ADVANCING DIVERSITY AND INCLUSION

A Roadmap for Excellence At Case Western Reserve University

DIVERSITY STRATEGIC ACTION PLAN

2016-2019

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May 2017

Dear Faculty, Staff and Students of
Case Western Reserve University:

I am pleased to present Case Western Reserve University's second Diversity Strategic Action Plan, *Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University (2016 to 2019)*. I also want to thank those, especially our Diversity Leadership Council, who diligently worked on this second plan, which identifies how to best advance the work we still need to do to enhance inclusion, diversity and equal opportunity at our university.

I am proud of the progress our campus community has made since 2012 to advance the goals of our first Diversity Strategic Action Plan. Under the leadership of our inaugural Vice President for Inclusion, Diversity and Equal Opportunity, Dr. Marilyn S. Mobley, we have many achievements to highlight—from programs, such as Train the Champion, Power of Diversity Lecture Series, Sustained Dialogue, and Diversity 360 to institutional structural changes, including recruitment and retention of underrepresented groups among our faculty, staff and students. Many of these efforts have helped us to grow together as a community as we grappled with events at the national, regional and local levels that impacted our university.

I look forward to working with our campus community as we embrace the work ahead of us, and I thank you for your participation in advancing the diversity and inclusion of Case Western Reserve. As the acclaimed author Toni Morrison wisely said, "Make a difference about something other than yourselves." I encourage all of us to embrace these insightful words as we implement the roadmap before us.

Sincerely,

Barbara R. Snyder

Barbara R. Snyder
President

May 2017

Dear Faculty, Staff and Students of
Case Western Reserve University:

As many of you know, the Office for Inclusion, Diversity, and Equal Opportunity published *Advancing Diversity at Case Western Reserve University (2012-2015)*, the university's first Diversity Strategic Action Plan (DSAP) in the spring of 2012. Over the span of the first DSAP, we have been mindful of its three goals, taken steps to address them, and been keenly aware that we would have to do more to make substantive change on our campus. The new DSAP, *Advancing Diversity and Inclusion: A Roadmap for Excellence at Case Western Reserve University*, is the result of a multi-layered, inclusive process that began at the beginning of 2016. At each step we have presented feedback from these conversations to the Diversity Leadership Council (DLC) and the DLC has had a critical role in developing the new DSAP. They have taken seriously the charge from the OIDEO to focus on visibility, accountability and collaboration.

Why visibility? The new plan stresses visibility because we know our campus community wants changes that are transparent and that provide evidence of our efforts in addressing the three DSAP goals of:

I.   Enhancing Campus Climate;
II.   Increasing Retention and Recruitment for Faculty, Students and Staff;
III.   Developing More Resources for Diversity and Inclusion.

Why accountability? The new plan stresses accountability because we know that results are critical and that members of our campus community want to know, at every step, who is accountable for the change we want to see. So the new plan identifies the name of the office and/or individuals who will be accountable for implementation of the various parts of the plan.

The new DSAP also seeks greater collaboration. Why collaboration? We know that greater collaboration will help us coordinate our programming, avoid duplication of efforts and make better use of our collective resources. Ultimately, we will focus on more collaboration because we know that doing so assures us of even greater impact.

We know the road to inclusive excellence must be strategic and intentional. We take this work seriously and we are counting on our entire campus community's continued commitment to this new roadmap to chart our progress.

Best regards,

Marilyn S. Mobley

Dr. Marilyn S. Mobley
Vice President for Inclusion, Diversity and Equal Opportunity

EXECUTIVE SUMMARY

The Diversity Strategic Action Plan 2016-2019, *Advancing Diversity and Inclusion: A Roadmap for Excellence*, is a plan that represents the next step in the journey of Case Western Reserve University's pursuit of achieving inclusive excellence. The theme that permeates the plan contained within this document is a roadmap to building an inclusive learning community. Just like the materials that form the foundation of a well-built structure, this plan is built upon a set of values that guide the pathway—visibility, accountability, and collaboration.

In order to develop *Advancing Diversity and Inclusion: A Roadmap for Excellence*, a series of steps were incorporated. A diversity audit was conducted to give a sense of the impact of the first Diversity Strategic Action Plan 2012-2015. Also, the Diversity Leadership Council assessed the status of action steps from the first plan. In addition to the internal steps, an external review was conducted by a team of national experts who developed recommendations for the University. Finally, a series of open forums were held to allow the campus community to provide input on the recommendations of the external review team about the status of diversity, inclusion, and equal opportunity at the University.

The first plan was based on an identified need to guide the energies and efforts of the many stakeholders who would be involved in promoting diversity on campus and creating institutional transformation. In the first plan, the ultimate goal for was stated "... 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." That ultimate goal is still true today.

Advancing Diversity and Inclusion: A Roadmap for Excellence retains the three goals of the first plan: 1) improved campus climate related to diversity and inclusion, 2) increased retention and recruitment of URM students, faculty, and staff at all levels, and 3) enhanced leveraging of University resources to advance diversity and inclusion. Yet, what makes this updated plan different is it places emphasis on responsibility and timelines for completion of specific action steps. The plan assigns responsibility to every aspect of the University including:

Office of the President	UGEN Vice Presidents	Enrollment Management
Office of the Provost	OIDEO	Human Resources
Deans and Departments	OMA	

In other words, it will require faculty, staff, and students to be visible, accountable, and collaborative in order for the ultimate goal to be achieved.

INTRODUCTION

Case Western Reserve University (CWRU or the University) aspires to be a diverse and inclusive community, 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, CWRU is inclusive of people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds. We welcome diversity of thought, pedagogy, religion, age, sexual orientation, gender identity/expression, political affiliation and disability.

The mission of the Office for Inclusion, Diversity and Equal Opportunity (OIDEO) is to promote diversity[1] and inclusion[2] and to promote equitable and fair treatment in employment, education and other aspects of campus life. OIDEO also works to create inclusive learning environments.

In the book, *Can We Talk About Race?*, Dr. Beverly Tatum discusses the ABC's of creating "inclusive learning environments."

> "What do I mean by the ABC's? I mean *A, affirming* identity; *B, building* community; and *C, cultivating* leadership. . . . *A*, affirming identity, refers to the fact that students need to see themselves—important dimensions of their identity— reflected in the environment around them, in the curriculum, among the faculty and staff, and in the faces of their classmates, to avoid the feelings of invisibility or marginality that can undermine student success. *B*, building community, refers to the importance of creating a school community in which everyone has a sense of belonging, a community in which there are shared norms and values as well as a sense of common purpose that unites its members. *C*, cultivating leadership, refers to the role of education in preparing citizens for active participation in a democracy, and the assumption that leadership must come from all parts of our community. Leadership in the twenty-first century requires the ability to interact effectively with people from backgrounds different from one's own—an ability that requires real-life experience."[3]

The ways in which we learn how to interact effectively with people from different backgrounds have been some of higher education's greatest challenges of the twenty-first century. As a nation, we have struggled with what it means to include everyone in a society that is becoming more diverse with each passing year. As a society, oftentimes, we

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[1] The definition of diversity is in Appendix A.

[2] The definition of inclusion is in Appendix A.

[3] Tatum, Beverly D., <u>Can We Talk About Race? And Other Conversations in an Era of School Resegregation</u>, 21-22 (Beacon Press: Boston, MA 2007) (emphasis in original).

find it difficult to engage in civil discourse in a time where it seems divisive rhetoric is rewarded and contrarian views hold sway across the political landscape.

Inclusion, diversity and equal opportunity are part of the fabric of CWRU. These elements are core values of the University and represent a commitment to the development of a strong and vibrant learning community. As expressed in the University's Strategic Plan: "The exchange of ideas and experiences, the development of cross-cultural understanding, and the appreciation of the worth of every individual all are fundamental to our work."[4] As the University moves forward as a national leader in higher education, it must continue to find ways to celebrate its diversity and to include the many facets of its diversity toward realizing its mission of improving and enriching people's lives.

When the University's first Diversity Strategic Action Plan (DSAP or Plan) was created in 2012, as a campus community, we were on the path to creating a welcoming climate for faculty, students, staff, alumni, and friends of the University. Today, we are still continuing down that path. If we look at the Diversity Snapshot prepared by Institutional Research for the years, 2012, 2013, 2014, and 2015, there is little movement in the percentages of faculty, staff, and students, whether by sex or by racial classification. In other words, even though some overall numbers have increased, we look very similar today as we did in 2012.[5]

In an effort to learn about the achievements that have been made since 2012, OIDEO solicited feedback on the impact of the DSAP through a series of questions intended to audit one aspect of the Plan. There was an expectation built into the DSAP that Deans and UGEN Vice Presidents would develop individual plans for their schools and departments that were aligned with the University-wide DSAP. Through this "diversity audit" sent to the members of the President's Council, what was found is that the expectations of the DSAP do not appear to reflect what has been happening on campus.[6]

There were twenty-three (23) respondents to the diversity audit. The diversity audit asked five (5) questions that were followed by questions that connected to "yes" responses. Two of the questions were based on qualitative assessments of action steps in the DSAP. The other three questions requested information on numbers of staff, faculty, and students.

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[4] CWRU Strategic Plan 2013-2018, available at https://case.edu/provost/media/caseedu/provost/pdf/CWRU_2013-18_strategicplan_12-30-13.pdf at page 4.

[5] The Diversity Snapshot for each year from 2012-2015 is available at http://case.edu/ir/cwru-facts/diversity/. At Appendix B is a breakdown of the Diversity Snapshot by gender and individual racial categories.

[6] The questions and responses of the Diversity Audit are provided at Appendix C.

The questions that called for a qualitative assessment are the questions where the lack of connection in the campus community is evident. The first question asked "Does your school/office offer any Diversity and Inclusion programs or events for faculty, staff, students, and/or community members?" The results of this question were as follows:

Answered – 23   Yes – 18 (78.26%)

Skipped – 0   No – 5 (21.74%)

As shown above, 100% of the respondents answered this first question and 78% of the schools or offices said they offered diversity and inclusion events.

The last question of the audit asked "Has your school or department participated in any diversity training programs sponsored by the Office for Inclusion, Diversity and Equal Opportunity within the last four years (2012-2016)?" The results for this question were:

Answered – 10   Yes - 9 (90%)

Skipped – 13   No – 1 (10%)

The results of this question stand in contrast to the results of the first question. Of those answering the last question, 90% had participated in diversity training sponsored by OIDEO; however, over half of the respondents to the diversity audit skipped this question. What does the lack of response to this question mean? Is it possible for schools or departments to offer programs, but not participate in training programs?

The questions do not lend themselves to easy answers. Through Tatum's paradigm of the ABC's of creating inclusive learning environments, we as a community of learners should look at the end of the first DSAP as a time to revisit its goals and move forward in a spirit that affirms identity, builds community, and cultivates leadership. In this spirit, we present a plan that recognizes we have not yet achieved all of the goals that were described in the first DSAP, but we have identified opportunities that will enhance the efforts in meeting the goals and will move beyond the limitations that existed when the first DSAP was launched.

OVERVIEW

The first DSAP, titled *Advancing Diversity at Case Western Reserve University*, was the University's first campus-wide effort toward becoming a more diverse and inclusive community and telling the "diversity story" at CWRU. The development of the first DSAP was led by the inaugural Vice President for Inclusion, Diversity and Equal Opportunity, Dr. Marilyn S. Mobley. Since the launch of the DSAP, some existing programs

have been continued and enhanced, and new programs have been developed to create this diverse and inclusive campus community:

Train the Champion: Train the Champion is an eleven month program that creates campus diversity champions through sessions that explore various aspects of diversity. Each session is a "deep dive" that takes participants into subjects, with the goal that graduates of the program will be proponents of diversity and inclusion in their schools and departments

Power of Diversity Lecture Series: The Power of Diversity lecture series brings national scholars, thought leaders, and diversity professionals to campus to speak on cutting-edge issues in the diversity space. In addition, an important component of this lecture series is the presentation of CWRU scholars and the opportunity to showcase their research.

Sustained Dialogue: The Sustained Dialogue program is part of a national program. The mission of the Sustained Dialogue program is to engage members of the CWRU community in dialogues that cultivate strong, trusting relationships and foster respect for each individual and their ability to contribute to positive change.

Diversity 360: Diversity 360 is the comprehensive diversity education program at the University. Tackling complex subjects like microaggressions, bias, and privilege, Diversity 360 participants have the opportunity to explore the importance of diversity in today's society and the impact that it has on their own lives.

These efforts have begun to pay off in tangible ways. The University has received national recognition for its work toward a more diverse and inclusive campus community, having been awarded the Higher Education Excellence in Diversity Award for four consecutive years. Likewise, closer to home, the University has been recognized on multiple occasions as "Best-in-Class" in workforce diversity by the Greater Cleveland Partnership and its Commission on Economic Inclusion.

Diversity Strategic Action Plan 2012-2015

With a broad agenda of creating a more diverse and inclusive campus community, the overarching goals of the first DSAP were:

I.   Improved campus climate related to inclusion;

II.   Increased retention and recruitment of underrepresented minority (URM)[7] students, faculty, and staff at all levels; and

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[7] The definition of underrepresented minority is in Appendix A.

III.   Enhanced leveraging of University resources to advance diversity and inclusion.

In order to achieve the goals established in the first DSAP, metrics and action steps were also made as part of the plan. While progress has been made, not all of the metrics and action steps have been met in a way that would allow one to conclude that the goals have been satisfied.

In an effort to evaluate the state of each goal for this update to the DSAP, the Diversity Leadership Council (DLC) undertook an assessment of each goal and asked whether it had been met. To complete the assessment, the DLC was divided into subcommittees and recommendations came out of their work with respect to each goal. The clear-cut conclusion of the DLC was that progress has been made toward the accomplishment of each goal, but there is still plenty of work to do. The specific recommendations of the DLC subcommittees are summarized below.[8]

GOAL I: IMPROVED CAMPUS CLIMATE RELATED TO INCLUSION

Recommendations

1) Work to establish historically Greek sororities and fraternities currently not on campus, including but not limited to, African American, Hispanic, Asian, and LGBTQ Greek sororities and fraternities, and make these groups part of the existing campus Greek system.

2) Expand campus diversity and inclusion resource groups to include groups that represent all dimensions of diversity and consider establishing groups that focus separately on staff and faculty issues.

3) Establish a formal structure for campus diversity and inclusion resource groups to help ensure their sustainability and success. Leadership roles in the groups by faculty should be considered as service for tenure and promotion purposes, similar to how participation in the Faculty Senate is viewed.

4) List all campus diversity and inclusion resource groups and contact information for each group online so individuals interested in learning more about these groups or joining can contact the appropriate individuals.

5) Provide annual funding to campus diversity and inclusion resource groups from the Office of the Provost or another appropriate office. Also, groups should be permitted to reserve up to three rooms each academic year, free of charge.

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[8] The breakdown of the DLC assessment is found at Appendix D.

6) Review goals and metrics in 2012-2015 DSAP and, when appropriate, include them in the upcoming DSAP with specific, measurable outcomes.

7) Encourage faculty and staff to participate in Diversity 360 and other diversity workshops and establish a Diversity Certificate Program that would recognize and award faculty and staff that complete Diversity 360 and other diversity workshops.

8) Provide annual diversity training for faculty and others.

9) Provide Continuing Education Unit (CEU) credits for participation in diversity workshops and sessions.

10) Over a three- to five-year period, work with individual professional schools and graduate programs to implement Diversity 360 and other diversity workshops.

11) Increase partnerships and co-sponsorships for on-campus diversity and inclusion events. The OIDEO should continue to co-sponsor programs with campus resource groups as well as with CWRU departments and schools.

GOAL II: INCREASED RETENTION AND RECRUITMENT OF URM STUDENTS, FACULTY, AND STAFF

Recommendations

1) Increase faculty focus group meetings to obtain more feedback information.

2) Provide consistent programming and strategies to improve the URM faculty and staff experiences.

3) Create university-wide programs that serve as intergenerational mentoring circles.

4) Tell the diverse story of our campus and/or URM alumni.

5) Provide a pathway for URM staff to increase professional development and advance career success.

6) Each Admissions Department on campus should receive mandatory Diversity 360 training. Also, consider identifying other high impact areas that could positively increase a regular campus pathway.

7) Create regular focus groups to outline URM student expectations.

8) Create a welcoming environment that visibly celebrates diversity.

9) Provide departments with financial support to recruit and/or retain URM faculty and partner hires.

10) Provide professional development that will allow pathways to management and executive levels, and allow employees to participate as part of their regular work schedule.

11) Require unconscious bias and management training for supervisors.

12) Hold Department Chairs and Deans accountable for the composition of faculty hiring pools and search committee efforts to assure fairness and inclusion during faculty search processes.

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

Recommendations

1) Inventory organizations to review and align committees and councils doing diversity work.

2) Provide funding to continue opportunities for collaborations and interdisciplinary interactions.

3) Increase efforts at monitoring and reporting for Schools and UGEN Divisions to increase accountability to campus community.

4) Conduct the Annual Review by continuing some form of the Town Hall meeting.

5) Provide adequate resources to support faculty in enhancing curriculum.

6) Require faculty to link courses to diversity-related programs.

7) Increase resources available for diversity and inclusion activities.

8) Develop a faculty diversity hiring initiative and fund it sufficiently to support strategic hiring.

External Review Team Report and Recommendations

In addition to the work of the DLC, an External Review Team was commissioned to assess the state of diversity and inclusion at the University. The purpose of the external review was to provide an objective assessment of the state of inclusion, diversity and equity on campus. The review team visited the campus for three days in February 2016 and sought responses from the campus community to three questions:

1.   What is CWRU doing well in terms of diversity, inclusion and equity?

2.   Where are there opportunities for improvement in each of these three areas?

3.   What recommendations do you have for how the University can have even greater success in advancing diversity and inclusive excellence?

The review team was comprised of three individuals with expertise in areas related to the work of diversity, inclusion, and equity. The review team members were Dr. Benjamin J. Reese, Jr., Vice President of the Office of Institutional Equity at Duke University and President of the National Association of Diversity Officers in Higher Education (NADOHE); Paulette Granberry Russell, Senior Adviser to the President for Diversity and Director of the Office for Inclusion and Intercultural Initiatives at Michigan State University; and Dr. Brent Bilodeau, Assistant Vice Chancellor for Student Affairs at the University of Wisconsin-Whitewater.

The review team gathered input from students, faculty, and staff through a series of meetings and focus groups. After conducting 22 meetings with 118 stakeholders, the review team made recommendations based upon four specific areas of evaluation:

1.   Inclusion, Diversity and Equal Opportunity
2.   Student Support
3.   Education and Development/Training
4.   Workforce Diversity

Each area of evaluation had individual recommendations, which are summarized below.

