

# Diversity Strategic Action Plan

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Vice-President of Diversity, Inclusion and Equal Opporntunity at Case Western Reserve

Over the past few years, research on diversity in higher education has become part of a national conversation on inclusive excellence. Related research argues that effective attention to diversity must consider campus climate and be “part of [a] comprehensive plan” (Milem, Chang, Antonio, Hurtado). Efforts toward diversity and inclusion at Case Western Reserve University have emerged from a context of this national research and from an understanding of the complex national and global imperative to educate citizens of the 21st century to be culturally competent. As the 2010 American Council on Education publication of Minorities in Higher Education: Twenty-Fourth Status Report states, “a well-educated, diverse citizenry and workforce are a national priority, critical to our democracy and quality of life” (Broad, Corcoran).

Building on the foundation of the work that led to Forward Thinking, the CWRU Strategic Plan, President Barbara R. Snyder selected the inaugural Vice President in the Office of Inclusion, Diversity, and Equal Opportunity (OIDEO). Only a few months after accepting her cabinet-level appointment, Dr. Marilyn S. Mobley formed the Diversity Leadership Council (DLC) in 2009. Composed of representatives from each of the eight schools and a diverse group of leadership team members from across the campus, the DLC held its first retreat in the fall of 2009 with a SWOT analysis of diversity and inclusion at CWRU.

The DLC then formed committees in 2010 to engage in reviews of best practices, to begin an inventory of diversity initiatives, and to select a consultant to assist with the process of developing a Diversity Strategic Action Plan (DSAP). In October of 2010, in consultation with the Office of Institutional Planning and Research, the OIDEO conducted a campus-wide diversity climate survey to create a baseline of data about campus interactions, perceptions about commitment and engagement, and the overall quality of the campus experience (Clayton-Pedersen, Parker, Smith, et al).

In January 2011, Dr. Mobley invited Dr. Caryn McTighe Musil, Senior VP of the Office of Diversity, Equity & Global Initiatives at the American Association of Colleges and Universities (AAC&U), to meet with the DLC and other campus leaders to provide a national and global perspective on the current state of diversity initiatives on campuses across the country. Dr. Musil’s visit was the preamble to the visit from Criticality Management Consulting (CMC), the organization selected to assist with the diversity and inclusion strategic planning process for CWRU. CMC conducted over 225 interviews with a diverse group of faculty, students, staff, and the university leadership over a three-month period.

## 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.

The first version of the DSAP was presented to the DLC and key stakeholders in May of 2011 as an outcome of those conversations and the rich dialogue they inspired.

Using notes from CMC’s presentations with campus stakeholders, responses to a survey distributed after those presentations, and ongoing feedback and consultation from the DLC, the OIDEO team prepared the second draft of the DSAP. Both the Diversity Climate Survey and the second draft of the DSAP were posted on the OIDEO website in August of 2011. Three forums were held on September 15, 19 and 20, to continue the campus dialogue about the DSAP. The forums addressed the following DSAP goals:

- Goal I: Improved campus climate;
- Goal II: Increased retention and recruitment of URM students, faculty, and staff at all levels; and
- Goal III: Enhanced leveraging of University resources to advance diversity and inclusion.

The DSAP also sets forth clear priorities, action steps and metrics. As research in the AAC&U publication Making a Real Difference with Diversity: A Guide to Institutional Change indicates, campuses must take

strategic next steps beyond people and programs...to envision what structures, policies and rewards would help embed diversity efforts more broadly and deeply into institutional planning, campus culture, and day-to-day work (Clayton-Pedersen, Parker, Smith, et al).

Dr. Mobley believes this level of engagement through the open forums is critical so that the final version of the plan will have buy-in from across campus and greater prospects for successful implementation.



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



# Insight on DIVERSITY

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## From The VP



Welcome to the new academic year! As we welcome the Class of 2015, we also welcome new faculty and staff to our campus community. The fall semester is a great time of anticipation for new learning, new research, and new opportunities, and it is also a time to celebrate the cultural and global diversity that is all around us.

In this issue of Insight on Diversity, you will learn about various religious traditions on campus. Because our university is participating in President Barack Obama’s national Interfaith Initiative, it’s a great time to review the religious observance policy and to commit to respecting the diverse beliefs. September is the beginning of Hispanic Heritage Month, so we hope readers will take an opportunity to learn more about this and other cultural heritage celebrations such as Black History Month, Asian-Pacific Heritage Month and Women’s History Month, to name a few. We hope you will attend programs and events dedicated to helping us understand the diverse traditions, histories, struggles and challenges on our campus.

We are pleased to share more information about the Diversity Strategic Action Plan (DSAP). Now in its second draft, the DSAP will be a roadmap toward advancing diversity. We hope faculty, students, staff, alumni and community stakeholders will read the plan, review it, provide feedback, and commit to transforming Case Western Reserve University into an institution known, not only for its cutting edge research, but also for its decision to achieve inclusive excellence through diversity.

