

**Faculty Senate Meeting**  
Monday, December 19, 2011  
3:30 p.m. - 5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

3:30 p.m.	Approval of Minutes from the November 16, 2011 Faculty Senate meeting, <i>attachment</i>	G. Chottiner
	President's and Provost's Announcements	B. Snyder B. Baeslack
	Chair's Announcements	G. Chottiner
3:40 p.m.	Report from the Executive Committee	R. Dubin
3:50 p.m.	Report from Secretary of the Corporation	L. Keefer
3:55 p.m.	Diversity Strategic Action Plan: Committee on Minority Affairs <i>attachment</i>	G. Stonum M. Mobley



**Faculty Senate Meeting**

Monday, December 19, 2011

3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

**Members Present**

Bruce Averbook  
Bud Baeslack  
Timothy Beal  
Jessica Berg  
Lee Blazey  
Richard Buchanan  
Gary Chottiner  
Elizabeth Click  
Chris Cullis  
Steven Cummins  
Lisa Damato  
Mary Davis

William Deal  
Robin Dubin  
Karen Farrell  
John Fredieu  
Christine Hudak  
Thomas Kelley  
Alan Levine  
Deborah Lindell  
Joseph Mansour  
Dale Nance  
G. Regina Nixon  
John Orlock

Leena Palomo  
Larry Parker  
Alan Rocke  
Robert Savinell  
David Singer  
Martin Snider  
Barbara Snyder  
Gary Stonum  
Lee Thompson  
Elizabeth Woyczynski  
Nicholas Ziats

**Members Absent**

Hussein Assaf  
Ronald Blanton  
Ben Brouhard  
Matthias Buck  
Mark Chance  
David Crampton  
Thomas Egelhoff  
Steven Fox  
Alfredo Hernandez

Patricia Higgins  
Quentin Jamieson  
Mark Joseph  
Kurt Koenigsberger  
Zheng-Rong Lu  
Laura McNally  
Ray Muzic  
Mary Quinn Griffin  
Julie Redding

Betsy Short  
JB Silvers  
Sorin Teich  
Susan Tullai-McGuinness  
George Vairaktarakis  
Georgia Wiesner  
David Wilson  
Xin Yu

**Others Present**

Dan Anker  
Jennifer Cimperman  
Don Feke

Arnold Hirshon  
Libby Keefer  
Ermin Melle

Marilyn Mobley  
Chuck Rozek  
Jeff Wolcowitz

**Call to Order**

Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 3:30 p.m.

**Approval of minutes**

Upon motion, duly seconded, the minutes of the Faculty Senate meeting of November 16, 2011 were approved as submitted.

### **President's announcements**

President Barbara Snyder said that she and Provost Bud Baeslack had recently completed the last of their visits this semester to the schools and the college. She got many questions about the increased costs for health care benefits for 2012. She said that the Senate would hear a report in the spring about how the health care options for 2012 were working so far, and senators would have an opportunity to provide feedback about how health care options might be packaged for the following year.

### **Provost's announcements**

Provost Bud Baeslack said that the search for a new dean at the Weatherhead School of Management was fully underway. He thanked all the faculty and staff who contributed to the Diversity Strategic Action Plan.

### **Chair's announcements**

Prof. Gary Chottiner, chair, Faculty Senate, announced that the Executive Committee approved the Graduate Studies Course Repeat Policy which was proposed by the Committee on Graduate Studies. There was some discussion about the pros and cons of allowing the original grade to remain on the transcript.

### **Report from the Executive Committee**

Prof. Robin Dubin, chair-elect, Faculty Senate, reported the Executive Committee had approved three candidates for honorary degrees, and heard reports from the chairs of the Committee on Research and the Committee on Faculty Personnel. A senator had a question about translational research that Prof. Dubin will forward to the Prof. Mark Chance, chair, Committee on Research.

