AGENDA

2. Winter Gathering Jes Sellers
3. LGBT Center update Liz Roccoforte
   - Safe Zone training
   - Transgender Task Force
5. Promotion of Nock Scholarship Jes Sellers
6. Spring semester meeting times Co-chairs
LGBT Committee meeting  
Wednesday, November 30, 2011  
3:30-5:00 p.m.  
Cleveland Room, Thwing Center  

Members present: Sarah Andrews, Mayo Bulloch, John Clochesy, Jane Daroff, T. Kenny Fountain, Hollie McGivern, Dorothy Miller, Sue Nickel-Schindewolf, Dean Patterson, Liz Roccoforte, Jes Sellers, Ashley Sorensen.

1. Winter Gathering

After some discussion, the LGBT Committee Winter Gathering was set for Thursday, February 9, 2012, from 4:00 to 6:30 p.m. at Table 45. Table 45 offers free hors d’oeuvres during happy hour. CWRU staff, faculty, and alumni and Cleveland Clinic and University Hospitals staff will be invited.

2. LGBT Center Update

An office for the LGBT Center program director, Liz Roccoforte, will be built. Currently students are hesitant to come into the Center for private discussion because there is no private space. The room by the restrooms will be split into two rooms and the architect will utilize etched glass and removable walls.

Liz currently had two Safe Zone trainings, which trained a total of 35-40 people. Rick Bischoff, vice president for Enrollment Management, wants to have a Safe Zone training especially for his staff. Liz will now be targeting faculty for trainings.

Transgender Task Force: Liz and Sue Nickel-Schindewolf, associate vice president for Student Affairs, have been working with different areas of the campus to help transgendered students on campus. They have been working with housing, health services and enrollment management. The university uses the Common Application for all students applying for admission to CWRU, and currently the Common Application only uses “female” and “male” markers, with no other way for students to identify. This is not something the university has control over, however, since the Common Application is governed by a nation-wide board. However, there are several other ways for the LGBT Center to find and reach out to transgendered students: they can identify in their essay, they can ID themselves on their new student orientation paperwork, etc. The task force will be working with the Registrar’s Office next regarding identification and name changes. The task force will also be focusing on Facilities, especially Veale; the architect’s office is aware that unisex bathrooms should be standard in all new and majorly renovated spaces.

Liz is creating a community advisory board for the LGBT Center in order to garner outside interest in the Center and bring in donations. She has also been asked to join the board of the LGBT Center of Cleveland.

3. Diversity Strategic Action Plan

John Clochesy, Faculty Diversity Officer, distributed the third and final version of the Diversity Strategic Action Plan, which was put together by the Office on Inclusion, Diversity, and Equal Opportunity. The OIDEO brought in an outside consulting company that met with 225 people on campus. The third draft has come a long way since the first draft, which had no milestones or metrics; the first draft was remade to be more accessible. The key items in the Diversity Strategic Action Plan are: improving climate, improving retention and recruitment (with a focus on retention), and enhanced leveraging of university resources. The Development Office needs to be involved in this, and the DSAP charges each of the schools/college and the general university unit to create their own DSAP consistent with the university-wide, “umbrella” version.
The committee had several comments regarding the DSAP, most notably that there is nothing in the document regarding sexual minorities. University climate is about being inclusive of all minorities, not just gender and race. John commented that there has been a significant number of LGBT faculty hired in the past two years. All people serving on faculty search committees have to go through training regarding unconscious bias. The OIDEO is not involved in staff hiring, but they are trying to get something in place with Human Resources. The committee agreed that the model set by the Mandel School of Applied Social Sciences in job search postings would be best for all schools to follow; MSASS adds several lines of language encouraging all minorities to apply.

The Faculty Senate will be voting on endorsement of the DSAP next month, and the Board of Trustees will be voting on it at their February meeting. This in itself is significant, since the BOT wouldn’t even vote on a diversity statement last time.

Another issue raised by the committee was how the DSAP will assist in assessing the curriculum; courses that are diversity-related will be identified.

The meeting was adjourned at 5:00 p.m.
Minutes by H. McGivern
Notes on the Diversity Strategic Action Plan (DSAP)

Key Distinctions between Second and Final Drafts
(in the order of appearance in the plan)

November 15, 2011

1. The years for implementation have been changed from 2011-2014 to 2012-2015.

2. The Introduction includes more antecedents to the current process and plan; in particular, the final draft acknowledges previous campus diversity efforts by such groups as the President’s Advisory Council on Minorities (including a reference to the “Early Wins” Report) and the NSF/ADVANCE Grant.

3. The Introduction also contains data from national and campus statistics as a point of reference for the diversity work needed at CWRU.

4. The Introduction identifies four specific highlights of the DSAP and addresses the concern that it contains some positive sense of the overall goal and road ahead.