Inclusion, Diversity and Equal Opportunity

1.   "University Model" for strategies: The review team recommended the development of a "university model" or clarification of the strategies for sustaining and enhancing work that focuses on "race" to the campus community, while also working diligently on the broader issues of "diversity."

2. Engaging faculty, staff, and students in work groups and team projects: The review team recommended faculty governance to consider issues raised by members of the community on "self-segregation," and assess whether there may be an opportunity to offer guidance to faculty and support units on strategies to more deliberately engage a broad spectrum of students in work groups and team projects.

3. Strategic investment of funds dedicated to equity, diversity and inclusion: The review team recommended that a strategic investment of funds be dedicated to advance equity, diversity and inclusion at the University, which could include short-term funds to act as a catalyst for innovative, evidence-based diversity efforts and initiatives.

4. Increase accountability, transparency, and engagement: The review team recommended that all spheres of campus could benefit from increased accountability, transparency and engagement in development of the overall efforts of inclusion, diversity, and equal opportunity at the University.

Student Support

1. Expand student representation on university committees and task forces: The review team recommended expansion of student representation on university committees and task forces, and while the implementation will depend on the goals of the individual committee or task force, it is critical to have student perspectives from the beginning of issue analysis and strategy development.

2. Opportunities for diverse students to participate in study abroad: The review team recommended that the University enhance opportunities for diverse students to participate in study abroad. This enhancement could be accomplished through: a) networking with multicultural student organizations; b) supporting diverse faculty and staff role models in leading abroad experiences; c) making study abroad curriculum relevant to diverse students' lives; and d) encouraging prior student participants to share their study abroad experiences.

3. Funding support/scholarships for graduate and undergraduate students of color: The review team recommended that the University continue to identify and create funding support/scholarships for graduate and undergraduate students of color.

4. Establishment of multicultural fraternities and sororities: The review team recommended the University allow for the establishment of multicultural fraternities and sororities.

5.   Enhance the spectrum of personal, social and English language support: The review team recommended that the spectrum of personal, social and English language support be enhanced because of the significant growth in the international student population. The review team recognized the work of the Provost in this area, but acknowledged that this type of enhancement should also include input of students and staff.

6.   Facilitate greater connections between the broader community and the campus: The review team recommended that the University facilitate greater connections between the broader community and the campus, which is where many students of color feel a "greater sense of community."

Education and Development/Training

1.   Continue with Diversity 360 and develop what will come after it: The review team recommended that there be broad involvement in the next phase of Diversity 360, and that a focus on intersectionality would be an important component.

2.   Collaborate on education and development/training programs by individual units: The review team recognized that collaboration among individual units, including OMA, OIDEO, Flora Stone Mather Center for Women, LGBT Center, and academic units in conducting, sponsoring, and supporting education and development/training programs have been successful. The review team recommended these efforts be enhanced, which will ensure consistency in the University's message on the institution's values and can lead to greater alignment with desired equity, diversity, and inclusion outcomes.

Workforce Diversity

1.   Create equity of professional development opportunities to all levels of staff: The review team recommended the establishment of a Task Force on Succession Planning, composed of staff at various levels. The task force would be charged with making 2-3 specific recommendations regarding succession planning. The goal of the recommendations would be to increase the diversity of managers, supervisors, and directors.

2.   Prioritize hiring diverse faculty and staff: The review team recommended that the University prioritize hiring diverse faculty and staff because it enhances retention of underrepresented students and their satisfaction with the college experience.

3. <u>Consider funding support to incentivize diverse faculty hiring</u>: While OIDEO provides training and counsel to search committees on strategies to increase faculty diversity, the review team recommended that the University hold departments more accountable for moving to diversify their faculty and consider providing funding support to incentivize such efforts.

4. <u>Evaluate models among peer institutions for advancing faculty diversity</u>: The review team recommended that the University continue to look among our peer institutions for models of practice for advancing faculty diversity, which should include the use of faculty in both the search process and the transition of new faculty into the school or college.

5. <u>Provide consistent training and support for search committees on developing diverse candidate pools</u>: The review team recommended that the University ensure consistent training and support for search committees on the development of diverse candidate pools and implicit bias issues.

6. <u>Offer competitive salaries for attracting more diverse pools and recruiting from the broader community</u>: The review team recommended that the University ensure, as much as possible, competitive salaries for attracting more diverse pools and recruiting from the broader community, when marketing and recruiting for positions is more local or regional.

Although the goals established in the first DSAP have not been satisfied fully, they have established a foundation upon which to build our continuing efforts. The self-evaluation of the Diversity Leadership Council provides important information for updating our plan. Moreover, as the review team noted in the conclusion of their report, it is the work of the entire University community that contributes to accomplishing the goals of the institution of advancing diversity and inclusion. Therefore, the future success of the University's efforts must be built on a spirit of collaboration and a sincere desire to move forward.

To foster this spirit of collaboration, three (3) open forums were held to garner additional input from the campus community after receipt of the External Review Team Report and Recommendations. Out of these forums came several themes that were deemed to be important for structure and inclusion in this updated plan. First, specific goals or metrics were needed to ensure accountability for accomplishment of the actions that were included in the plan. Second, sufficient monetary resources had to be allocated to implement any new efforts and to sustain the current efforts that are effective. Third, the retention and progression of staff and faculty from underrepresented groups in their respective career fields would be paramount to the success of any plan because there were strong feelings that, too often, opportunities for advancement were non-existent. Fourth, inequities in pay, whether real or perceived, were identified as having a detrimental effect on morale and cohesion throughout the University's workforce. This sentiment was expressed by both faculty and staff.

The information from the work of the Diversity Leadership Council, the report of the External Review Team, and the input of the open forums with the campus community leads to the development of our next plan; a plan supported by three values — Visibility, Accountability, and Collaboration.

THE PLAN – Visibility, Accountability, Collaboration

This plan retains the goals of the first DSAP.

Goals

I. Improved campus climate related to diversity and 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.

Based upon the information gathered throughout the process of evaluation and assessment of the first DSAP, the elements below have come together to create an updated Diversity Strategic Action Plan.

GOAL I: IMPROVED CAMPUS CLIMATE RELATED TO DIVERSITY AND INCLUSION

Strategies	Action Steps	Implementation	Responsible for Action
A. Increase awareness of all aspects of diversity on campus.	1. Conduct Diversity 360 training for faculty, staff, and students.	Spring 2017	OIDEO, OMA
	2. Annual Review of Diversity 360 and other diversity workshops.	Fall 2017	OIDEO, OMA
	3. Establish Diversity Certificate for faculty and staff, which provides incentives for annual diversity training.	Fall 2017	OIDEO Diversity Program Manager
	4. Award Diversity Certificates.	Spring 2018	OIDEO Diversity Program Manager
B. Increase satisfaction on the campus diversity climate survey and on student surveys.	1. Develop workshops for faculty and staff to support cross-cultural	Spring 2018	OIDEO, OMA

	understanding and skill in working with diverse individuals and groups.		
	2. Develop curricular offerings to support cross-cultural understanding and skill in working with diverse individuals and groups.	Spring 2018	Deans of CWRU schools and Department Chairs
	3. Develop an introductory course that all undergraduate students complete prior to graduation.	Spring 2018	OIDEO, OMA
C. Increase participation in campus community programs and activities related to diversity and inclusion.	1. Host campus-wide conversations through small, focused, and critical dialogues to promote diversity and inclusion. -Each department and school is expected to deliver programs and activities.	Fall 2017	Deans of all CWRU schools and Department chairs
	2. Establish a formal structure for campus diversity and inclusion resource groups, and include dedicated funding.	Spring 2018	OIDEO, DLC
	3. Increase partnerships between OIDEO and campus diversity and inclusion resource groups to increase co-	Fall 2017	OIDEO, Deans of all CWRU schools and Department Chairs

	sponsored events.		
	4. Appoint student representatives to all university diversity and inclusion committees and task forces.	Spring 2018	OIDEO, DLC
	5. Establish multicultural fraternities and sororities.	Spring 2018	Greek Life
D. Increase visibility of diversity and inclusion efforts by learning and sharing the University's diversity story.	1. Develop the 52 Stories Project.	Spring 2018	OIDEO
	2. Develop a document/report that combines the 52 stories into a University diversity narrative.	Spring 2018	OIDEO, DLC
	3. Develop and implement a "new media" strategy to communicate the University's diversity story on campus and beyond.	Fall 2018	OIDEO Diversity Program Manager
	4. Develop the Trailblazers Project, which is a series of portraits of alumni and significant contributors, to tell the University's rich diversity story and URM alumni accomplishments.	Spring 2017	OIDEO, OMA, LGTBQ Center, DLC
	5. List all campus diversity and inclusion resource groups and contact	Fall 2017	OIDEO, DLC

	information for each group on OIDEO website so individuals interested in learning more about these groups or joining can contact the appropriate group.		
	6. OIDEO website will list all university approved diversity and inclusion events.	Fall 2017	OIDEO Diversity Program Manager
E. Creation of an inclusive learning and living environment for LGBTQ faculty, staff, and students.	1. Establish a University task force to make specific recommendations to senior leadership regarding necessary changes in policy and commitment of resources.	Spring 2018	Task Force, LGTBQ Center
F. Creation of an inclusive learning and living environment for transgender faculty, staff and students.	1. Establish a University task force to make specific recommendations to senior leadership regarding necessary changes in policy and commitment of resources.	Spring 2018	Task Force, LGTBQ Center
	2. The University task force will also work through the "Dear Colleague" letter issued in May 2016 from the Department of Education to ensure compliance with the letter.	Spring 2018	OIDEO, DLC

	3. Create a set of standardized, recommended language practices for gathering of gender data on all University forms, including but not limited to, admission forms and surveys	Spring 2019	Task Force, LGTBQ Center
	4. Create a system by which the faculty, staff and/or student's preferred name is shown in all the various IT systems, including but not limited to, SIS, HCM, and HARALD.	Spring 2019	Task Force, LGTBQ Center
G. Creation of an inclusive learning and living environment for faculty, staff, and students with different religious affiliations.	1. Establish a University task force to make specific recommendations to senior leadership regarding necessary changes in policy and commitment of resources.	Fall 2017	Campus Ministries Task Force, LGTBQ Center, OIDEO, DLC
H. Creation of an inclusive learning and living environment for disabled faculty, staff, and students.	1. Establish a University task force to make specific recommendations to senior leadership regarding necessary changes in policy and commitment of resources.	Spring 2018	OIDEO, DLC
I. Create measurable metrics for the next	1. Establish metrics to measure the	Spring 2019	OIDEO, DLC

DSAP.	attainment of the Goal I to improve campus climate related to diversity and inclusion.		

GOAL II: INCREASED RETENTION AND RECRUITMENT OF URM STUDENTS, FACULTY, AND STAFF

Strategies	Action Steps	Implementation	Responsible for Action
A. Increased retention of URM faculty and staff	1. Develop intergenerational mentoring circles. Convene a faculty advisory board to gain regular feedback and direction.	Spring 2017	Office of Provost, Deans of all CWRU schools and Department Chairs
	2. Encourage attendance at professional conferences or training (with appropriate funding) that will prepare potential candidates for promotion and advancement.	Spring 2017	Deans of all CWRU schools and Department Chairs
B. Increased proportion of qualified URMs in faculty, staff, and student applicant pools	1. Develop pathways that foster partnerships among K–12, schools, businesses, alumni, and community leaders.	Fall 2017	OIDEO, Office of the Provost, Deans of all CWRU schools and Department Chairs
	2. Create and sustain a robust pathway of potential students, faculty and staff through targeted recruitment.	Fall 2017	OIDEO, Office of the Provost, Deans of all CWRU schools and Department Chairs
C. Increased proportion of URM students	1. Provide funding support for scholarships and study	Fall 2018	Enrollment Management,

matriculating	abroad through dedicated funding sources.		Deans of all CWRU schools and Department Chairs
	2. Develop diversity workshops through graduate programs and professional schools to increase recruitment and retention of URMs and women.	Fall 2018	Deans of all CWRU schools and Department Chairs
D. Improved 4, 5, 6-year graduation rates for URM students	1. Require admissions officers or advisors to produce specific advising plans with students that identify the expectations of students at the beginning of an academic program. Convene a student advisory group that includes undergraduates and graduate students to provide timely guidance.	Fall 2017	Enrollment Management
	2. Continue advising throughout the student experience with advisors and mentors.	Fall 2018	Enrollment Management
	3. Each Admissions Department will receive Diversity 360 training.	Winter 2018	OIDEO
E. Increase the number of both URM and women hired as faculty and promoted	1. 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.	Fall 2017	Office of the Provost, Deans of all CWRU schools and Department Chairs

	2. Increase faculty diversity by 10% by 2019. Schools will be required to set forth hiring objectives as part of their individual DSAP.	Fall 2019 (First individual DSAP completed by Fall 2017)	Office of the Provost, Deans of all CWRU schools and Department Chairs
F. Increased number of URM and women staff in middle and upper management positions (grade 14 and above)	1. Develop and participate in the management of strategic partnerships to strengthen URM pathways.	Fall 2018	Human Resources, UGEN VPs
	2. Encourage professional development opportunities and identify potential candidates for promotion and advancement.	Fall 2017	Human Resources, UGEN VPs
	3. Ensure that hiring managers/supervisors have formal training in unconscious bias.	Winter 2018	Human Resources, UGEN VPs
	4. Establish a Task Force on Succession Planning, which would include specific recommendations on training and support that will allow satisfaction of goals for staff development.	Spring 2017	Human Resources, UGEN VPs, Staff Advisory Council
	5. Increase staff diversity in middle management by 10% by 2019. UGEN Divisions will be required to set forth hiring objectives as part of their individual DSAP.	Fall 2019 (First individual DSAP completed by Fall 2017)	UGEN VPs
G. Create measurable metrics for the next DSAP.	1. Establish metrics to measure the attainment of the Goal II to increase	Spring 2019	OIDEO, DLC

	retention and recruitment of URM students, faculty, and staff.		

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

Strategies	Action Steps	Implementation	Responsible for Action
A. Ensure efficient use of human capital	1. Appoint a Diversity Leader for each school, who will assist the dean, oversee diversity and inclusion programs, projects, and initiatives, and serve as a liaison to the Diversity Leadership Council. The point of contact will be the CDO, the OIDEO and the DLC.	Fall 2017	CDO, Deans of all CWRU schools and Department Chairs
	2. 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 efforts.	Spring 2017	DLC
	3. Conduct an annual Town Hall meeting with emphasis on review of diversity and inclusion initiatives.	Spring 2017	President's Office, OIDEO
B. Increased number of collaborations among units with the University in support of diversity and inclusion	1. Enhancement of collaboration on education programs and development/training programs that are sponsored by individual units with funding to support innovative	Fall 2017	OIDEO

	programs.		
	2. Require annual review, assessment and progress reports by January 30 of each year on performance metrics for Schools and UGEN Division DSAPs to increase accountability to campus community.	Spring 2018	OIDEO
	3. Support faculty with adequate resources through incentive grants to enhance the curriculum as it relates to global and cultural diversity	Spring 2018	Office of the Provost, Deans of all CWRU schools and Department Chairs
	4. Encourage faculty to link courses to diversity-related programs.	Spring 2018	Deans of all CWRU schools and Department Chairs
C. Increased funding for diversity and inclusion initiatives from internal and external sources	1. Expansion of Diversity 360 with additional resources. Resources should include financial incentives to encourage participation in diversity and inclusion initiatives.	Spring 2018	OIDEO, Development
	2. Seek extramural funding through foundation grants and philanthropy to support diversity and inclusion efforts.	Spring 2018	OIDEO, Development
	3. Develop and fund a faculty diversity hiring initiative with a $1 million endowment to expand the current Strategic Hiring Initiative.	Fall 2017	Office of the Provost, Development
	4. Include OIDEO in the Capital Campaign and enhance the OIDEO Annual Fund.	Fall 2018	Development

	5. Funding support for scholarships and study abroad for students.	Spring 2018	Office of the Provost, Deans of all CWRU schools and Department Chairs
D. Increased funding to the LGBTQ community	1. Provide funding commensurate with the percentage of LGTBQ identified University students	Fall 2017	Office of the Provost
	2. Assign a development officer to the LGTBQ Center	Fall 2017	Office of the Provost, Development
	3. Provide 1 additional staff person assigned to the LGTBQ Center	Fall 2017	Office of the Provost
E. Create measurable metrics for the next DSAP.	1. Establish metrics to measure the attainment of the Goal III to enhance leveraging of University resources to advance diversity and inclusion.	Spring 2019	DLC & OIDEO

CONCLUSION

Case Western Reserve University continues to face the challenge of creating the caring community that is needed to give meaning to its institutional values. As we move forward, we must continue to be visible, accountable, and collaborative in our efforts. The level of inclusive excellence we strive to reach is dependent on our ability to value diversity in all of its forms. Without valuing diversity, we risk stagnation in our growth and competitiveness as we evolve as an institution whose reach spans across the globe. As we embrace our diversity and develop this culture of inclusion, Case Western Reserve University will ensure diversity and inclusion continue to be institutional values that helps us do what we do best—think beyond the possible.

