

# **Annual Report from the Diversity and Equity Committee (DEC) Submitted June 2014**

## **Executive Summary**

This report is intended to be a comprehensive account of the work undertaken by the DEC during the 2013-14 academic year. The annual report is divided into five sections: 2013-14 Campus Climate Summary, Diversity and Equity Committee's Summary of Activities, Diversity and Equity Committee's Action Items for 2014-15, Data Pertaining to Issues of Diversity, and Appendixes. Information in the appendixes includes memoranda, letters and articles published in *The DePauw*, FEMINISTA!'s list of demands, letters to the campus community, data charts, a follow-up on DEC recommendations from June 2013, and the 2013 DEC Annual Report.

## **2013-14 Campus Climate Summary**

This spring semester, our campus community engaged in a series of conversations regarding campus climate. Several events in particular precipitated the need for community dialogue.

During the fall semester, some domestic students of color and international students expressed concerns regarding the classroom environment. Students reported being insulted and singled out as a result of various aspects of their identity. Additionally, students voiced concern about not knowing with whom they should discuss an issue or how to report a grievance. These concerns are explained in more depth in the memorandum sent to the Vice President for Academic Affairs and Vice President for Student Life by Vince Greer and Loufi Jirari (see Appendix I).

During the spring semester, a few incidents contributed to some domestic students of color and international students feeling frustrated, marginalized and isolated. Concerns intensified with the publication of an opinion piece in *The DePauw* entitled "Campus Needs to Desegregate, We All Have Common Ground," written by William McAndrew '16 (see Appendix III). The article encouraged students to work toward a better understanding of one another and to focus on their commonalities rather than their differences. Ashton Johnson '15, in a subsequent opinion piece titled "Excuse Me but Your Privilege Is In Our Way," shared her views about privilege and discussed how perceptions of it may differ depending on the community to which students belong, particularly for domestic students of color (see Appendix IV). Lastly, Grant Walters' '16 letter to the editor, written in response to Johnson's opinion piece, questioned the legitimacy of Johnson's claims and experiences (see Appendix V).

Collectively, these articles catapulted issues of race, power and privilege to the forefront of thought and conversation within the student body and created a new focus for campus dialogue.

A series of forums were held throughout the first half of the spring semester. Zeta Phi Beta Sorority Inc. organized a forum to give students an opportunity to share their personal stories with faculty, staff and upper-level administrators and to make recommendations for improving our campus climate. A student group called “The Movement” met weekly throughout the academic year to address issues our underrepresented student populations faced. Following the publication of Walters’ letter to the editor, “The Movement” held a late night emergency meeting with more than 120 students in attendance. The meeting was a chance for students to share their feelings and brainstorm an appropriate response. FEMINISTA!, a student feminist activist organization, staged a protest the following day to express its outrage and share concerns. FEMINISTA! also included a list of demands (see Appendix VI). DePauw Student Government hosted an open forum to provide students with an opportunity to voice their experiences and brainstorm strategies for uniting the student body. Finally, shortly before spring break, the Diversity and Equity Committee held an all-campus forum that highlighted students concerns. At the forum, students expressed the need for diversity training for all campus stakeholders -- faculty, staff and students. Additionally, they spoke of the need to explore diversity in the curriculum and revisit the most recent recommendations from the Task Force on Women and Families and the Campus Climate Task Force.

In describing their experiences, students repeatedly referenced micro-aggressions, a term used to describe the subtle ways that racial, ethnic, gender and other stereotypes result in tensions expressed through small acts of non-physical aggression. In an increasingly diverse population, these events can be experienced on a daily basis. In some ways these tensions are a result of our success as the diversity of our student body has more than doubled since 2005. With more students, faculty and staff from diverse backgrounds represented on our campus, the opportunities for micro-aggressions are intensified. While the conversations at various fora were often difficult, they were also necessary and have resulted in some positive outcomes. Henry Louis Gates Jr., a Harvard professor and author, in describing similar racial tensions at Harvard, stated, “We’re talking about people in close contact, who are experiencing the painful intersections of intimacy. The next part of that is communication.”

In the Appendixes are the three aforementioned newspaper articles; two messages from DEC to the campus community highlighting campus concerns surrounding identity, race, power and privilege; and a copy of a letter to the community from the Dean of Faculty and Dean of Campus Life outlining initial steps that are being taken to address campus climate issues.

### **Diversity and Equity Committee’s Summary of Activities**

“In matters regarding diversity, inclusiveness, and equity, the Diversity and Equity Committee advises the Administration and the faculty on policy; presents educational sessions for all employees; identifies issues regarding diversity and equity in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assesses aspects of the University’s efforts to attract and retain a diverse campus community. - Taken from the Academic Handbook.” (Retrieved May 5, 2014 from

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>)

Work this year began when DEC reviewed the committee's work of the previous year and established a direction for the 2014-15 academic year to include issues pertinent to minority faiths, reasons for departure/resignations from DePauw, and diverse candidate pools in job searches.

In early 2014 DEC received a specific charge from President Casey to work with the Office of Institutional Research (OIR) to examine historical trends and patterns related to diversity for faculty, students and staff. Dr. Casey also requested that DEC provide preliminary thoughts to the Vice President for Academic Affairs on search practices that might help to increase faculty diversity. President Casey also announced in January that Dean of Faculty Terri Bonebright would assume an additional responsibility: to serve as the senior administrative liaison to the President and to the Cabinet on issues of diversity.

