hinze, recipient of the Inclusion & Diversity Faculty Award, with President Barbara R. Snyder.



Sai Santosh Kumar Kolluru, recipient of the Inclusion & Diversity Undergraduate Award, talks about how he co-founded Hindu YUVA a on campus organization.



Susan Smalling, recipient of the Inclusion & Diversity Graduate & Professional Student Award, with Vice President Dr. Marilyn S. Mobley.



Youyou Zou, master's candidate, participates in "Table Talk" at the Awards Luncheon.

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.



(L.to R.) Teona Griggs, Dr. Sue Hinze, President Barbara R. Snyder, Susan Smalling, and Sai Santosh Kumar Kolluru.

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) 100 report which includes 100 leading U.S. stocks, women make up only 18% of director positions and only 8.4% of the highest paid executive positions. Half of the companies within the report had no women and/or Black, Latino, Asian or American Indian represented in highly paid executive positions and only 14 of the companies had two or more diverse offers in these positions.

On the other hand, there has been some improvement in women in leadership positions. 2.4 % of Fortune 500 CEOs were women which is up .6% from 2000. Additionally, 20% of the highest-paid employees at these companies were also women.

References
www.diversityinc.com

Gender/Sex by the numbers @ CWRU:

The current data around gender/sex serves as a baseline from which the OIDEO will continue to monitor the progress of the university.

	Male	Female
Full-Time Faculty	63%	37%
Full-Time Staff	39%	61%
Undergraduate Students	57% *	43%
Graduate & Professional Students	47%	53%

*Unique to CWRU, the university has a larger percentage of male undergraduates than most universities.

Did You Know?



(L.to R.) President Barbara R. Snyder, Dr. Julianne Malveaux, and Vice President Dr. Marilyn S. Mobley.

Thanks to a sponsorship by KeyBank & Cleveland Airport System, OIDEO invited Julianne Malveaux, PhD to speak at our Power of Diversity Lecture Series about "The Economic Case for Diversity."



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.

Generally speaking, sex refers to biological and physiological features of individuals. "Female" and "male" are categories of biological sex. However many individuals do not identify, socially, culturally and/or physiologically, within the strict categories of "male" and "female" or "man" or "woman."

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
Moi, T., 2005, Sex, Gender and the Body, New York: Oxford University Press
Lorber, Judith, "Night to his Day":The Social Construction of Gender
World Health Organization <http://www.who.int/gender/whatisgender/en/>

Gender

Resources@ CWRU :

- Academic Careers in Engineering & Science (ACES)
<http://www.case.edu/provost/centerforwomen/facultyleadership/acesplus.html>
- Association of Women Students (AWS)
- Feminist Majority Leadership Alliance
<http://filer.case.edu/org/fmla/fmla0910@case.edu>
- Flora Stone Mather Center for Women
309 Thwing Student Center
<http://www.case.edu/provost/centerforwomen/>
centerforwomen@case.edu
- International Women's Group (IWG)
<http://www.case.edu/provost/centerforwomen/iwg/index.html>
iwg.cwru@gmail.com
- President's Advisory Council on Women (PACOW)
- Society of Women Engineers
[http://societyofwomenengineers.swe.org/\(national website\)](http://societyofwomenengineers.swe.org/(national%20website))
- WISER
(Women in Science and Engineering Roundtable)
<http://www.case.edu/provost/centerforwomen/wiser/index.html>
mary.rouse@case.edu
- Women's Leadership Development Initiative (WSLDI)
<http://www.case.edu/provost/centerforwomen/staffleadership/program.html>

Case collaborates with Harvard to study Women of Color in Academic Medicine

by Sonja Harris-Haywood MD, MS
Assistant Professor Family Medicine

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. The Women of Color Study(WOC) is a interdisciplinary, multi-institutional study that seeks to clarify the characteristics and interrelationships of institutional, individual and sociocultural factors that influence the entry, progression, persistence and advancement of women of color (WOC) (African American, Hispanic, American Indian/Alaskan Native, and Asian American) faculty in academic medicine. Case University School of Medicine is one of 13 medical schools collaborating with Harvard Medical School Office for Diversity and Community Partnership to collect data for the study.

The study will include two complementary components: an institutional assessment that includes a review of documents and structured interviews with key administrative informants, and a faculty assessment composed of two parts – individual faculty interviews and focus groups with WOC faculty and a web-based survey. Our goal is for the study to significantly contribute to an understanding of factors that are critical to the career progression and success of WOC in academic medicine, and serve as a basis for institutional decision making related to policies, practices and program design.