APPENDICES

Appendix A

Definitions

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. Inclusion incorporates a sense of belonging into campus culture for all members of the university community. 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 emphatic 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

Underrepresented minority (URM)

According to the US Department of Education, underrepresented minorities in higher education 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.
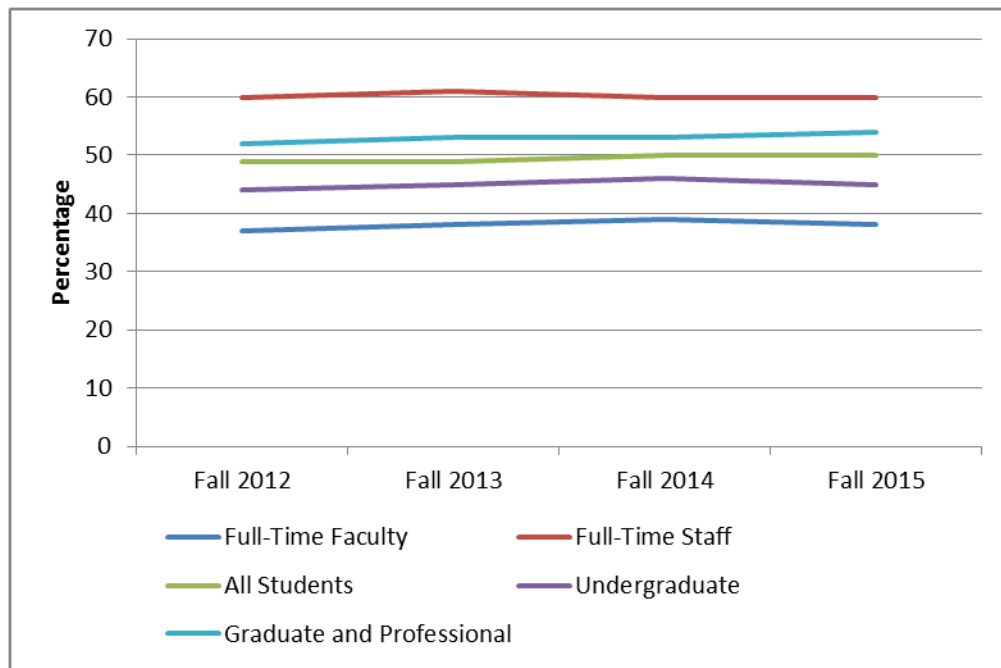
Diversity Snapshot: Male

Table 1	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	63	814	40	1227	51	5149	56	2442	48	2707
Fall 2013	62	807	39	1146	51	5231	55	2555	47	2676
Fall 2014	61	793	40	1144	50	5391	54	2664	47	2727
Fall 2015	62	778	40	1169	50	5706	55	2819	46	2887
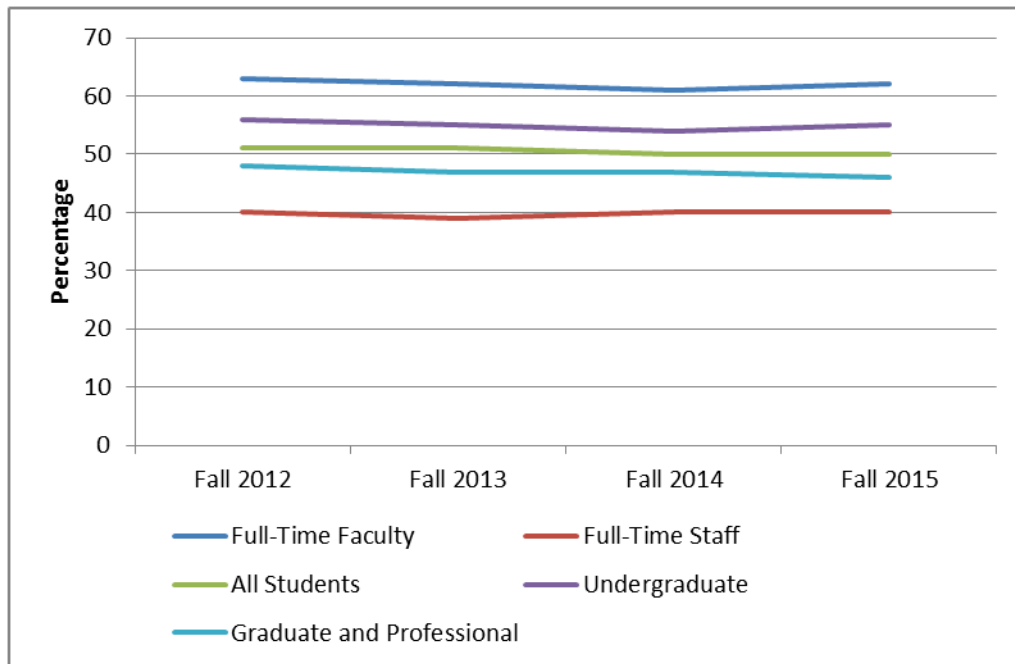
Diversity Snapshot: Female

Table 2	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	37	478	60	1827	49	4877	44	1944	52	2933
Fall 2013	38	491	61	1761	49	5094	45	2106	53	2988
Fall 2014	39	498	60	1732	50	5380	46	2247	53	3133
Fall 2015	38	477	60	1750	50	5634	45	2302	54	3332

Diversity Snapshot: White

Table 3	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	76	987	61	1854	50	5025	54	2351	47	2674
Fall 2013	77	995	61	1759	49	5055	53	2482	45	2573
Fall 2014	77	991	61	1740	50	5379	53	2593	48	2786
Fall 2015	77	963	61	1783	49	5515	51	2633	46	2882
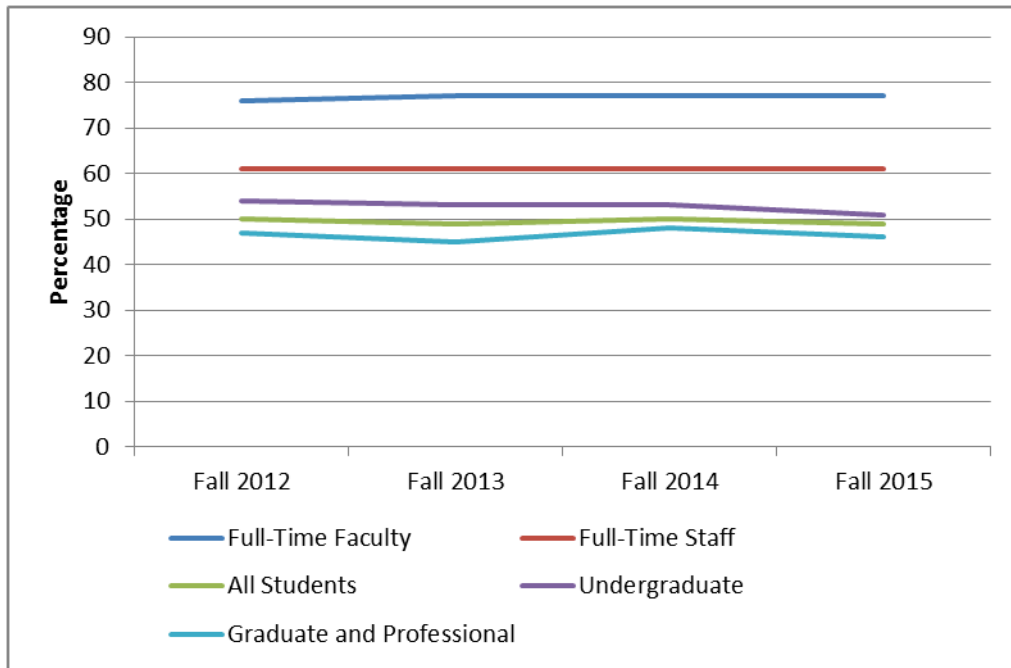
Diversity Snapshot: African American

Table 4	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	3	40	19	575	5	519	5	201	6	318
Fall 2013	3	39	19	555	5	538	5	222	6	316
Fall 2014	3	40	19	553	5	563	5	223	6	340
Fall 2015	3	34	19	549	6	644	5	246	6	398
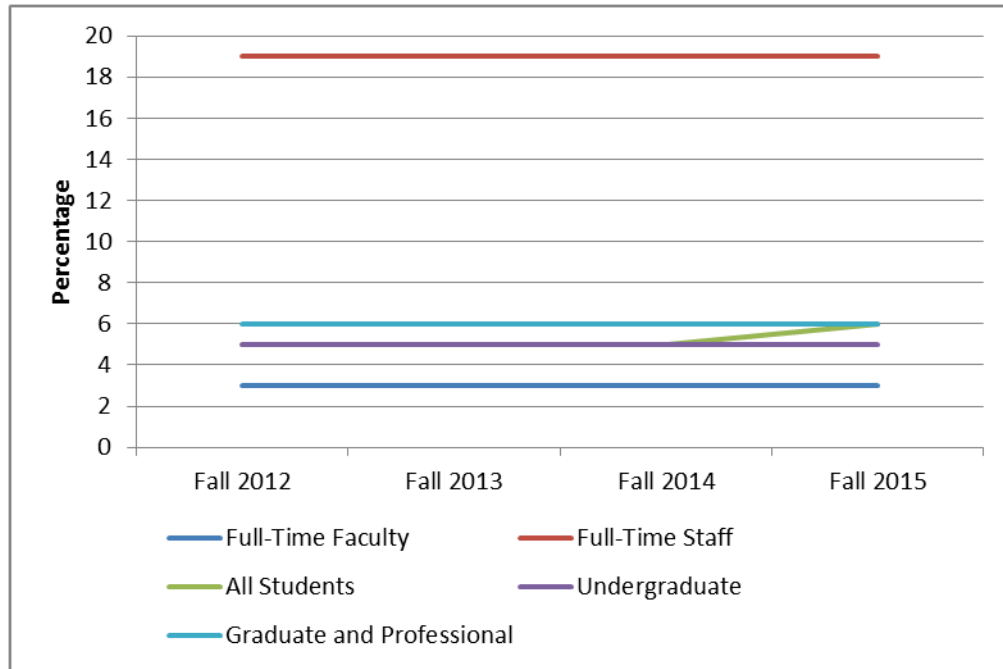
Diversity Snapshot: Hispanic or Latino

Table 5	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	2	27	2	59	3	337	5	207	2	130
Fall 2013	2	27	2	60	4	367	5	232	2	135
Fall 2014	2	28	2	58	4	444	5	266	3	178
Fall 2015	3	32	2	65	5	525	6	302	4	223
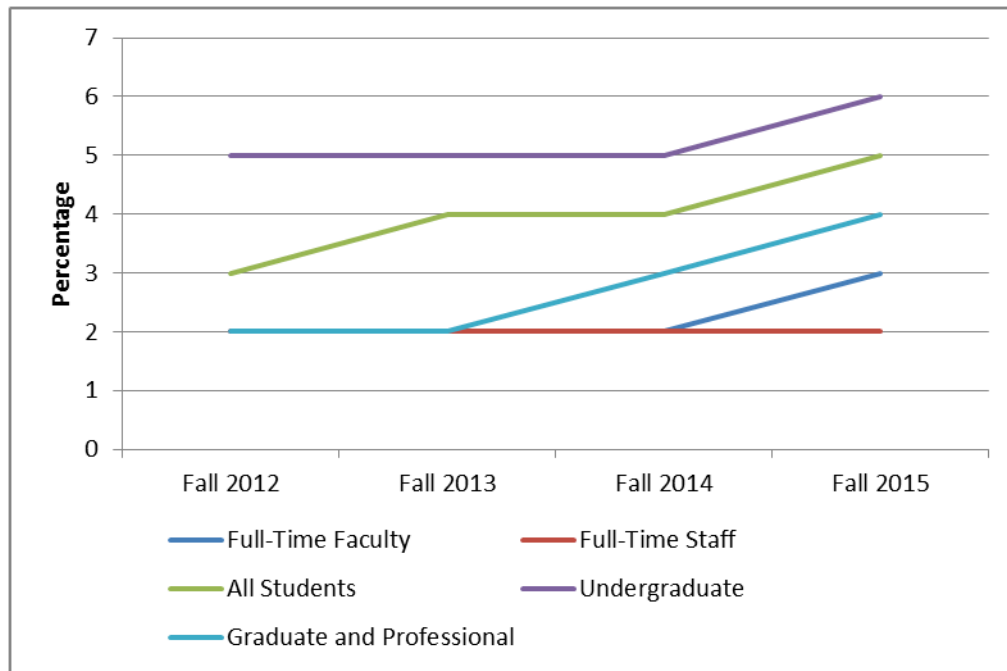
Diversity Snapshot: American Indian

Table 6	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	0	3	0	3	0	25	0	9	0	16
Fall 2013	0	2	0	3	0	18	0	6	0	12
Fall 2014	0	2	0	3	0	14	0	4	0	10
Fall 2015	0	2	0	4	0	8	0	3	0	5
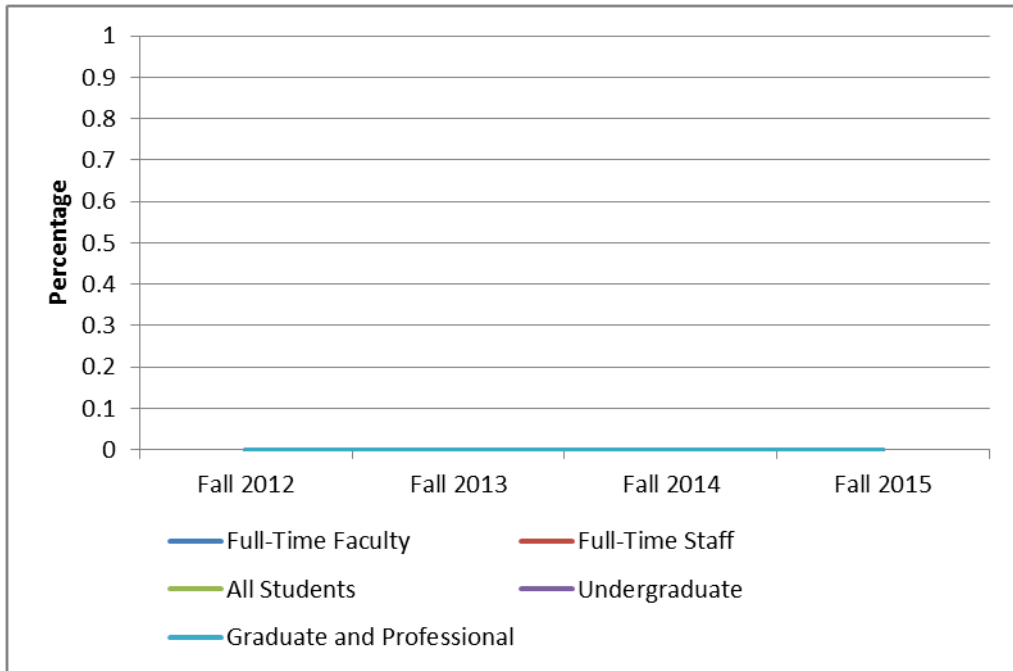
Diversity Snapshot: Asian

Table 7	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	15	194	11	333	14	1367	18	798	10	569
Fall 2013	14	187	10	302	14	1448	18	855	10	593
Fall 2014	14	187	9	260	14	1543	19	941	10	602
Fall 2015	15	187	9	250	15	1683	20	1021	11	662
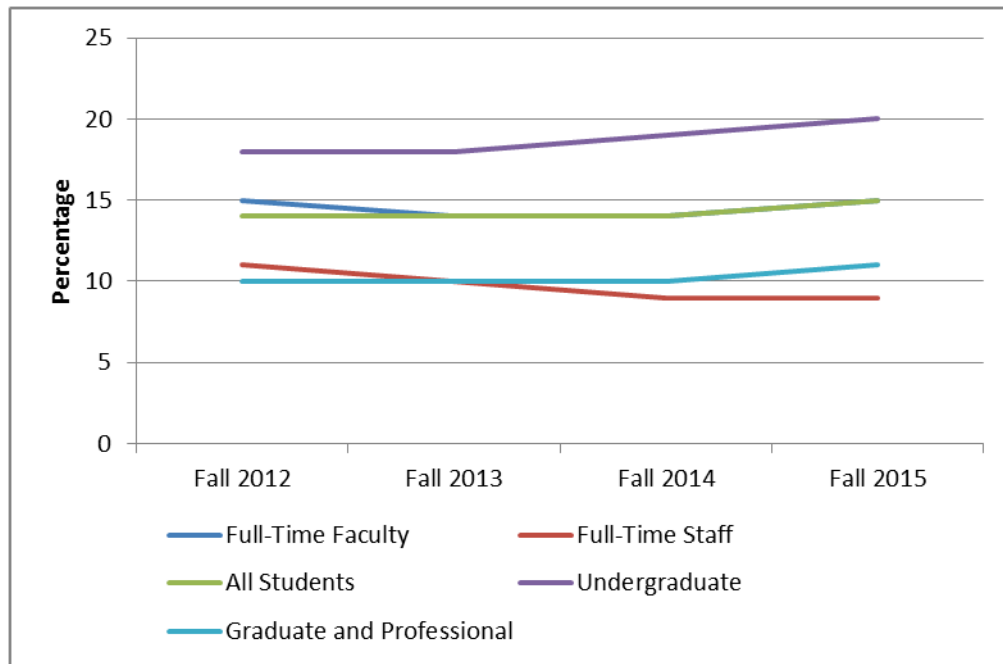
Diversity Snapshot:
Native Hawaiian and Other Pacific Islander

Table 8	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	0	1	0	2	0	8	0	2	0	6
Fall 2013	0	1	0	2	0	8	0	1	0	7
Fall 2014	0	1	0	1	0	5	0	0	0	5
Fall 2015	0	0	0	1	0	7	0	3	0	4
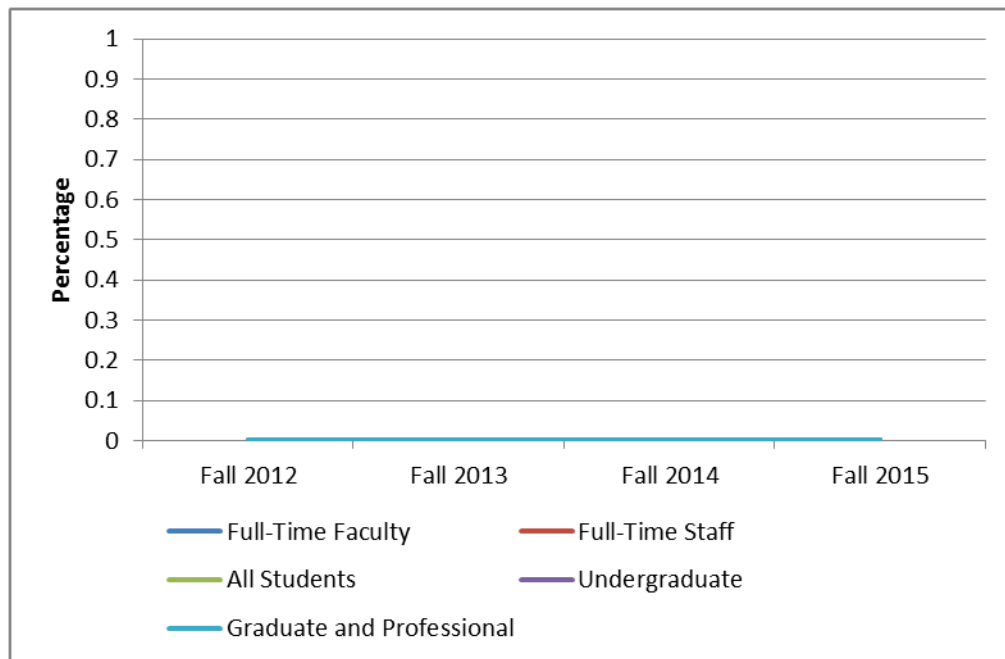
Diversity Snapshot: Two or more races