DEC gathered data and other information from OIR and the Dean of the Faculty on faculty retention, diversity of candidate search pools as well as faculty search practices. Committee members also discussed potential resources to better prepare faculty for working with a diverse student body. Questions about the student experience were also brought forward, particularly asking what resources are available to students for reporting incidents of bias inside and outside of the classroom. DEC recommended that "who to contact" information be shared throughout orientation sessions for RAs, mentors and first-year students. The idea of a wallet-sized bias incident reporting procedure card, which can be carried on one's person, was suggested as a good idea as it has been successfully implemented at other colleges.

As the spring semester progressed, DEC met with Vice President for Student Life Cindy Babington and Dean of Academic Life Dave Berque and learned of specific incidents that occurred in classrooms. We also reviewed articles in *The DePauw* and discussed reports of social media postings about our campus climate. We met again with Terri Bonebright to discuss how well-meaning professors might in fact come across as insensitive and whether DEC could (or should) facilitate peer-mentoring opportunities for students and faculty. Dean Bonebright also shared that Title IX training would be made available to faculty next year. DEC suggested to Terri that her role as an ombudsman for diversity issues needed to be clarified and advertised broadly.

Our discussions in early March led to the decision to host an open forum for members of the DePauw community to share experiences and concerns. DEC crafted a letter that was sent to the campus community on March 13th announcing a listening session to be held on March 18th. The open forum was well attended and DEC documented all concerns that were mentioned by members of the campus community. A follow-up response to the campus community was issued on April 16th highlighting broad themes that emerged at the open forum and sharing the committee's recommendations for specific individuals and offices on campus to address specific issues and concerns.

President Casey met with DEC in late March and again in late April to discuss specific plans that he has for engaging in conversations regarding diversity. One part of the approach is the appointment of a single senior administrator to serve as the Cabinet-level Diversity Officer. This individual would coordinate the annual production of the Institutional Diversity Plan and Report. A designated individual within each division would report to the Cabinet-level Diversity Officer on specific plans within his/her respective area: Academic Life, Student Life, Admission/Financial Aid, Development/Alumni, and HR/Administration. We suggested that DEC provide specific charges to individual offices to ensure that concerns are being addressed.

DEC concluded the year preparing this annual report, which includes specific action items for next year's committee members.

Throughout the academic year, DEC also read various reports and articles. Highlights included:

- 2013 Campus Climate Survey Data Summary
- December 2013 Memo: Classroom Climate Issues Experienced by Domestic Students of Color and International Students
- 2007-2008 Campus Climate Task Force for Faculty, Staff, and Students of Color
- Faculty Impact on Students of Color (NASPA 2014, VOLUME 15, No. 1, February 2014)
- 2011 Report from the Task Force on Women and Families
- 2014 Diversity Demographics Report
- The Meaning of Liberal Education
- The Big Topic on Campus: Racial 'Microaggressions' (NYTimes.com)
- Is white student disengagement a problem at Georgia State University? (clatl.com)

### **Diversity and Equity Committee's Action Items for 2014-15**

Members of the 2013-14 DEC recommend the following action items be considered and addressed by the committee during the 2014-2015 academic year.

- Meet with representatives from the following areas to review progress on the recommendations outlined in the April 16, 2014 letter to campus
  - Office of the President
  - University Communications
  - Academic Affairs
  - Dean of Faculty
  - CAPP
  - Human Resources
  - Student Life
- Advise the President on the selection of a national speaker to discuss diversity and pedagogy during an early fall campus visit
- Review diversity in cabinet-level appointments and make recommendations as needed

- Review relevant resources available on diversity issues on college and university campuses including, but not limited to, AAC&U diversity materials (<http://www.aacu.org/resources/diversity/>)
- Explore the current disciplinary procedures for faculty at other institutions, including Denison and Oberlin, and make a policy recommendation to the Vice President for Academic Affairs and Dean of Faculty for changes to DePauw's current policy

### **Data Pertaining to Issues of Diversity**

This report section consists of careful review of the most recent data pertaining to issues of diversity. The Offices of Institutional Research and Human Resources combined the current databases to gather information to present in this document.

The reports in Appendix X summarize data on student diversity. Bill Tobin provided an analysis and relevant charts summarizing data over a time period of 1985 to the present. From this basic breakdown by race and ethnicity, one can see a clear rise in the enrollment of students of color and international students during the period between the 1980s and mid-1990s, although the enrollment of Native American students remains stable. After the mid-1990s, admission numbers of all groups declined except for multiracial. There is a dramatic increase in the number of international students at DePauw after 2008. However, the gender breakdown is fairly consistent over the years except for a few small variations. Another analysis shows the percentage of returning students of color for their sophomore year. A cross-tabulation presents the reasons for withdrawing by ethnicity over the period 2004-2013; the information was obtained by staff members via interviews with students.

The first report in Appendix XIII, assembled by the Office of Institutional Research, compares Total Multicultural Instructors to Total Multicultural Students over a time period of 2010 to 2013. Sources of data are listed. It is worth noting that the percentages of multicultural faculty have never exceeded the percentage of multicultural students during this time period.

The next report reviews termination-related information on all employees but for the time period of July 1, 2013 to February 21, 2014. More details are offered on termination by racial/ethnic category. Reasons for Termination are summarized for the entire employee pool.

