



DIVERSITY 360

Students

2021

CASE WESTERN RESERVE UNIVERSITY

Learning Outcomes

1. Understand **CWRU's commitment** to creating inclusive, welcoming, and affirming environments for the full range of students, staff, and faculty on campus
2. Recognize the **breadth of differences** among members of the CWRU community.
3. Increase capacity to **engage in dialogue** about common campus dynamics and embrace the breadth of differences among the people with whom you learn and work.
4. Deepen awareness of how **your membership** in various dominant and marginalized groups may impact how you get seen and treated on campus.
5. Increase understanding of the **types of challenges**, microaggressions, and uninclusive situations that students, staff, and faculty from numerous marginalized groups experience on campus and in the local community. *(including your comments and actions may, unintentionally, result in microaggressions.)*
6. Explore ways to speak up and effectively **interrupt microaggressions** and other interpersonal exclusionary situations.
7. Begin to identify how you can **create greater inclusion** within your sphere of influence on campus.
8. Understand that **perfection** is neither possible nor expected.

Learning Guidelines

1. Be **open & honest**, speaking only from personal experience
2. **Participate fully**, being fully present, taking risks, leaning in, asking questions (your comfort zone +1)
3. **Listen respectfully**, respecting and maintaining confidentiality
4. Move in/move out; **share air time**; encourage others
5. **Notice and share** what's happening in the group, in you, recognizing your triggers; sharing if you feel triggered
6. Trust that **dialogue** will take us to deeper.

Definitions

Acting as an Ally: *An Ally isn't who you ARE, it's how you ACT.* Paying attention, noticing uninclusive dynamics and speaking up, or organizing with others to change the situation, we can Act as an Ally to multiple communities, groups on campus. If you see something, say something! It is all of our responsibility as students to Act as Allies at CWRU.

Antiracism: Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

Campus dynamics: Ways we interact with each other; talk about those not present; ways our actions and comments impact others

Dialogue: A process of genuine interaction through which human beings listen to each other deeply enough to be changed by what they learn. Each makes a serious effort to take other's concerns into their own picture, even when disagreement persists. No participant gives up their identity, but each recognizes enough of the other's valid human claims that they will act differently toward the other." ~ Dr. Harold Saunders

Diversity: The range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Dominant Groups: May not be aware how, as a result of their group membership, they are given and receive unearned access to power and resources, ascribed status and assumptions of intelligence and leadership.

(Implicit) Bias: A tendency in favor of or against one thing, person or group compared with another, usually in a way considered to be unfair. All people exhibit bias at conscious and unconscious levels.

Inclusion: To create equitable and inclusive environments where all people feel

welcomed, respected, valued, and able to achieve their goals. Where all people feel they belong and others embrace the differences within our community.

Intersectionality: The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

Marginalized Groups: Experience, as a result of their group membership, a lack of access to power and resources, are actively denied status and are assumed to lack intelligence or hold leadership positions.

Microaggressions: Everyday insults, indignities and demeaning messages sent to historically marginalized groups by (often) well-intentioned members of the privileged group who are often unaware of the hidden messages being sent.

Prejudice: A belief about a person or group based on information received from media, family, school, and personal experiences that can cause one to 'pre-judge' a person or situation. Similar to bias and stereotypes.

Social justice: We continue to create and revise policies, programs, services, and procedures that support the success of the full range of people on campus and eliminate any negative differential treatment or experience based on social identity group membership.

Stereotype: A generalization or idea about a group based on a shared characteristic. All stereotypes are limiting and often created to justify and reinforce discrimination and inequality.

Trigger: Something said or done that causes an individual to feel threatened, offended, attacked, or invalidated.

Unintended Impact: Even if we do not intend to, our actions can sometimes result in unintended negative impact on others.

