

## Executive Summary

The Institutional Diversity Task Force, charged by the Rev. Robert Niehoff, S.J., president of John Carroll University in July 2008, met through the 2008-2009 academic year. In those meetings, members of the task force enhanced their own understanding of key concepts such as inclusion, diversity and cultural competence. Using that knowledge, the committee sought to identify effective institutional practices as well as the institution's shortcomings with regard to inclusion, diversity and cultural competence. While there are many people of good will seeking to foster a climate that welcomes all and while there are numerous initiatives, projects and programs that also have the goal of fostering inclusion, the task force quickly realized that the lack of coordination and centralization hampered institutional efforts. Too often the rhetoric and messages of being committed to diversity and inclusion did not match the lived experience of members of our community including many of us on the task force.

This report, then, is a call to action. It seeks to remind us why and how an authentic commitment to inclusion, diversity and cultural competence is compatible with our Jesuit and Ignatian identity. It further identifies what is lacking in our institutional culture that prevents us from attaining our aspirations. And it offers suggestions and recommendations about structures, organizations, policies, practices and programs designed to identify some clear next steps while also expected to provoke additional conversation and analysis. As we note in our conclusion:

The primary theme of this report is a call to action and a need to appreciate the centrality of this work for our institutional vitality. The information we have gathered and the conversations we have had persuade us that the culture and climate are not sufficiently welcoming to many on our campus, the curriculum is not sufficiently robust to challenge and educate our students about multiculturalism and the demographics of the campus remain relatively homogeneous given the population of Northeast Ohio and the U.S. Restructuring and reorganization that will require cooperation and collaboration across divisions are necessary in our judgment for significant progress to continue. We hope the goals and strategies contained herein will serve as a catalyst for change and will provide a useful outline of next steps to foster a campus community that is diverse, inclusive and culturally competent.

These goals and strategies will be justified and contextualized in the body of the report. The report is organized within the framework of Inclusive Excellence of the American Association of Colleges and Universities. We begin with structure and organization of JCU and then examine three of the dimensions of Inclusive Excellence including culture and climate, diversity in the curriculum, and access and equity.

In the short term (this academic year), the first priority should be charging a diversity steering committee that can ensure that each division works toward implementation of the recommendations contained herein. Reviewing and strengthening processes and procedures for resolving complaints when acts of intolerance are alleged should also be attended to immediately. Other climate issues, including those that address exclusion for the LGBT population, require attention in the

short term. Those recommendations speaking to curriculum should inform the academic planning process that is underway and may take longer to realize. Similarly, the access and equity goals may take longer to achieve. The following is a complete list of goals and strategies:

## STRUCTURE AND ORGANIZATION GOALS

### 1. Make central our commitment to diversity, inclusion and cultural competence by

- Creating a diversity (or inclusive excellence) steering committee that could:
  - Set institutional goals
  - Measure progress toward attaining those goals
  - Hold offices and people accountable to ensure progress
  - Examine models to create Office of Diversity and Inclusion
- Articulating Institutional Commitment to Diversity
- Requiring each division of the university to establish goals for advancing inclusion, diversity and cultural competence and articulate ways of attaining them.

### 2. Provide more institutionalized and centralized support for members of the JCU community who experience exclusion or discrimination by

- Establishing Ombudspeople
- Creating an Office of Diversity and Inclusion

## CURRICULUM GOALS

### 3. Ensure the depth as well as breadth of study with regard to diversity, inclusion and cultural competence is part of every student's experience at JCU by

- Requiring a diversity/inclusion course in each major
- Developing (or elevating) curricular programs that deepen understanding of inclusion and oppression – e.g. Women's Studies, Africana Studies
- Requiring an experiential learning opportunity for graduation (one that deepens cultural competence)
- Expanding the successful Intergroup Dialogue program for students so that more can participate and make it credit-bearing

## CULTURE AND CLIMATE GOALS

### 4. Create classroom climates that are inclusive and culturally competent by

- Promulgating and Enforcing Clear Processes, Policies and Procedures for Reporting and Addressing Bias and Harassment within classrooms
- Providing ongoing faculty development about effective and inclusive pedagogies

#### 5. Foster a climate of inclusion for FSAs by

- Including sexual orientation more explicitly and intentionally in university policies and statements
- Including sexual orientation in anti-discrimination policy
- Requiring Cultural Competence Training for all managers and supervisors including department chairs and make it available to others
- Adding question to Annual Evaluations for FSAs that asks for contributions to advancing inclusion and diversity
- Strengthening and requiring tenure committee workshops

#### 6. Fostering climate of inclusion for students by

- Institutionalizing the Student Diversity Initiatives Working Group (SDIWG)
- Sending teams of students and aFSAs each year to an cultural competence training such as the National Coalition Building Institute (NCBI)

### ACCESS AND EQUITY GOALS

#### 7. Further diversify faculty, staff and administration on basis of race and sex by

- Identifying and addressing cultural biases in search and hiring process for Faculty, Staff and Administrators
- Centralizing tracking of faculty applicant pools including disposition information  
Make Affirmative Action Plans more visible and prospective

#### 8. Further diversify student body by

- Conveying commitment to inclusion and diversity to prospective students
- Strengthening Orientation (summer, fall, perhaps ongoing throughout first year) to foster cultural competence
- Creating a coordinating Body to attend to Student Transition and Success (inclusive of Enrollment, Student Affairs and Academic Affairs)

Taken together, we think these recommendations and implementing strategies have the potential to provide the vision and energy necessary to advance our institutional commitment to diversity, inclusion and cultural competence in ways that will help JCU fulfill its ideals. We look forward to sharing the results of our work with the broader JCU community and stand ready to assist in the implementation of the suggestions contained in this report in whatever ways asked.