Table 9	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	0	0	0	4	2	171	3	121	1	50
Fall 2013	0	1	0	10	2	219	4	165	1	54
Fall 2014	0	1	0	10	2	269	4	202	1	67
Fall 2015	0	2	0	11	3	325	4	224	2	101
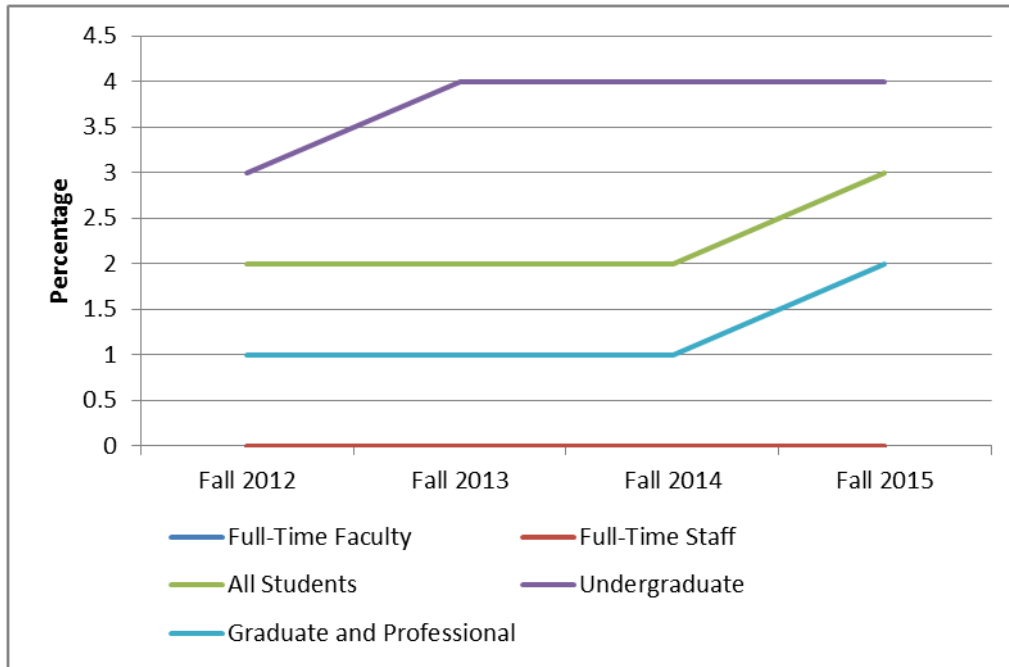
Diversity Snapshot: International

Table 10	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	3	39	7	220	17	1665	8	350	23	1315
Fall 2013	3	45	7	207	17	1767	9	402	24	1365
Fall 2014	3	40	9	247	19	2022	10	469	27	1553
Fall 2015	3	34	8	246	20	2216	11	556	27	1660
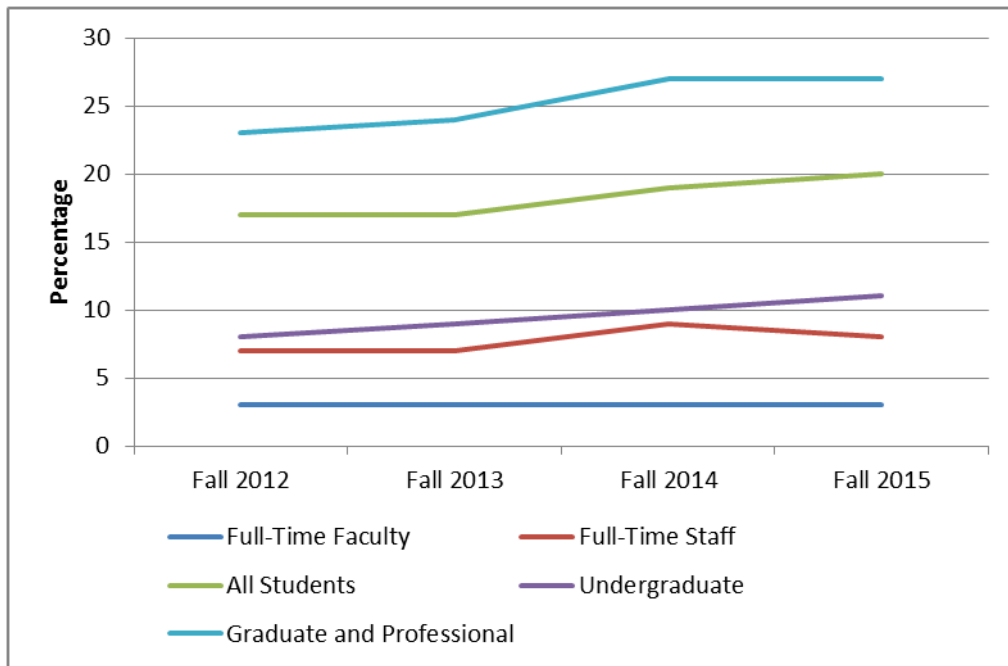
Diversity Snapshot: Unknown or not specified

Table 11	Full-Time Faculty		Full-Time Staff		All Students		Undergraduate		Graduate and Professional	
	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons	%	Number of Persons
Fall 2012	0	1	0	4	9	909	8	347	10	562
Fall 2013	0	1	0	9	9	905	6	296	11	609
Fall 2014	0	1	0	4	5	532	4	213	5	319
Fall 2015	0	1	0	10	4	417	3	133	5	284
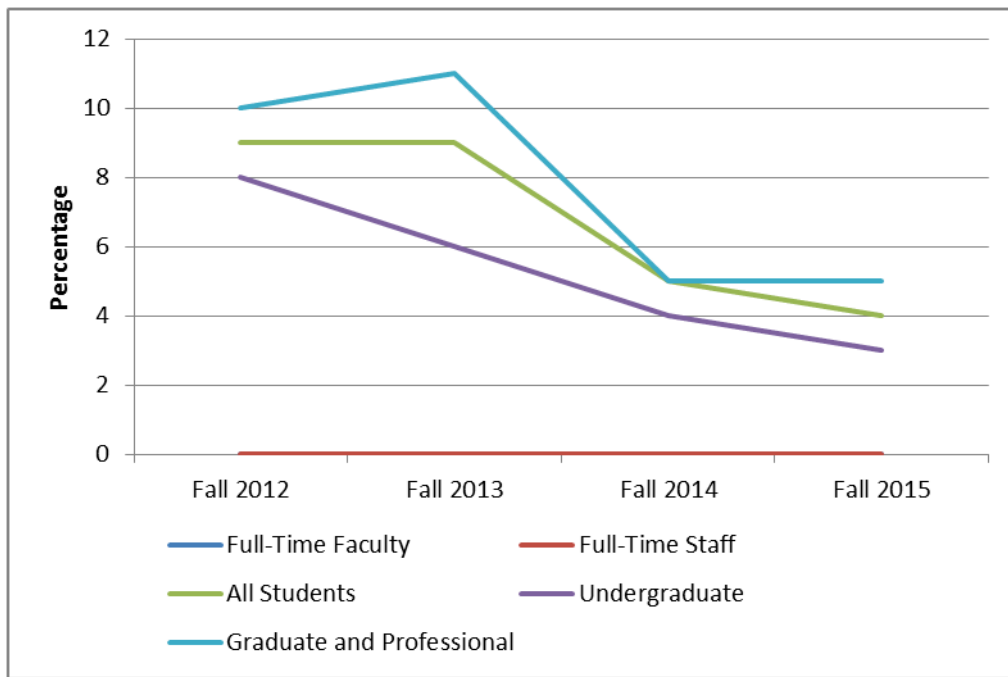
2016 Diversity Audit
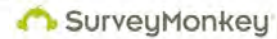
Diversity Audit Info

SurveyMonkey

Data is accessible online.

Question 1

Does your school/office offer any Diversity and Inclusion programs or events for faculty, staff, students and/or community members?

Answered question: 23
Skipped question: 0
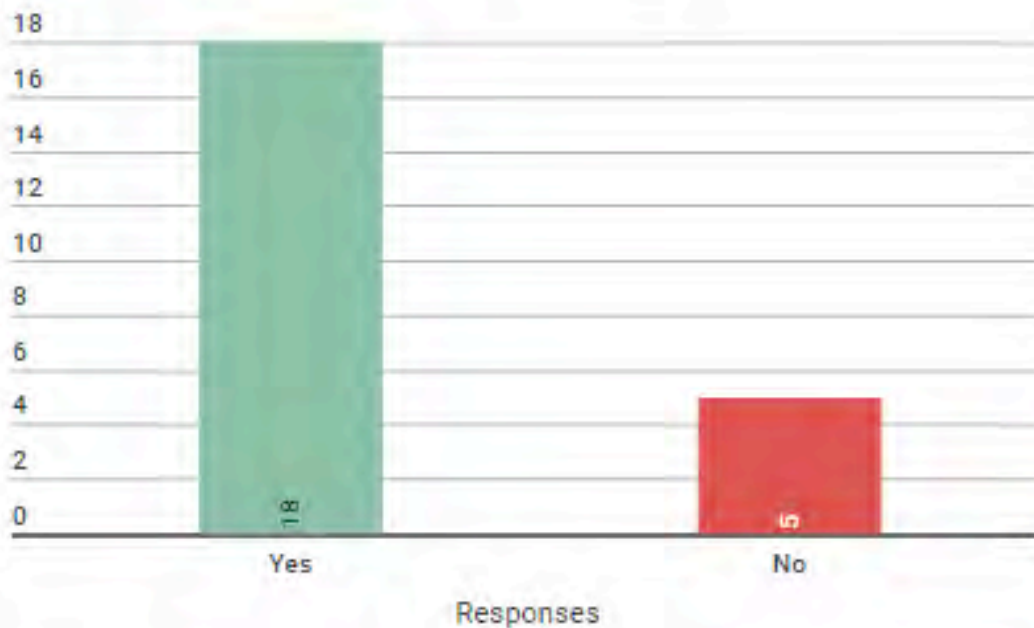
Answer Choices	Responses	Percentage
Yes	18	78.26%
No	5	21.74%
Total	23	100%

Question 2

Please tell us the name of your Diversity and Inclusion program (you will be able to enter information for more than one program).

Answered question: 14
Skipped question: 9

"We include diversity topics on our staff meeting agendas."

"The Mandel School supports multiple programs (see attachment under separate cover)."

"Mandel School supports multiple programs."

"Not a named program: ongoing efforts to recruit and retain senior leadership."

"LinCS (Leaders in Communication Skills)."

"The Emerging Scholars Program."

"Technology Associate Program."

Question 3

Please provide the following information about your program.

Answered question: 8
Skipped question: 15

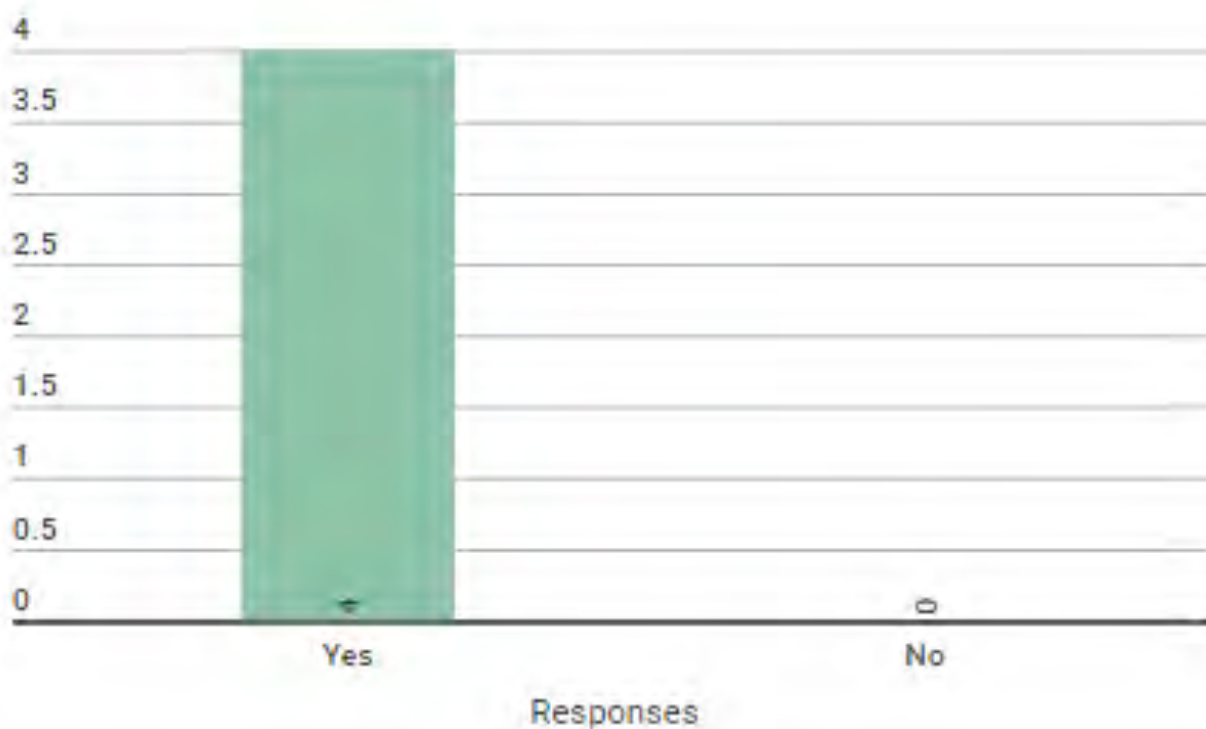| Answer Choices	Responses
Who is the target audience for this program?	8
How often is this program held?	8
How many individuals participate in this program annually?	8
Who is the contact person for this program?	8
From whom/where do you receive funding to support this program?	8
What amount of funding do you receive to support this program?	8

Question 4
Do you offer any other Diversity and Inclusion programs?

Answered question: 8
Skipped question: 15
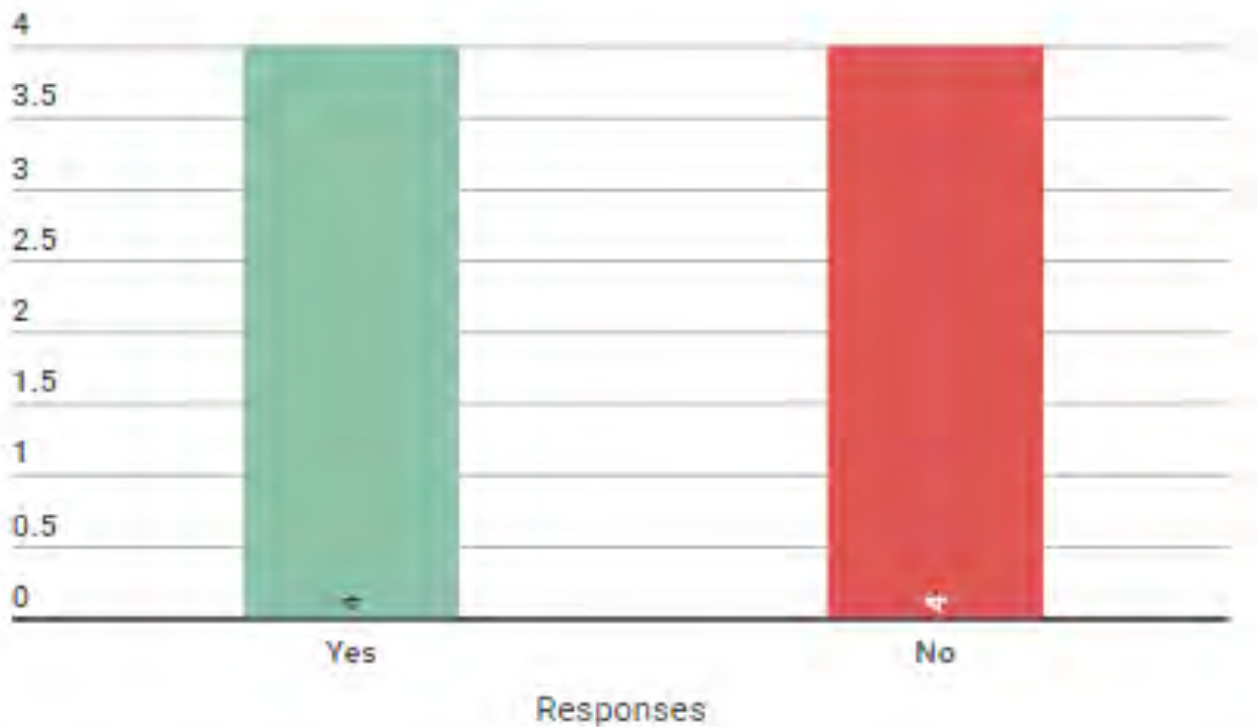
Answer Choices	Responses	Percentage
Yes	4	50%
No	4	50%
Total	8	100%

Question 5

Please tell us the name of your next Diversity and Inclusion program.

Answered question: 4
Skipped question: 19

"Not a named program: ongoing professional development for female leadership."

"Training for IQ facilitators."

"Leonard Gelfand Stem Center."

"Annual Diversity and Inclusion lecture/panel."

Question 6

Please provide the following information about your program.

Answered question: 4
Skipped question: 19

Answer Choices	Responses
Who is the target audience for this program?	4
How often is this program held?	4
How many individuals participate in this program annually?	4
Who is the contact person for this program?	4
From whom/where do you receive funding to support this program?	4
What amount of funding do you receive to support this program?	4

Question 7

Do you offer any other Diversity and Inclusion programs?

Answered question: 4
Skipped question: 19

Answer Choices	Responses	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

Question 8
Please tell us the name of your next Diversity and Inclusion program.

Answered question: 4
Skipped question: 19

"Women in Technology Professional Development."

"Diversity in Research."

"Cleveland Humanities Collaborative."

"Diversity Training."

Question 9
Please provide the following information about your program.

