

Diversity & Inclusion

NEWSLETTER

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WELCOME

Welcome to the inaugural edition of the JCU Diversity and Inclusion Newsletter. Join us as we take a look back on our journey, and highlight some of the initiatives to promote inclusivity and create a more welcoming campus community. The mission and core values of JCU call us to work continuously to foster an inclusive environment that supports the development of all our students, staff, faculty, and



administrators. Although we have made progress on a number of fronts, there is more to be done. We hope this newsletter serves to show you the progress that has been made, but also to shed light on the road ahead.

- Terry Mills
Assistant Provost for Diversity and Inclusion

IN THE BEGINNING - OCTOBER 11, 2005:

Fr. Niehoff's Inaugural Address: "Until we become a more diverse university community, we will continue to provide the opportunity for individuals to avoid the learning that comes from being with people who are different from ourselves."

The sidebar highlights several of diversity milestones that have been achieved over the years. You can access the reports of these activities on the JCU website at: <http://sites.jcu.edu/diversity/pages/archive/>



Diversity Timeline

October 2005 - Fr. Niehoff's inaugural address.

November 2006 - Faculty of Color Organization (FOCO) established.

July 2008 - Diversity Task Force Established by Fr. Niehoff.

February 2010 - Campus Climate Study with respect to faculty, staff, and administrators.

September 2010 - Diversity Town Hall: A Call To Action.

September 2010 - Endorsement by Faculty Council Standing Committee on Gender and Diversity

April 2011 - Diversity Steering Committee Established by Fr. Niehoff.

August 2014 - Office of Institutional Diversity and Inclusion established.

April 2016 - Diversity and inclusion goals incorporated into strategic plan.

JCU Statement on Diversity

This is a draft statement developed by the Diversity Task Force and presented at the Town Hall meeting on September 7, 2010.



John Carroll University welcomes all expressions of diversity that are in keeping with the Ignatian tradition of fostering an inclusive, compassionate, and respectful environment for our students, faculty, staff, administrators, and guests.

Within this tradition, John Carroll University values the unique qualities in all individuals and the opportunity to learn from their many life experiences. Our pursuit of excellence demands that we come to understand and embrace the richness of ideas and ways of thinking each person brings to the university community.

We are committed to creating a campus climate in which our differences are explored openly and respectfully.

We seek to enable all members of the John Carroll community to develop their intellectual, spiritual, and vocational interests. This can only be realized in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us all, taking full advantage of everyone's talents, skills, backgrounds, and perspectives.

In our recruitment efforts, curriculum, programs, and all campus activities, we seek to reflect the following dimensions of diversity.

- Race • Age • Ethnicity • Disability • Gender • Nationality • Sexual Orientation
- Gender identity • Socioeconomic background • Veteran status
- Religion or spiritual affiliation • Intellectual perspective

The Diversity Task Force Members:

- Walter Simmons, co-chair (Economics)
- Lauren Bowen, co-chair (AVP Office)
- Louise Barmann (Sociology and Criminology)
- Donna Byrnes (Dean of Students' Office)
- LaTeishia Dobyns, (alumna)
- Janetta Hammock (Multicultural Affairs)
- Penny Harris (Sociology and Criminology)
- Gwen Kinebrew (Biology)
- Francis Ryan (English)
- Shirley Seaton (Community Liaison)
- Erin Nicole Smith '10
- Bud Stuppy (Human Resources)
- Nancy Taylor (Education)
- Steve Vitatoe (Enrollment)

September 2010 - The Faculty Council's Gender and Diversity Committee endorses and supports the statement on diversity created by the Diversity Task Force. The committee commits to collaborate with other constituencies to achieve the goals advocated by the task force. It is the committee's intention to propose that the Faculty Council seek the faculty's endorsement of this statement.



Summary of Findings from Diversity Studies

Campus Climate Study (February, 2010) - The focus of this survey was to examine racial/ethnic and cultural issues among the campus community. Over 544 staff, faculty and administrators were asked to participate in an online survey. A total of 384 people responded; 70% of our target population.

