

Faculty Senate  
Executive Committee  
Thursday, December 8, 2011  
2:00 p.m.– 4:00 p.m.– Adelbert Hall Room M2

AGENDA

|           |  |                       |
|-----------|--|-----------------------|
| 2:00 p.m. | Approval of Minutes from the November 3, 2011 Executive Committee meeting, attachment  | G. Chottiner          |
|           | Provost's Announcements  | B. Baeslack           |
| 2:05 p.m. | Chair's Announcements attachment   | G. Chottiner          |
| 2:15 p.m. | Report from the Committee on Research  | M. Chance             |
| 2:30 p.m. | Committee on Graduate Studies:<br>Course Repeat Policy for Graduate Students attachment                                      | M. Snider             |
| 2:40 p.m. | Committee on Undergraduate Education<br>Study Abroad Procedures attachment   | L. Parker             |
| 2:50 p.m. | ad hoc Committee on an Electronic Attendance Option for Faculty Senate Meetings:<br>Committee on Minority Affairs attachment | R. Dubin<br>G. Stonum |
| 3:30 p.m. | Report from the Committee on Faculty Personnel attachment  | P. Higgins            |
| 3:55 p.m. | Draft Agenda for December Faculty Senate Meeting   | G. Chottiner          |

Faculty Senate Executive Committee  
Minutes of the December, 2011 meeting  
Adelbert Hall, Room M2

Committee Members in Attendance

|                |                 |                 |
|----------------|-----------------|-----------------|
| Bud Baeslack   | Robin Dubin     | Alan Rocke      |
| Jessica Berg   | Christine Hudak | Georgia Wiesner |
| Gary Chottiner | Alan Levine     | Liz Woyczynski  |
| David Crampton | Joseph Mansour  |                 |

Committee Members Absent

|                  |                |             |
|------------------|----------------|-------------|
| Richard Buchanan | Barbara Snyder | Sorin Teich |
|------------------|----------------|-------------|

Others Present

|                  |               |             |
|------------------|---------------|-------------|
| Mark Chance      | Larry Parker  | Gary Stonum |
| Patricia Higgins | Martin Snider |             |

Call to Order and approval of minutes

Professor Gary Chottiner, chair, Faculty Senate, called the meeting to order at 2:00. The minutes of the November 3, 2011 meeting of the Faculty Senate Executive Committee were approved as submitted.

Provost's Announcements

Provost Bud Baeslack had no announcements.

Chair's Announcements

Prof. Gary Chottiner, chair, Faculty Senate, called the Executive Committee's attention to the Executive Committee's role. Since Executive Committee members are appointed by the Faculty Senate, they serve ex officio on their constituent faculty executive committee, as provided in the Constitution Article VI, Sec. A, Par. 1, he or she should report to the Faculty Senate Executive Committee at least once during the year about issues affecting his or her constituent faculty. The Executive Committee voiced a preference for representing their constituent faculties at any given meeting, rather than giving a formal report.

Faculty Senate. Prof. Chance is willing to complete his term as chair. The Executive Committee decided that there are no important conflicts between his senate and administrative duties

#### Committee on Graduate Studies: Course Repeat Policy for Graduate Students

Prof. Martin Snider, chair, Committee on Graduate Studies presented the School of Graduate Studies Course Repeat Policy that was approved by the committee, which reads as follows:

Graduate students may petition to repeat a maximum of two courses during their degree program in order to improve their performance. When a course is repeated the first grade will remain visible on the transcript, but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The student's transcript will show the comment "Repeated: No credit awarded" directly below the original grade. However, if the first attempt of the course resulted in a passing grade, but the second attempt results in a failing grade, then the original grade will remain. Similarly, if a student withdraws from a course that is being repeated, the Course Repeat Option will not be applied and the original grade will stand.

Course repetition may be exercised according to the following conditions:

- 1) The course repeat option can only be used on a course in which a C or lower was earned. Courses with a grading basis of P/NP are not eligible under this policy
- 2) A student may not use the Pass/No Pass Option on a course being repeated
- 3) A student may only use the repeat option on the same course
- 4) Research based courses 651, 601 and 701 are exempt from this repeat policy. Grading policies for thesis research (651) and dissertation research (701) courses can be found in the General Bulletin at: <http://bulletin.case.edu/schoolofgraduatestudies/academicpolicies/>
- 5) The course repeat option may not be exercised after a degree has been awarded
- 6) Approval from advisor and department chair required. Some departments may also require the signature of the Director of Graduate Studies and/or the Graduate Affairs committee
- 7) The tuition and associated fees for a repeated course may be the responsibility of the student

The Executive Committee voted to approve the School of Graduate Studies Course Repeat Policy and decided it warranted an announcement but no further review by the Faculty Senate.

