

Building an Inclusive Community:
DePauw University Campus Plan
2016-2021

Introduction

DePauw University's values are reflected in its 1837 charter, which declared that it was to be an institution "for the benefit of the youth of every class of citizens, and of every denomination, who shall be freely admitted to equal advantages and privileges of education." In the 21st century, these values of equity and inclusion require ongoing, committed, and disciplined effort. This five-year inclusion plan represents an initial structure for doing this work at DePauw.

Valuing, respecting and engaging in difference makes DePauw and its students better citizens of the world. As DePauw looks toward the beginning of its third century and reflects upon its campus culture and values by considering who we are and who we want to be, this ambitious engagement must extend beyond the demographic makeup of the campus population. Successful leaders understand the value and contributions of diverse perspectives and practice inclusive excellence. The following plan captures the values with which we as a community will better prepare our students and model leadership. We are committed to transformational work that requires we be courageous and hold ourselves accountable, and acknowledge when we need to make corrections on our course of action. This document is therefore a living document that will require adjustments as the next five years unfold on DePauw's campus.

DePauw's Mission Statement [2006]

DePauw is a national liberal arts university dedicated to the education of students at the highest level across a variety of traditional and emerging fields and the exposure of these students to an array of practical experiences that, together, best promise to prepare them for lives of leadership and achievement in an increasingly global and complex world. The education of students is the responsibility of a strong faculty, and a dedicated professional staff. DePauw seeks to make this form of education available to a wide variety of students through the application of financial support. Rigorous inquiry, openness to experience, and engagement of members of the community through civil discourse are, and must be, the hallmarks of a DePauw education.

DePauw Diversity and Inclusion Vision Statement [2016]

We aim to create a campus that encourages examination and dismantling of the historical, systemic and social barriers that inhibit inclusion and to respect and value the contribution of each person's unique and diverse (multifaceted?) identity to the DePauw community. To reach these goals, DePauw aspires to provide a diverse and inclusive learning and living community that supports critical thinking and encourages all of its members to bring their own identities and life experiences to campus to engage actively, intentionally and respectfully with one another.

Defining Diversity

Diversity is the accumulation of individual and social experiences as well as fixed and fluid self-identifications that influence the ways in which we encounter and experience the world. Diversity is therefore far more than a demographic goal or a focus on proportionate representation.

DePauw recognizes a broad range of attributes that can be considered in defining the unique self-identifications of an individual including, but not limited to: race, color, ethnicity, religious beliefs, national origin, sexual orientation, socio-economic status, gender identity, gender expression, age, immigrant status, physical, social, and intellectual attributes and abilities, mental health, physical appearance, military experience, geographic roots, marital status, parental status, education, native language, and political affiliation/beliefs.

Defining Inclusion

The term inclusion describes the active, intentional, and ongoing engagement with difference. On a truly diverse and inclusive campus, individuals are welcomed, valued and respected for their distinctive skills, experiences and perspectives in order to create a working, living and learning environment where everyone has an opportunity to thrive and contribute fully to the community. Fostering an inclusive campus requires that all individuals, as well as the institution, engage with diversity and difference over a sustained period to address any structural or procedural barriers to full inclusion.

The Plan:

A. The DePauw Experience

Because the educational, professional, and personal needs of campus constituencies can differ dramatically, this section of the Inclusion Plan, which addresses aspects of the DePauw experience, first addresses our key on-campus groups (students, faculty, and staff), before addressing those initiatives whose focus extends across all constituent groups.