The following report contains Employee Demographic information gathered from the Office of Human Resources database over time period of 2011 to the present. The data are broken out by gender and by white/non-white racial distinctions. It is notable that the percentage female employees of color remains unchanged while both the percentages of male faculty members of color (8% to 6%) and staff members of color (4% to 3%) decreased during last four years. Whereas, percentages for both white faculty members and staff members increased by 2% over the same period.

The next report also addresses employee turnover but is only for the current academic year through February 21, 2014, and breaks out the data by gender and racial demographic considerations. It is worth mentioning that the termination rate for females is 59% while for men employees it is 41%.

Additional data may be found in a separate document.

## Appendix I

### **Classroom Climate Issues Experienced by Domestic Students of Color and International Students** - Vince Greer and Loutfi Jirari December 12, 2013

We hope this letter finds you well. We are writing in response to ongoing concerns raised from domestic students of color and international student populations about their classroom climate experiences. We are hoping to work collectively to identify how to best support our students and alleviate these ongoing issues.

According to the 2012-13 campus climate survey that was conducted spring semester, international and domestic students of color reported significantly less respect in the classroom for students based on their: country of origin, race/ethnicity, gender expression, immigration status, physical disability status, and socioeconomic status. When asked about the campus climate being respectful of other racial/ethnic categories, international and domestic students of color reported feeling the campus climate is significantly less respectful for all races/identities.

These findings were consistent with the views expressed by domestic students of color during MSS advisory board meetings, The Black Male Initiative, Latino Male Caucus, Student of Color focus groups as well as individual conversations. Student representatives of the International Student Association (ISA) expressed similar concerns during a meeting with Student Life and Academic Atmosphere Committee (SLAAC) in May 2013. The international student representatives reported that during classroom discussions, while most faculty members call on students by name, they rarely call on international students to respond to questions. Additionally, they shared examples of a DePauw professor referring to International Chinese students as "weird." Another professor stated the bus that takes DePauw students to the Saraga market in Indianapolis has a bad smell because international students purchase "weird, smelly food" from the international grocery store.

While these views are not shared by the majority of our faculty members, it is enough of a concern for our domestic students of color and international students that these type of stories are being shared with one another and affecting student's perspective of faculty and classroom climate.

In the past, one avenue to address these concerns was the Diversity and Equity Committee meetings. However, DEC is currently defunct and has not really been operational for the past

four years. Likewise, students are unclear of whom to talk to within Academic Life and what avenues they can use to address these concerns. We would love to meet with you and any of your staff to strategize and identify short and long term solutions. We want to work together to provide all our students with the best possible liberal arts experience, as we continue promoting an inclusive, tolerant, and pluralistic community for all our members.

Attached are the summaries of Campus Climate Data related to Academic Life as well as comments referencing classroom experiences. There is also a summary document of feedback from MSS and ISS advisory boards as well as Black Male Initiative, Latino Male Caucus and student of color focus groups.

## **Appendix II**

### **Qualitative Feedback Expressed from MSS Advisory Board, ISS Advisory Board, Black Male Initiative and Latino Male Caucus and Student of Color Focus Groups**

- The perception that some professors or academic advisor are discouraging domestic students of color from pursuing STEM fields or more rigorous majors, while steering them more towards majors such as “sociology, anthropology and communication”.
- Students feeling that some professors have lower expectations for domestic students of color and in some cases have made outright statements that suggest they are not smart enough for DePauw or may have learning disabilities.
- Students reported having to “force their way into the conversation” in the classroom, as opposed to being welcomed contributors, often times feeling as if their participation does not hold equal weight as that of their white counterparts, despite being prepared for the specific classes and topics.
- Students of color reported being asked or expected to speak for their entire identity group when professors are looking for additional perspective on topics that involve race. Also in some cases, students reported faculty members making an overgeneralized statement and punctuating it with “right, \_\_\_\_\_” depending on the student’s race and context.
- Students of color and international students reported consistently being cut off mid-sentence when speaking in class, particularly in peer study groups by white students. When reported to professors, little was done to address this behavior. They also shared instances in which faculty members sometimes rushed students to finish their comments when a student is struggling to articulate their thoughts clearly, and often times their answers and general participation lacks positive affirmation from the faculty member.
- Students of color and international students shared instances where white classmates reacted by laughing to some students of color participation based on the way they spoke or articulated a statement, not the content, and the professor did not address this or in some cases laughed as well.
- A student of color reported that a faculty advisor urged the student to strongly consider transferring from DePauw since it has been a tough social and academic adjustment for

the student despite being in good academic standing. The student felt that this was emphasized to her because she was a student of color.

- A student of color reported having a faculty member point at her when referring to issues concerning China. That specific student however is not an International Chinese student but instead identifies as another Asian-American ethnicity other than Chinese.
- Students of color spoke of having to rely on other students of color for support when there are others present in class rather than from their professor because the faculty member was not sensitive or did not understand how they could be upset or offended.
- Student of color and international students reported academic advisors pushing them to drop classes they felt more comfortable in academically while keeping classes they were having a harder time maintaining and understanding.
- Some majority white students refuse or are reluctant to partner with domestic students of color in the classroom for group projects. In some cases when they have partnered, students of color reported white students taking full control without allowing them an opportunity to equally contribute.

### **Appendix III**

**“Campus Needs to Desegregate, We All Have Common Ground”** by William McAndrew ‘16

The DePauw University bubble is an interesting phenomenon. It has its pros and cons. Regardless of how you view the bubble, you cannot deny that it shapes the DePauw experience.