Your Group Memberships Part 2

DOMINANT GROUP		MARGINALIZED GROUP
Late 30's to 50's/early 60's	1. Age	Younger; Older
White, Light skin; European/Caucasian features	2. Race, skin color	Person of Color; Biracial/Multiracial, Darker skin; African, Asian, Aboriginal features
Cisgender Man with masculine expression	3. Gender Identity & Gender Expression	Transgender Woman; Transgender Man Cisgender Woman; Femme; Gender Nonconforming; Gender Queer; Androgynous
Heterosexual	4. Sexual Orientation	Lesbian; Gay; Bisexual; Pansexual; Queer; Questioning
Upper class; Upper middle class; Middle class	5. SocioEconomic Class	Working class; Living in poverty
Christian (Protestant; Catholic)	6. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, Latter Day Saint, Jehovah' Witness, Pagan, ...
Currently "able-bodied"; Neurotypical	7. Ability	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	8. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
U.S. born	9. National Origin	"Foreign born;" Born in a country other than the U.S.
Fit society's image of attractive, beautiful, handsome, very athletic	10. Size/Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not very athletic
Proficient in the use of "Standard" English	11. English Proficiency	Use of "non-standard" English dialects; have an "accent"
Graduate or College degree; Private schooling	12. Educational Level	High school degree; Public schooling; 1st generation to college
Nuclear family with 2 parents who are heterosexual	13. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family...

Developed by Kathy Obear www.drkathyobear.com

Dominant & Marginalized Group Patterns

Dominant Groups

- Greater access to power and resources
- Make the rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privileges they receive can believe the stereotypes about themselves as internalized dominance
- Less aware about uninclusive and discriminatory treatment of marginalized group
- *Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them*
- *Hold to privileged cultural beliefs, often without examination*
- *Collude, and if challenge, risk being ostracized/punished*
- *Focus on “how far we’ve come”*

Marginalized Groups

- Less access to power and resources
- Often have to work harder for yet only received partial if any recognition
- Often seen as less than, inferior, deficient...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- *Often assimilate, collude, abide by the rules, try to fit in, and in doing so can believe stereotypes and internalize oppression*
- *Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”*
- *Often struggle with finding their voice and speaking up to challenge*
- *Focus on “how far we need to go”*

Key Concepts of Dominant/Marginalized Group Dynamics

- Not always about numbers
- Visible and Invisible; Innate and Chosen
- Multiple Group Memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back
- Intersectionality – you have multiple group memberships at a time.

Microaggressions

*"Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership."*¹

Microaggressions: Characteristics

- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others
- May be considered "no big deal"
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, "Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?"
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling "I don't belong, I can't be successful here"
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to "act right" or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to "let it go," may judge self as colluding; feel guilty for not stepping up

¹ Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010. <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

Examples of Microaggressions at CWRU

Members of the CASE WESTERN RESERVE UNIVERSITY community were invited to submit microaggressions and other instances of bias or prejudice observed or experienced on campus.

	Microaggression	Intent	Impact
1.	I am in a class with an international student whose name might be difficult to pronounce for those unacquainted with Chinese names. Despite everyone else getting called on multiple times, she was never called on when she raised her hand during class. There was a significant class participation grade.		
2.	I told my professor that I couldn't afford to purchase a textbook and asked if the faculty member could lend me a book. My professor said, <i>"If you can't afford a book maybe you shouldn't be at CWRU."</i>		
3.	I was out to dinner with La Alianza, a Latinx student organization, to prepare for a leadership conference. An employee at the restaurant came by and asked, <i>"So you guys all speak Mexican, right?"</i>		
4.	My lab professor said that <i>"women have a special way of charming men into doing what they want."</i> He encouraged a female in the lab to use this <i>"special way"</i> to convince someone to help her.		
5.	I am a Muslim. Upon telling my close friends that I wanted to wear a headscarf as hijab, I was only met with looks of disapproval and being told that <i>"people won't take you seriously"</i> and <i>"isn't that extreme? Aren't you a feminist?"</i>		
6.	I am transgender and no longer use my birth name. It triggers depression and anxiety. The first week of school my Orientation Leader asks in front of everybody in our group. OL: <i>Are you John?</i> Me: <i>It's chosen name Jane.</i> OL: <i>But are you John?</i> Me: <i>No, that's not my name, it's Jane.</i> OL: <i>But, is this you? John?</i>		