#### Committee on Undergraduate Education: Study Abroad Procedures

Prof. Larry Parker, chair, Committee on Undergraduate Education, presented two changes in procedure which were approved by the committee, which read as follows:

##### Language Study

Students studying in a single location for at least a semester will take a course taught in the language of the host country or a course that advances their skills in the language of the host country during each semester of study abroad, provided such courses are available. Students participating in study abroad experiences that are comparative in nature and visit several sites within the same semester should not be required to include



### Honorary Degree Nominations

Provost Bud Baeslack presented three candidates who were approved for honorary degrees by the Honorary Degree Committee. The Executive Committee voted to approve the candidates for honorary degrees. Their candidacy still has to be approved by the president and the Board of Trustees. Provost Baeslack said that the Honorary Degree Committee encourages the university community to nominate candidates of national and international prominence.

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

Prof. Gary Stonum, chair, Committee on Minority Affairs, presented the proposed Diversity Strategic Action Plan which was approved by the committee. The Executive Committee voted to schedule the Diversity Strategic Action Plan for endorsement by the Faculty Senate.

### Report from the Committee on Faculty Personnel

Prof. Patricia Higgins, chair, Committee on Faculty Personnel, presented an update on her committee's activities. The committee is working with the Committee on Women Faculty and Deputy Provost Lynn Singer to finalize the proposal of part-time tenure. The proposal does not concern tenured faculty who switch permanently to part-time work before retirement; this is already allowed by the Faculty Handbook. Rather, the proposal concerns pre-tenure faculty and tenured faculty who need to work part-time temporarily. The committee has decided that only family care needs will be considered for option of part-time tenure.

Members of the committee are also actively considering protections for CWB contingent faculty—referred to as “special faculty” in the Faculty Handbook and the university’s fair practices regarding their contracts and annual reviews. Although SAGES instructors are often mentioned, there are many such instructors in all schools at the university. Similar concerns have been expressed by faculty at universities across the country, given increasing dependence on contingent faculty at many universities.

Mentioned were several other potential issues that the Committee on Faculty Personnel might consider: time permitting: department voting procedures for faculty appointments; raising the importance of faculty-centric advising and mentoring; transparency of the promotion and tenure process across the university; the disappointing response in the faculty climate survey and possible synergistic interactions with the Faculty Development Council; and the School of Medicine XYZ salary plan.

### Approval of the Monday, December 19, 2011 Faculty Senate meeting agenda

The agenda for the December 19, 2011 Faculty Senate meeting was approved. The meeting was adjourned at 4 p.m.



\_\_\_\_\_ ) and the ByLaws of  
the Faculty Senate(<http://www.case.edu/president/facsen/frames/bylaws/committees.htm#b>)  
We won't discuss this material during our meeting unless there are questions.

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## FROM THE FACULTY HANDBOOK:

### Chapter 2

#### ARTICLE VI. Committees of the Faculty Senate

##### Sec. A. Executive Committee

The Executive Committee shall consist of the president, a designee of the president, the president of the chair of the Faculty Senate, the faculty secretary of the Faculty Senate, and one representative of each of the constituent faculties, elected at large by the Faculty Senate for one year terms. Each of the elected members of the Faculty Senate Executive Committee shall be an officer of the faculty Faculty Senate. The chair of the Faculty Senate or, during his absence, the vice chair, shall serve as chair of the Executive Committee.

Par. 2. The Executive Committee shall consult with the president on such matters as the president may bring before it; it shall be empowered to act for the Faculty Senate between meetings on matters requiring emergency action; and it shall advise the president in the selection of officers of academic administration whose positions carry responsibilities extending beyond a single constituent faculty.

Par. 3. The Executive Committee shall set the agenda for meetings of the Faculty Senate, subject, however, to such exceptions as may be specified in the bylaws of the Faculty Senate.