Nestled in the backcountry of Indiana, miles from any major cities or cultural hubs, DePauw is a tiny oasis of higher learning-- a watering hole in the dry desert of the Heartland. This appeals to a certain type of person: someone that not only has the smarts to hack it here, but who also finds appeal in a university the size of a large high school. That has to mean something.

DePauw is a unique place not for the faint of heart. The intimacy of the campus means that you are constantly under observation. I have yet to go a day, or even an hour, without seeing someone I've met before.

DePauw is, and always has been, for people who don't want to be lost in the masses of a state school. They want to be a public figure on a campus where close contact forces social interaction.

That being said, this characteristic should be where we find our common ground, or the glue that binds us together. But often that is not the case.

We are far, far away from our previous lives and the people that molded us into who we are today. All we have here, besides our education, is ourselves.



Yet, outside forces always seem to leak their way in. Maybe it's something in the food or the water or the Hamm's, but we only think of ourselves as part of the DePauw community when we aren't on campus. When we are here, we are segregated.

We are members of clubs that have two or three Greek letters on the sign above the door, or we're independent. We are part of the majority Greek scene, or we are part of the minority Greek scene. We're international students, or we're American students.

We feel disenfranchised with the DePauw culture. We feel excluded. We feel like our views aren't valid to the majority of students. We resent the privilege. Or we feel like we shouldn't have to apologize for the fact that our parents have money. We feel like we are immediately judged because of something entirely out of our control. We resent being the bad-guy just simply because of our social position.

These distinctions aren't just superficial. The student body is broken. There are deep divisions on this campus that run along the Greek/non-Greek, racial and socio-economic lines. Think back to last semester when a tiny thing like a sorority's philanthropy sparked an entire controversy surrounding privilege. There is obviously more resentment here than meets the eye.

So what's the solution? DePauw is like a little boarding school out in the woods. We all live together, so we might as well get along. We need to rethink why we came to DePauw because at some point, it shouldn't be about "us" and "them," or about the establishment and them.

Right now, DePauw culture is what it is, and the solution is complex. Half of me wants to spark more dialogue, but half of me says tolerate. All I really know is that acceptance is the first step towards a solution. Denying the fact that DePauw is divided will only exacerbate the situation.  
-McAndrew is a sophomore English writing and economics double major from St. Louis.

#### Appendix IV

##### **"Excuse Me but Your Privilege Is In Our Way" by Ashton Johnson '15**

There is a phenomenon on the campus of DePauw University called "The DePauw Bubble". It is when you get so caught up in all of the things that happen at DePauw that you forget about the "real world". Yet, there is another phenomenon on this campus that many people are not aware of. I call it the "Privilege Bubble." This is when people are so enclosed in their privilege that they are not aware of the struggles faced by those not with privilege.

Here's an example. An African American female walks into a math class and she is the only black person in the room. As the professor begins to teach, the female raises her hand to ask a question and the teacher ignores her. Yet when the white male seated next to her raises his hand, the professor immediately calls on him. Here's another example. Two African American males are walking home after a long night of studying. The Greencastle Police pull alongside

them, asking them a billion questions about where they are going, what they are doing and even questioning if they are DePauw students. Yet when students are walking belligerently drunk and causing a ruckus, the police are not questioning them.

These examples demonstrate how a particular group of people has the privilege to freely move, behave and/or navigate around this campus. This privilege is not only reserved for whites. It includes those with a higher socioeconomic status, members of a Greek organization, heterosexuals, English speakers, domestic students, males; the list goes on and on.

I acknowledge that there are many people who fall into those categories. I myself fit into some of those privileged categories. The issue is not about having privilege, but about not acknowledging or even recognizing it. It is an issue when the organizations of the National Pan-Hellenic Council and Multicultural Greek Council have to jump through hurdles in order to host a party because it is the same night as Bid Night. It is an issue when students who identify as LGBTQ are not able to be themselves, but are forced out of a fraternity house. It is an issue when the faculty of the School of Music only has one professor of color. It is an issue when a student of color is not given a fair Community Standards hearing for an incident that was not even committed. It is an issue when those who lack privilege are silenced, pushed to the back and told to "stay in their place".

What can be done to burst this "Privilege Bubble?" Honestly, I am not sure. I do know that acceptance is not the first step. Those in privilege have already accepted their higher status without even realizing it, thus the issues we are facing. Desegregation obviously does not work because whenever students outside of the realm of privilege attempt to include themselves with the majority, they are not accepted. A good first step would be acknowledgement, acknowledging that one has privilege whether it is because of your sexual orientation, race, class, gender or Greek affiliation. It is also the acknowledgment that privilege is power, thus those in privilege have the power to bring about justice on DePauw's campus.

DePauw's culture does not have to simply be what it is. Yes, the solution is complex, but that does not mean you have to tolerate status quo. Being tolerant is just as bad or even worse than not acknowledging one's privilege. When one tolerates something, you see a problem but do not intervene. Yes, denying the fact that DePauw is divided will only exacerbate the situation, but so will tolerance and unacknowledged privilege.

-Johnson is a junior Sociology major from Springdale, Md.

### **Appendix V**

**Letter to the editor** by Grant Walters' '16

This is my reaction to the opinion, "Excuse Me, But Your Privilege Is in Our Way" by Ashton Johnson. I posted this comment to the Huffington Post College Blog, where the article was recently re-published. I sent this comment to The DePauw, after my comment has since been

deleted. I would encourage you to read her piece, and make your own judgments on the legitimacy of her claims.