5. There is a new section of Definitions that includes sources and working definitions of URM, diversity, and inclusion, so that there can be consistent messaging and understanding of how the DSAP is employing these terms.

6. The Metrics section contains a specific percentage for an overall faculty goal.

7. The third Action Item under Goal I/Metric B specifically references the desire to engage faculty directly in providing curricular offerings that support cross-cultural learning.

8. The third Action Item under Goal II/Metric A, provides more information about the intergenerational mentoring circle concept, so as to distinguish it from the HR/OIDEO partnership to create staff mentoring circles.

9. The fourth Action Item under Goal II/Metric B that requires Deans and UGEN Vice Presidents to develop DSAPs for their units that are aligned with the university-wide DSAP and that these DSAPs are presented at the annual Provost Leadership Retreat and at the Annual Strategic Leadership Retreat.

10. The University will establish an annual review, assessment, and progress report opportunity by presenting a Dashboard of how we are doing in our efforts to advance diversity.

11. The OIDEO, in conjunction with the Development Office will develop an Annual Fund.
ADVANCING

DIVERSITY

at

CASE WESTERN RESERVE UNIVERSITY

DIVERSITY STRATEGIC ACTION PLAN

2012-2015

FINAL DRAFT – for discussion only – 2011-11-14
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 (DSAP), 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,

Dr. Marilyn Sanders Mobley
PhD

FINAL DRAFT – for discussion only – 2011-11-14
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 impactful force in, and 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, but 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.” It 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 under the auspices of the ADVANCE program and the University Accreditation Steering Committee, and repeated the survey in 2007. Adopted after the appointment of Barbara R. Snyder as President, Forward Thinking recognized such previous catalytic efforts and established goals for more focused attention on diversity and inclusion as strategic assets. 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, representatives from faculty, students and staff from across the University 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 (PACM), and such groups as the President’s Advisory Council on Women (PACOW), the Flora Stone Mather Center for Women, and the LGBT Task Force, the
DLC lead the effort to begin the diversity strategic planning process that has culminated in this DSAP.

Early in her tenure, President Snyder identified campus climate as a critical issue impacting the University. In 2010, the 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).

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 Minorities in Higher Education Report from 2010, which indicates, for example, that the national statistics for full-time minority faculty in 2007 was 15 percent of tenured faculty, compared to CWRU at 5.6%. National statistics for college enrollment of students are at 12% for African Americans, 10.5% for Hispanics, 6.1% for Asian Americans and 1% for American Indians, compared to 5%, 3%, 16%, and 1% respectively, for CWRU. Such data, in light of the fact that the Cleveland area, the state, and the nation are becoming more diverse, rather than less so, heighten the need to pay attention to the educational rationale, the business case, and the economic imperative that undergird our desire to pay more attention to 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 Case Western Reserve University in mind. We believe the goals set forth are both ambitious, yet reasonable. While there are three clear goals of improved
campus climate, increased retention and recruitment of URM students, faculty, and staff at all levels, and enhanced leveraging and development of resources to advance diversity and inclusion, four significant highlights of this plan include:

- The development of a university Dashboard for annual reporting of performance metrics;
- The requirement that Deans and UGEN Vice Presidents 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, the 52 Stories project, 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 URM in the biomedical sciences, and to serve as a model for such efforts in the arts, humanities and social sciences.

The Diversity Strategic Action Plan reflects the voices, concerns, and aspirations of multiple stakeholders and constituencies around the University, and it reflects the commitment of the Diversity Leadership Council 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 do not 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).


METHODOLOGY

Initially, as part of the University’s broader strategic planning process, the 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 substantively engaged a total of 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 Criticality Management Consulting. 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 three 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,

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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, overlapping goals:

I. Improved campus climate related to inclusion;

II. Increased retention and recruitment of 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 Underrepresented Minority (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 URM students 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

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

1. Develop a “52 stories diversity series” project:

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

A. Increased retention of URM faculty and staff

Action Items

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 intergenerational mentoring circles that foster partnerships among K-12, schools, businesses, alumni, and community leaders;


B. Increased proportion of qualified URM students in faculty, staff and student applicant pools

1. Tell the University’s rich diversity story and URM alumni accomplishments;

2. Create and sustain a robust pipeline of potential students, faculty and
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 URMs (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.
F. Increased number of URM and women staff in middle and upper management positions (grade 14 and above)

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

Metrics
A. Ensure efficient use of human capital.

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

Action Items
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.

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

1. Build diversity collaborations both within and beyond the campus that contribute to the intellectual and social vibrancy of the University;

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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 URMs’ sense of community, belonging and engagement for the long term;

4. Require that 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 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 dean/VPs group as a means of engaging the school/department in a high-touch, personal 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

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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 URMs 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 URMs 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.