Par. 4. The Executive Committee shall report all actions and recommendations to the Faculty Senate.

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##### Sec. G. Ad hoc Committees

Par. 1. Ad hoc committees of the Faculty Senate may be established by the Executive Committee. The Executive Committee shall provide each such ad hoc committee with a specific chargedls5 6(ee.)hedTTitiT(g)4,-4(T)aTThea(d)-4( h)-4(o)-4(ca)-10((o)-4(m)-6(m)-6(i)-6(t)-6(t)-6(ee ))JT. y210edls1(uci)4h aiiimmitthaitmt,edls1(ubjt)26eittittii

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## SCHOOL OF GRADUATE STUDIES COURSE REPEAT POLICY

Graduate students may petition to repeat a maximum of two courses during their degree program in order to improve their performance. When a course is repeated the first grade will remain visible on the transcript, but will be removed from the calculation of the cumulative grade point average and the grade point average for the semester in which the course was first taken. The new grade will then be used for calculation of the cumulative grade point average and the grade point average for the semester in which it was earned, regardless of whether the new grade is higher or lower than the first grade. The Pass/No Pass Option will not be applied and the original grade will

be determined according to the following conditions:

- The repeat option can only be used on a course in which a C or lower was earned
- Courses with a grade of S, NP, or W are not eligible under this policy
- The Pass/No Pass Option cannot be used on a course that is being repeated
- The repeat option cannot be used on the same course



The FSCUE reviewed the attached proposals for changes in some administrative procedures related to semester and year study abroad. These proposals grew out of a USG resolution from April 2008, a

Charge to ad hoc  
Committee on an Electronic Attendance Option for Faculty Senate Meetings

Resolved, whereas the Faculty Senate Committee on Information and Communication Technology (FSCICT) has proposed an electronic attendance option for meetings of the Faculty Senate and

Whereas the Constitution of the University Faculty requires that meetings of the Faculty Senate be conducted according to the latest edition of Robert's Rules of Order Newly Revised"; and whereas the new 2011 11<sup>th</sup> Edition of Robert's Rules of Order Newly Revised permits for the first time, electronic meetings "so long as the meetings provide, at a minimum, conditions of opportunity for simultaneous aural communication among all participating members equivalent to those of meetings held in one room or area" and that the electronic meeting option is properly authorized in the bylaws", and

Whereas the Faculty Senate Executive Committee in November 2011 voted in favor of presenting such an electronic attendance option to the Faculty Senate for comment; and

Whereas the Faculty Senate in November 2011 voted in favor of forming an ad hoc committee to investigate such an electronic attendance option, including the following members: Prof. Robin Dubin, faculty senate chair-elect; Prof. Ray Muzic, FSCICT chair

TO: senate executive committee  
FROM: Gary Chottiner & Patricia Higginson (chair of the committee on faculty personnel)  
DATE: 11/21/2011

These notes have been prepared for the 12/8/2011 meeting of the executive committee where the executive committee will be asked to provide guidance and assistance on the variety of issues the committee on faculty personnel has been asked to consider this academic year.

The list of issues copied below was prepared for the August senate. The executive committee is expected to help the committee on faculty personnel prioritize these issues and might determine that, given the overall workload and the nature of some items on T.do22, one or more should be handled by other methods, perhaps a special ad hoc committee on T.do-8(e)6(e)6(xo-8(e)6(c)-4(u)2(tiv)2(e)6(c)6(o)2(mmittee)6(e)6(itn1tee)6(lf)5(.)2()

Faculty. (Bylaws, Provost & Women

Bylaws, Bill Leatherberry & Wally

Promotion and tenure (FSCUE, GS)

Check on practices in different schools,  
special appointments. (Bylaws)

Actions Designed to Raise the Importance  
of Mentoring (FSCUE, GS.

Affair & Women Faculty)

Keep the institution; keeping faculty informed of

this time That leaves #3, 5, 8 and 10. Some additional background about each item might be useful.

1. Changes associated with part-time tenure for part-time faculty. (By-Laws, Provost & Women Faculty)

When will this be ready for bylaws? Should potential policies first be reviewed by the excomm and/or senate?