Answered question: 4
Skipped question: 19

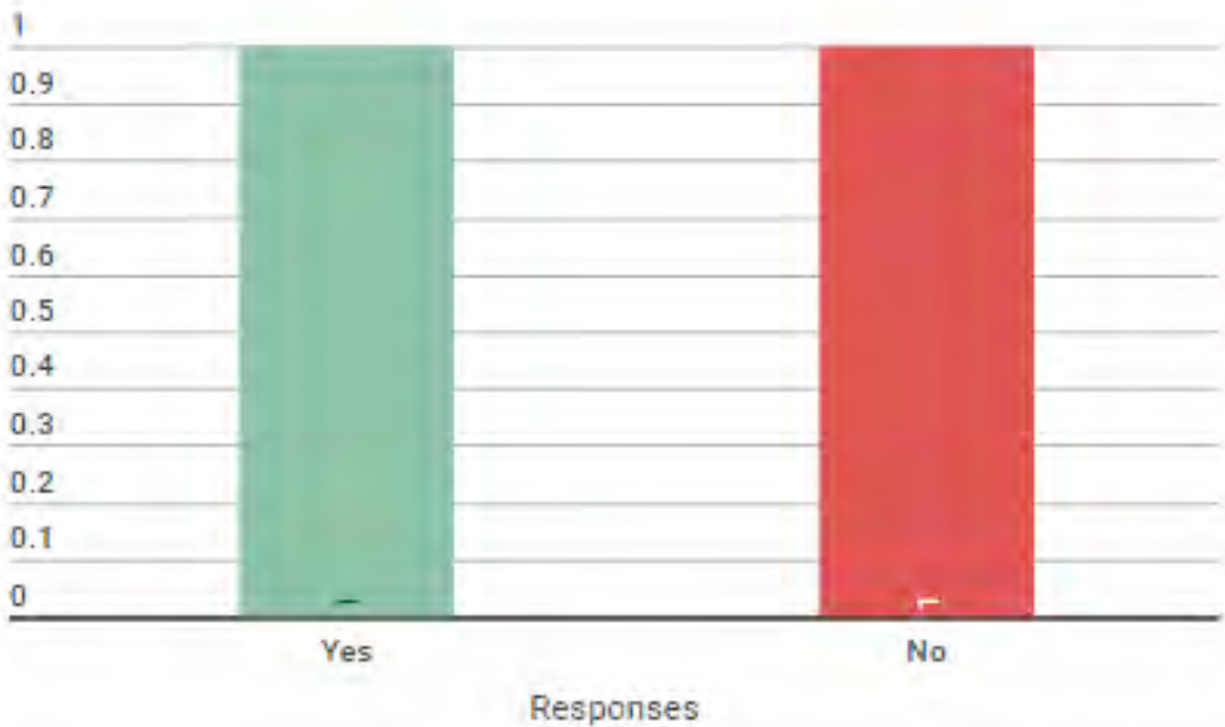| Answer Choices	Responses
Who is the target audience for this program?	4
How often is this program held?	4
How many individuals participate in this program annually?	4
Who is the contact person for this program?	4
From whom/where do you receive funding to support this program?	4
What amount of funding do you receive to support this program?	4

Question 10

Do you offer any other Diversity and Inclusion programs?

Answered question: 4
Skipped question: 19
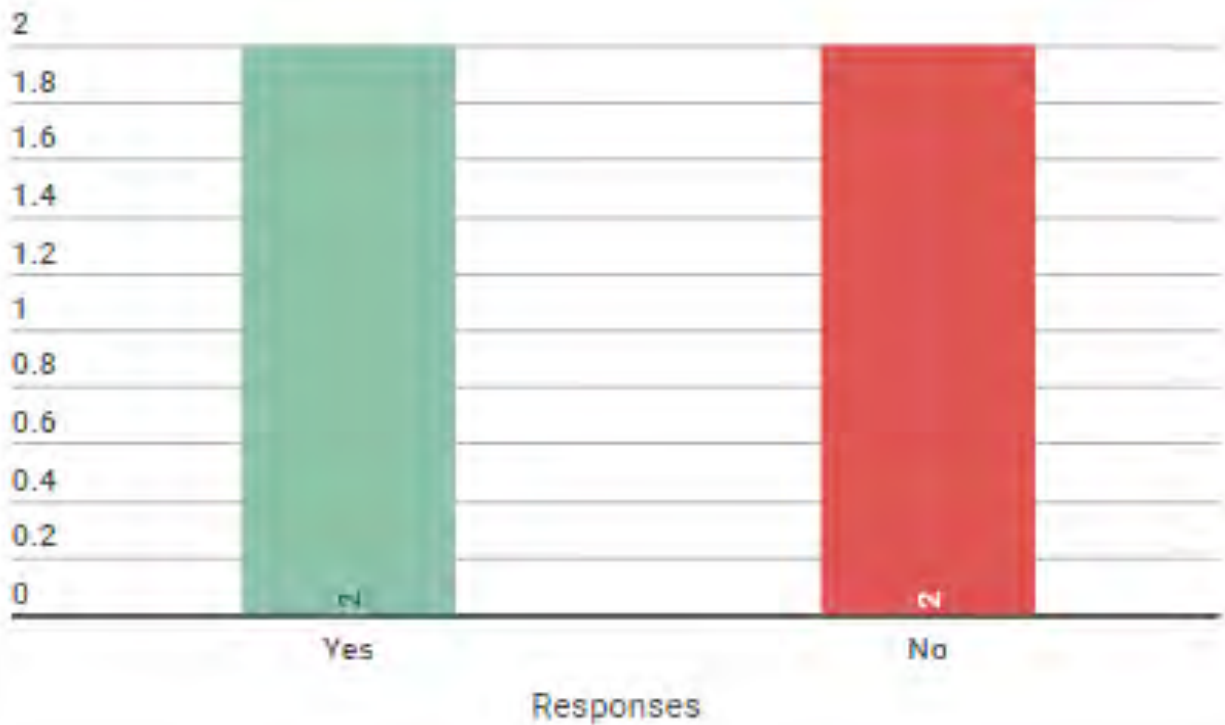
Answer Choices	Responses	Percentage
Yes	2	50%
No	2	50%
Total	4	100%

Question 11
Please tell us the name of your next Diversity and Inclusion program.

Answered question: 2
Skipped question: 21

"St. Martin DePorres Corporate Work Student Program."

"Safe Zone Professional."

Question 12
Please provide the following information about your program.

Answered question: 2
Skipped question: 21

Answer Choices	Responses
Who is the target audience for this program?	2
How often is this program held?	2
How many individuals participate in this program annually?	2
Who is the contact person for this program?	2
From whom/where do you receive funding to support this program?	2
What amount of funding do you receive to support this program?	2

Question 13

Do you offer any other Diversity and Inclusion programs?

Answered question: 2
Skipped question: 21

Answer Choices	Responses	Percentage
Yes	1	50%
No	1	50%
Total	2	100%

Question 14
Please tell us the name of your next Diversity and Inclusion program.

Answered question: 1
Skipped question: 22

"Not a named program: Vendor-sponsored intern & co-op development."

Question 15
Please provide the following information about your program.

Answered question: 1
Skipped question: 22

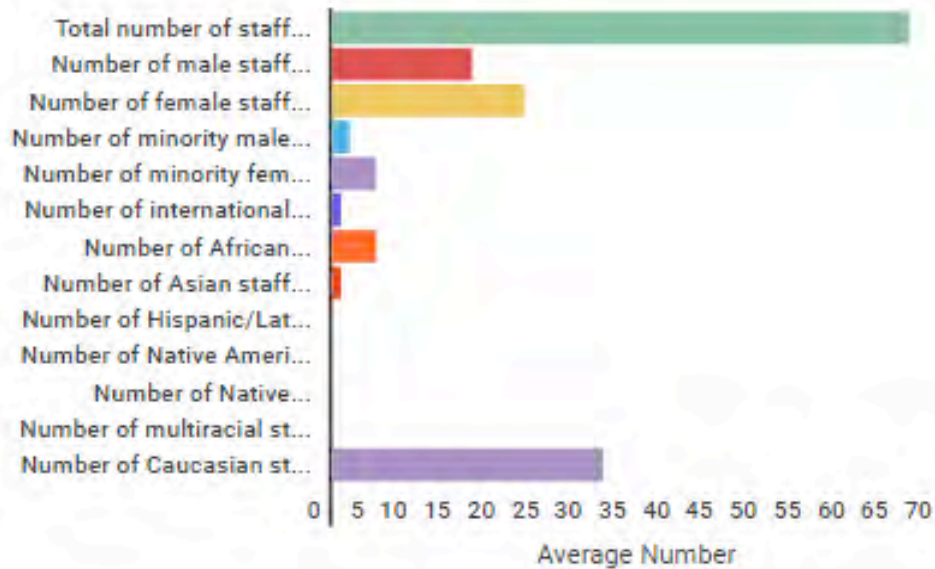| Answer Choices	Responses
Who is the target audience for this program?	1
How often is this program held?	1
How many individuals participate in this program annually?	1
Who is the contact person for this program?	1
From whom/where do you receive funding to support this program?	1
What amount of funding do you receive to support this program?	1

Question 16
Do you offer any other Diversity and Inclusion programs?

Answered question: 1
Skipped question: 22
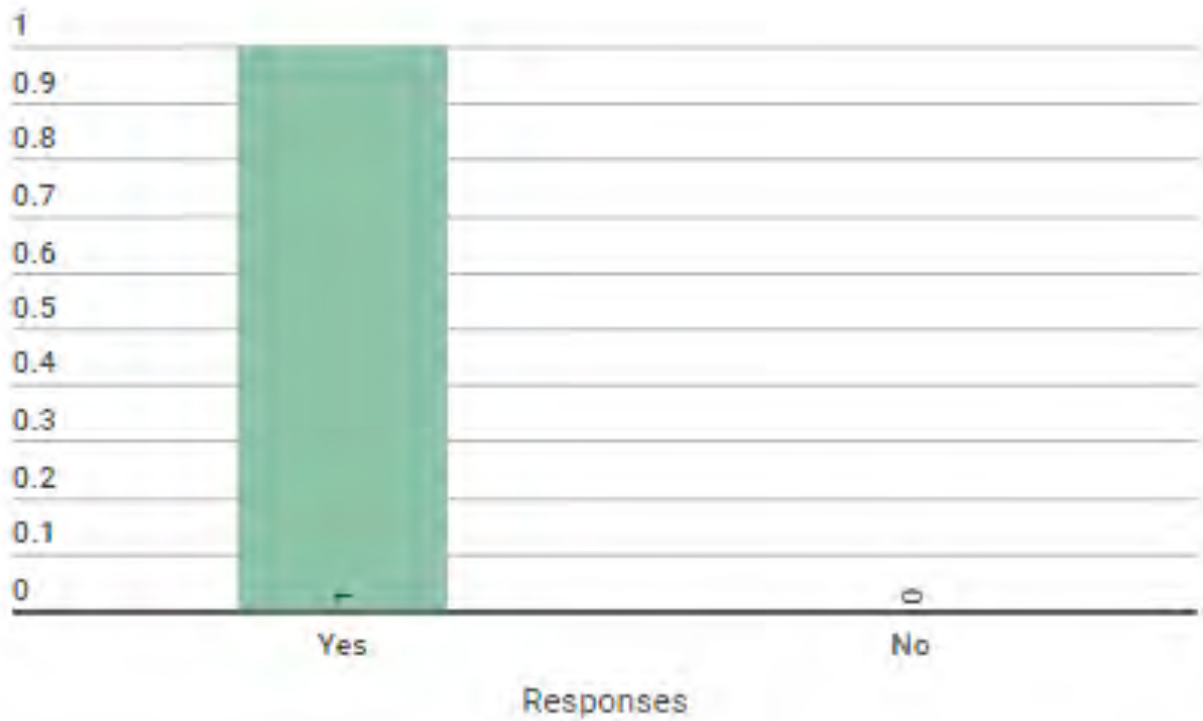
Answer Choices	Responses	Percentage
Yes	1	100%
No	0	0%
Total	1	100%

Question 17

Please tell us the name of your next Diversity and Inclusion program.

Answered question: 1
Skipped question: 22

'Participation in: Flora Stone Mather's Women Staff Leadership Development Initiative."

Question 18

Please provide the following information about your program.

Answered question: 1
Skipped question: 22

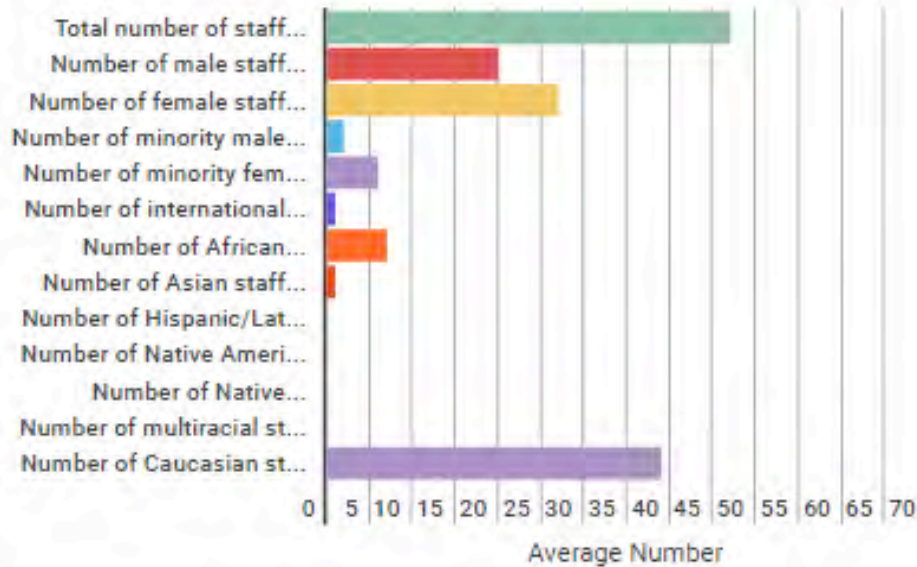| Answer Choices	Responses
Who is the target audience for this program?	1
How often is this program held?	1
How many individuals participate in this program annually?	1
Who is the contact person for this program?	1
From whom/where do you receive funding to support this program?	1
What amount of funding do you receive to support this program?	1

Question 19

Please tell us about diversity among your staff members.

Note: Please include only full-time permanent or visiting employees. Minorities are US citizens and permanent residents identified as African American, Native American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander or multiracial.

Answered question: 10
Skipped question: 13

Answer Choices	Average Number	Total Number	Responses
Total number of staff members	66	659	10
Number of male staff members	16	164	10
Number of female staff members	22	221	10
Number of minority male staff members	2	18	10
Number of minority female staff members	5	52	10
Number of international staff members	1	8	10
Number of African American staff members	5	54	10
Number of Asian staff members	1	13	10
Number of Hispanic/Latino staff members	0	4	10
Number of Native American staff members	0	2	10
Number of Native Hawaiian/Other Pacific Islander staff members	0	1	10
Number of multiracial staff members	0	2	10
Number of Caucasian staff members	31	314	10

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Question 20

Please tell us about diversity among your staff members.

Note: Please include only full-time permanent or visiting employees. Minorities are US citizens and permanent residents identified as African American, Native American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander or multiracial.

Answered question: 8
Skipped question: 15

Answer Choices	Average Number	Total Number	Responses
Total number of staff members	47	376	8
Number of male staff members	20	158	8
Number of female staff members	27	218	8
Number of minority male staff members	2	16	8
Number of minority female staff members	6	50	8
Number of international staff members	1	6	8
Number of African American staff members	7	52	8
Number of Asian staff members	1	11	8
Number of Hispanic/Latino staff members	0	3	8
Number of Native American staff members	0	1	8
Number of Native Hawaiian/Other Pacific Islander staff members	0	0	8
Number of multiracial staff members	0	1	8
Number of Caucasian staff members	39	308	8

Question 21

Do you have faculty data to report?

Answered question: 10
Skipped question: 13
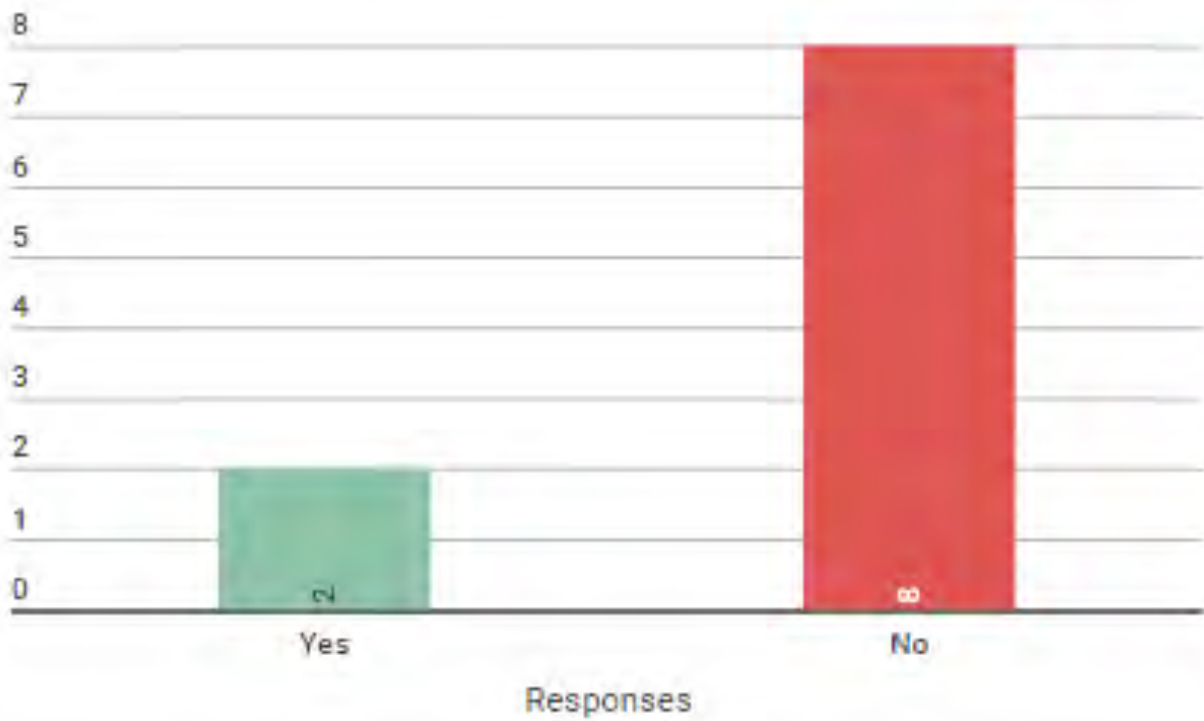
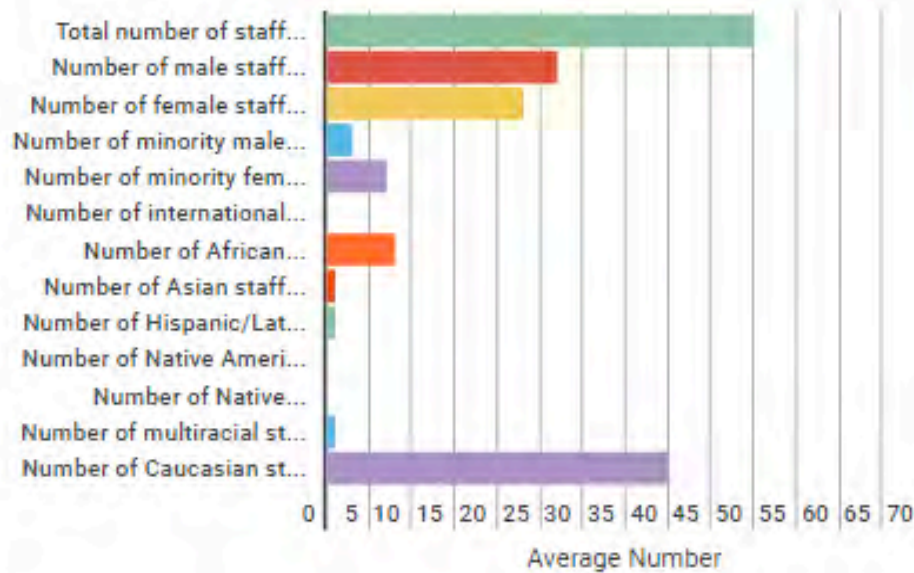| Answer Choices	Responses	Percentage
Yes	2	20%
No	8	80%
Total	10	100%

Question 22

Please tell us about diversity among your faculty members.