"This narrow view of DePauw students and professor's attitudes towards privilege does not reflect the entire campus' opinion. As a DePauw student I am offended that this article has received the Internet attention that it has, because it paints my university in an incredibly racist and un-accepting light. I am appalled that you think a professor wouldn't call on a student because they were black, or a woman, or lesbian, or for any reason other than coincidence. I'm appalled, as a member of a fraternity, that you think ANY house would kick someone out because of their sexual orientation. Community Standards discriminating against students of color over charges? What year are you living in, 1951?! These are disgustingly ignorant and narrow-minded claims, and the article when published in the paper was not taken seriously by many on our campus. Do I think that students have more privilege and project higher status? Yes. Welcome to the real world. Students on any campus, as well as adults across the nation will express entitlement based on their upbringing, socio-economic background, and whatnot. To relate this to the so-called "DePauw Bubble" is SUCH a falsehood, and you are only preventing any further "desegregation" and "acknowledgement" to occur with this piece. Keep your opinions out of the local AND national media spotlight when it paints a skewed picture of the truth about our university. YOU, my friend, are the one in the bubble. The bubble of ignorance."

The conversation of privilege is one that needs to be had, not with a resentful piece of writing like this. If Ms. Johnson's examples are true, action must be taken by the administration to handle these horrific acts of racism.

-Grant Walters, sophomore Communications major

## Appendix VI

### **FEMINISTA! "DePauw Doesn't Care" Protest List of Demands**

- Mandatory bi-monthly educational workshops on violence against womyn and QUILTBAG (LGBT+) people
- Creation of healthy Masculinities workshops for men on campus
- Diversity/Multicultural sensitivity training for First Year Mentors and Resident Assistants
- Checks and Balances in publishing of "The DePauw"—> Those interviewed must approve of final publication
- Accountability system created to check oppressive behavior by Faculty/Staff
- Administration transparency in addressing student concerns and in Board of Trustees
- Demand an M/I (Multicultural/Intercultural) requirement akin to the Q, S, and W credits required for graduation
- Restructuring/Strengthening of these classes
- Clearly defining these departments (Womyn's and Gender studies, Black and Afro-Diasporan studies, Latin@ and Caribbean studies, Indigenous studies, Queer studies, etc.)

- Require workshops on diversity, intersectionality, and sensitivity for Faculty/Staff
- Bringing in more PoC and Queer faculty to teach these classes
- Make DePauw University more physically accessible to students of all physical ability levels. Prioritize this over making campus aesthetically pleasing
- Discontinue pressuring students with mental illnesses to leave campus as the primary solution to their struggles. Work with Counseling Services and outside Counseling/Mental Health services to come to more productive solutions
- Increase intersectional resources for mental health on campus
- Create checks and balances for mental health personnel
- Dismantle the amount of privilege/power the Greek system at DePauw.

### Appendix VII

#### **March 13, 2014 Message to the DePauw Community from the Diversity and Equity Committee**

Dear Members of the DePauw Community,

Over the past few weeks there have been a series of conversations and events that have had a significant impact on our community in terms of campus climate. Several letters to the editor and editorials have been published in The DePauw to raise awareness and challenge us to think more deeply about issues of identity and privilege and how they affect our campus. Responses to these pieces have varied from anger, frustration, and sadness to apathy. The Diversity and Equity Committee has been paying close attention to recent developments, as have key members of the administration. Together we are working toward a concentrated effort to address issues that have been raised. When a portion of our population is affected or feels marginalized, it impacts our entire campus since we are a community.

The Diversity and Equity Committee is a body comprised of elected and appointed faculty, staff and students. We identify issues related to diversity and equity in our campus life and refer them to the appropriate University office and/or committee(s) for action. In light of recent occurrences, the DEC has assumed a more hands-on role serving as the umbrella committee for all issues of diversity and inclusion. Some of us were able to attend the “Be the Change You Wish to See” event and we were all officially apprised of recent incidents. We have heard the voice of the students both directly and indirectly, but we would like the opportunity to hear more and to hear from all members of the campus community.

Members of the committee are Caroline Jetton, Mac Dixon-Fyle, Naima Shifa, Maria Forcadell, Veronica Pejril, Amy Haug, Craig Slaughter, Vince Greer, Kate Smanik, Michael Chavez, and Grace Quinn. These committee members are ally-resources for all students in matters related to diversity; however, we are not the only ones who are invested or concerned.

We value and care about every member of the DePauw community. We strive to foster inclusivity and when issues are brought to the attention of the DEC, they are taken very seriously. Many students are hurt and suffering and it is our collective responsibility to

affirm and provide the necessary support. There is also a great deal of tension and conflict. While these may seem negative, much good can come from them. Challenging ourselves when we are made to feel uncomfortable can strengthen our resolve and position us to foster the process of healing and community building.

Next Tuesday, March 18, 2014 at 4pm in the UB Ballroom, we invite students, faculty, staff and community members to engage in a larger forum to address the current campus climate. This is an opportunity to share diverse perspectives, offer solutions and begin to create the campus community we know we can be. We will strive to create a safe space for all in attendance and hope you will take part in this event.