*I. **Students.** The central goal of this five-year inclusion plan in regard to students is to create an inclusive and welcoming experience for all members of a diverse student body that covers their entire journey as a member of the DePauw community, from the time they are prospective students through their lives as engaged alumni/ae.*

a. Recruitment. We strive to recruit a student body of curious, intellectually engaged students who value independent and critical thinking. Admissions staff will ensure the sourcing, recruiting, and selection processes for admitting students is positioned to achieve a diverse student body by understanding and giving importance to a wide range of criteria of diversity, as

well as by highlighting aspects of diversity and inclusion on campus, in both admissions marketing materials and in-person interactions with prospective students and their families.

i. In order to ensure access to a DePauw education by the best qualified students who offer their own individual and unique contributions, the University aims to explore the ways in which it can achieve meeting the full demonstrated financial need of prospective students. During the 2016-17 academic year, the Office of Admissions in collaboration with the Offices of Academic Affairs, Business and Finance, Development and the University Strategic Planning Committee will explore options by which the University could potentially implement and achieve meeting student full need. In the years following, the appropriate university departments and offices will offer updates on the successful implementation of meeting full student need.

ii. During the 2016-17 academic year, the Office of Admissions will evaluate the multicultural recruitment process and experience and make appropriate modifications. The Office of Admissions will continue to increase the national and international geographic diversity of the incoming class with the aim of enhancing effectiveness of recruitment.

iii. The Office of Admissions will conduct annual diversity, equity, and inclusion training for its staff, including student volunteers, to increase their cultural competencies.

iv. Beginning in the 2017-18 academic year, and continuing forward, the Office of Admissions will share its plan to enhance its diversity and inclusion efforts with the Diversity and Equity committee. The Committee may offer feedback or make recommendations.

b. Retention. A healthy institutional approach to inclusion should be reflected in the strong retention of all students. In the time after students arrive on campus, the importance of diversity and inclusion at DePauw will be emphasized on an ongoing basis by including informational opportunities presented by a diverse group of DePauw community members as part of foundational student programs that will include First-Year Orientation and the Sophomore Institute. Meaningful data reflecting current student experiences and the motivations of students who leave the University prior to graduation will be used to guide the ongoing development and refinement of the programs through which all students come to understand their engagement with the DePauw community.

i. During the 2016-17 academic year, the Offices of Student Life, Academic Life and the Hubbard Center will review and refine those programs designed to provide a foundation for students' DePauw experience, with a specific focus on First-Year Orientation and the Sophomore Institute, to ensure that this foundation incorporates information, material, trainings and discussions specifically addressing diversity and inclusion and cultural competency.

ii. By the spring of 2017, and continuing annually, the Offices of Student Life and Academic Life staff will develop and implement a training program designed to prepare and increase the cultural competency of staff who will play a role in the First-Year Orientation program and Sophomore Institute.

iii. Student Life and the Academic Life Office will continue to refine and deliver exit interviews for all students who transfer or otherwise leave DePauw to better determine their reasons for electing not to continue their enrollment. Improved data from this process will be used to identify initiatives to be undertaken during the five-year span of this plan to better support the retention of all students.

iv. Beginning in the 2017-18 academic year, the Office of Academic Affairs and Student Life, in partnership with the appropriate faculty committee(s) will explore ways in which to aggressively target upper-class retention.

c. Student Engagement. DePauw students are intellectually and socially engaged students both inside and outside the classroom; however with the many opportunities and interests, the University needs to be more intentional in its efforts and support to encourage both affinity organization and student community engagement.

i. During the 2016-17 academic year, the Office of Student Life will review, consider and identify alternative ways to encourage enhanced social opportunities, particularly focused on upper-class students, and cross-organizational programming and events, particularly between Greek and affinity organizations.

ii. During the 2016-17 academic year, Student Life will develop educational programs and policies designed to assist all recognized Greek organizations in incorporating an inclusive philosophy into their activities and educational programs.

iii. By the 2017-18 academic year, Student Life, will review and assess all of its programming and events designed to support inclusiveness and cultural competency for the student community, including assessing attendance and impact.

iv. During the 2018-19 academic year, Student Life will gather data on student needs (residential, social, educational) not adequately provided by the renovated cultural centers, and will develop a plan for addressing these needs.