Best regards,

Marilyn Sanders Mobley, PhD

## Consider Religious Beliefs when Creating an Inclusive



We frequently think of issues of gender, ethnicity or race, and language when we attempt to make the learning environment more inclusive. Another major dimension of human difference to consider, religion, is different from other legally “protected categories” and needs our attention. Title VI and Title IX prohibit discrimination in education based on religion or the free exercise of religion and Chapter 4, Article XVII of the Faculty Handbook states that we should accommodate students’ religious beliefs. Religious beliefs include those held by members of organized “mainstream” religions such as Christianity, Judaism, Islam, Hinduism and Buddhism but also beliefs that are new, uncommon, and/or may not be part of a formal church or sect (e.g. Church of Body Modification or Church of Bruce Springsteen). We do not need to understand, believe or approve.

We just need to accommodate students’ religious practices.

In preparing a course syllabus, it may be helpful to include a note asking students to let you know about any accommodations they require based on their religious beliefs. When setting the schedule for a course, it is best to avoid religious holidays for major assignments and exams. A useful source for the holidays for many major religions is <http://www.interfaithcalendar.org/>. On those occasions when avoiding religious holidays isn’t possible, plan equitable alternatives. The principles of religious inclusion also apply to faculty and staff especially as we schedule various committee meetings and special events.

Written By: Dr. John M. Clochesy, Faculty Diversity Officer. To reach Dr. Clochesy contact him at [diversityofficer@case.edu](mailto:diversityofficer@case.edu) or 216-368-4299.



## LeadDIVERSITY



Each year, the Diversity Center of Northeast Ohio, selects 30 professionals from diverse backgrounds, to participate in a year-long curriculum, which examines how organizations leverage diversity as a critical success factor. As a member of the LeadDIVERSITY class of 2011, I received the most enlightening experience, visiting some of Cleveland's most well established corporations, who value cultural diversity in the workplace and the impact diversity has on its employees.

Having the opportunity to meet the President's and Vice President's within these organizations, I was able to gain expanded knowledge on how local experts manage their organizations and resources as it relates to diversity and inclusion.

Our year long journey gave the 2011 LeadDIVERSITY class, the opportunity to improve our skills in leadership and communication as it relates to diversity and inclusion. Through sharing our personal experiences, we were able to better understand the plethora of experiences and realize that as human beings, we can be both similar and different.

Each LeadDIVERSITY class is responsible for completing a Legacy Project to ensure that the work of the class continues beyond the graduation of its participants. The class of 2011's Legacy Project focused on increasing awareness of the Cleveland Cultural Gardens, located on Martin Luther King Boulevard. We wanted the citizens of Cleveland and across the globe to experience the Cultural Gardens by creating a personal passport booklet, designed to give family members a reason to visit each garden site. With additional funds remaining from a host of corporate sponsorships, we decided as a class, to contribute our Legacy Project funds to the Diversity Center for future LeadDIVERSITY Program Scholarships and the Cultural Gardens. To visit the Cleveland Cultural Gardens on line, go to; <http://tiny.cc/ccg-passport>.

LeadDIVERSITY also taught each class member, how to guide their organizations toward a more inclusive corporate culture. Upon completing the program, I have gained a better awareness of my personal identity and a better understanding on how to be an advocate for diversity matters.

The Diversity Center of Northeast Ohio is a human relations organization dedicated to eliminating bias, bigotry, and racism. [www.diversitycenterneo.org](http://www.diversitycenterneo.org).

Written by: Robynn K. Strong, Executive Aide for the Office of Inclusion, Diversity and Equal Opportunity

## Welcome Reception

One of the highlights of the fall semester was the first reception for underrepresented minority (URM) students, faculty and staff. Hosted by the President's Advisory Council on Minorities (PACM) and the OIDE, the URM Reception was held on September 1, 2011 in the Inamori Ethics Center. On hand to give remarks were President Barbara R. Snyder, Provost Bud Baeslack and Vice President Marilyn Mobley, who proposed that there be such an annual gathering. Over 75 students, faculty, staff, and alums attended the reception, which President Snyder praised as a great new CWRU tradition. Dr. Mobley agrees and has already begun plans for next year. Viewing such opportunities for their value in enhancing campus climate, helping URMs establish connections, and creating networks for research, collaboration and cooperation, Dr. Mobley believes this first reception has already begun to have a positive impact on our campus. Erica Merritt, co-chair of PACM, and other members of PACM who helped with the event were pleased at its success.