	Microaggression	Intent	Impact
7.	I am a person of color. While studying late night in Wade, I got up to get a snack from the vending machine and stopped on the way to open the door to the building for a white student. Afterwards I was stopped by a police officer and asked to show my ID. I asked him why I needed to and not the white person I just let in and the response was that " <i>He needed to make sure I was supposed to be there.</i> "		
8.	I am an older female student. When I'm in group work with younger male students, I often find them repeating or ignoring ideas I come up with, even though I'm often the group lead.		
9.	My sorority wears only dresses for ritual, even though we accept non-binary people.		
10.	I am Asian. I did not always get the best grades because I learn much differently from most people and work better in groups and in conversation and writing rather than in primarily testing classes. For this reason, people often were very surprised with my ability to be " <i>well spoken</i> " or come up with " <i>smart</i> " solutions to problems. I frequently hear: " <i>You're Asian, aren't you supposed to be smart?</i> "		
11.	I am African American. I asked my legal writing teacher for advice on becoming a better writer. He suggested a book and said it was for people whose first language isn't English.		
12.	I am an African American female. I joined a group on campus early sophomore year. I am the only African American in the group which consisted mostly of White individuals. I was active in the group for the entire year. The following year people avoided me and didn't want to work with me. They barely even talked to me. But, they treated everyone else, even other members that joined when I did, well.		
13.	I am a female student. A professor told me I should change majors so I could " <i>graduate early, get married, and have kids.</i> "		

	Microaggression	Intent	Impact
14.	I am an African American law student. During class a professor showed a video of a famous rapper being served papers to appear in court. The professor said the rapper and his security guards looked like “ <i>thugs</i> .” Nothing in the video indicated they were engaging in criminal activity. In fact, the dispute was a civil suit not a criminal matter and although the rapper looked surprised, he remained cordial throughout the process.		
15.	A white student from the suburbs of Cleveland mentioned in a large group, which included local students, that people who go to East Cleveland, (with a population that is almost entirely African American), get shot.		
16.	I’m female and was sexually assaulted. When a friend’s boyfriend found out, he commented that since I wasn’t raped I was “ <i>over-reacting</i> ” for attention.		
17.	I am Muslim but I don’t wear a hijab. I have told people at CWRU that I am a Muslim and I have been met with many looks of shock and disbelief. They tell me that I “ <i>must be a moderate one</i> ” or that I am “ <i>normal</i> ” compared to other Muslims.		
18.	I am a first-generation Black student. My advisor told me “ <i>With your family background, I’m surprised how well you are doing in school and adjusting. Sometimes scholarship kids have a hard time.</i> ”		
19.	I have spent time in hospitals for suicidal ideation. “ <i>This test is going to be so hard, I want to kill myself,</i> ” says someone in my class. People flippantly talk about suicide like this all the time.		
20.	I am an African American law student. I went to a law school event where a white law professor said that African Americans were not as intelligent as whites and thus did not deserve to attend law school because they were taking the place of deserving whites. This law professor was assigned as my mentor.		