v. Student Life, in partnership with the Office of Development, will continue to explore identifying social space for students to share and co-host programs and events.

d. Alumni Engagement. Through increased outreach and expanded opportunities created by culturally competent Development and Alumni Engagement staff, DePauw will develop a more engaged and diverse alumni base which is active in both programming and giving.

i. During the 2016-17 academic year, the Offices of Alumni Engagement and Development will compile demographic data regarding alumni participation to better understand current levels of engagement in alumni programming and giving.

ii. During the 2016-17 academic year, the Offices of Alumni Engagement and Development will conduct diversity, equity, and inclusion training for their staff to increase their cultural competencies.

iii. During the 2017-18 academic year, the Office of Alumni Engagement will conduct a survey on alumni experiences with diversity and inclusion. Additionally, the Development and Alumni Engagement staff will work collaboratively to outline a plan to create more inclusive alumni experiences.

iv. By August 2020, the Office of Alumni Engagement will examine new ways to engage DePauw's underserved alumni, including but not limited to Philanthropy and Excellence Weekend, a LGBTQ Panel and Reception, and multicultural regional events.

II. Faculty. Faculty efforts span every department and program, including the College of Liberal Arts, the School of Music and Honors and Fellows programs. In order to develop a more diverse faculty at all levels, but particularly in tenure-track positions, the University is committed to efforts that support faculty with ongoing professional development opportunities, not only in support of the curriculum, but also for pedagogical renewal and ongoing cultivation of inclusive classrooms.

a. Hiring. Faculty hiring is often a multi-decade commitment to the University and the faculty member. DePauw strives to recruit top faculty members who are committed to providing an intellectually challenging academic experience for our students and who understand and value the diversity reflected by our students' experiences and an inclusive classroom experience.

i. During the 2016-17 academic year, the Office of Academic Affairs will conduct ongoing review of search procedures for faculty positions, with input from the Faculty Personnel Policy and Review Committee (Review Committee) and the Diversity and Equity Committee. Search procedures will be updated annually with attention to strategies for recruiting diverse candidates to faculty positions.

ii. The Office of Academic Affairs will review the diversity of the pool of faculty candidates and consistently require departments and programs to demonstrate evidence of their efforts to attract a diverse pool of candidates at all levels, from initial applications through campus interviews. If these efforts are not deemed sufficient, searches will be suspended or delayed.

iii. From May 2016 forward, the Office of Academic Affairs will encourage departments and programs to work intentionally with the Consortium for Faculty Diversity (CFD), with the goal of hosting at least three CFD scholars each academic year.

iv. From May 2016 forward, the Office of Academic Affairs will seek to revitalize connections with Howard University and to develop new connections with other historically black colleges and universities (HBCUs) and leading sources of diverse recipients of Ph.Ds.

v. By December 2016, the Resource Allocations Subcommittee will review processes for identification of priorities in faculty hiring and will offer recommendations on alternative hiring strategies such as opportunity hires and cluster hires in support of diversity and inclusion.

b. Professional Development. The University is committed to providing and supporting the ongoing professional development of faculty members and departments to sustain an academic community that fosters diverse and inclusive curricular and pedagogical practices.

i. During the 2016-19 academic years, the Office of Academic Affairs will set aside \$30,000 for each year for grants (e.g., Faculty Triad Grant, Faculty Innovation Grant) and programming (e.g., Faculty summer Workshop) aimed at assisting faculty in designing and renewing courses in support of the graduation requirement in “Privilege, Power, and Diversity” and in developing and maintaining inclusive pedagogies and classrooms. The Faculty Development Committee will oversee these grants and programs.

ii. During the 2018-2019 academic year, the Faculty Development Committee will, in collaboration with the Vice President of Academic Affairs, identify funding opportunities and provide recommendations to, the Vice President for Academic Affairs on future programming in these areas.

