



Building an Inclusive Community: DePauw University Campus Plan 2015-16 Academic Year

SUMMARY

In January 2006, the DePauw University Board of Trustees adopted the following Mission Statement:

DePauw University, a residential liberal arts college, provides a diverse learning and living community which is distinctive in its rigorous intellectual engagement and international and experiential learning opportunities. DePauw teaches its students values and habits of mind which serve them throughout their lives as each of them makes a positive difference as an active citizen of the world.

Providing a *diverse learning and living community* requires that all of us, each with our own unique life experiences, are encouraged to actively and intentionally engage with one another. To achieve robust *intellectual engagement* on our campus, we should actively work to gain a deeper awareness of both our individual and collective selves and examine those roadblocks that inhibit diversity of thought and perspective.

DePauw's Non-Discrimination Statement also demonstrates our commitment to an inclusive community: "[t]he University encourages a workplace and learning environment free of discrimination, harassment, and/or inappropriate treatment of any employee, student or guest because of any person's race, sex, color, creed, religion, age, national origin, sexual orientation, veteran status, gender identity, gender expression, disability, or any category protected under federal, state or local law." However, as a community, we need to consider: how we define diversity and whether our definition is broader than the aforementioned identities as well as what our University vision is for our collective efforts in building a more inclusive community.

Articulating a campus vision is essential, but we must also outline deliberate steps through which we intend to achieve our stated goals. We must challenge ourselves and our campus community to work collectively as we strive to create a more inclusive campus, one that values and actively pursues diversity. To do this, we must share in our responsibility by: 1) Understanding ourselves; 2) Acknowledging, understanding, and challenging our biases and influences; 3) Understanding and valuing the experiences

of others; and 4) Challenging and changing traditional systems and habits that impede our personal and collective growth.

This document outlines our plan for the 2015-16 year to be more intentional in our efforts to become a more inclusive campus. We deliberately planned for one academic year, knowing that a more robust, five-year plan to support our mission would be developed next year. To inform the development of this one-year plan, efforts were made to engage our campus community about ways we can achieve and sustain a more inclusive campus. As such, this plan is the first step in this important ongoing process. The steps outlined below will provide the foundation for a more comprehensive long-term plan for the University that will be developed by the community and alumni during the 2015-16 academic year.

- I. ***Fostering an Inclusive Classroom Climate.*** *Build and sustain an academic community that fosters inclusive practices which value diversity of scholarship, learning, and creative performance for all students.*
 - A. **Curriculum.** The Committee on Academic Policy and Planning (CAPP) considered the question of an M (multicultural) requirement to complement the University's current academic requirements. CAPP afforded many opportunities for faculty and staff to provide input about a variety of models that were under consideration and gave notice of their motion to the faculty at their April meeting to inform the faculty's May vote. If, after deliberation, the proposal to the general education curriculum does not yet look like a model the faculty want to support, the Vice President for Academic Affairs (VPAA) and members of the new Curricular Policy and Planning committee will work together during the fall 2015 semester to address concerns raised during the May debate with the goal of developing a better approach to addressing the M competency in our curriculum. (COMPLETED, May, 2015)
 - B. **Policy.** The Committee on Faculty (COF) is currently considering modifications to tenure and promotion criteria. Included in their proposal is specific language for evaluating faculty members on their cultivation of an inclusive classroom. Beginning in the fall 2015 semester, COF plans to have a subcommittee from its current membership continue its work to refine its proposal and the VPAA will request that the new Faculty Personnel Policy and Review committee consider additional ways to evaluate faculty practices of inclusivity.
 - C. **Professional Development.** The Office of Academic Affairs, in partnership with the Office of the President, will work with department chairs, program directors, and faculty members on the provision of educational materials and training workshops for faculty, including at least one workshop conducted by an outside consultant.
- II. ***Creating an Inclusive Community.*** *Develop and sustain a sense of community which includes an environment where every member of our campus feels empowered to thrive and contribute equally.*
 - A. **Education and Awareness.** The Office of Student Life will continue to offer community forums and training workshops for staff and the local law enforcement community that focus

on interactions with underrepresented groups. The training series will place a significant emphasis on furthering our staff members' intercultural competency so that they can actively engage in dialogues that address power, privilege and access.