Sincerely,  
The Diversity and Equity Committee

### **Appendix VIII**

#### **April 16, 2014 Message from the Diversity and Equity Committee**

Dear Students, Faculty and Staff of DePauw University,

As we promised, we write to report on the work of the Diversity and Equity Committee (DEC) since the open forum held on Tuesday, March 18th. In this letter we will highlight what we heard during the open forum, offer a brief report on the committee's subsequent work, share our recommendations for issues that should be considered and addressed by specific offices and individuals on campus, and outline our next steps as a committee.

The DEC would like to begin by thanking the students, staff and faculty who attended the forum on March 18th and engaged in the very important conversation about issues that are affecting the DePauw community. We appreciate the honesty with which individuals shared their experiences with us during this forum. Sharing difficult experiences is challenging even in more intimate settings with one's close friends and advisors, so we are particularly grateful that so many of you were willing to give voice to those stories publicly. In response to what we have heard, we commit to keeping these issues of diversity and equity in front of the students, faculty, staff and administration in the coming weeks, months and years.

At the forum many individual stories were shared, in the collected notes these stories coalesced into a series of themes that will guide our work. Below is a list of these broad themes:

- Accountability for faculty, staff, students, administrators and leaders in the local community
- Improved communication and transparency in those communications
- Revisit recommendations from the Task Force on Women and Families and the Campus Climate Task Force

- Additional Administrative Support for diversity and equity issues
- Consequences for all individuals who behave inappropriately
- Improvements in the Community Standards process
- Diversity Training for faculty, staff and students
- Safety in the community
- Inclusive classroom climate
- Housing locations and room assignments for students of color
- Sufficient staffing and availability in the Wellness Center for Counseling and Mental Health care
- Retention of students, faculty and staff of color
- Events that teach cultural competency
- Intervention and prevention programming for all students and support services for victims of Sexual Assault
- Course requirement for exploring diversity in curriculum (e.g., M, C, or I requirement)

In the past few weeks the DEC has met with a variety of campus stakeholders to discuss current campus climate and directions for the future. We met with President Casey and had several meetings with the Dean of Faculty, Terri Bonebright, in conversation about ways to increase communication and access to resources for students, faculty and staff.

It is the role of the DEC to "advise the Administration and the faculty on policy; . . . identify issues regarding diversity and equity in campus life and refer them to the appropriate University office and/or committee(s) for action; and annually review and assess aspects of the University's efforts to attract and retain a diverse campus community" (Academic Handbook, <http://tiny.cc/n6t5dx>). This has been the guide for our conversations over the past few weeks and it is in this role that we provide the following initial recommendations for the campus. We look forward to working with the departments, offices, faculty committees, and the campus at-large as we explore these recommendations and build a better community.

#### *Office of the President*

- Continue consulting with and providing support to the Dean of the Faculty so that she may respond adequately to campus climate concerns
- Meet with campus stakeholders to address concerns directly related to the Office of the President when appropriate
- Review and bring to the appropriate campus organizations the reports from the Task Force on Women and Families and the Campus Climate Task Force

#### *University Communications*

- Create a website which lists resources for reporting and support services for students, faculty and staff and determine the best location for easy access to this site
- Consult with Academic Affairs, Student Life and the Dean of the Faculty to

improve communication and transparency

#### *Academic Affairs*

- Provide **diversity**- and **equity**-related continuing education opportunities for the Dean of Faculty
- Create ongoing education opportunities for faculty to explore ways to add **diversity** components to their courses
- Improve access for students to share concerns related to classroom climate

#### *Dean of Faculty*

- Collaborate with Human Resources on the creation of a required faculty and staff **diversity** training program
- Consult with DEC on improving recruitment procedures to ensure a **diverse** pool of candidates in faculty and staff searches
- Partner with Office of Human Resources to explore retention among faculty and staff of color

#### *CAPP*

- Examine best practices for **diversity**/multicultural education requirements in liberal arts colleges and make a recommendation for such a requirement at DePauw

#### *Human Resources*

- Create and implement a required faculty and staff **diversity** training program (in collaboration with the Dean of Faculty)

#### *Student Life*

- Provide **diversity** training for all students with special attention to individual communities of support (i.e., Greek organizations, athletic teams, mentors, Resident Assistants)
- Expand programming and events related to identity, **diversity** and cultural competence
- Review and make recommendations related to safety on campus and in the local community, specifically as it concerns **diverse** populations
- Review concerns regarding Counseling and Mental Health services and make recommendations about ensuring access for all students
- Explore best practices for Community Standards and make changes to current practice to increase accountability, transparency and support for students
- Review concerns related to current housing assignments and make recommendations for changes as needed

The committee will continue to meet weekly for the remainder of the semester. During the time that remains, we will extend invitations to continue dialogue with Dean of Faculty, Terri Bonebright and President Casey; however, a majority of our time will be spent crafting our annual report, which will include a concrete plan for continuing this work in the next academic year. The final report will be accessible on the DEC website which may be [found here](#).

As with all committees, the DEC is likely to experience some transition in membership

between now and the beginning of the Fall 2014 semester. We feel that it is in the best interest of the campus and the future DEC to devote a significant amount of time to producing a comprehensive report that will provide next year's DEC with a template for their work. This template for the coming year will include plans for notifying the campus community about the membership of the DEC for the 2014-2015 academic year, a tentative schedule for regular conversation with the offices and departments mentioned above to review progress in their areas, and continued work with individual students and student organizations to address concerns and gather student input on campus climate.