Liz has documents regarding the history on the interim faculty parental leave policy. The interim policy is posted not just on the Faculty website, but also on Lynn Singer's website: <http://www.case.edu/provost/singer/facdev/life.html>

The "interpretive guide"

<https://www.case.edu/president/facsen/pdfs/FacParentalLeaveInterpretiveGuide.pdf> was approved by the Executive Committee in January 2010. The interim policy was approved by the Board of Trustees in June 2009. See

[https://www.case.edu/president/facsen/pdfs/Paid\\_Parental\\_Leave\\_interim\\_policy\\_FacultyusT01Tfa99r-6\(r\)3\(dof\)-7\(T\)1\(r\)3\(us\)-1\(e.l3n\(a\)6ih62ht\)-2\(Ln\)2\(/p\)\(t/f\)5\(a\)620\(e\)4cn10e](https://www.case.edu/president/facsen/pdfs/Paid_Parental_Leave_interim_policy_FacultyusT01Tfa99r-6(r)3(dof)-7(T)1(r)3(us)-1(e.l3n(a)6ih62ht)-2(Ln)2(/p)(t/f)5(a)620(e)4cn10e)



6. Advising and mentoring Resolution on Actions Designed to Raise the Importance of Faculty-Centric Academic Advising and Mentoring.” (FSCUE, GS. Compensation)

Are there any concerns about the promotion and tenure process or other faculty issues related to the recent elevation of the importance of advising and mentoring? If not, we can drop this from the list of personnel committee agenda items.

7. Diversity Strategic Action Plan (Minority Affairs & Women Faculty)

The DSAP is poised for review by the senate. Do the committee on faculty personnel or the excomm see in this plan any issues for the committee on faculty personnel?

8. Transparency of the P&T process across the institution; keeping faculty informed of their status.

This item is on the agenda because of a discussion at a meeting of the Academic Affairs and Student Life Committee of the Board of Trustees. The board heard from a panel of young faculty members about their perspective of faculty life and participants described one of the more dispiriting aspects of their lives was a sense that they were purposely or inadvertently kept in the dark about the status of their tenure case as it made its way through the university's system of review. Simple measures such as informing faculty members that their case has cleared the next hurdle or is at some particular point of the process might be sufficient, if this is appropriate.

9. Policies for contingent faculty

Concerns about the treatment of contingent faculty were brought to the senate's attention this year as a result of an AAUP meeting with President Snyder. Copied below are excerpts from two letters that were solicited from faculty members who attended that meeting. We have also received a letter, solicited by Gary Chottiner, from a group of SAGES lecturers and another letter from the Department of English, explaining their perspective on SAGES lecturers who have appointments in their department. The Director of SAGES, Peter Whiting, should also be involved in any discussion of contingent instructors who are hired to teach in the SAGES program

There is significant confusion about the meaning of 'contingent faculty' and what the faculty senate's appropriate and primary concerns ought to be. For example, many SAGES lecturers have appointments in departments and are presumably already covered by policies in the Faculty Handbook and school/college laws. There might, however, exist a group of special faculty who do not have appointments in any school, college or department. The Handbook does not currently allow for this. There are understandable reasons why this might have been done on an emergency basis when SAGES was fully implemented on short notice, but it's arguably time for the senate and the Provost to revisit these arrangements.

The senate might also want to consider larger issues about the employment of contingent faculty but should recognize the complexity of these concerns, as described from the AAUP's point of view in the article that Ted Steinberg points out in his letter.

Friday, September 9, 2011, 5:45 p.m. Edm Ken Ledford

Dear Gary:

Here are my comments, and you're welcome to share them, including attributing them to me by name, with anybody!

Actually two issues arose that Barbara and the faculty asserted should properly go the Faculty Senate Committee on Faculty Personnel. ~~ASIDE FROM G~~ CHOTTINER: the first issue was the SOM XYZ policy which is on the agenda for the committee on faculty compensation, not personnel

The second issue was a question of treatment in specific of contingent faculty teaching SAGES. Whether SAGES Fellows, fulltime lecturers, or parttime lecturers, they are unique at CWRU in that they don't belong to any school or the College, but to UGEN. Thus, they are neither Tenure or Tenure Track faculty; nor NonTenure Track faculty; nor Special Faculty, for these latter two groups are defined differentially in the bylaws of one of the 8 constituent faculties. Thus, it is unclear whether they are expected to pursue research, teaching, and service as are the Tenure and Tenure Track faculty; two of the three as are NonTenure Track; or one of the three as are Special Faculty. Thus, no provisions of the Faculty Handbook defining their standards for being judged to be "productive" or "unproductive" exist to be read as part of their employment contracts. Moreover, they have no representation in the Senate at any school or the College. Finally, they are subject to no rules about evaluations (as are the other three categories of faculty).