Consultant Recommendations

- Align the emphasis on diversity and social justice in the University mission to actions that will demonstrably improve campus climate.
- Engage in a dialogue about what diversity means for our campus and how our institution is, or is not, inclusive of this diversity.
 - How will we know when we are a diverse and inclusive community?
- Develop and promote a formal reporting structure for incidents of discrimination and sexual harassment.

Diversity Taskforce (September, 2010) - Efforts have not sufficiently penetrated the institutional culture. There is perceived sense urgency for change, but commitment to inclusion remains on the margins.

- A primary objective: majority groups become more culturally competent, inclusive, and authentically committed to diversity.
- Fostering this commitment in a demonstrable way is not understood or operationalized as being central to our vitality.
- This emphasis is viewed as an acceptable addition but only when we have time and money.

- Diversity understood solely in terms of race and ethnicity.
- People of color seen as disadvantaged and lacking, rather than underrepresented
- Efforts to effect change are a piecemeal, Band-Aid approach rather than more systemic and comprehensive.
- Engagement and support needed from all members of the community.

Recommendations of the Diversity Task Force (2010):

STRUCTURE AND ORGANIZATION GOALS

1. Make central our commitment to diversity, inclusion and cultural competence.
2. Provide more institutionalized and centralized support for members of the JCU community who experience exclusion or discrimination.
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.
4. Create classroom climates that are inclusive and culturally competent.
5. Foster a climate of inclusion for FSAs.
6. Fostering climate of inclusion for students.
7. Further diversify faculty, staff and administration on basis of race and sex.
8. Further diversify student body.

Summary of Findings from Survey on Community Conversation On Race

Following the Campus Community Conversation on Race in February 2016, the Diversity, Equity and Inclusion Committee (DEI) administered a campus-wide survey to poll responses to the presentations and round-table discussions. Much was learned from the quantitative data and qualitative responses to a series of open-ended questions that inform and guide us as we embark upon our strategic goal of advancing diversity and inclusion. Most notably is the recognition of the complex and multi-layered aspects of the inclusivity landscape, and the challenges of assuring that all members of our community feel involved, engaged, and integral to such conversations. 113 individuals who attended the community conversation on race completed the survey, and 58 who were unable to attend also completed the survey. Below are some of the descriptive statistical results. The complete results of the survey can be found at <http://sites.jcu.edu/diversity/pages/archive/>.

The topic of the Community Conversation was important to me.

Strongly agree	103	60.2%
Agree	50	29.2%
Neither agree nor disagree	13	7.6%
Disagree	0	0%
Strongly disagree	0	0%
No answer	5	3%

After attending the Community Conversation, I better understand how the racism experienced by students of color on campus created a need for them to demand change.

Strongly agree	26	23%
Agree	40	35.4%
Neither agree nor disagree	26	23%
Disagree	15	13.3%
Strongly disagree	6	5.3%
No answer	0	0%

What challenges did you experience at the event?

Not understanding the purpose of the forum	26	23%
Feeling excluded due to my perspective or worldview	20	17.7%
Finding it difficult to engage in table conversation	20	17.7%
Feeling uncomfortable discussing issues of race publicly	15	13.3%
Other:	21	18.6%

What, if anything, did you gain from attending the Community Conversation? (Choose all that apply.)

Greater awareness of how others at JCU think or feel about racial issues	65
Greater awareness of the pervasiveness of racial biases at JCU	38
More information about the racial biases expressed by JCU students on YikYak	42
A sense of the role the JCU community can play in achieving inclusivity	38
An understanding of JCU's commitment to achieving inclusivity	36
Not much. There was little discussed that I did not already know	28

Ongoing Diversity Workshops:

- Understanding Diverse Patterns of Thinking:** (6 hours) – This series of interactive workshops conducted by the Diversity Center of Northeast Ohio introduced the Hermann Brain Dominance model. Participants learned about their own and others' different modes of thinking, and how to effectively communicate and work in team settings. Over 40 faculty and staff participated in this workshop.
- Understanding Diversity & Inclusion:** (2 hours) – This program is a dynamic, interactive session that includes activities and discussion around: understanding and distinguishing between diversity, affirmative action, multiculturalism, and inclusive excellence in our workplaces and throughout our campus. This session offers participants the skills they need to provide support and to create environments that are safe, welcoming and inclusive. Since 2014, more than 150 supervisors and new employees have attended these workshops.
- Civil Rights, Inclusion and Equity** – In a multi-media presentation developed collaboratively with Legal Counsel (Colleen Trembl), Disability Services (Alison West), Title IX Office (Kendra Svilar), Risk Management (Gary Homany), Faculty EEO Officer (Jim Krukones), and the Office for Institutional Diversity and Inclusion (Terry Mills), members of the University Leadership Committee (ULC) were informed and updated on policies, procedures, and practices under Title VII and Title IX.
- Diversity, Equity & Inclusion Training for Faculty & Staff** – this 90 minute webinar was attended by 30 members of faculty and administrative leadership. The webinar facilitator was Dr. Kathy Obear, President for the Alliance for Change Consulting and Coaching and Co-Founder of The Social Justice Training Institute. The session provided training resources, tools and a framework we are considering to help analyze where JCU is in our progress, where we need to be and how we can deepen the cultural competencies of our leaders, faculty and staff.



Next Steps:

Promise and Prominence – The JCU Strategic Vision 2015-2020

Our diversity and inclusion goals have now been institutionalized in the 2015-2020 strategic plan. Although explicitly situated in goal #2, our diversity and inclusion plans inform and are informed by the other strategic goals. The first goal, Academic Excellence for Student Learning and Success exemplifies the Ignatian traditions of intellectual rigor, local and global citizenship, and holistic support for student learning and well-being. The second goal, Faith That Does Justice, signals the University's desire to instill the Jesuit model of Ignatian pedagogy (experience, reflection, action), to address social challenges and meet the needs of our community. The third goal, Engaged Campus Community, follows the Ignatian ideal of Magis, the greater good, by challenging us to enact the best practices of collaborative governance with the promise of greater effectiveness in reaching the institutional priorities outlined in this strategic plan. Each of these goals includes specific actions and the metrics by which our success will be assessed. Below are examples of diversity and inclusion activities that we will emphasize this academic year:

PROMISE *and* PROMINENCE

JOHN CARROLL UNIVERSITY'S
STRATEGIC VISION

2015 - 2020



- **Development of tactics** – Working collaboratively with deans, staff and academic department heads, and faculty council, identify steps to be implemented and achieved over the next 18 months, such as:
 - Identify diversity and inclusion training and development goals for campus community.
 - Implement support of search committees to enhance or develop more effective sourcing and evaluation of candidates.
 - Facilitate department self-assessments on multicultural organization dimension scale.
 - Develop unit diversity plans.

- **Diversity, Equity and Inclusion Committee (DEI)** – has been aligned as cross-divisional sub-committee of Provost's Council. Starting fall 2016, DEI will begin making recommendations to the Provost Council about yearly institutional goals and strategic planning about diversity and inclusion. DEI will lead and support initiatives and events that raise consciousness about diversity and inclusion, promote a positive community culture of respect, and contribute to student learning.
- **Staff Grievance Policy** – A collaborative team (Alex Teodosio, Rich Mausser, Colleen Trembl, and Terry Mills) worked to develop a staff grievance policy that was recently reviewed and approved by the HR policies committee. Implementation of this new policy is forthcoming.