Respectfully,  
Members of the Diversity and Equity Committee

Caroline Jetton, Chair  
Mac Dixon-Fyle  
Maria Forcadell  
Naima Shifa  
Veronica Pejril  
Bruce Burking  
Craig Slaughter  
Amy Haug  
Vince Greer  
Kate Smanik  
Grace Quinn  
Michael Chavez

### Appendix IX

#### **April 20, 2014 Update on Campus Climate Initiatives from the Dean of Faculty and Dean of Campus Life**

Dear Colleagues,

Dorian Shager and I sent out the following message to all students on Friday to update them on campus climate initiatives that are being undertaken by our offices now and in the near future. We are hopeful that this work will lead to a more inclusive campus community for all of us and will make our work in this area more transparent to students.

Best, Terri Bonebright, Dean of Faculty and Dorian Shager, Dean of Student Life

-----  
Dear Students,



We value and appreciate the conversations regarding campus climate and identity that have occurred throughout the spring semester. The classroom and campus environments are of vital concern to us, both on a personal level and within our roles as Dean of the Faculty and Dean of Campus Life.

This spring has highlighted that issues of identity affect all of us as individuals and as a community. It is clear that our identities impact how we experience DePauw. Race, gender, sexual identity, nationality, and spirituality influence us at our core and impact how we interact with others. How we are affected depends upon many factors, including awareness of our power and privilege, and it is clear that these dynamics influence our educational environment. Because of this, these conversations about how we live and learn together are essential.

The involvement of students from DePauw Student Government, The Movement, FEMINISTA!, Zeta Phi Beta Sorority Inc., Code TEAL, and the Diversity and Equity Committee, as well as many individual students, has greatly enhanced the campus dialogue. We hope that students continue to engage with one another, faculty, and staff to examine our campus climate.

As we move from conversation towards action, there are concepts that will need to be explored in greater depth. Ideas such as a multicultural curricular requirement (i.e. an “M,” or “D,” or “I” requirement) take longer to thoroughly discuss as they have intricate philosophical and logistical issues to dissect. The Faculty governance committees offer appropriate avenues to examine these issues.

There are, however, a number of meaningful initiatives that can be implemented sooner. We have been working with the Student Life staff and Academic Life staff to determine some initial steps that will be taken this spring and in the early fall. Initiatives that have already begun include:

- Student Life staff development session on campus climate and supporting students (March 17)
- Counseling staff commitment to exploring issues of identity in the intake process and throughout sessions if requested by the student or therapeutically relevant (March 17)
- Athletic department training from a national consultant on recruiting diverse student athletes (March 31)
- Academic Life letter highlighting avenues for students to share concerns related to their academic experiences (April 3)
- Faculty Development program on building an inclusive classroom (April 4)
- Campus Life launching the “We’re Here for You” initiative with training for faculty and staff regarding sexual assault response (April 10)
- Intercultural Life and Campus Living partnering to create a new student position of Intercultural Community Conversation Facilitators for first-year residence halls (April 10)

In addition, work on the following initiatives and programs is underway. This is not intended to be a comprehensive list of all future initiatives, but we feel it is important that we take immediate action in areas where the ground work is in place to make improvements.

#### Spring 2014:

- Campus Life and Intercultural Life will send on-going electronic messaging to all students highlighting aspects of our diverse community, upcoming programs and events, student spotlights, and available resources (by May 2, 2014)
- Academic Life, Student Life, and DEC will sponsor a group of faculty, staff, and students to attend the National Conference on Race and Ethnicity in American Higher Education (NCORE) (by May 27, 2014)
- Dean of Students Office will enhance Student Life staff development and training on issues of race, class, power and privilege through staff readings, forums, conferences, and a national trainer will be on campus May 29 (by May 29, 2014)
- Campus Living and Community Development will create a peer-to-peer education program for diversity, inclusion, and ally-ship within Greek chapters and throughout the Greek system (by May 31, 2014)
- Dean of Students Office and Intercultural life will increase clarity regarding whom to go to for resources and support, and provide more easily accessible information about the Bias Incident Response Team (BIRT) (by May 31, 2014)
- Athletic Director follow-up on individual athlete concerns and coaching staff development on impact of race and identity within team dynamics and the individual athlete experience (by May 31, 2014)
- The Director of Public Safety will meet with students who have expressed concerns and agreed to share their experiences related to Public Safety interactions (by May 31, 2014)
- Community Standards will be mindful of putting together a diverse hearing board and work to ensure diversity within each hearing panel and offer advisor training to support respondents within the community standards process (by May 31, 2014)

#### Fall 2014:

- First-Year programs will place greater focus on diversity and campus climate within formal Orientation events and extended first semester programming (by August 23, 2014)
- Campus Living and First-Year programs will enhance RA and Mentor trainings for working effectively with students from diverse backgrounds and facilitating intercultural dialogue (by August 23, 2014)
- Community Standards will examine the role of race, ethnicity, and privilege with regards to the Community Standards process, look at the racial/ethnic breakdown of cases, and develop alternatives to the adjudication process where a different method may be more suitable (by August 23, 2014)
- Campus Life will create new programming and initiatives for supporting first generation college students and connecting them with faculty/staff that were first generation students (by August 31, 2014)