### **Report from Secretary of the Corporation**

Ms. Libby Keefer, secretary of the corporation and general counsel, said that in December the Executive Committee of the Board of Trustees approved new university funds of over \$1.3 million; the new dean of engineering, Prof. Jeff Duerk; and new faculty appointments. The committee heard reports about the progress on capital projects, emeriti appointments and faculty departures, and university policy and procedure regarding student demonstrations.

### **Diversity Strategic Action Plan: Committee on Minority Affairs**

Prof. Gary Stonum, chair, Committee on Minority Affairs, introduced the Diversity Strategic Action Plan which was endorsed by the Committee on Minority Affairs. Marilyn Mobley, vice president for inclusion, diversity and equal opportunity, thanked the faculty who contributed to the plan and answered questions. The university uses the same of definition of underrepresented minority (URM) as the U.S. Department of Education. A senator noted that his school and professional association use a broader definition of URM to address the diversity needs in their field. Another senator asked about the metrics for the desired increases in URM students, staff and faculty. Ms. Mobley said that the dashboard proposed in the strategic plan will measure increases from 2012 levels of URM employment and enrollment. She said that the financial resources available to support the strategic plan are limited given the university's current financial constraint; the strategic plan has identified effective initiatives that will be cost efficient. The Senate voted to endorse the Diversity Strategic Action Plan which is attached to these minutes.

The meeting was adjourned at 4:30 p.m.

APPROVED  
by the  
FACULTY SENATE



ELIZABETH H. WOYCZYNSKI  
SECRETARY OF UNIVERSITY FACULTY

# ADVANCING DIVERSITY

at

CASE WESTERN RESERVE UNIVERSITY

DIVERSITY STRATEGIC ACTION PLAN

2012-2015

## A Diversity Strategic Action Plan 2012-2015

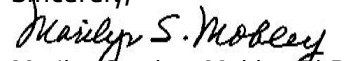
At Case Western Reserve University diversity is a core value of all that we are. In keeping with this commitment, we as a campus community are actively engaged in an ongoing process of creating a welcoming climate for all students, faculty, staff, alumni and friends of the University. In the words of our institutional diversity statement, Case Western Reserve University

*aspires to be an inclusive environment, believing that the creative energy and variety of insights that result from diversity are a vital component of the intellectual rigor and social fabric of the university. As a scholarly community, Case Western Reserve University is inclusive of all people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds, welcoming of diversity of thought, pedagogy, religion, age, sexual orientation, gender identity/expression, political affiliation and disability. We believe in a culture of inclusion that encourages relationships and interactions among people of different backgrounds, a culture that enhances human dignity, actively diminishes prejudice and discrimination and improves the quality of life for everyone in our community.*

In support of the University's active commitment to diversity, I began my work as the inaugural Vice President for Inclusion, Diversity & Equal Opportunity in 2009. On the recommendation of President Barbara R. Snyder and the leadership of the University's eight schools and colleges, the Diversity Leadership Council was formed in order to forward the work of the Office of Inclusion, Diversity & Equal Opportunity, and to advance the work of all those on the Case Western Reserve University campus who hold diversity to be a personal value. Early on the Diversity Leadership Council identified the need for a University-wide Diversity Strategic Action Plan to guide the energies and efforts of the many stakeholders in this process. The release of the University's own strategic plan, *Forward Thinking*, was a catalyst in this effort.

*Forward Thinking* aims to develop a vibrant and diverse University community through the promotion of diversity on campus and the expansion and retention of underrepresented minority faculty, staff, students and administrators. It articulates a bold vision for the University, one inspired by inclusiveness and diversity as core values. This Diversity Strategic Action Plan, titled *Advancing Diversity at Case Western Reserve University*, is not only aligned with the University Strategic Plan, but also signals the University's readiness to take on the serious, critical challenges both of telling the "diversity story" at Case Western Reserve University and of putting into practice the expressed goals of becoming a more diverse and inclusive campus community. With *Advancing Diversity*, the University draws closer to acting on its commitment to usher in a new era of institutional transformation.