## Safe Zone

The Safe Zone Program is a visible network of volunteers who are committed to creating a community of respect and dignity for gay, lesbian, bisexual, transgender and questioning students, staff and faculty. Safe Zone makes it possible to easily identify individuals who are committed to creating an environment in which all people are free to thrive academically, professionally and personally. Safe Zone workshops are offered every semester by the Office of Inclusion, Diversity and Equal Opportunity. The three hour workshop assists allies in becoming more knowledgeable about LGBT resources on and off campus, as well as learning advocacy skills and strategies. If you are interested in learning more about Safe Zone or you would like to schedule a workshop for a group or department, contact Liz Roccoforte at [ecr19@case.edu](mailto:ecr19@case.edu).



## Hispanic Heritage

September 15 -October 15

Kelvin Smith Library celebrates National Hispanic Heritage Month with an exhibit in the first floor Display Area. Two exhibit cases contain books by writers, poets and artists that explore the history, culture and contributions of Hispanic-Americans whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

In addition, the KSL's Research Spotlight will feature resources that explore the rich intellectual and social experience of Hispanics/Latinos/Latinas. This Spotlight feature includes an overview of the National Hispanic Heritage Month, selected online research databases and journals, core references at KSL, and dvds/videos that can be borrowed from KSL. Please visit the Research Spotlight at: <http://library.case.edu/ksl/researchtools/spotlight>.

## Black History Month

February

In 1832, John Sykes Fayette became Case Western Reserve University's earliest documented African-American student. Fayette graduated in 1836 with a Bachelor of Arts (A.B.) degree. After graduating, he continued his studies at Case Western Reserve for the 1836-1837 academic year where he pursued theological studies.

Fayette took an active role in the university's movement to abolish slavery in the United States. Fayette joined his fellow students in signing a petition to support a professor who defended the abolitionist movement. In 1835, he voted for an anti-slavery resolution in the Western Reserve College Church.

Source: Black History Month and Women's History Month - Case Western Reserve University's Archives

## Native American Heritage

November

In 1990, President George H. W. Bush approved a joint resolution naming November 1990 "National American Indian Heritage Month." Since 1994, the sitting President of the United States of America has issued similar proclamations, under different names, including "Native American Heritage Month" and "National American Indian and Alaska Native Heritage Month."

According to the Bureau of Indian Affairs, the term "Native American" became common usage in the 1970's as an alternative to "American Indian." Since that time, however, the term "Native American" has been gradually expanded to include all Native peoples of the United States and its trust territories. Therefore, the term 'Native American' includes over 500 different groups comprised of great diversity, including geographic location, language, socioeconomic conditions, school experience, and retention of traditional spiritual and cultural practices.

Source: <http://nativeamericanheritagemonth.gov>

## Women's History Month

March

In 1843, the Cleveland Medical College was established. In 1844, Cleveland Medical College was renamed the Medical Department of Western Reserve College. Dean John Delamater supported the education of women and the Ohio Female Medical Education Society backed his support. In November 1850, Nancy Talbot Clark enrolled as the first female student. She competed on an equal basis with her male counterparts and the curriculum remained the same. In 1852, Dr. Clark was the first woman to graduate from Western Reserve's nine-year-old medical school.

Despite the Dean's efforts to be inclusive of women, the faculty voted to end the admission of women in 1856. In 1879, the Medical Department of Western Reserve College began sporadically admitting women. In 1913, the Medical Department of Western Reserve University was renamed the School of Medicine of Western Reserve University. Admission of women on a regular basis began in 1918. In 2006, Case Western Reserve University appointed Pamela Davis as the first woman dean of the School of Medicine.

## Heritage Months and Celebrations:

January

Martin Luther King, Jr. Day

February

Black History Month

March

Women's History Month

Greek American Heritage Month

Irish American Heritage Month

April

Minority Health Month

May

Asian Pacific American Heritage Month

Jewish American Heritage Month

June

Caribbean American Heritage Month

Lesbian, Gay, Bisexual and Transgender Pride Month

September

Hispanic Heritage Month (September 15 - October 15)

October

Disability Employment Awareness Month

German American Heritage Month

Italian American Heritage Month

Polish American Heritage Month

November

Native American Heritage Month

December

Universal Human Rights Month

## Upcoming Events

### The Power of Diversity

Thursday, November 17, 2011

Sana Loue, PhD, MPH, MSSA

Professor in the Department of Epidemiology and Biostatistics and the Director of the Center for

Minority Public Health of the School of Medicine

**"Bread for the Body, Bread for the Mind:"**

**The Need for Active Culture"**

3-4:30 p.m. Thwing Center, 1914 Lounge

## Train the Champion

Application Deadline: December 2, 2011



For more information visit: <http://www.case.edu/diversity/about/events/champion.html>



## MLK Convocation

Michael Eric Dyson

Friday, January 20, 2012

12:30 p.m.

Case Western Reserve University

Amasa Stone Chapel