iii. Beginning the 2016-17 academic year, and continuing annually, The Dean of Faculty, Faculty Development Coordinator, Associate Faculty Development Coordinators (for Q, S, and W) and Director of the Writing Program, will work together to ensure that the schedule of Faculty Development events each year (speakers, workshops, teaching roundtables, etc.) includes opportunities to develop faculty members’ knowledge of, and skills with, inclusive pedagogy and classrooms.

iv. During the 2018-19 academic year, at the conclusion of the GLCA Global Crossroads Grant, the Faculty Development Committee will also consult with, and provide recommendations to, the Vice President for Academic Affairs on future funding in support of the graduation requirement in “International Experience”.

v. Beginning the 2016-17 academic year, and continuing annually, Academic Affairs will provide funding for each of the next five summers (2016-2020) for teams of faculty from

DePauw to participate in the Anti-Racist Pedagogy across the Curriculum Workshop (ARPAC) at St. Cloud State University in Minnesota and/or other similar opportunities.

c. Retention. The success of DePauw's academic mission requires that the University retain faculty members committed to providing an intellectually engaging and inclusive academic experience for every student. Towards this end, the University will work to ensure that all faculty have the tools they need to thrive and remain engaged with the community and the academic mission.

i. During the 2016-17 academic year, the Office Academic Affairs, in collaboration with the Office of Institutional Research and the appropriate faculty committees, will develop a process to more effectively gather information about the term faculty member experience.

ii. During the 2017-18 academic year, Academic Affairs collaboratively with departments, programs, and the appropriate faculty committees, provide supervisory training programs to support and enhance team-building, conflict management, cultural competency, and inclusion skills.

iii. During the 2018-19 academic year, and continuing annually, Academic Affairs will provide a workshop open to all faculty about one of the following: cultural competency and/or conflict management/resolution.

iv. Beginning in 2016-17, Academic Affairs will review faculty awards and promotions, specifically to evaluate trends with gender and race/ethnicity.

*III. **Staff.** DePauw will work to attract a diverse pool of candidates for staff positions at all levels within the university, particularly in senior-level positions. Staff will be presented with annual and ongoing opportunities to participate in training, programs, and campus events which support a climate of valuing diversity, equity and inclusion.*

a. Hiring. DePauw strives to recruit top staff who are committed to the academic mission of the institution, including inclusive excellence.

i. During the 2016-17 academic year, the Office of Human Resources will review its search procedures, new employee orientation materials and processes to identify new ways to recruit a diverse pool of applicants for staff positions and provide a plan and guidance for department hires. Additionally, Human Resources will provide support and guidance to hiring teams at the onset and throughout the search process emphasizing the University's commitment to diversity, equity and inclusion. Included in these efforts will be training for all staff departments about interview questions, on-campus itineraries, etc. If these efforts are not deemed sufficient by Human Resources, the search may be suspended or delayed.

ii. Beginning 2016-17, and continuing annually, Human Resources in collaboration with the Office of Institutional Research will review advertising and recruitment resourcing and applicable applicant information to measure institutional and departmental progress towards obtaining a diverse pool of applicants and report its findings to the appropriate department.

iii. During the 2017-18 academic year, and continuing annually, Human Resources will gather feedback from search teams and new hires about the search and hiring processes and implement revisions, as necessary, to improve the search and hiring processes.

iv. By the 2018-19 academic year, Human Resources will provide consistent and regular training for staff departments conducting searches, specifically focused on hiring best practices and how to assess cultural competency.

b. Retention The success of DePauw's academic mission requires that the University retain staff committed to supporting a diverse and inclusive social and academic experience for every student. Towards this end, the University will work to ensure that all staff have the tools they need to thrive and remain engaged with the community and academic mission.

i. By December 2016, the Office of Human Resources in collaboration with the Office of Institutional Research will develop instruments to identify turnover within each department and how the University may more effectively gather information about why employees leave (exit interviews). Human Resources will work collaboratively with the respective vice presidents to identify themes and strategies to address high rates of turnover and departmental successes and challenges.