	Microaggression	Intent	Impact
21.	I have natural, kinky hair. In my last year of undergrad, I stopped heat-straightening my hair in an attempt to embrace my natural hair, I was told by several people of all genders (and on a regular basis) that I " <i>looked way more attractive with straight hair.</i> "		
22.	I heard a fellow student complaining about how she and her international roommate didn't get along. She said that since her roommate chose to go to college in America, then she should assimilate to our language and customs.		
23.	I identify as both Michelle and my Korean name. But I prefer Michelle. I have had the name " <i>Michelle</i> " for as long as I have had my Korean name. However, my professor refuses to call me " <i>Michelle</i> ." He thinks I should be " <i>proud of my heritage</i> " and that I shouldn't appease Americans just because I want to fit in.		
24.	A common phrase I hear on campus is " <i>That's so retarded.</i> "		
25.	I am a female graduate student. In one class a professor shared how he does not include rape scenarios on his final exams because he does not want to make anyone feel uncomfortable. However, during class he would often use " <i>killing my wife</i> " as a hypothetical example.		
26.	In a group work setting of mostly domestic students, the international student was asked if she wanted to participate in the presentation or if it would be okay for them to present and " <i>represent</i> " her. All the other students would be participating.		
27.	I am a woman of color. I am frequently told to " <i>calm down</i> " when I speak about something I believe in (social justice, feminism...).		
28.	Last year, I helped a friend after a sexual assault. Although the person who assaulted her was a white CWRU student, people would automatically assume she was attacked by someone black from East Cleveland.		

	Microaggression	Intent	Impact
29.	A student went through Orientation and another student told her that her chosen school had a very high retention rate. Later that day with the same student, she told a story which included that her father was Mexican. The student suddenly included in her reply, <i>"if you stay in the program."</i>		
30.	It seems as though many people have not tried to pronounce my name correctly. People have given me ridiculous and mocking nicknames because they could not pronounce my name. They try to make up for this by saying my name is <i>"too exotic."</i>		
31.	Out on the town, my friend saw two women hugging and giggling. With judgment in her face and voice, she said, <i>"It's, like, a lesbian make-out session."</i>		
32.	Two female lab workers and I were standing together, discussing our projects and the protocols when he came and scolded us because <i>"a group of women talking together is a mess"</i> and told us to separate ourselves. He assigned us lab benches far away from each other.		
33.	When I first joined my sorority, we were learning information for formal recruitment in the spring. The VP of Recruitment told us we should wear modest dresses because we <i>"weren't doing recruitment to find a boyfriend."</i>		

Developed by Kathy Obear from CWRU student experiences www.drkathyobear.com

Responding to Microaggressions: What Could You Do?

Directions: Pick 2 examples of microaggressions and exclusionary situations that could occur on campus, discuss and make notes in the other columns as to the possible intent, possible impact, and what you could do to ADDRESS the situation.

- What is the probable impact if **no one speaks up** in this situation?
- How does that change if someone steps up? What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?
 - **A** = Acknowledge that something occurred. *"Did something weird just happen?" "Did you really just say that?" "I am really uncomfortable with what was just said."*
 - **D** = Dialogue with another person. Remember the definition of dialogue. Think about dialoguing in the moment or later with someone they trust to process. OMA staff are happy to dialogue or process with them if they need a place to start.
 - **D** = Document. Take picture, save emails, link to Bias Response System. Sure that they can report to OL or RA or advisor.
 - **R** = Redirect the conversation. *"How was that exam for everyone?" "Who's excited for the next Star Wars movie?"*
 - **E** = Educate the person. Feel/Felt/Found – *"I understand how you might feel about that. I felt that way when I first came to CWRU. But what I've found is that..."*
 - **S** = Stop the exclusionary behavior. *"Please stop. That's not cool."*
 - **S** = Support the person/people and yourself. Walk away. *"I need more time to think about that."*

Microaggression, Exclusionary Situation	WHAT COULD YOU DO?

Diversity & Inclusion Campus Resources

1. African American Campus Community Resource Group (AACCRG)
2. Alianza Latina/Latino Alliance
3. Center for International Affairs
4. Committee on Minority Affairs, Faculty Senate
5. Community Concerns Reporting System (CCRS)
6. Department of Psychological Sciences Diversity Committee
7. Disability Resources
8. Diversity and Inclusion Committee, Undergraduate Student Government
9. Diversity Leadership Council (DLC)
10. Division of Student Affairs
11. Ethnic Studies
12. Faculty Diversity Officer and the Manager of Faculty Diversity and Development
13. Flora Stone Mather Center for Women
14. For a Better CWRU – Student-led Taskforce
15. Inter-Religious Council (IRC)
16. International Student Services (ISS)
17. LGBT Center
18. Office for Inclusion, Diversity, & Equal Opportunity (OIDEO)
19. Office of Diversity Initiatives & Community Engagement
20. Office of Equity
21. Office of Multicultural Affairs (OMA)
22. President's Advisory Council on Minorities (PACM)
23. Social Justice Institute (SJI)
24. Spoken English Programs
25. Sustained Dialogue Program (SD)
26. Women's & Gender Studie