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statistics are shocking. As of 2007, nearly 70 percent of college-level teaching was handled by contingent faculty. Nor is there any question in my mind that the rise of contingent labor has helped to considerably weaken academic freedom. Not to mention the grotesque and deleterious effects the trend has had on the lives of these workers.

You can read AAUP's redbook policy on contingent labor



but it's possible that some terms of the proposal should be reviewed by the committee on faculty personnel.

Dear Lois.

I would like to take this opportunity to nominate Judge Christine Van den Wyngaert to receive a CWRU Honorary Degree.

Christine Van den Wyngaert is the only person in the world to have been a judge on three separate international tribunals -- first on the International Court of Justice, then on the International Criminal Tribunal for the former Yugoslavia, and presently on the International Criminal Court. Her complete bio appears below, but I'd like to highlight that she started out as a Belgian Law Professor whose writing earned her a reputation as one of the world's foremost academic experts in the field of international criminal law. Interestingly, before that, she was a Belgian folk/rock musician during the 1960s, who had a ~~selling~~ LP in Europe. I've known her for 20 years, and in recent years Christine has taken time out of her busy judging schedule to meet at the International Criminal Court in The Hague with the CWRU Law students enrolled in our Summer Abroad Program.



# ADVANCING DIVERSITY

at

CASE WESTERN RESERVE UNIVERSITY

DIVERSITY STRATEGIC ACTION PLAN

2012-2015

## A Diversity Strategic Action Plan 2012-2015

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

*aspires to be an inclusive environment, believing that the creative energy and variety of insights that result from diversity are a vital component of the intellectual rigor and social fabric of the university. As a scholarly community, Case Western Reserve University is inclusive of all people of all racial, ethnic, cultural, socioeconomic, national and international backgrounds, welcoming of diversity of*

*Handwritten signature*



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

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

The DSAP, however, is not simply a product of campus climate survey results. It is based



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

## DEFINITIONS

URM(underrepresented minority)

According to the US Department of Education, underrepresented minorities in higher education (generally) include African-Americans/Blacks, Hispanics/Latinos, Hawaiian Natives/Pacific Ifly(Tw 12g8i)4(v)-1rve tTw 12g8i NativdA-24(v)-1rvfiey

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

Responses to these questions led to the first draft of the DSAP. This first draft was circulated and feedback was received from various constituents and stakeholders from across the campus. The OIDEO used the feedback to draft a second draft of the DSAP,

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

**GOAL I: IMPROVE CAMPUS CLIMATE RELATED TO INCLUSION**

**Metrics**

**Action Items**

A. Increased awareness of all aspects of diversity on campus.

1. Recognize the experiences of those who identify with various aspects of diversity.

B. Increased satisfaction on the campus

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

3. Implement online education and training opportunities.

1. Develop a "52 diversity stories series" project, highlighting the various campus experiences of diverse students, faculty and staff;

4. Monitor URM retention.



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

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

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

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

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

#### Metrics

A. Ensure efficient use of human capital.

#### Action Items

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



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

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

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



## TIMELINE & MILESTONES

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

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

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

- x Maintain and strengthen all of the above
- x Implement school/department -based DSAPs
- x Determine the structural relationship between OIDEO and other diversity initiatives and offices at CWRU
- x Develop seed funding to spur innovative understanding and engagement related to URM representation/s at CWRU
- x Develop and implement a diversity self-assessment program for



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

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

## Conclusion

Case Western Reserve University now finds itself at a significant moment in its history. It has the unique opportunity to translate its institutional values into a caring community – one that appreciates, welcomes and is ready to harness the positive momentum and expectancy that is present on its campus. In our global society, it is imperative that diversity be valued in all its human dimensions. Institutions and organizations cannot achieve and sustain excellence without embracing and engaging the diversity of their members. The advancement of diversity is a bold aim requiring sustained and substantive commitment, 03 Tc 0.00 9s and