ii. During the 2017-18 academic year, Human Resources will work collaboratively with staff departments to create and implement a series of required supervisory training programs to support and enhance team-building, conflict management, cultural competency, and inclusion skills. Training programs will be implemented and continued annually.

iii. During the 2018-19 academic year, and continuing annually, Human Resources will provide a workshop open to all staff about one of the following: cultural competency and/or conflict management/resolution.

iv. Beginning in 2016-17, Human Resources will review staff promotions, specifically to evaluate trends with gender and race/ethnicity.

c. Professional Development. The University is committed to providing and supporting the ongoing professional development of staff and departments to sustain an academic community that fosters diverse and inclusive social and curricular practices and experiences.

i. By May 2017, the Office of Human Resources will identify and offer professional development opportunities to all employees on an annual basis. In addition, the University will also offer all employees opportunities to participate in professional development specifically related to topics on diversity, equity and inclusion. Campus leadership will encourage and support employee participation in such opportunities.

ii. During the 2018-19 academic year, the Office of Human Resources will work collaboratively with representatives from staff departments to review and recommend a new model of staff performance appraisal system for implementation during the 2019-20 academic year.

*IV. **Community-Wide.** In addition to initiatives focused on specific groups on campus, an overall institutional approach to inclusion will require that the entire community be encouraged to come together in a shared sense of the importance of developing our capacity to live and work together inclusively.*

a. Mission Statement. A good mission statement is an important tool in discerning the direction of an institution, and for providing a litmus test for new and existing programs, projects and activities hosted by the University. It is appropriate for Universities that take Diversity and Inclusion seriously to make this clear in their institutional mission and vision.

During this time of institutional transition, the University will welcome a new president July 1, 2016. The campus community requests the incoming president identify updating the mission statement as a key and first priority. The community would recommend, under direction of the new president, the cabinet members, with guidance and approval from the Board of Trustees, and input from the community, to craft a new mission and vision statement on behalf of the University.

b. Engagement. DePauw Dialogue, a program launched in the 2014-2015 academic year and repeated in April of 2016, should become an annual gathering. Its theme may shift over the years, but it should always be designed to bring together faculty, staff, and students, and to develop cultural competency skills required by a healthy inclusive community. Faculty, Staff and Students will continue to work collaboratively to plan and implement the annual event.

c. Surveys. Meaningful assessment of the experience of various constituencies will help the University evaluate the impact of the initiatives described in this document. The student climate survey has already been established as an annual enterprise, and a faculty/staff survey has already been launched.

i. On an annual basis the Office of Student Life, in collaboration with the Office of Institutional Research, will administer a student survey that assesses campus climate, including diversity and inclusion efforts. Student Life will periodically review (and enhance as needed) the existing student-centered campus climate assessment instrument, as well as the methods for communicating the results of this survey across campus.

ii. During the 2016-17 academic year, review the faculty staff campus climate survey results and provide recommendations to improve the campus climate.

iii. Beginning the 2017-18 academic year, and continuing on a biennial basis the Diversity and Equity committee in collaboration with the Offices of Human Resources and Institutional Research, will administer a faculty and staff (employee) survey that assesses campus climate, including diversity and inclusion efforts. The Committee will periodically review (and enhance as needed) the existing faculty/staff campus climate assessment instrument, as well as the methods for communicating the results of this survey across campus.

d. Safety.

i. Campus. Drawing on the data available, and identifying where more data is needed, the Office of Public Safety will by the summer of 2017 release a report of campus safety concerns and initiatives undertaken to enhance the safety of all members of the campus community.

ii. Greencastle. During the 2016-17 academic year, the University will work collaboratively with the Greencastle community to create a committee on safety, including a plan to communicate information discussed and changes in policies and practices.

e. Institutional Policies. During the 2017-18 academic year, the Office of Human Resources will review its compensation and benefits offerings to explore potential or new initiatives that would positively impact the health of employees (eg.loan forgiveness, short-term disability, etc).

f. Departmental Plans. By the fall 2020, each University Department will share its annual diversity and inclusion initiatives with the Diversity and Equity Committee.