African American Campus Community Resource Group

African American Campus Community Resource Group will connect and engage faculty and staff in creating a more welcoming and inclusive campus environment for all. Additionally, the group will support retention and actively engage in promoting an inclusive environment enabling employees to contribute fully to the university's success.

Alianza Latina/Latino Alliance

case.edu/diversity/faculty-staff/campus-organizations-and-resources/alianza/

The Alianza Latina/Latino Alliance is a group of CWRU faculty and staff members. The purpose of the group is to bring together Hispanic/Latino faculty and staff from across the campus for cultural awareness, friendship, student recruitment and retention and public service. All, regardless of race or ethnicity, are invited to join the group.

Center for International Affairs

case.edu/international/

Case Western Reserve University's Center for International Affairs is the first space on campus designed to provide a "home" for international students and activities, and a central location where the university engages the business, government, foundation and civic communities around global issues.

Committee on Minority Affairs, Faculty Senate

case.edu/facultysenate/about/committees-and-panels/committee-minority-affairs

The Committee shall act in an oversight and advisory capacity and shall monitor matters concerning minority affairs by bringing suggestions and strategic plans to the Faculty Senate about teaching, research, and the quality of academic life at Case so that all minorities will feel this university is a powerful place to live, work, learn, and teach.

Community Concerns Reporting System (CCRS)

case.edu/studentlife/about/community-concerns-reporting

The goal of the CCRS is to help educate and promote an inclusive community by supporting students through a clear and more streamlined process for reporting incidents perceived as mistreatment, cultural/ethnic insensitivity and bias.

Department of Psychological Sciences Diversity Committee

psychsciences.case.edu/about-us/diversity/diversity-committee/

Comprised primarily of doctoral students in psychology who work to welcome, embrace, and promote the diversity of human experiences and cultural and individual differences.

Disability Resources

case.edu/studentlife/disability/

Disability Resources is committed to assisting all CWRU students with disabilities by creating

opportunities to take full advantage of the University's educational, academic, and residential programs.

Diversity & Inclusion Committee, USG

community.case.edu/usg/diversity-and-inclusion/

The Diversity and Inclusion committee works to advocate for and resolve the concerns of marginalized students on campus.

Diversity Leadership Council

The Diversity Leadership Council brings together leaders from the many diversity organizations on campus into a cohesive unit that helps share insights and promote dialogue throughout the university and its surrounding area. Resources for faculty, staff, students and the community are all represented.

Division of Student Affairs

case.edu/studentlife/

Our mission is to connect CWRU students to the real world. More than 150 student affairs professionals are dedicated to providing unique programming and perspectives to students from all across the globe.

Ethnic Studies

artsci.case.edu/ethnicstudies/

The Mission: Ethnic Studies is an interdisciplinary program which develops fundamental skills in critical and global thinking and in comparative analysis, as well as an understanding of the interactions of race, class, gender, and sexuality in the experiences of a range of social groups. It is designed to bring together a community of students, faculty and staff devoted to the transmission of knowledge and the discovery of new ideas in the field of ethnic studies. Ethnic Studies also offers diverse perspectives that challenge monolithic thinking about the formation of identities and societies.

Faculty Diversity Officer & the Manager of Faculty Diversity and Development

case.edu/diversity/office-for-faculty-diversity

Provides support to faculty, departments and schools, around issues of faculty recruitment, retention and diversity and inclusion training.