Note: Please include only full-time permanent or visiting employees. Do not include adjunct faculty. Minorities are US citizens and permanent residents identified as African American, Native American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander or multiracial.
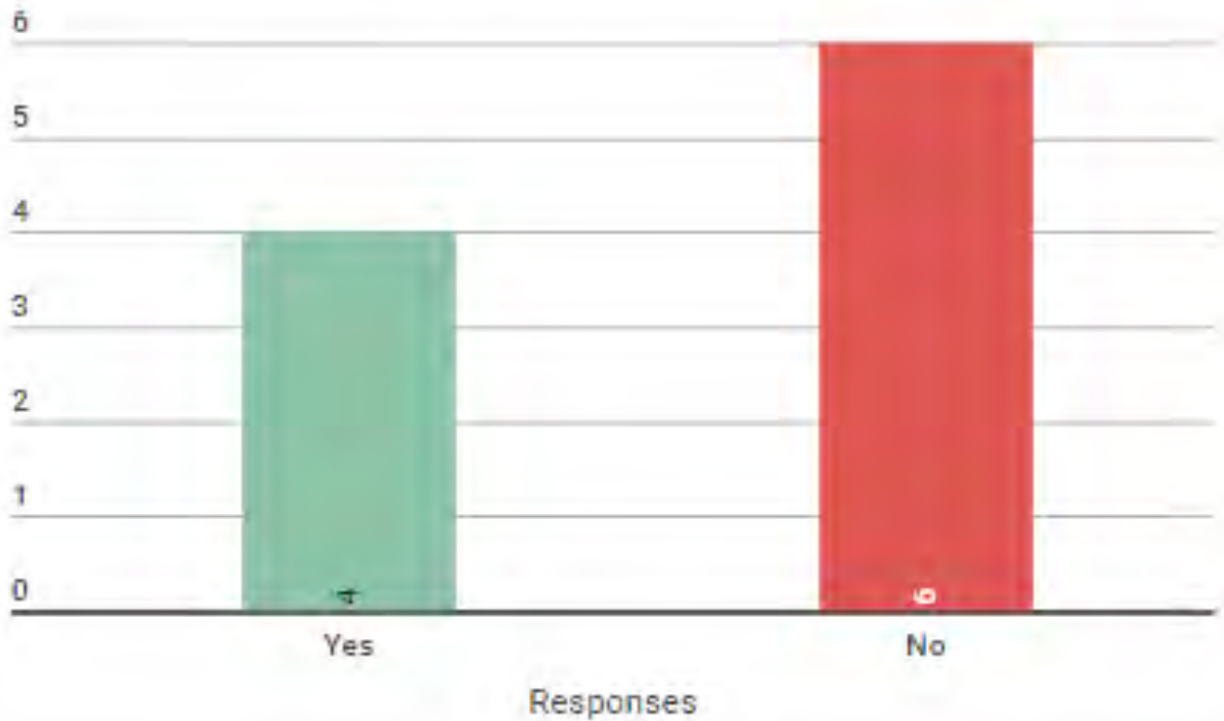
Answered question: 2
Skipped question: 21

Average Number

Answer Choices	Average Number	Total Number	Responses
Total number of staff members	50	99	2
Number of male staff members	27	53	2
Number of female staff members	23	46	2
Number of minority male staff members	3	6	2
Number of minority female staff members	7	13	2
Number of international staff members	0	0	2
Number of African American staff members	8	15	2
Number of Asian staff members	1	2	2
Number of Hispanic/Latino staff members	1	1	2
Number of Native American staff members	0	0	2
Number of Native Hawaiian/Other Pacific Islander staff members	0	0	2
Number of multiracial staff members	1	1	2
Number of Caucasian staff members	40	80	2

Question 23
Do you have student data to report?

| Answer Choices	Responses	Percentage
Yes	4	40%
No	6	60%
Total	10	100%

Question 24

Please tell us about diversity among your students.

Note: Please include only full-time permanent or visiting employees. Do not include adjunct faculty. Minorities are US citizens and permanent residents identified as African American, Native American, Hispanic/Latino, Asian, Native Hawaiian/Pacific Islander or multiracial.

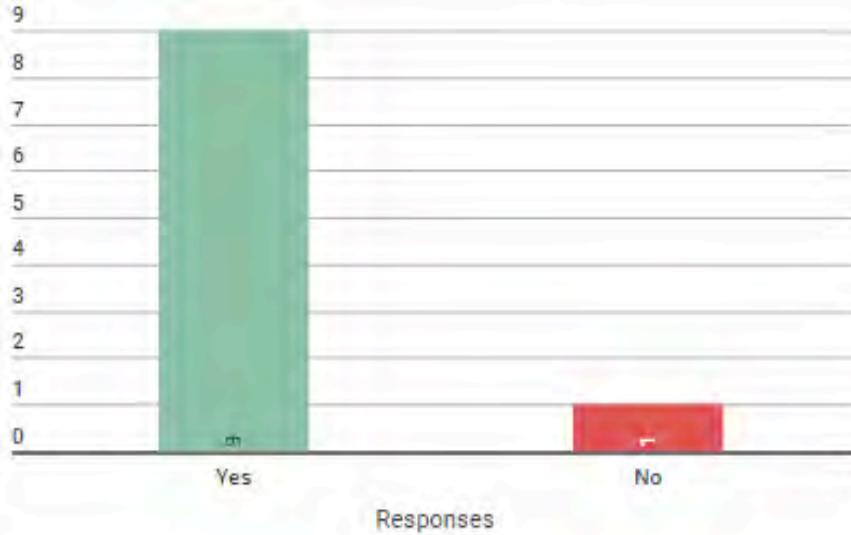Answered question: 4
Skipped question: 19
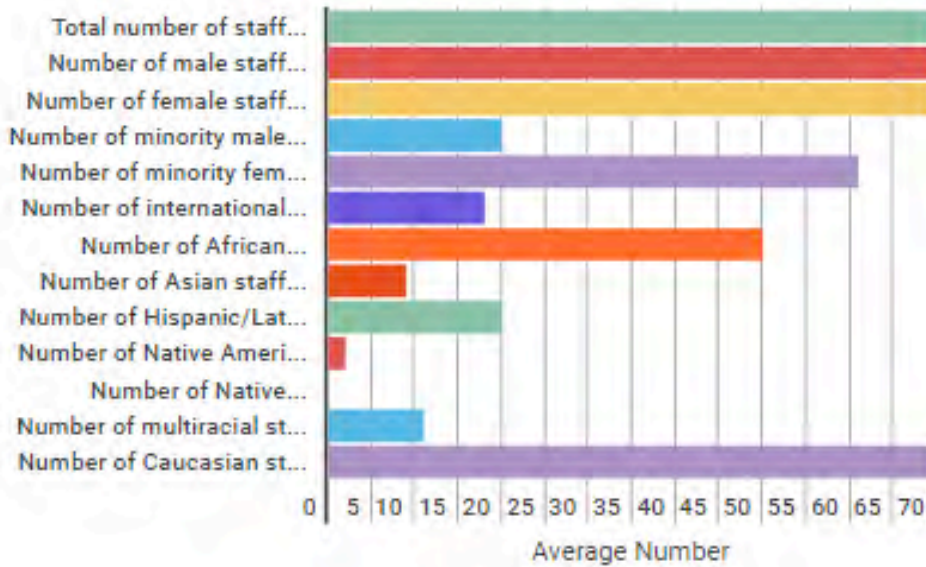
Average Number

Answer Choices	Average Number	Total Number	Responses
Total number of staff members	444	1776	4
Number of male staff members	182	728	4
Number of female staff members	262	1048	4
Number of minority male staff members	20	60	3
Number of minority female staff members	61	183	3
Number of international staff members	18	54	3
Number of African American staff members	50	199	4
Number of Asian staff members	9	28	3
Number of Hispanic/Latino staff members	20	79	4
Number of Native American staff members	2	6	4
Number of Native Hawaiian/Other Pacific Islander staff members	0	1	3
Number of multiracial staff members	11	43	4
Number of Caucasian staff members	184	582	3

63

Question 25

Has your school or department participated in any diversity training programs sponsored by the Office for Inclusion, Diversity and Equal Opportunity within the last four years (2012 - 2016)?

Answered question: 10
Skipped question: 13

Answer Choices	Responses	Percentage
Yes	9	90%
No	1	10%
Total	10	100%

Question 26

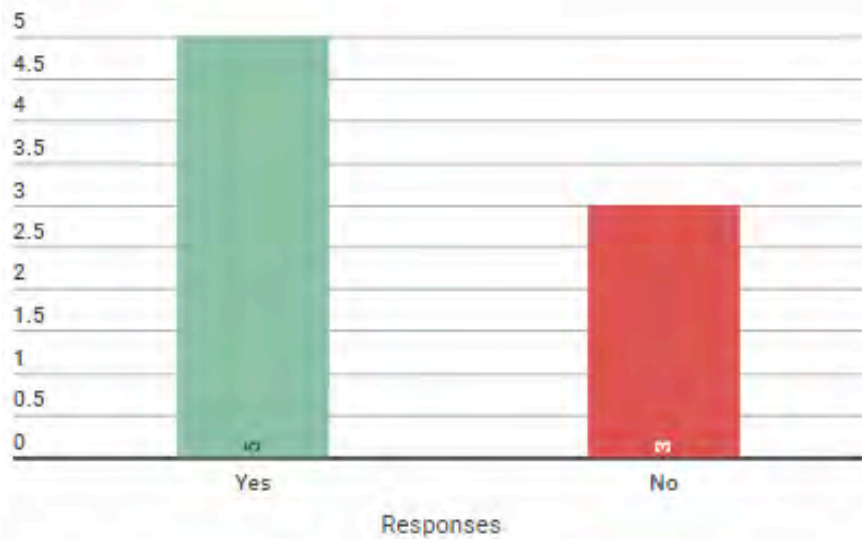Please provide the following information about the first program in which your school or department has participated.

Answered question: 8
Skipped question: 15

Answer Choices	Responses
Name of program	8
Group(s) participating in the program	8
Timeframe (semester and year)	8
Number of participants	8
Facilitator (if known)	8

Question 27

Has your school or department participated in any other OIDEO-sponsored diversity training programs during the 2012 - 2016 timeframe?

Answered question: 8
Skipped question: 15

Answer Choices	Responses	Percentage
Yes	5	62.5%
No	3	37.5%
Total	8	100%

Question 28

Please provide the following information about the next program in which your school or department has participated.
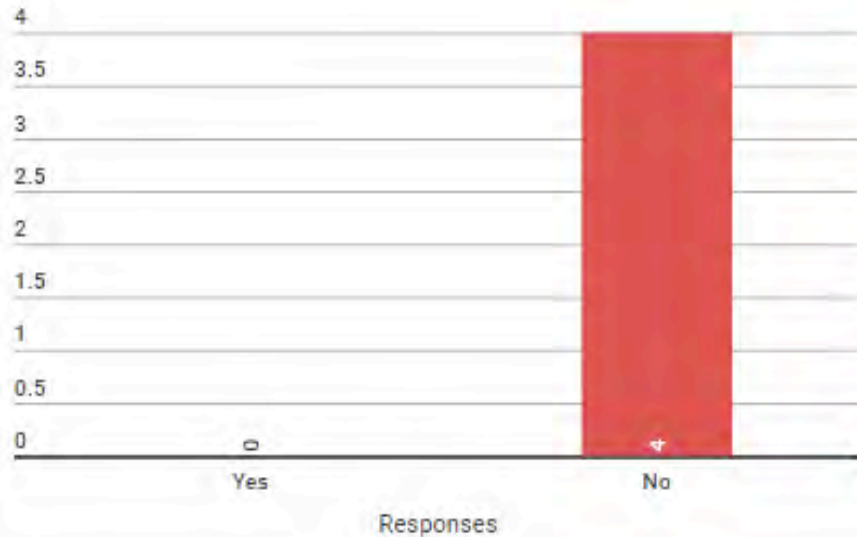
Answered question: 4
Skipped question: 19

Answer Choices	Responses
Name of program	4
Group(s) participating in the program	4
Timeframe (semester and year)	4
Number of participants	4
Facilitator (if known)	4

Question 29
Has your school or department participated in any other OIDEO-sponsored diversity training programs during the 2012 - 2016 timeframe?

Answered question: 4
Skipped question: 19

Answer Choices	Responses	Percentage
Yes	0	0%
No	4	100%
Total	4	100%

Question 30
Please provide the following information about the next program in which your school or department has participated.

Answered question: 0
Skipped question: 23

Answer Choices	Responses
Name of program	0
Group(s) participating in the program	0
Timeframe (semester and year)	0
Number of participants	0
Facilitator (if known)	0

Question 31

Has your school or department participated in any other OIDEO-sponsored diversity training programs during the 2012 - 2016 timeframe?

Answered question: 0
Skipped question: 23

No matching responses.

Answer Choices	Responses	Percentage
Yes	0	0%
No	0	0%
Total	0	0%

Question 32

Please provide the following information about the next program in which your school or department has participated.

Answered question: 0
Skipped question: 23

Answer Choices	Responses
Name of program	0
Group(s) participating in the program	0
Timeframe (semester and year)	0
Number of participants	0
Facilitator (if known)	0

Question 33

Has your school or department participated in any other OIDEO-sponsored diversity training programs during the 2012 - 2016 timeframe?

Answered question: 0
Skipped question: 23

No matching responses.

Answer Choices	Responses	Percentage
Yes	0	0%
No	0	0%
Total	0	0%

Question 34

Please provide the following information about the next program in which your school or department has participated.

Answered question: 0
Skipped question: 23

Answer Choices	Responses
Name of program	0
Group(s) participating in the program	0
Timeframe (semester and year)	0
Number of participants	0
Facilitator (if known)	0

Question 35

Please provide the following information, should we need to contact you regarding your responses.

Answered question: 8
Skipped question: 15

Answer Choices	Responses
Name	8
Title	8
School/Department	8
E-mail address	8
Phone number	8

Question 36

Do you have any additional comments regarding Diversity and Inclusion at Case Western Reserve University?

Answered question: 3
Skipped question: 20

"We have 1 student whose gender identity is 'other.' "

"The Division of ITS also participates in a Technology Associate Program, cross-school/dept. collaborative recruiting efforts and embraces an international post-doc recruiting strategy, all activities that are geared towards expanding and enhancing elements of diversity within our community."

"We do not have any diversity information for staff. These data are maintained by central HR. Our faculty data include faculty at UH, MetroHealth Medical Center, the VA and Cleveland Clinic and we are in the process of compiling these data for our reaccredidation process. I have provided student data relating to those groups that are considered to be underrepresented in medicine. Please advise if you need additional analyses."

Appendix D

Diversity Strategic Action Plan – DLC Subcommittee Worksheet

Goal	Met	Not Met
I. Improved Campus Climate Related to Inclusion Metrics: Increased awareness of all aspects of diversity on campus - (1) Recognize the experiences of those who identify with various aspects of diversity. Increased satisfaction on the campus diversity climate survey and on student surveys - (2) Recognize and reward diversity successes across the University community - (3) Develop and implement campus community resource groups - (4) Develop curricular offerings to support cross-cultural understanding and skill in working with diverse individuals and groups - (5) Enhance diversity education and training		(1) In progress, but measurable metrics needed (2) In progress; campus-wide climate survey needed to gauge satisfaction Diversity Awards Luncheon & possibly others (3) In progress – two groups in operation. Established groups should be enhanced and other groups should be established (4) In progress – Diversity 360 (5) More work is needed in this area

Increased participation in campus community programs and activities related to diversity and inclusion - (6) Promote open, campus-wide conversations through small, focused, and critical dialogues about the value/s of diversity - (7) Deliver programs and activities at the department and school level - (8) Implement online education and training opportunities.		(6) In progress – more training needed in terms of diversity concepts and compliance (7) In progress, but more measurable metrics needed (8) In progress – Sustained Dialogue & Day of Dialogue & others (need more info on other conversations taking place on campus)
Increased visibility of diversity efforts by learning and sharing the University's diversity story - (9) Develop a "52 stories diversity series" project - (10) Develop a document/report that combines the 52 stories into a University diversity narrative - (11) Develop and implement a "new media" strategy to communicate the University's diversity story on campus and beyond		(9) More specific information needed; measurable metrics/goals needed (10) Not met (11) Not met

II. Increased Recruitment and Retention of Underrepresented Minority (URM) Students, Faculty, and Staff at All Levels Metrics: 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 intergenerational mentoring circles that foster partnerships among K-12, schools, businesses, alumni, and community leaders - (4) Monitor URM retention Increased proportion of qualified URMs in faculty, staff, and student applicant pools - (5) Tell the University's rich diversity story and URM alumni accomplishments - (6) Create and sustain a robust pipeline of potential students, faculty and staff - (7) Develop and participate in the management of strategic partnerships to strengthen URM pipelines	(4) The University monitors URM retention.	(1) The initial faculty survey created by Kenny Fountain, Chair of the Minority Affairs Committee, Faculty Senate was a positive start to identify expectations and experiences of URM's. However, many URM faculty are reluctant to complete the survey and the recommendation has been made to increase faculty focus group meetings to obtain more feedback information. The Campus Climate survey is also a positive tool that has produced useful feedback. (2) Consistent programming and strategies are needed to improve the URM faculty and staff experiences. (3) There are currently no university wide programs that serve as intergenerational mentoring circles and/or partnerships with the exception of the Emerging Scholars Program. (5) The university fails to share the diverse story of our campus and/or URM alumni. URM alumni are not prominently highlighted anywhere on campus. (6) Many URM students recruit out to other universities. The undergraduate pipeline is stronger than in prior years. However, we could do more in the area of direct Latino/a recruitment and retention.

Increased proportion of URM students matriculating - (8) Develop and maintain formal URM pipeline database - (9) Ensure that all admissions officers and committees have formal training on unconscious bias. Improved 4, 5, 6-year graduation rates for URM students - (10) Identify the expectations of URMs (and others) and experiences that lead to attrition - (11) Develop and implement strategies to improve the experiences identified Increased the number of both URM and women hired as faculty and promoted - (12) Ensure that search committee members have formal training on unconscious bias; - (13) 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	(8) (9) AGAP [AGEP] Grant, Diversity Name Exchange, Diversity 360 and increased directed admissions efforts with a 14.9% yield have satisfied this charge. The subcommittee recommends that each Admissions Department on campus receive mandatory Diversity 360 training. Also, consider identifying other high impact areas that could positively increase a regular campus pipeline. (12) The mandatory "Interrupting Bias in Faculty Searches" training is conducted regularly throughout the year. Search committee members are required to go through training before participating in the interview and selection process.	(7) The URM staff pipeline is nonexistent. Very few URM staff are represented at the higher level executive positions on campus. Individual schools have invested time in cultivated faculty mentorship (informal), i.e. Engineering, MSASS. No formal partnership to strengthen URM pipelines has been implemented. (10) The subcommittee recommends the creation of regular focus groups to outline URM student expectations. URM students' graduation percentages have not increased. The Emerging Scholars Program graduates more students than the entire campus. It is recommended that the university mirror the overall concept of the Emerging Scholars Program to increase student retention and decrease the attrition rate. (11) Create a welcoming environment that visibly celebrates diversity. (13) Currently the university does not have an incentive program that provides departments with financial support to recruit and/or retain URM faculty or partner hires.