THE EVOLUTION OF DIVERSITY MODELS IN HIGHER EDUCATION¹

John Carroll University Office for Institutional Diversity & Inclusion
Terry Mills, Ph.D., Assistant Provost for Diversity & Inclusion

	AFFIRMATIVE ACTION & EQUITY	MULTICULTURAL	DIVERSITY AND LEARNING (INCLUSIVE EXCELLENCE - AAC&U)
LAUNCHING POINT	1950's and 1960's	1960's and 1970's	Late 1990's and 2000's
LOCUS	Civil rights movement	Black Power and other social movements	Diversity movement
DRIVERS OF CHANGE	Changing laws, policy, social movements	Campus social protests, changing legal policy.	Changing demographics, workforce needs, persistent inequalities, legal and political dynamics
DEFINITIONS	Focused institutional effort to enhance the compositional diversity of faculty, staff, and students and eliminate discriminatory practices.	Institutional diversity efforts designed primarily to serve ethnically and racially diverse students, women, and other bounded social identity groups.	Focused agenda centered on infusing diversity into curriculum and conducting research on diversity.
DIVERSITY RATIONALE	Social justice	Social justice	Educational value
STRATEGY	Remediation and elimination of discrimination.	Providing diversity services, fostering community and tolerance; conduct research and teaching on diversity.	Leveraging diversity as an important resource for student learning and development.
TARGET OF EFFORTS	Federally protected groups	All minorities, bounded by social identity groups, women, and students with disabilities	All students!
GUIDING QUESTIONS²	How much diversity do we have?	How well are our "diversity" students achieving? How comfortable do they feel at JCU?	Our diverse students are all our students. What are we doing educationally with the diversity we have? How are we using diversity institutionally as an educational resource? How are these uses benefiting all of our students?

1. Williams, D.A. and Wade-Gordon, K. (2007). "Three Models of Organizational Diversity Capabilities in Higher Education." The Chief Diversity Officer: A Primer for College and University Presidents. Washington, DC, American Council of Education.

2. Beckham, E.F., 2002. "Diversity at the Crossroads: Mapping our Work in the Years Ahead." Diversity and Learning: Education for a World Lived in Common. AAC&U Meeting, St. Louis, Missouri, Oct. 24-27.

HOW DIVERSITY PLANS CAN SUCCEED

- Promote institution-wide adoption of the logic that diversity is fundamental to excellence.
- Conceptualize diversity work in terms of changing the organization and enhancing institutional culture.
- Provide meaningful and consistent support from senior leadership.
- Allocate sufficient resources to the process of change.
- Develop a comprehensive and widely accepted framework to define diversity and track progress.
- Establish accountability systems and the means of engaging individuals in the change process at all levels.
- Support the diversity leadership and put in place the infrastructure to guide and facilitate the change journey.
- Direct campus diversity efforts at all levels of the institution.

Adapted from Williams, Berger, and McClendon (2005), *Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions*. Washington, DC: Association of American Colleges and Universities.



UPCOMING EVENTS Sponsored by the Center for Student Diversity and Inclusion



Bree Newsome “Tearing Hatred from the Sky”

Wednesday, October 26, 2016
6:30 PM Lecture & 7:45 PM Reception
Donahue Auditorium,
Dolan Center for Science & Technology

Following the slaughter of 9 people at Mother Emmanuel Church in Charleston, SC by a white supremacist, Bree Newsome scaled the 30ft flagpole in front of the statehouse and removed the “stars and bars” declaring, “This flag comes down today!” Bree’s intention was to create a new image, a new symbol and a new consciousness of the power inherent in direct action. The iconic picture of her on the pole, flag in hand has become a touchstone of empowerment for disenfranchised people around the world.



Jose Antonio Vargas “Define American”

Monday, February 13, 2017
6:30 PM Lecture & 7:30 PM Reception
Donahue Auditorium,
Dolan Center for Science & Technology

Jose Antonio Vargas is the leading voice in the immigration fight in America. As a journalist, undocumented immigrant and gay man, Jose’s experiences are unparalleled. With anecdotes from both his own story and the struggles of countless other undocumented immigrants in America, Vargas poignantly explores one of the most divisive questions facing our country today: how do you define “American”?

SPRING 2017 EVENTS

sponsored by the OIDI

As part of our strategic effort to build partnerships in our local and national community, the Office for Institutional Diversity & Inclusion is proud to host the following events on campus during Spring Break 2017:

MARCH 8 AND 10:

The Diversity Center of Northeast Ohio’s annual Middle School and High School Diversity Conferences

MARCH 9:

The National Diversity Council’s annual Cleveland Women in Leadership Symposium