

Diversity and Inclusion: A Call To Action

Town Hall

Campus Conversation

John Carroll University

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Diversity Task Force

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The Significance of Diversity and Inclusion

1. Inherent in our Jesuit Catholic character
2. Necessary for meaningful student learning
3. Essential to ensure our graduates are prepared for a global society and have cross-cultural competencies



Today's Format

1. Where we have been
2. Where we are
3. Where we are going



Where We Have Been

Access and Equity

- Women admitted full time
- Sexual orientation added to housing contract's non-discrimination statement
- Fr. Mike Lavelle's initiative to recruit faculty of color
- Formulation of Ohio Access Initiative Program



Where We Have Been

Curriculum

- Core Curriculum changes to designate diversity and international courses
- Minority Course Development Fellowships
- Interdisciplinary minors and concentrations
 - Africana Studies
 - East Asian Studies
 - Latin American Studies
 - Perspectives on Sex and Gender

Where We Have Been

Climate

- Establishment of the Office of Multicultural (Minority) Affairs
- Global Education Office established
- Women's Advisory Committee formed
- The Women's Caucus (faculty) and Faculty of Color Organization (FOCO) formed
- Gender and Diversity Committee of the Faculty Council established
- Student Cultural Groups form
- Sexual Harassment Policy
- Racial Harassment Policy
- Residence Life Welcoming Statement adopted
- National Coalition Building Institute's "Prejudice Reduction Workshops"



Where We Have Been

Learning and Development

- 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. “
- University's Vision, Mission, and Core Values articulated
- Creation of Associate AVP for Academic Programs and Faculty Diversity



Where We Have Been

- Learning and Development
 - Women's Advisory Committee Report
 - McCourt/Hagedorn Report
 - Campus Climate Study
 - Establishment of the Diversity Task Force



Where We Have Been

Institutional Task Force on Diversity

- Its charge
- Its findings



Where We Have Been

Putting Our Collective Efforts into Perspective

- Achieving an inclusive culture is a process – not an event
- Our efforts parallel, to some extent, societal progress (legislation to multiculturalism to diversity to inclusion to (next steps) ...)
- Challenge is to create a shared view of what can be—and commit to it

Where We Are

		Male	Minority Male	Female	Minority Female	Non-minority / unknown	Minority
Students	yr 09-10	46.2%	9.8%	53.8%	13.5%	88.2%	11.8%
	yr 99-00	45.5%	7.6%	54.5%	11.0%	90.6%	9.4%
Staff/ Admin	2010	41.6%	7.1%	58.4%	12.2%	89.9%	10.1%
	2000	39.8%	10.1%	60.2%	4.6%	93.2%	6.8%
Faculty	2010	57.9%	8.5%	42.1%	15.3%	88.6%	11.4%
	2000	66.7%	6.7%	33.3%	12.0%	91.6%	8.4%
Total	2010	47.0%	7.7%	53.0%	13.0%	89.5%	10.5%
	2000	49.5%	8.2%	50.5%	6.2%	92.6%	7.4%

By the Numbers: Access and Equity

Diversity Taskforce: a call to action for the JCU community

- Efforts have not sufficiently penetrated the institutional culture
- Perceived a 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 Taskforce: a call to action for the JCU community

- Diversity understood solely in terms of race and ethnicity
- People of color seen as disadvantaged and lacking - rather than underrepresented
- Implicit assumption - assimilation into existing norms and structures
- Efforts to effect change – piecemeal, band-aid approach rather more systemic and comprehensive
- Engagement and support needed from all members of the community

Diversity Taskforce: a call to action for the JCU community

- Perceived obstacle—highly decentralized character of the campus
- Perceive reticence by many, especially those in the middle of the organizational chart, to assume responsibility for change
- There is the stated desire for more leadership and direction
- We hope this report helps provide the impetus for more leadership and direction



Equal Opportunity/Non-Discrimination Policy

John Carroll University is committed to inclusion and diversity as constitutive elements of our Jesuit Catholic identity. As reflected in the University's vision, mission, core values and strategic initiatives John Carroll welcomes individuals who will contribute to its mission and goals. Our pursuit of excellence demands that we come to understand and embrace the richness that each person brings to the University community.