Sincerely,

  
Marilyn Sanders Mobley, PhD

Vice President for Inclusion, Diversity & Equal Opportunity  
Professor of English

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## INTRODUCTION

Recognizing and optimizing the breadth of diversity and inclusion efforts on the campus and in the communities near Case Western Reserve University is an essential step for the University to realize its potential to be a national leader in the advancement of diversity. The University can be a more impact on its local and global environments by fostering a continuum of innovative activities that will renew, enrich and celebrate its diversity.

Inclusiveness and diversity are not merely buzzwords at Case Western Reserve University. They are part of the very mission and vision of the University itself. The University's 2008 strategic plan, *Forward Thinking*, clearly identifies "inclusiveness and diversity as core values," and expresses a commitment to "develop a strong, vibrant and diverse University Community." It commits to "enfranchise underrepresented groups, maximizing the richness of culture, and perspectives within the campus community." *Forward Thinking* also acknowledges the ADVANCE Institutional Transformation Program, under the auspices of the National Science Foundation, with its emphasis on women and minority faculty. In 2004 the University initiated the first Faculty Climate Survey, with support from the ADVANCE program and the University Accreditation Steering Committee, and repeated the survey in 2007.

Adopted after the appointment of Barbara R. Snyder as University President, *Forward Thinking* recognized such previous catalytic efforts as strategic assets and established goals for more focused attention on diversity and inclusion. One such goal included the hiring of the University's inaugural Vice President for Inclusion, Diversity, and Equal Opportunity, which was achieved in 2009. In recognition of the need to develop more broad-based support for diversity and inclusion, a cross section of representatives of the institution's faculty, students and staff were selected to serve on the University's first Diversity Leadership Council (DLC). With the collection of data from previous diversity groups and committees, such as the "Early Wins" report from the President's Advisory Council on Minorities and the efforts of the President's Advisory Council on Women, the

Flora Stone Mather Center for Women and the LGBT Task Force, the DLC led the effort to begin the diversity strategic planning process that has culminated in this Diversity Strategic Action Plan.

Early in her tenure, President Snyder identified campus climate as a critical issue for the University. In 2010, the Office of Inclusion, Diversity and Equal Opportunity (OIDEO), with assistance from the Office of Institutional Planning and Research, responded to the need to examine campus climate by expanding the purview of the Faculty Climate Survey through the development of the University's first campus-wide Diversity Climate Survey. The Diversity Climate Survey included common questions from the Faculty Climate Survey and specific questions for students and staff, all designed to shed light on the ways in which members of the University's diverse community experience the institution. The campus Diversity Climate Survey, conducted in the fall of 2010 and including responses from 3,657 faculty, undergraduate and graduate students, and staff, revealed a campus climate that is perceived by many to be uncomfortable and unwelcoming. Results of that data can be found on the OIDEO website ([www.case.edu/diversity](http://www.case.edu/diversity)).

The DSAP, however, is not simply a product of campus climate survey results. It is based on data from other resources such as the American Council on Education 2010 *Minorities in Higher Education* Report, which showed that nationally minority faculty account for 15% of all tenured faculty, compared to 5.6% at CWRU. Additionally, African Americans make up 12% of the nation's college student population compared to 5% at CWRU and Hispanics account for 10.5% of students nationally and 3% at CWRU. The University fared better with other racial groups – American Indians students, 1% nationally and at CWRU and Asian Americans, 6.1% nationally but 16% at CWRU.

Such data, in light of the fact that the Cleveland area, the state, and the nation are becoming more diverse heighten the need to pay attention to the educational rationale, the business case, and the economic imperative that undergird our desire to increase focus on diversity and inclusion. The DSAP has been developed with intentional, strategic engagement with faculty, staff, students, alumni and trustees, and with the unique

identity of CWRU in mind. We believe the goals set forth are both ambitious, yet reasonable. While the DSAP outlines three clear goals 1) improved campus climate, 2) increased retention and recruitment of underrepresented minority (URM) students, faculty, and staff at all levels, and 3) enhanced leveraging and development of resources to advance diversity and inclusion there are four highlights of the plan:

- The development of a university Dashboard for annual reporting of performance metrics;
- A charge to Deans and UGEN Vice Presidents that require them to develop DSAPs for their schools and departments that are to be aligned with the University-wide DSAP, using the same three goals as a template to build consistency and accountability;
- The development of intergenerational mentoring circles, a new project to highlight the various experiences of diverse populations, and cross-cultural dialogues to simultaneously improve campus climate and retention, and to make a dynamic impact on diversity and inclusion throughout the campus community.
- The establishment of CWRU as the inaugural host institution for a major biomedical science organization and conference, designed to bring greater visibility to the University's efforts to recruit more URMs in the biomedical sciences, and to serve as a model for such efforts in the arts, humanities and social sciences.

The strategic action plan reflects the voices, concerns, and aspirations of multiple stakeholders and constituencies around the University, and it reflects the commitment of the DLC to engage the campus community in transforming the campus culture to be more diverse and inclusive. The plan includes specific goals, actions, and metrics, all crafted to foster inclusive thinking, mindful learning, and transformative dialogue. The ultimate goal is for the University to become as well-known a leader for its advances toward inclusive excellence as it is known for its cutting-edge research and innovative scholarship. We

have every reason to believe this plan offers both the will and the way to the change we wish to see.

## DEFINITIONS

### URM (underrepresented minority)

According to the US Department of Education, underrepresented minorities in higher education (generally) include African-Americans/Blacks, Hispanics/Latinos, Hawaiian Natives/Pacific Islanders, and Native Americans.

Underrepresented minorities may vary by discipline. In many fields, women are underrepresented. In some fields, Asians and/or men are considered underrepresented. Refer to discipline specific accrediting bodies for guidance.

### Diversity

Diversity usually refers to representation (numbers) related to a wide range of human difference. The dimensions most commonly identified include gender and race/ethnicity. Diversity scholars have identified many other dimensions including but not limited to age/generation, mental/physical abilities, sexual orientation, gender identity/expression, religion, family status, communication style, geographic location, and military experience. Another important dimension is immigrant status.

### Inclusion

Inclusion is the experience of being welcomed and made to feel a part of all aspects of the university community by those who hold majority status (privilege) on various dimensions of human difference. The American Association of Colleges

and Universities defines inclusion “as the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum [sic], and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one’s awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions” (Clayton Pedersen, A.R., N. O’Neill, and C.M. Musil, 2007).

[www.aacu.org/inclusive\\_excellence/documents/MEIPaperLastRevised12308.pdf](http://www.aacu.org/inclusive_excellence/documents/MEIPaperLastRevised12308.pdf)

## METHODOLOGY

Initially, as part of the University’s broader strategic planning process the Office of Diversity, Inclusion and Equal Opportunity (OIDEO) engaged Criticality Management Consulting (CMC) to work with the University in the initial steps of developing a Diversity Strategic Action Plan (DSAP). Our consultants met first with members of the Diversity Leadership Council (DLC), the university-wide council made up of representatives of all eight schools, faculty, staff, and students. The team from CMC engaged 225 campus constituents in order to arrive at a deep sense of the climate and culture at Case Western Reserve University. Of these contacts made, 120 were in various groups, such as the President’s Cabinet, the Academic Affairs Council, and the Deans’ Council, and the remaining contacts were one-on-one interviews conducted by members of CMC. The stakeholders who participated in these meetings included the President, Provost, Deputy Provost, several Deans, faculty of all ranks, staff and undergraduate and graduate students. These contacts took place over a period of three months and three site visits to the University. All respondents were asked the following questions as part of an open-ended interview process:

- What does diversity mean to you?
- What would you like to see included in the Diversity Strategic Action Plan?
- What role would you like to have in the implementation of the plan?

Responses to these questions led to the first draft of the DSAP. This first draft was circulated and feedback was received from various constituents and stakeholders from across the campus. The OIDEO used the feedback to craft a second draft of the DSAP, including metrics as suggested. The second draft was circulated widely, announced in *The Daily*, and posted on the OIDEO website. Additional input was sought from the campus community through three open forums and meetings with various committees and councils. The result of this process is a Diversity Strategic Action Plan that will serve as a roadmap for “advancing diversity” at Case Western Reserve University.