Flora Stone Mather Center for Women

case.edu/centerforwomen/

The Flora Stone Mather Center for Women will serve as a resource to all women at the university by offering a variety of initiatives focused on leadership development and recognition, gender equity in Science, Technology, Engineering and Mathematics (STEM) fields, and women's health.

For a Better CWRU – Student-led Taskforce

case.edu/provost/strategic-plan-initiatives/better-cwru

Seven (7), student-led committees were created and submitted written proposals to be considered by the President and the President's cabinet. Racial Justice, LGBTQ+, Gender Equality, Sexual Misconduct, Disabilities Resources, Mental Health, & Greek Life.

The Inter-Religious Council

case.edu/studentlife/dean/interreligious-council

The Inter-Religious Council (IRC) is composed of the staffs of the five campus ministries serving the institutions of higher education in University Circle. The search for truth is a personal matter. It can be facilitated, however, even nurtured, by relationships with others. The IRC encourages these relationships by providing occasions for individuals to gather, support, and challenge one another. IRC supports each person's search for truth and meaning in his or her own way, valuing religious pluralism and celebrating the diversity of religious expression.

International Student Services

case.edu/international/international-student-services

To enhance the international student experience and promote intercultural exchange at CWRU.

LGBT Center

case.edu/lgbt/

The Lesbian Gay Bisexual Transgender Center exemplifies Case Western Reserve University's commitment to serving its diverse student, staff, faculty, and alumni. The space provides an inviting home to members of the LGBT and allied community interested in exploring and celebrating LGBTQIA identities.

Office for Inclusion, Diversity, & Equal Opportunity (OIDEO)

case.edu/diversity/

The mission of the office for inclusion, diversity and equal opportunity is to provide support and guidance and to promote equitable and fair treatment in employment, education and other aspects of campus life. The office serves as a resource to the university in the interpretation, understanding and application of federal and state equal opportunity and affirmative action laws and regulations.

Office of Diversity Initiatives & Community Engagement

casemed.case.edu/omp/

This office works within the Admissions Office in the Medical School to recruit minority students and to provide academic, social, emotional, and financial support. One way we do this is by matching entering students with minority physicians who serve as mentors.

Office of Equity

case.edu/equity/

Work encompasses sexual misconduct & title 9, Discrimination & harassment, individuals with disabilities and accommodations, and prevention and education programs for faculty, staff, and students.

Office of Multicultural Affairs (OMA)

case.edu/studentlife/multicultural/

The Office of Multicultural Affairs (OMA) works to develop an inclusive CWRU community, one that supports all students, respects and celebrates their identities, and facilitates their success.

President's Advisory Council on Minorities (PACM)

pacm.case.edu/

The President's Advisory Council on Minorities is charged to advise the President and the Provost on diversity issues, assess current policies, develop strategic action plans, and suggest programs and policies to help realize racial inclusion, promote cultural sensitivity, and build a broadly diverse community university wide. Funding requests are taken as

well for co-sponsorships.

Social Justice Institute

case.edu/socialjustice

The Social Justice Institute strives to create a just world. We examine the root causes of social injustice and develop innovative solutions by supporting creative research, scholarship, and pedagogy; social justice leaders on and off campus; and relationships within the university and into the community. We work to eradicate all systems of oppression by redistributing and expanding resources and opportunities while exalting human dignity.

Spoken English Programs

case.edu/studentsuccess/academic-resources/english-language-resources

Tutoring through the Spoken English Language Partners for undergraduate, graduate and professional students who want help with pronunciation, fluency, vocabulary and other spoken English skills.

Sustained Dialogue Program

case.edu/diversity/programs/sustained-dialogue

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. This academic year there are 4 undergraduate groups, 2 faculty/staff groups, and 1 graduate group running.

Women's & Gender Studies

artsci.case.edu/women/

An interdisciplinary program that prepares students to think critically and creatively by employing gender as a primary category of analysis. The program is set up to examine a variety of issues of specific interest to women and of general interest to scholars of gender studies across a variety of diverse cultural and historical settings.