B. Academic Life

*1. **Curricular and Graduation Requirements.** The University will provide support to faculty and a robust array of courses across the curriculum that will satisfy the Power Privilege and Diversity and International Experience requirements, strong enrollments in these courses.*

- a. Course and Calendar Oversight Committee, with input from Curricular Policy and Planning (Curriculum) Committee, will develop criteria for identifying which courses satisfy the PPD and IE requirements.
- b. Chairs of departments and programs will submit to Course and Calendar Oversight Committee courses to be considered for approval as PPD or IE designation
- c. Faculty Development Committee will offer funding and programming for faculty to develop new courses to satisfy the PPD requirement and to develop curricular and pedagogical expertise more broadly in related areas (see below)
- d. The GLCA Global Crossroads Grant can be leveraged in support of IE requirement
- e. Office of the Registrar will report to the Curriculum Committee and to the Course and Calendar Oversight Committee on students' success in satisfying these new requirements, on enrollments in courses with PPD or IE designation, and on number of students who graduate with multiple courses in these areas.

*II. **Honors Programs.** Over the next five years, the top priority of the honors programs with regard to diversity and inclusion will be reaching a wider array of students with varied backgrounds and perspectives. Each program will hold the presence of a diversity of perspectives as a mark of excellence. In addition, programs will encourage faculty who teach in them to participate actively in professional development opportunities with regard to diversity and inclusion and will seek to give more diverse faculty members opportunities to teach in these programs, both to provide more varied perspectives in the classroom and to send more powerfully the message that these honors programs are open and welcoming to all students.*

- a. Honors programs will track the diversity of applicants, interviewees, accepted and enrolled students, as well as the retention of these students. Ultimately, success in this area will be determined by these programs offering opportunities to a more diverse cohort of outstanding students.
- b. Programs will work closely with the Office of Admission to consider messaging, application procedures, and criteria and process for extending invitations to interview and to join a program.
- c. Programs will consider a strategic shifting of deadlines for application in order to coincide with other diversity initiatives in the Office of Admission.
- d. Programs will seek to collect and understand data on applicants, acceptance rate, and retention.
- e. Programs will engage in more intentional recruitment of lateral entries on campus each fall semester, reaching out to multicultural and international organizations.

- f. Programs will review practice of doing lateral-entry preview days in the fall and, if these events are deemed desirable, will seek to draw a wide range of students to them.
- g. Programs will pay close attention to students' experiences and will consider how the creation of a peer group (which may be common seminars or outside events, depending on the program) affects the retention of multicultural students within each program.

III. Departmental Support. *Each department and program and the School of Music will become actively engaged in considering the diversity and inclusivity of its curriculum, the inclusivity of pedagogies, and relationships between students and faculty and among faculty in the department and program, with a greater awareness of strengths and areas for improvement, and will develop plans for addressing areas for improvement.*

- a. The University commits to providing ongoing support to departments and programs and the School of Music in terms of sharing data, identifying needs, and assisting with ongoing data collection. Continuing annually, department chairs and program directors will receive data on enrollments in their majors (e.g., by gender and by ethnicity), and on the results of recent campus climate surveys, along with assistance in interpreting the data from the Office of Institutional Research, Office of the Registrar, and Student Life.
- b. Departments, programs, and the School of Music will be asked to report annually on their work in the areas of diversity and inclusion to the Vice President for Academic Affairs, Dean of Faculty, and Senior Advisor to the President for Diversity and Compliance.