In a manner consistent with the University's Jesuit Catholic heritage, the University maintains and enforces a policy of equal opportunity. John Carroll University does not discriminate based on race, age, color, sex, sexual orientation, religion, ethnic or national origin, disability, Vietnam veteran status or special disabled veteran status. Discrimination or harassment of members of the University community strikes at the very heart of this institution and will not be tolerated.

Where We Are Going

Diversity Task Force

- A call to action... this work critical for institutional vitality
- The culture and climate are not sufficiently welcoming
- The curriculum is not sufficiently robust to challenge and educate our students about multiculturalism
- Campus demographics still relatively homogeneous
- Cooperation and collaboration across divisions for significant progress to continue
- Hope the goals and strategies will serve as a catalyst for change and will provide a useful outline of next steps



Statement on JCU Diversity

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.

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Statement on JCU Diversity

(Continued)

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

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

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Where We Are Going

From Diversity to Inclusion

- **Diversity:** Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.
- **Inclusion:** The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, 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.

From the American Association of Colleges and Universities

Where We Are Going

Inclusive Excellence of AAC&U

- Inclusive Excellence
- A focus on student intellectual and social development
 - Academically, it means offering the best possible course of study for the context in which the education is offered
- A purposeful development and utilization of organizational resources to enhance student learning
 - Organizationally, it means establishing an environment that challenges each student to achieve academically at high levels and each member of the campus to contribute to learning and knowledge development
- Attention to the cultural differences learners bring to the educational experience and that enhance the enterprise
- A welcoming community that engages all of its diversity in the service of student and organizational learning

Where We Are Going

Curriculum

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

Where We Are Going

Culture and Climate

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

Foster a climate of inclusion for FSAs by:

- 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

Where We Are Going

Access and Equity

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

- Identify and address 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

Further diversify student body by

- Conveying commitment to inclusion and diversity to prospective students
- Strengthening Orientation to foster cultural competence
- Coordinating across divisions Student Transition and Success efforts (inclusive of Enrollment, Student Affairs and Academic Affairs)
- Enhancing outreach to urban schools and public schools and considering an emphasis on international student recruitment

Diversity on the Web

 **John Carroll UNIVERSITY** *Educating for leadership and service in the Jesuit tradition.*

[Find People](#) | [JCU A-Z](#) | [Apply Now](#) | [Give to JCU](#)

Search JCU [GO](#)

[About](#) [Admission](#) [Academics](#) [Campus Life](#) [Athletics](#)

[Current Students](#) | [Faculty / Staff](#) | [Parents](#) | [Employers](#) | [Alumni & Friends](#)

Diversity and Inclusion

Improving diversity and inclusion is a strategic priority for John Carroll University.

This page is designed to be a resource to the campus community to access diversity-related links in one place.



Programs

- [Carroll Cares](#)
- [Ohio Access Initiative](#)
- [Pathways to Success](#)
- [Immersion Experiences](#)

Events

- [Cultural Awareness Series](#)
- [Take Back The Night Week](#)
- [Ignatian Heritage Week](#)
- [Diversity Townhall](#)
- [Vagina Monologues](#)

Related Offices and Organizations

- [Office of Multicultural Affairs](#)
- [Office of Access and Retention](#)
- [Faculty Diversity](#)
- [Services for Students with Disabilities](#)

<http://www.jcu.edu/diversity>



Where We Are Going

Structure and Organization

Create a diversity/inclusion steering committee that will lead our commitment:

- Measure progress toward attaining institutional goals
- Hold offices and people accountable to ensure progress
- Examine models for and create Office of Diversity and Inclusion

Inclusive Excellence Scorecard





Our Challenge

- A commitment to meaningful diversity and inclusion requires engagement and support from all members of the community
- Our task was not merely to develop recommendations that others would be asked to execute and implement ...
- ...but rather, it was to articulate what an institutional commitment to inclusion would entail, and how each member of the community might contribute and support that goal
- Think in terms of systems and structures and offices best equipped to effect change... AND challenge ourselves and the broader university community to infuse the dynamism of grass-roots activism and individual level responsibility

– from the Report of the Institutional Task Force on Diversity



Think.
Respect.



a more **inclusive** campus...