- B. **Community Space.** The Office of Student Life will seek to identify opportunities for developing a new campus space for students to share and co-host events for increased student dialogue and social programming.
- C. **Programming.** The School of Music (SOM) through its 21CM Initiative will continue to explore and incorporate programming and performance opportunities beyond the traditional Eurocentric model by including programming that highlights underrepresented musicians and musical styles (Sweet Honey in the Rock and Gabriela Frank).

III. Measurements and Outcomes. Create and sustain an organizational structure that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.

- A. **Transparency.** In order to ensure that we are collecting information and systematically monitoring our progress, the Office of the President directs the Diversity and Equity Committee to request and receive periodic updates from each department/office/program or committee assigned with completing the tasks outlined in this plan. Diversity and Equity Committee will provide status and progress reports to the campus community.
- B. **Policy.** In collaboration with the Office of Academic Affairs, the Vice President for Academic Affairs will that request that the new Student Academic Life Committee place on its agenda, at the beginning of the fall 2015 semester, a review of the policies and procedures for reporting and investigating concerns of bias and discrimination in the classroom. Additionally, the Office of Student Life will continue to reassess policies and procedures currently in place throughout the division to ensure that the practices are as inclusive as possible.
- C. **Learning Opportunities.** The Office of the President will sponsor a training workshop, conducted by an outside facilitator, for members of Cabinet. The workshop will focus on raising awareness and modeling inclusive leadership.
- D. **Data:**
 - **Population Statistics.** The Office of Institutional Research (OIR) collects information about race, gender, religion and country/state of origin about our community (faculty, staff and students). The OIR will provide this aggregated data to the Diversity and Equity Committee for inclusion in its annual report.
 - **Climate Surveys.** In collaboration with the Office of Student Life, the OIR has conducted a student survey about the campus climate for several years. In order to ensure that faculty and staff are provided opportunities to share their thoughts about the

climate, the OIR will conduct or facilitate the development of a survey to gather similar climate perceptions from faculty and staff to assist with informing and directing our inclusion efforts.

IV. Institutionalizing Initiatives. Develop and maintain consistent policies and practices that enrich our campus environment.

A. Policy:

- **Hiring.** The Offices of Academic Affairs and Human Resources (HR) will work collaboratively to establish a common and/or consistent statement about the university's commitment to diversity and inclusion. Additionally, all application materials (faculty and staff) will require a statement by candidates describing how they envision contributing to a more inclusive campus environment.
- **Retention.** HR is currently working on the creation of a family parental leave policy. Should the policy not be completed by May 2015, HR will complete and disseminate the policy by the beginning of the fall 2015 semester.

B. Practice. The Offices of Academic Affairs and Human Resources (HR) will work collaboratively to review guidelines and protocols for ensuring a diverse pool of applicants for all faculty and staff positions. All departments will be expected to: 1) provide a written outline of their plan to generate a diverse pool of candidates and 2) collaborate with the Office of Academic Affairs and/or the Office of Human Resources in maintaining detailed records and evidence that the plan was implemented as designed, noting necessary deviations and justifications. All recruitment plans will be reviewed and approved by respective vice presidents, and in consultation with the Diversity and Equity Committee as deemed necessary, prior to moving forward with recruitment activities.

C. Admissions. The Office of Admissions will focus on diversifying the admissions staff and expanding the geographic regions from which it recruits domestic and international students. Additionally, the office will provide training that emphasizes the recruitment of a more diverse student body.

V. Sustaining Inclusion. Create and sustain an institutional infrastructure that effectively supports progress in achieving the goals of the Campus Inclusion Plan.

During the 2015-16 academic year, the Office of the President will work collaboratively with the Diversity and Equity Committee to facilitate a campus-wide discussion for soliciting suggestions for and feedback on a long-term campus inclusion plan. The Diversity and Equity Committee will periodically communicate to the community various opportunities for providing input and will report its progress to all campus constituents. The Diversity and Equity Committee will provide a draft 2016-21 Campus Inclusion Plan to the Board of Trustees at its May 2016 meeting.