## GOALS

Case Western Reserve University will achieve its mission of creating a vibrant, diverse, and inclusive campus environment, by adopting the following goals:

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

## METRICS

- I. Improved campus climate related to inclusion
  - a. Increased satisfaction on the campus diversity climate survey and on student surveys
  - b. Increased participation in campus community programs, activities, and courses related to diversity and inclusion
  - c. Increased media visibility of diversity efforts
- II. Increased retention and recruitment of URM students, faculty and staff at all levels
  - a. Increased retention of URM faculty and staff
  - b. Increased URM full-time faculty from 5.6% to 10% by 2015
  - c. Increased proportion of qualified URMs in faculty, staff and student applicant pools
  - d. Increased number of both URM and women hired as faculty and promoted
  - e. Improved 4, 5, and 6-year graduation rates for URM students
  - f. Increased proportion of URM students matriculating

- g. Increased number of URM staff in middle and upper management positions (grade 14 and above)
- III. Enhanced leveraging and development of University resources to advance diversity and inclusion
- a. Increased number of collaborations among units within the University in support of diversity and inclusion
  - b. Increased number of participants in diversity and inclusion related training programs
  - c. Increased funding for diversity and inclusion initiatives from internal and external sources

### GOAL I: IMPROVED CAMPUS CLIMATE RELATED TO INCLUSION

Metrics	Action Items
A. Increased awareness of all aspects of diversity on campus.	1. Recognize the experiences of those who identify with various aspects of diversity.
B. Increased satisfaction on the campus diversity climate survey and on student surveys	1. Recognize and reward diversity successes across the University community; 2. Develop and implement campus community resource groups; 3. Develop curricular offerings to support cross-cultural understanding and skill in working with diverse individuals and groups; 4. Enhance diversity education and training.
C. Increased participation in campus community programs and activities related to diversity and inclusion	1. Promote open, campus-wide conversations through small, focused, and critical dialogues about the value/s of diversity; 2. Deliver programs and activities at the department and school level;

D. Increased visibility of diversity efforts by learning and sharing the University's diversity story

3. Implement online education and training opportunities.
1. Develop a "52 diversity stories series" project, highlighting the various campus experiences of diverse students, faculty and staff;
2. Develop a document/report that combines the 52 stories into a University diversity narrative;
3. Develop and implement a "new media" strategy to communicate the University's diversity story on campus and beyond.

## GOAL II: INCREASED RECRUITMENT AND RETENTION OF UNDERREPRESENTED MINORITY (URM) STUDENTS, FACULTY, AND STAFF

### Metrics

### Action Items

A. Increased retention of URM faculty and staff

1. Identify the expectations of URMs (and others) and the experiences that lead to attrition;
2. Develop and implement strategies to improve the experiences identified;
3. Develop mentoring circles that foster intergenerational learning among K-12, CWRU undergraduate, graduate and professional school students, staff, local business and professional organizations, alumni, and community leaders;



4. Monitor URM retention.
- 
- B. Increased proportion of qualified URM in faculty, staff and student applicant pools
    1. Tell the University's rich diversity story and URM alumni accomplishments;
    2. Create and sustain a strong pipeline of potential students, faculty and staff;
    3. Develop and participate in the management of strategic partnerships to strengthen URM pipelines.
  
  - C. Increased proportion of URM students matriculating
    1. Develop and maintain formal URM pipeline database.
    2. Ensure that all admissions officers and committees have formal training on unconscious bias.
  
  - D. Improved 4, 5, and 6-year graduation rates for URM students
    1. Identify the expectations of URM (and others) and experiences that lead to attrition;
    2. Develop and implement strategies to improve the experiences identified.

E. Increased the number of both URM and women hired as faculty and promoted

1. Ensure that search committee members have formal training on unconscious bias;
2. Provide institutional financial support for diversity recruitment and retention including supporting faculty partner hires and enhancing the start-up package to compete with other offers.