Increased number of URM and women staff in middle and upper management positions (grade 14 and above) - (14) Encourage professional development opportunities and identify potential candidates for promotion and advancement - (15) Ensure that hiring managers/supervisors have formal training in unconscious bias.		(14) Very few of the middle and upper management positions above grade 14 are held by URM and women staff. Professional development is uneven and applied individually depending on the department. Although there are professional development opportunities on campus (LEAD, WSLDI and Train the Champion), staff are required to obtain supervisor approval before participating. Additional "paths to management" or executive level career mapping is needed campus wide. (15) HR does not require unconscious bias or management training for supervisors.

III. Enhanced Leveraging of University Resources to Advance Diversity and Inclusion Metrics: Ensure efficient use of human capital - (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 efforts - (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 Increased number of collaborations among units with the University in support of diversity and inclusion - (3) Build diversity collaborations both within and beyond the campus that contribute to the intellectual and social vibrancy of the University - (4) Create opportunities for multi-school	 (2) Met in that there was initial action, but activity has dwindled. The formal charge and guidelines and expectations have not been met. (3) Met in that we have programming that is the result of collaborations. Train the Champion, Sustained Dialogue, and SJI and examples. (4) Met. (collaborations with Social Justice Institute are an	(1) Not met yet. We have never put all the councils on the table. Is it time to address it? (PACOW, PACM, DLC, SDIC, LGBT) Do we need an inventory of organizations? Recommendation: Greater alignment (for example , aligning Flora Stone Mather with PACOW)

interdisciplinary interactions where they can engage in building diverse communities	example). Also, PACM is an example. PACM provides funding for programmatic initiatives. QGrad also. They need to continue with funding. Recommendation: need research. Example there is a LGBT research group, a cross-disciplinary approach.	
- (5) Build strategic partnerships within and beyond the institution that strengthen URMs' sense of community, belonging and engagement for the long term	(5) Met. VP has been very visible on campus and externally. Other faculty as well. Who's Who, HEED award. Sense of community has strengthened. Programming at high-profile level (MLK program)	
- (6) Require that Schools (and UGEN divisions) develop their own Diversity Strategic Action Plans to align with this University DSAP, and to be presented at the annual Provost Leadership Retreat and at the annual Strategic Leadership Retreat	(6) Met. (Need to be monitoring/reporting)	
- (7) 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		(7) Annual review has not been met. Continuing some form of the town hall will help it to be met.
- (8) Support faculty with adequate resources to enhance the curriculum as it relates to global and cultural diversity		(8) Support for faculty with adequate resources has not happened. The Power of Diversity stipend for faculty has occurred and continued since the DSAP. Has not happened at an institutional level. Not encouraged or rewarded (tagline)
- (9) Encourage faculty to link courses to diversity-related lectures and programs		(9) Encouraging faculty to link has not happened, but some momentum has
Increased funding for diversity and inclusion initiatives from internal and external sources		

		begun to build because of Diversity 360.
- (10) Increased resources available for diversity and inclusion activities across the University		(10) Resources have not been increased. We have maintained what has been available historically. OMA, OIDEO, and LGBT budgets have been the same for several years.
- (11) Seek extramural funding to support diversity and inclusion (grants and philanthropy)	(11) Extramural funding met to a limited extent (25 % of Director of Diversity and Corporate Relations is assigned to fundraising)	
- (12) Develop and fund a faculty diversity hiring initiative to expand the current Strategic Hiring Initiative		(12) We have not developed a faculty diversity hiring initiative. Recent talk of it but no present commitment to funding.
- (13) Develop an Annual Fund for the OIDEO and include OIDEO in the Capital Campaign	(13) Annual Fund has been met	

Appendix E

Case Western Reserve University
Office for Inclusion, Diversity & Equal Opportunity

External Review Report and Recommendations
Completed Spring Semester 2016

Visit Team

Benjamin J. Reese, Jr. Vice President
Office of Institutional Equity
Duke University

Paulette Granberry Russell, Senior Adviser to the President for Diversity and
Director of the Office for Inclusion and Intercultural Initiatives
Michigan State University

Brent Bilodeau
Assistant Vice Chancellor for Student Affairs
University of Wisconsin, Whitewater 2

Introduction

Institutional Context

Case Western Reserve University (CWRU) is a private research university in Cleveland, Ohio. The university was created in 1967 by the federation of Case Institute of Technology and Western Reserve University. Case Western Reserve holds membership in the Association of American Universities, and is fully accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by several nationally recognized professional accrediting associations. The campus has nine schools and college, more than 11,000 students and 6,400 faculty and staff on 185 acres located in Cleveland's University Circle.

Diversity is a core value of CWRU and as articulated in its 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.*

Advancing Diversity at Case Western Reserve University

In support of the University's active commitment to diversity, in 2008 the institution appointed an inaugural Vice President for Inclusion, Diversity & Equal Opportunity, who started in the position in 2009. Shortly thereafter, the vice president formed the Diversity Leadership Council to forward the work of the office and that of the campus. The Council identified the need for a University-wide Diversity Strategic Action Plan to advance diversity, equity, and inclusion at CWRU. The University's own strategic plan, *Forward Thinking,* acted as a catalyst in this effort. The Case Western Reserve University *Diversity Strategic Action Plan (DSAP),* titled *Advancing Diversity at Case Western Reserve University (2012 – 2015)*[9] adopted three 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.

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[9] The Diversity Strategic Action Plan published in March 2012, identified three 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."

The DSAP also established a timeline and milestones for years one through three. With the support of President Barbara R. Snyder, the vice president engaged this team to review from the perspective of campus stakeholders, CWRU's efforts based on three areas of inquiry.

Diversity External Review Questions

With each of these three goals in mind and the University's desire to update the DSAP for 2016-2019, three questions guided the review:

1. What is CWRU doing well in terms of diversity, inclusion and equity?
2. Where are there opportunities for improvement in each of these three areas?
3. What recommendations do you have for how the University can have even greater success in advancing diversity and inclusive excellence?

The external review team engaged in a constructive interview process over a three-day period to provide answers to these questions and to assist CWRU in accomplishing even more in the years to come. The input of students, faculty, staff, and the senior leadership was critical to a thorough assessment.

Think Beyond the Possible: Our Strategic Plan for CWRU, 2013-2018

This overall strategic plan of the University identified a "singular goal" which is: "to accelerate CWRU's remarkable momentum" that included a commitment to expand on two signature priorities, from the previous strategic plan—diversity and internationalization. The plan emphasized increasing the participation and success of women and under-represented minorities in all disciplines, with particular attention on STEM fields; and improving the overall campus climate that values diversity of all kinds. Over the course of three days of interviews, stakeholders offered commentary on the efforts of the institution related to diversity, inclusion, and equity. Interview participants identified opportunities and provided recommendations related to the three question areas of the external review's charge.

Bases for an external review

In 2009, Vice President Marilyn Sanders Mobley started in her role as CWRU's first Chief Diversity Officer. CWRU is at a pivotal point in its equity and diversity work as well as in its consideration of the overall efforts of the institution in achieving its equity, diversity, and inclusion goals.

The external review team met with President Snyder, Provost William A. Baeslack and other members of the President's Cabinet and President's Council, including Vice President Mobley as well as representatives from the following key stakeholder groups:

- Faculty Senate, Faculty Senate Committee on Minority Affairs, and Faculty Senate Committee on Women
- Diversity Leadership Council
- President's Advisory Council on Minorities (PACM) and President's Advisory Council on Women (PACOW)
- Office for Inclusion, Diversity & Equal Opportunity (OIDEO) Team
- Office of Multicultural Affairs (OMA) and LGBT Center
- University Diversity Collaborative (new student group)
- African American Society, La Alianza, and #webelonghere movement students
- Undergraduate Student Group
- Graduate Student Council
- First Year Experience Leaders
- Student Affairs Team
- Staff Advisory Council
- African American and Latino Resource Groups
- Flora Stone Mather Center for Women
- Office for International Affairs
- Alumni Affairs
- Development Staff (Foundation, Corporate, Government, Community)
- Human Resources Team

The Office of Vice President Mobley provided us with numerous documents including the CWRU Strategic Plan (2013-2018); the Diversity Strategic Action Plan; Final Report: "Early Wins" for the Vice President for Inclusion, Diversity & Equal Opportunity (2009); Annual Diversity Reports; and other materials related to the diversity initiatives undertaken by OIDEO and other units, including the Office of Multicultural Affairs, Flora Stone Mathers Center for Women, and the LGBT Center. In addition, the vice president provided opportunities for us to meet with 118 stakeholders in 22 meetings held over three days on the CWRU campus in February 2016. The feedback and recommendations contained in this report are a result of what was learned from the materials provided by the vice president and stakeholders, as well as the insightful comments of the members of the CWRU community.

It is evident that the campus community is highly invested in the success of the institution's diversity, inclusion and equity efforts. The campus community is also committed to the potential outcomes of CWRU's investment in equity; diversity and inclusion work in general and its impact on the achievement of the campuses' most ambitious strategic goals. The input we received on the university's efforts, underscored the strong desire from students, staff, faculty, and administrators, no matter their affiliation or graduation year, to be engaged in the CWRU diversity efforts in the months and years to come.

General Themes Reported by Stakeholders

Members of the CWRU community were generous with their time, thoughtful insights and suggestions for how the campus might advance its equity and diversity agenda. These stakeholders described the role of the various offices directly charged with advancing diversity, equity, and inclusion, including the OIDEO. They also discussed the institution's general approach in advancing diversity, equity, and inclusion. The reviewers understand that not all of what was shared reflects accurately the state of work done, processes used, or resources available. However, widely held perceptions, whether based on accurate or inaccurate information, suggest a need for enhanced communication, and so we have attempted to reflect accurately the views shared with the reviewers.

The feedback received, strategies suggested and recommendations offered includes those that impact the overall efforts of the institution, and those of units with specific diversity, inclusion, and equity responsibilities, including the OIDEO.

Framing Question and Commonly Held Views

Each interview began with an opening framing question regarding issues of race, the national focus on race and racial tensions in higher education. How does CWRU address race and the broader concept of diversity and inclusion?

Most offered the perspective that issues of race are a "more visible part of conversations" on campus, especially under Diversity 360. There were many among those interviewed who perceived that while the "will" to address issues of race and the campus experience exists at CWRU, it happened because "students pushed it."

Diversity 360 received praise for the work to engage students, faculty, and staff. Faculty and staff reported that the program provides exercises that raise issues that are complex, and there were participants who were challenged by implications of the activities. However, there were mixed reactions to the dialogues that addressed diversity issues broadly, and that issues of race, which have been at the "epicenter" of issues in Cleveland, are not given enough focus and attention. Others felt that the dialogues focused more on race than broader diversity issues, including identities beyond race and ethnicity, and the intersectionality of those identities, which some commented can include their field of work among staff, and discipline among faculty.

> "*Demographically, the student body has changed...the university needs to better understand the adjustment that students are making. More work can be done. Nationally, we only see more students of color on our campuses, we need to catch up.*"

> "*The university is having 'emotional' growing pains. [It] is forced to confront things that are uncomfortable and [it is] not ready to do that.*"

"...When [I] came, majority White males. Strong involvement [at Case] to hire more women. This was the easy thing to do...to get more here...more difficult with underrepresented minorities.... Have accomplished the easy things, it's the hard part where the white males need to 'take a hit' – look at data and it's not changing (humanities, social sciences, and yes, in engineering) ...the rate of their increase has to decrease."
"Race gets lost in discussion on diversity."

"#webelonghere movement...want more Black and Latino/a students here."

"People more comfortable talking about other issues besides race... As a White woman trying to address this, and to not do so, it's wrong... Such a polarization. It's a very difficult topic."

"360 focuses on race and the big 8...There still seems to be a void on accepting more of other diversity...A lot of change for race, but other things seem to be lacking."

"We seem to be focused on numbers...have a lot of diversity, but the inclusion part is more difficult... We have these various groups, but if they stay insular... the community is not that cohesive."

"Race is one part of it, but we need to see it in the broader view."

Cleveland Community

In response to the framing question, and at other points in the interviews, the university's relationship with the broader Cleveland community was identified as a concern and also an opportunity for greater engagement by CWRU and its students, faculty, and staff.

"In thinking about our place in Cleveland and where we fit... Cleveland had media coverage, and the university is active in the whole community. Our student pipeline is being seeded with students from the Cleveland public schools..."

"There is a lot of work that goes on here and the broader community, schools, community colleges, but given the nature of the university, it's very disparate. Easy to say not doing enough...there are things we're doing, but we don't know.... I hear about programs and I don't know that...There is a lot of that... The medical school is deeply embedded in the schools and few of us would know that."

"Supplier diversity efforts—access for minorities. We have an advisory council in the community, and they don't know/hear what we're doing."

"Case [Western Reserve University] is investing in surrounding community, and it has changed given the last year events. Cleveland is the epicenter with the Tamir

Rice case. The police department issues--encouraged student activism and the degree of it [activism] has increased..."

Thematic Areas Addressing External Review Questions

As noted above, the review team met over three days with 118 members of the stakeholder groups invited to meet with us. This section summarizes the most frequent categories (defined by the review team) of feedback and suggestions made by stakeholders over the three days.

What is CWRU doing well?

Uniformly, much of the commentary had to do with the student experience. There is recognition that CWRU student activism has raised the profile of the issues and concerns related to diversity and inclusion on campus and in the broader community.

There is recognition of the various "champions" among administrators, faculty, and staff for diversity and inclusion at CWRU. In addition, there is recognition that renewed efforts at CWRU to address diversity and inclusion issues by campus units directly responsible for engaging in such work has been helpful.

There was significant praise, particularly for Diversity 360 and a desire that it be enhanced and continued. *Sustained Dialogues* as a programmatic initiative was also referenced by several of those interviewed.

Many of those interviewed acknowledged or commended the institution and its leadership for the recent actions taken to respond to the needs of the campus community.

Faculty and staff commended the efforts of the Office for Inclusion, Diversity & Equal Opportunity, and students acknowledge its role in impacting change at the university. Similar praise was given for the role that other units have played in the support of students, especially those located within student affairs, including OMA, Center for Women, LBGT Center, and the Social Justice Institute. Diversity 360 is acknowledged as a successful joint initiative of OMA and OIDEO.

Where are there opportunities for improvement?

Student Support
As noted above, there is a difference of opinion on whether race and related issues of access, persistence, graduation, and campus climate take precedence over addressing diversity issues broadly. Comments related to the importance of CWRU addressing diversity broadly included intersectionality and ways to support students based on their multiple identities, including race, ethnicity, sexuality, gender identity, disabilities, socio-economic status, U.S. born, and international status. A need for greater support for

international students was also identified as an area for improvement. Students with disabilities were rarely mentioned over the course of the interviews.

Several individuals made comments about students who "self-segregate" based on their identity, including race, ethnicity, national origin, and the need to create purposeful opportunities for students to engage across cultures "socially and academically."

> *"I see a lot of self-segregation, where students study, study groups, and this seems to be most true of international students...See this among students of color and international students."*

Academic Support
Student academic support is a continuing concern, particularly with respect to students of color and "appeals" related to academic performance. It was generally understood that students admitted to CWRU are "very academically focused" and yet, certain identity groups falter. Participants were asked to identify more specifics on the source of concern. For example, is it preparation before matriculation to CWRU, or is the campus environment impacting student success? Academic administrators and staff that were interviewed expressed a commitment to student success, recognizing that targeted interventions must be a part of the overall efforts to advance student diversity at Case Western Reserve University. This includes new models for financial aid, centrally coordinated academic and social support and unit-level based support.

Ethnicity and National Origin
The unique needs of, and support for, international students (undergraduate and graduate) is of particular concern among those interviewed. In addition, as the numbers of Hispanic/Latino/Latina students has increased, their academic success and social support is of concern as well. The increased number of international students has resulted in a wide range of personal, social, academic, and language needs that requires ongoing attention by CWRU. Staff is responding to the needs of international students, but, those participating in the review did not convey the overall strategies that are contemplated to address the success of international students. A number of those interviewed also identified the need for additional support of and engagement with Hispanic/Latino/Latina students in and outside the classroom. Assisting students in making connections to the broader Hispanic/Latino/Latina community of Cleveland was recommended as one approach to enhance the Latino/Latina student experience at CWRU.

Study Abroad
The increased support by the institution for student study abroad was acknowledged. The transformative impact it has on students was raised in the context of the need to increase the diversity of students who study abroad.

Curriculum
Faculty and staff capacity to deal with the increasing diversity of the student body is recognized as important and can positively impact student success and improve the campus climate. With respect to curriculum, infusing diversity and "internationalizing" the curriculum can yield positive outcomes as well. There is a provost committee looking at the issues associated with the curriculum (i.e., Arts and Science work group), however, the work of the group is not well known. It was recommended that students and other stakeholders who are not faculty have the ability to provide input on the issues associated with curriculum.

Support beyond the classroom
Staff and administrators who are directly responsible for diversity efforts and programs at CWRU provided commentary on their efforts. There was reference to the role women and faculty and staff of color play as mentors, counselors, and advisors to students beyond their regular responsibilities because they are sought out by the students. Sharing responsibility for student success beyond the classroom was raised by many of those interviewed. Greater CWRU faculty and administrators' presence/visibility at campus events that are intended to bring diverse students together is desirable. The institution's continued support to provide additional resources, including funding for such events centrally was acknowledged, and contributes to enhancing the student experience.

Others are concerned that the various diversity and inclusion programs by the many units engaged in sponsoring such programs, while helpful and essential, are not leading to the kind of structural change needed to transform the institution. Further, the good work that is being done on campus and within the surrounding community is not well known, and as a result, the impact of the work that is intended to advance diversity and inclusion is not well understood or even visible to the campus and broader community.

There are acknowledged "champions" of diverse students at CWRU. The "drain" on such champions is a concern as there are too few faculty, staff, and administrators, outside of the Social Justice Institute, student affairs (OMA), Center for Women, LBGT Center, and OIDEO who understand student needs.