C. Community Engagement

I. Physical Spaces. *Provide a welcoming and engaging space for Greencastle residents, alumni and friends to interact on campus.*

Welcoming Visitors. In order to ensure everyone who visits DePauw's campus has access and feels welcomed, we need to pay close attention to the accessibility and welcoming nature of DePauw's physical community engagement.

During the 2017-18 academic year, staff representatives from the Offices of Business and Finance and President will review and evaluate improvements to signage and accessibility. Additionally, University representatives will seek input from the Greencastle community to identify ways in which to make the campus more welcoming.

II. Communications Strategy. *Create a more detailed internal and external communications strategy to further enrich the relationships between invested constituencies, including but not limited to alumni, friends, faculty, staff, students and the wider Greencastle community.*

a. Website. A University web site should be a place to convey the mission and vision of the University, be a resource for current students, and attract prospective students. Our site is now over 5 years old. In that time, options for access have improved, particularly for hearing/visually impaired persons, and we must be dedicated to providing a good web experience for those and all other constituencies.

Beginning in Fall of 2016 and with assistance from the Web Team, the Office of University communications will rebuild the University web site to more clearly state the mission and vision of the University with an aim to complete within the next two academic years.

b. Communications. A clear communications strategy is critical for the ongoing success of the institution. Without a clear strategy it is difficult for all constituents to stay informed about ongoing work related to strategic priorities and receive important campus updates.

i. During the 2016-17 academic year, the Office of University Communications will conduct a best practices assessment of internal communications on similar campuses, and draft an internal communications plan to identify internal and external communication strategies.

ii. During the 2016-17 academic year, the Offices of University Communications and Alumni Engagement will survey constituents on external communications preferences and conduct benchmarking and/or best practices assessment for external communications in the University/College setting.

iii. During the 2017-18 academic year, an updated external communications strategy that identifies and incorporates inclusive practices will be implemented.

c. Calendar. During the 2016-17 academic year, campus representatives will create a working group to address the issue of over-scheduling/duplicity of events at DePauw, and consider opportunities to create a calendar that ensures events are scheduled in such a way as to be accessible to all members of our community and the wider Greencastle community. Discussions could include how to connect offices and departments in planning efforts, increasing timely and effective messaging surrounding events, and opportunities to focus on theming and diversity and inclusion in event planning. Additionally, the Office of Student Life will lead efforts for a similar student working group to address over-scheduling with student organization events.

III. Promoting learning and community. *Provide opportunities for campus groups and individuals to interact and learn with one another about the importance of diversity, equity and safety for all members of our community.*

a. Community Engagement. DePauw's faculty and staff are underrepresented as community members in the Greencastle and Putnam County communities, resulting in less engagement and volunteerism. It is important to encourage and support DePauw faculty and staff living in the Greencastle community and participating in local events.

i. During the 2016-17 academic year, the Offices of Business and Finance, Human Resources, and the University Strategic Planning committee will explore opportunities and ways for the DePauw community and surrounding community to engage in mutually engaging activities by partnering with local business leaders and organizations.

ii. During the 2016-17 academic year, the Offices of Business and Finance, Human Resources, and the University Strategic Planning committee will explore incentivizing engagement in local the community and school functions in ways that have a measurable and positive impact on reviews.

iii. During the 2017-18 academic year, the Offices of Academic Affairs and Human Resources will examine feasibility of incentivizing programs for faculty and staff living in and near Greencastle.

b. Community Safety. DePauw is committed to working with the City of Greencastle to ensure that all community members feel safe both on campus and in the surrounding communities, by increasing actual and perceived safety for all.

i. During the 2016-17 academic year, the University will request a collaborative and cooperative partnership with the Mayor of Greencastle, and local emergency and law enforcement to establish a local safety council, with representatives of various constituencies and affinity groups at the table.

ii. The Office of Institutional Research will continue to use Campus Climate surveys to students, faculty and staff to assess and reveal trends regarding perceived safety, and with the assistance of Public safety, couple this information with actual safety statistics to bring suggestions to the Diversity Council.