F. Increased number of URM and women staff in middle and upper management positions (grade 14 and above)

1. Encourage professional development opportunities and identify potential candidates for promotion and advancement.
2. Ensure that hiring managers/ supervisors have formal training in unconscious bias.

### GOAL III: ENHANCED LEVERAGING OF UNIVERSITY RESOURCES TO ADVANCE DIVERSITY AND INCLUSION

#### Metrics

A. Ensure efficient use of human capital.

#### Action Items

1. Review, align, and restructure the various committees, councils (including the Supplier Diversity Initiatives Council), and task forces that are doing diversity work to minimize duplication of effort;
2. Review the membership of the DLC

to ensure diversity leadership from all constituents are included. Also write a formal charge, guidelines and expectations for the DLC;

B. Increased number of collaborations among units within the University in support of diversity and inclusion

1. Build diversity collaborations both within and beyond the campus that contribute to the intellectual and social vibrancy of the University;
2. Create opportunities for multi-school interdisciplinary interactions where they can engage in building diverse communities;
3. Build strategic partnerships within and beyond the institution that strengthen URM's' sense of community, belonging and engagement for the long term;
4. Require that university schools (and UGEN divisions) develop their own Diversity Strategic Action Plans to align with this University-level DSAP, and to be presented at the annual Provost Leadership Retreat and at the annual Strategic Leadership Retreat.

5. Establish annual review, assessment and progress reports on performance metrics for schools and UGEN Division DSAPs to increase accountability to campus community by presenting a Dashboard at an Advancing Diversity Summit following the MLK Convocation each year;
6. Support faculty with adequate resources to enhance the curriculum as it relates to global and cultural diversity;
7. Encourage faculty to link courses to diversity-related lectures and programs.

C. Increased funding for diversity and inclusion initiatives from internal and external sources

1. Increased resources available for diversity and inclusion activities across the University;
2. Seek extramural funding to support diversity and inclusion (grants and philanthropy);
3. Develop and fund a faculty diversity hiring initiative to expand the current

Strategic Hiring Initiative;

4. Develop website and brochure to communicate the university's supplier diversity commitment and initiatives
5. Develop an Annual Fund for the OIDEO and include OIDEO in the Capital Campaign.

## TIMELINE & MILESTONES

### Year 1 (January 1, 2012 – June 30, 2013)

- Present final DSAP to the Board of Trustees *February 2012*
- Reformat the DLC to ensure that all school-based diversity officers are included. *March 2012*
- Codify DLC's role in implementation of the DSAP. *March 2012*
- Communicate with schools/departments regarding school/department DSAPs *March 2012*
- Develop a "52 stories diversity series" project in which a different CWRU diversity story is highlighted weekly on the OIDEO home page by August 15, 2012.
- Develop a document/report that combines the 52 stories into a CWRU diversity narrative.
- Develop additional ways to communicate the CWRU diversity story and enhance the campus climate.
- Implement a monthly brown bag diversity conversations series utilizing the deans and vice presidents as conveners beginning *September 2012*.
- The series should be focused and travel to locations near the deans and vice presidents as a means of engaging the school/department in meaningful conversation. Each school/ department should host one per year. The OIDEO will facilitate.
- Host Welcome Reception for URM faculty, students and staff *September 2012*
- Ensure development of school/department-based DSAPs *October 1, 2012*

### Year 2 (July 1, 2013 – June 30, 2014)

- Maintain and strengthen all of the above
- Implement school/department-based DSAPs
- Determine the structural relationship between OIDEO and other diversity initiatives and offices at CWRU
- Develop seed funding to spur innovative understanding and engagement related to URM representation/s at CWRU
- Develop and implement a diversity self-assessment program for schools/departments to monitor and enhance the efficacy of their diversity efforts
- Work with the Development Office to raise substantial resources for programs that enhance CWRU's diversity profile through a targeted fundraising effort

### Year 3 (July 1, 2014 – June 30, 2015)

- Maintain and strengthen all of the above
- Undertake a comprehensive self-assessment of Years 1 and 2
- Report to the campus community and the Board of Trustees on the progress of URM pipeline development
- Report to the campus community and the Board of Trustees on the progress of URM retention efforts
- Prepare a second DSAP to align with the University's new strategic plan

### Assessment & Accountability

In 2014, the University should implement a second Campus Diversity Climate Survey that will revisit issues addressed in the initial survey. Although a number of questions in the initial survey were flawed, it is imperative that the second version be identical to the first, in order for accurate comparison of results.