Students expressed that they take on a lot to have their voices heard, and there is "a lot of action that needs to be done." Students want to be involved in making CWRU a more welcoming and supportive campus, and they have advocated for greater access and influence on university committees and the board of trustees. They expressed the need for better relations between the broader community, where many students of color feel a "greater sense of community" and the campus. Students also articulated that campus "space" and facilities is an ongoing concern and the institution should strive for such spaces to be regarded by students as supportive and hospitable. Specific reference was made to the new "Tink" building and while an admittedly desirable space, there seemed to be some hesitancy in referring to the "Tink" building as student friendly.

Faculty Hiring

Among those interviewed, there was significant input on the need to advance faculty diversity, including the need to identify funding to incentivize such efforts (e.g., through the office of the provost or OIDEO to fund strategic hires). Challenges include available funding for faculty positions; the availability of diverse candidates by discipline (i.e., adequacy of pipeline, especially among STEM disciplines); competition with other institutions; identification of new strategies to recruit diverse candidates, e.g., cluster hires; and, accountability for "moving the needle" on faculty diversity.

Campus leadership, including the President and Provost, expressed commitment to increased faculty diversity.

There was general support for the role that OIDEO plays in the hiring process, and no comments were made that OIDEO's efforts were an obstacle to searches proceeding. However, there were concerns expressed regarding academic departments and decentralized accountability that may act as an impediment to recruiting a more diverse candidate pool and hiring a more diverse faculty.

Areas of improvement include the need to 1) train and support search committees on improved hiring practices; 2) develop a more expansive view of faculty diversity; and 3) provide better mechanisms to address pipeline and retention issues. Virtually all who provided commentary on faculty hiring acknowledged the need to support the development of diverse pools in searches and that OIDEO can be very helpful in this work.

Bias in the search process is also a concern. Reference was made to problematic comments that occur during the process, the lack of awareness of the impact that such comments have on members of the search committee, and the potential impact of bias on those candidates from diverse backgrounds being evaluated by the search committee.

Students want faculty with whom they can identify, and they want faculty who are culturally aware and competent in the classroom. Students want a greater role in how they can contribute to and influence efforts to increase faculty diversity.

Others expressed the need for additional guidance and support during the search and hiring process by offices that have expertise in talent management, increasing diversity, and avoiding bias in the evaluation of candidates, i.e., Human Resources and OIDEO. There were several suggestions regarding the need to hold search committees and units accountable for hiring a more diverse faculty. It was suggested that issues of pay and pay equity may be a factor in the hiring and retention of women faculty and faculty of color.

Reflecting the broader conversation on the definition of diversity and inclusion, those interviewed called for faculty hires that reflect diversity broadly, including racial, ethnic, disability status, gender, sexual orientation, and the intellectual diversity CWRU hopes to achieve. Related comments and suggestions represent the considerable support for diversifying the faculty. Yet, the need for more clarity about how to achieve this goal was also expressed.

Staff Hiring and Advancement

The review team was provided a written response to the three review questions by the Staff Advisory Council, which was the only interview group that provided a written response to the questions. This document, along with all of the other documents provided and the additional commentary provided over the three days of interviews were carefully considered by the review team. We have chosen not to attach as exhibits any of the documents we received, however, every effort was made to reflect accurately the information shared with the team. The documents and commentary contributed to the recommendations found later in this report.

CWRU is recognized for having dedicated staff specifically charged with advancing diversity at the university. The staff is perceived as doing well on reporting of statistics on diversity, inclusion, and equal opportunity, and at hearing issues from constituents and offering "appropriate programming in response." Diversity 360 is regarded as "one of the most significant developments of the past year and staff members have just been included into the training." *Sustained Dialogues* is considered to be an excellent model and staff will benefit from more opportunities to talk about diversity, equity, and inclusion.

Increasing diversity among those recruited for staff positions, as well as diversity among those hired and promoted was a common theme expressed by those interviewed. With respect to staff hiring, there is a perception that "equal opportunity among staff" is problematic and opportunities are influenced by "class," the employing department, and "funding model." Comments related to staff employment opportunities include:

- *Career advancement "disproportionately impacts women and minorities due to reclassification [sic] vacant jobs with downgrades to compensation when positions are posted with no change in duties."*
- *Unmet cost-of-living in pay increases*
- *Lowest tiered staff members are systemically outsourced and cannot take advantage of tuition benefits or afford classes to improve due to constraints at home or in the workplace*
- *Unclear or non-existent succession planning or promotion track*

Several comments by staff representatives were directed at addressing the promotion of all staff, with particular emphasis on promoting staff of color to higher levels *within* the various job classifications, and increased employment and promotional opportunities *across* classifications at the university. This is described as being particularly important when individuals have made an effort to enhance their skills in order to advance within the institution.

Recruiting staff from the broader community was also recommended as a strategy to increase staff diversity. Efforts to provide competitive salaries also contribute to attracting a more diverse pool when the market for staff positions is more local or regional.

Retention is a concern when staff experiences fewer opportunities for advancement at CWRU. In addition; work life issues for single parents, staff who are pursuing further education, and pay equity were raised as issues by those interviewed. Further, there is a need for CWRU to better understand the lived experiences and work environment for diverse staff at CWRU.

While the students who participated in the process did not specifically address staff hiring, it is clear they regard staff, particularly staff in the student support units as instrumental to their success.

Education and Development/Training
Education and development, and training programs that build capacity of students, faculty and staff to engage effectively across difference were emphasized by each group that met with the review team. As noted earlier in this report Diversity 360 is highly regarded by those interviewed and by those who have participated in the workshops. However, there is also a need to provide similar opportunities for staff and graduate students to participate in the workshops and several commented that this should be addressed by CWRU. In addition, across the various groups many expressed the need for education and development programs beyond Diversity 360 and Sustained Dialogues. The outcomes associated with such programs include culturally competent students, faculty, and staff generally, and creating a more welcoming and supportive living and learning environment for all members of the campus community, particularly those with marginalized identities. Training modules should be tailored to the differences among the audiences (e.g., undergraduate students versus graduate students; and staff versus faculty).

Several of the groups shared feedback on the differences in the roll-out of Diversity 360. Peer led training on the student side is deemed a best practice by multiple stakeholders. However, graduate student opportunities for engaging in Diversity 360 training was a concern. The OIDEO led training on the faculty side is regarded favorably among the faculty and administrators interviewed, and as noted above, staff want similar opportunities to participate in Diversity 360.

Several recommendations were made regarding the need for more training for supervisors and others with managerial responsibility and authority. Primary topics were inclusive leadership and creating a more diverse and inclusive work environment for staff and faculty.

There were a number of positive comments regarding the offices and organizations conducting education and training programs, and the positive impact of these programs on students, faculty, and staff. Sponsors of these programs include the Undergraduate Diversity Collaborative, OMA, Center for Women, LBGT Center, Social Justice Institute OIDEO, and Human Resources. Among those interviewed, some commented on the need for a broader impact on the campus community through greater collaboration between the various offices doing diversity education and development.

Leadership, Accountability and Responsiveness

As noted in the various sections, there are a number of units that are regarded as leaders in supporting diversity at CWRU. There is also a perception among those interviewed that programs are providing some support for a welcoming campus, but that structural changes are needed if sustained change is to occur.

The President was commended for her quick response to issues associated with social media that has been used to demean members of the campus community (e.g., Yik Yak) and that can potentially have a longer term impact on the campus climate.

Students are represented on various committees/councils. However, among those interviewed, several commented that there needs to be greater transparency in the determinations made on who gets invited to sit on the committees. Some of the committees that students fought hard to be on provide updates on activities, e.g., PACOW, but present fewer opportunities "to engage students in important conversations." In addition, a student-representative on the Board of Trustees for greater voice on substantive matters that impact students have been an issue in the past and was raised as an ongoing concern with the review team. The review team is aware that this has been expressed to the administration prior to our visit.

Finally, among those interviewed, several comments called for greater accountability, transparency and campus engagement in the development of the overall efforts at CWRU going forward.

Recommendations

Based on the review, we make these specific recommendations.

Inclusion, Diversity & Equal Opportunity

- Develop a "university model" or clarify for the campus community the strategies for sustaining and enhancing work that focuses on "race," while also working diligently on the broader issues of "diversity". In the context of DSAP II, it may be helpful to include some of the faculty, staff and students who have particular knowledge on this (perhaps some of those who participated in the interviews with the review team), can come together as a short term task force and make recommendations to the senior administration.

- We encourage faculty governance to consider issues raised by members of the community on "self-segregation," and assess whether there may be an opportunity to offer guidance to faculty and support units on strategies to more deliberately engage a broad spectrum of students in work groups and team projects.
  - o Students who congregate in a way that gets labeled as "self-segregation" should be evaluated in the context of minority students living and studying within the larger

context of non-minority students. Are minority students seeking support or a degree of comfort within an environment that may be, unintentionally, uncomfortable or isolating? Is the larger group of non-minority students self-segregating?

- A strategic investment of funds dedicated to advance equity, diversity and inclusion at CWRU should be considered. In spite of the limited resources that may be available, some immediate, short terms funds should be allocated to act as a catalyst for innovative, evidence based diversity efforts and initiatives across CWRU. An ad hoc committee, coordinated by the Vice President for Inclusion, Diversity & Equal Opportunity can prioritize the use of the funds based on the perspectives offered in this report and outcomes of this review, and further diversity planning efforts of Case Western Reserve University. Below are examples of central funds for such efforts at peer institutions, including:

  o Brown University's $100M commitment to D&I initiatives;
  o University of Cincinnati pledged $40M to increase its faculty diversity;
  o Yale with a $50M commitment; and
  o John Hopkins pledged $5M to increase its faculty diversity, as well.

- In all spheres of campus, increase accountability, transparency and engagement in the development of the overall efforts at CWRU.

Student Support

- CWRU should expand student representation on university committees and task forces. There is no specific formula for doing this, and how this is implemented certainly depends on the goal of the committee or task force, but student perspectives from the beginning of issue analysis and strategy development is critical. Some institutions have benefited by "student trustees" as non-voting members on the board of trustees. Case Western Reserve University should evaluate how this has worked out at other institutions and consider creating formal roles for a graduate and an undergraduate student on the board.

- Enhance opportunities for diverse students to participate in study abroad through 1) networking with multicultural student organizations; 2) supporting diverse faculty and staff role models in leading abroad experiences; 3) making study abroad curriculum relevant to diverse students' lives; and 4) encouraging prior student participants to share their study abroad experiences.

- Continue to identify and create funding support/scholarships for graduate and undergraduate students of color.

- Allow for the establishment of multicultural fraternities and sororities such as "The Divine 9" on campus.

- As the international student population has grown significantly, enhance the spectrum of personal, social and English language support offered. The provost's committee has done some significant work, but there is a need to find additional ways students, and staff can have an opportunity for input on this area of support for students.

- Facilitate greater connections between the broader community, where many students of color feel a "greater sense of community" and the campus.

Education and Development/Training

- CWRU should continue Diversity 360 and expand on the development of what comes after Diversity 360. A focus on intersectionality should be an important component of the next phase. Again, this is an opportunity for broad involvement in the process.

- Collaboration on education and development/training programs that are conducted, sponsored, or supported by the various individual units, including OMA, OIDEO, Center for Women, LBGT Center, and academic units, including the schools, college and Social Justice Institute has been successful and should be further enhanced. This will ensure consistency in CWRU's message on the institution's values, increase sharing of resources, and can lead to greater alignment with desired equity, diversity, and inclusion outcomes.
  - The curriculum for future programs should include an intersectional framework that recognizes various forms of diversity and identity, such as racial identity, gender identity, national origin, sexual orientation, class, disability status, religious identity. Differences in the work environment based on employment categories (faculty and staff) should be addressed, as well as mentoring across difference for career success and advancement.

Workforce Diversity

- Create equity of professional development opportunities to all levels of staff. It would be useful to establish a Task Force on Succession Planning, composed of staff at various levels, and charged with coming up with 2-3 *specific recommendations regarding succession planning, with the goal of increasing the diversity of managers, supervisors, and directors.*

- Continue to prioritize hiring diverse faculty and staff as this also enhances retention of underrepresented students and satisfaction with the college experience.

- OIDEO should continue to monitor faculty diversity among those interviewed for open faculty positions, provide advice and counsel to search committees on strategies to increase faculty diversity. CWRU should consider funding support to incentivize such efforts (through the office of the provost or OIDEO for strategic hires) and hold departments more accountable for "moving the needle" on faculty diversity.

- Continue to evaluate the utility of toolkits and models of practice, among CWRU peer institutions for advancing faculty diversity, including the use of faculty that work with the deans/directors/chairs and search committee to monitor the search process and support the transition of new faculty to the school/college.

- Ensure consistent training and support for search committees on the development of diverse candidate pools and implicit bias issues.

- When marketing and recruiting for positions is more local or regional, insure to the extent possible, competitive salaries for attracting a more diverse pool and recruit from the broader community.

Efforts over the Last Year
At the conclusion of every group exercise, we asked the following question:

"If you can think of assessing the diversity & inclusion efforts at Case Western Reserve University over the last year, what rating would you give? Think of a scale from 1-10, where 1 is very little effort and 10 is maximum effort. We realize that this is unscientific, but just give us your sense of efforts over the last year."

We then asked, "By a show of hands, how many people would rate the effort 1-3, 4-6, 7-9 or 10?" These are the percentage results across all groups interviewed:

$1-3$	$4-6$	$7-9$	10
11%	76%	13%	0%

Keeping in mind the impressionistic and unscientific nature of this data, it does suggest a type of "wait and see" attitude, with most people in the mid-range. Perhaps a short term goal would be to see an increase in the "7-9" category.

Conclusion

The External Review Team wants to express its appreciation to President Snyder, Provost Baeslack, other senior administrators, students, staff, and faculty who participated in this review. Your candidness and thoughtful commentary provided us with a broad perspective on the inclusion, diversity, and equal opportunity efforts of Case Western Reserve University. The work of the entire campus community contributes to the institution's goals of advancing diversity and inclusion. As noted in the report Appendix: *Final Observations on the Role of the Chief Diversity Officer and Inclusion, Diversity and Equal Opportunity Efforts at Case Western Reserve University,* in 21st Century higher education, our goals include, not only equity, but diversity more broadly defined, and inclusion. The future success of CRWU's diversity and inclusion efforts is built on a spirit of collaboration and a sincere desire to move forward which was evident in the interviews.

Final Observations on the Role of the Chief Diversity Officer and Inclusion, Diversity and Equal Opportunity Efforts at Case Western Reserve University

In less than ten years, the chief diversity officer (CDO) role in higher education has evolved very differently. The CDO often reports directly to the president, chancellor, or provost of the institution, and plays a vital role in advancing equity, diversity, and inclusion in higher education. Still today, the work of many chief diversity officers and that of their staff is often reactive, with little time (and resources) available to vision, plan strategically, and implement initiatives to achieve the institutions' desired outcomes related to equity, *and* diversity and inclusion, including essential work to advance and support diversity among faculty, staff, and students. Perhaps this is a result of defining the work in the earlier years as increasing the numbers of underrepresented groups on our campuses, and not fully comprehending or understanding the complexities associated with recruiting, hiring, advancing, and retaining a diverse workforce, and the complexities of recruiting, admitting, retaining, and graduating a diverse student body.

It is the complexities that require thoughtful attention on a daily basis--from responding to individual student, faculty, employee and community needs and concerns, administrators who need advice and counsel, responding to the ever evolving legal landscape and regulatory/compliance responsibilities, institutional goals that must be monitored and assessed, and internal and external constituencies who need and expect support. The fact is, and the data supports, while we have made progress over the last fifty years in eliminating some of the barriers to student and workforce diversity, the remaining barriers are entrenched, complex, and often institutionalized. Those who participated in the external review voiced appreciation and support for the efforts made by the university. Reflecting on past efforts, recent history, and going forward, participants in the review also express the need for structural changes, including changes in policies, procedures and practices that are transformative and will further diversity, equity, and inclusion at CWRU.

The role of the chief diversity officer (CDO) in higher education has evolved significantly since being defined by D. A. Williams and Wade-Golden (2006)[10] as "the 'face' of diversity efforts [that] carry formal administrative titles like vice provost, vice chancellor, associate provost, vice president, assistant provost, dean, or special assistant to the president for multicultural, international, equity, diversity, and inclusion". In 2007, Williams and Wade-Golden stated "today's CDOs are often seen as change agents who are appointed to create an environment that is inclusive and supportive of all members of the institution in order to maximize both human and institutional capital."[11]

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[10] Williams, D.A., & Wade-Golden, K.C. (2006, April 18). What is a Chief Diversity Officer? Inside Higher Education. Retrieved from http://www.insidehighered.com/workplace/2006/04/18/willilams.

[11] Williams, D.A., & Wade-Golden, K.C. (2007). *The Chief Diversity Officer: A Primer for College and University Presidents.* Washington, DC: American Council on Education.

At CWRU, the office of the Vice President for Inclusion, Diversity & Equal Opportunity includes an assistant vice president and director of equity, an EEO and diversity manager, director of diversity and corporate relations, a faculty diversity officer, a diversity program manager, and executive aide. The vice president is responsible for the support and coordination of efforts of various committees/councils associated with institutional diversity efforts as well. Equity efforts, that include equal opportunity in employment, while aligned with and supportive of the broader diversity and inclusion efforts, are different, requiring a unique set of skills and experiences, often grounded in legal and regulatory frameworks. It is not incongruent with the goals of the institution to have equity, diversity and inclusion capabilities and programs directly supervised by a CDO and staffed by professionals who understand the need and value of **collaboration.** It also requires that other units in the institution understand and value the collaborative nature of the work of the CWRU CDO. The OIDEO engages in work that is "integrative, spans administrative and institutional boundaries, and reflects the CDO's capacity to lead, coordinate, facilitate, enhance, and at times supervise the formal diversity capabilities of the institution in an effort to create an inclusive and academically rewarding environment for all."[12]

This report is not recommending structural changes of the equity, diversity and inclusion roles and responsibility that are distributed among various offices, including Student Affairs and Human Resources. However, a culture of collaboration has evolved through Diversity 360 which should be reinforced, enhanced, and sustained. Operating across CWRU units, including the schools and college, Student Affairs, auxiliary campus services, and Human Resources will be essential as CWRU develops its next DSAP and should be a priority going forward.

The work to influence structural change and align learning, research and workplace equity with the broader institutional values of diversity and inclusion is a factor in this external review and the observations and recommendations of the external review team. The recommendations made are informed by the charge given, the feedback received, literature in the field, and the President's strategic priorities.

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[12] Williams, D.A., & Wade-Golden, K.C. (2013). *The Chief Diversity Officer: Strategy, Structure, and Change Management*. Sterling, VA: Stylus; and Williams, D.A. (2013), *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education*. Sterling, VA: Stylus.