It will be the responsibility of the OIDEO to review the results of the 2010 and 2014 Campus Diversity Climate Surveys, and additionally, to assess changes in the efforts for recruitment and retention of URM students that have been undertaken by the University as a whole as well as by individual schools/departments. The Office will undertake a deep dive into the Campus Diversity Climate Survey results, and will ensure that the results of the Campus Diversity Climate Survey are shared publically in a consistent and transparent way.

The Office will undertake an annual assessment of the ways in which URM students are experiencing the University through surveys, focus groups, and individual check-ins in a coordinated way that will allow for intervention where necessary. Successes and shortcomings in the advancement of diversity and inclusion at the University will be reported openly on the Dashboard and in the OIDEO's Annual Report.

The Office will create a self-assessment tool and undertake an annual self-assessment. Typically, this tool is a document with a set of consistent questions that are answered by all members of the Office, the culminating results of which will be reviewed at the conclusion of the DSAP. In 2014, the Office will engage an external assessor to review its work in a meeting the goals of the DSAP.

It will be the responsibility of the DLC in conjunction with OIDEO to carry out this Diversity Strategic Action Plan according to the timelines and milestones elaborated herein. The OIDEO will seed and initiate innovative diversity programs; engage the schools/departments to recruit and retain URMs through the implementation of their unit-level DSAPs; act as a center for outreach to URM communities in and around the University campus; and channel the resources of the University in a coordinated way toward the advancement of diversity and inclusive excellence at Case Western Reserve University.

It will be the responsibility of the OIDEO to ensure that the objective evaluations of its programs and actions in meeting the timelines and milestones are conducted on a regular basis. It is recommended that there are quarterly evaluations during the first one and one-half years of this plan and bi-annual evaluations subsequently.

## Conclusion

Case Western Reserve University now finds itself at a significant moment in its history. It has the unique opportunity to translate its institutional values into a caring community – one that appreciates, welcomes and is ready to harness the positive momentum and expectancy that is present on its campus. In our global society, it is imperative that diversity be valued in all its human dimensions. Institutions and organizations cannot achieve and sustain excellence without embracing and engaging the diversity of their members. The advancement of diversity is a bold aim requiring sustained and substantive commitment, sensitivity, and strategy. In demonstrating its adherence to diversity as an institutional core value, Case Western Reserve University is poised to ensure its dynamism and competitiveness as it continues to evolve as a global institution.



**DECEMBER 19, 2011**

**CASE WESTERN RESERVE UNIVERSITY  
FACULTY SENATE RESOLUTION TO APPROVE  
DIVERSITY STRATEGIC ACTION PLAN**

WHEREAS, the university's strategic action plan, *Forward Thinking*, identifies "inclusiveness and diversity as core values" and commits the university to "enfranchise underrepresented groups, maximizing the richness of culture and perspective within the campus community;

WHEREAS, the Faculty Senate has been asked to review the Diversity Strategic Action Plan prepared for the President and the Provost by the Office of Inclusion, Diversity and Equal Opportunity with assistance from the Diversity Leadership Council, so as to build upon and advance previous university efforts at diversity and inclusion;

WHEREAS, the Faculty Senate Committee on Minority Affairs has been an active participant in the preparation of the Diversity Strategic Action Plan and has unanimously endorsed the final product;

**NOW, THEREFORE, BE IT RESOLVED THAT:**

the Faculty Senate of Case Western Reserve University strongly endorses the Diversity Strategic Action Plan 2012-2015, dated November 14, 2011 (attached as Exhibit A).