- Intercultural Life will increase support for identity and affinity groups, additional leadership and organizational development, and enhanced support for cross-cultural coalition building (by August 31, 2014)
- Dean of Faculty will organize training for all faculty and staff on issues of cultural sensitivity and classroom climate (by September 31, 2014)
- Intercultural Life will implement an identity discussion initiative that provides for deeper and on-going dialogue between small groups of students (by August 31, 2014)
- Academic Life will establish reading groups for faculty members on diversity issues (by September 30, 2014)
- Community Standards will provide cultural awareness training to board members so that board members can be cognizant of how race/ethnicity/privilege can impact factors involved in the process (by September 30, 2014)
- Intercultural Life will use the Posse Plus Retreat model to develop mini-retreats on campus open to a greater number of students (by September 30, 2014)
- Academic Life workshop for faculty on effective teaching considerations when working with international students (by September 30, 2014)
- Intercultural Life will expand the Intercultural leadership conference to offer more than one a year and open to more students (by November 15, 2014)
- Spiritual Life will enhance support and awareness for all faith traditions on campus, incorporating spiritual diversity into student programs and trainings (by December 15, 2014)
- Public Safety will facilitate communication with local law enforcement agencies regarding concerns of students and create programming opportunities related to working with diverse communities (by December 15, 2014)

These will not be the only enhancements and actions taken regarding campus climate, but we do want to share some initial steps. We will continue to partner with student leaders and the Diversity and Equity Committee to determine next steps and we welcome your further input. We look forward to working together to make DePauw an affirming and inclusive community for all students.

Sincerely,

Terri Bonebright  
Dean of the Faculty

and

Dorian Shager  
Dean of Campus Life

## Appendix X

### Initial draft report for Diversity and Equity Committee on Student Diversity from Office of Institutional Research

Figure one shows the basic breakdown of student enrollment by race and ethnicity categories since 1985 in both graphic and tabular form. Of note is the precipitous rise of the proportion of African-American students during the period between the late 1980s and the mid-1990s. This was followed by somewhat smaller increases for international and Hispanic students. Beginning in 2008 there was a dramatic increase in the number of international students. Also during that time, we note an increase in the number of students reporting as multiracial. I should also point out here that students indicate their identity when they apply for admission by selecting from a list of categories in the common application.

**Figure 1: Student Diversity**

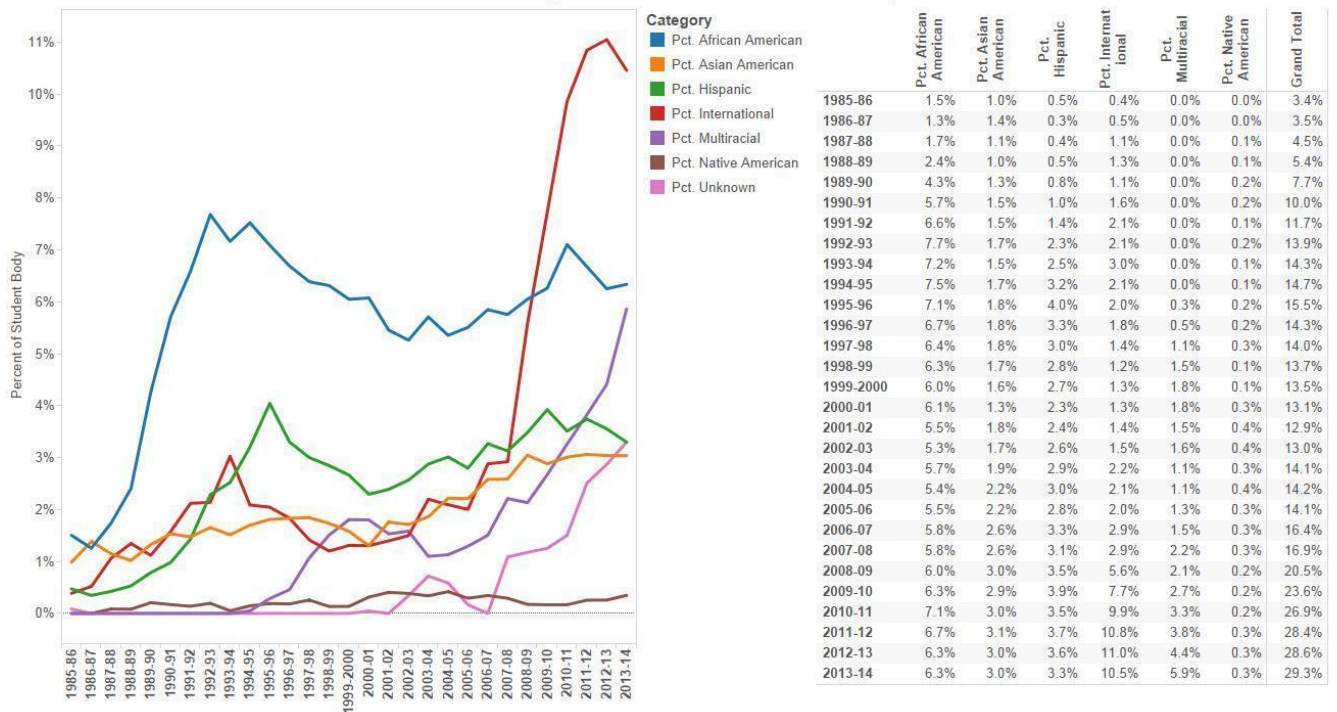


Figure 2 shows the gender breakdown of the student body since 1994, which is the furthest we can go back with records in my office. During the entire 20-year span, the gender proportion of the student body has been quite consistent with but a few small variations.

Figure 2: Gender Breakdown of Student Body

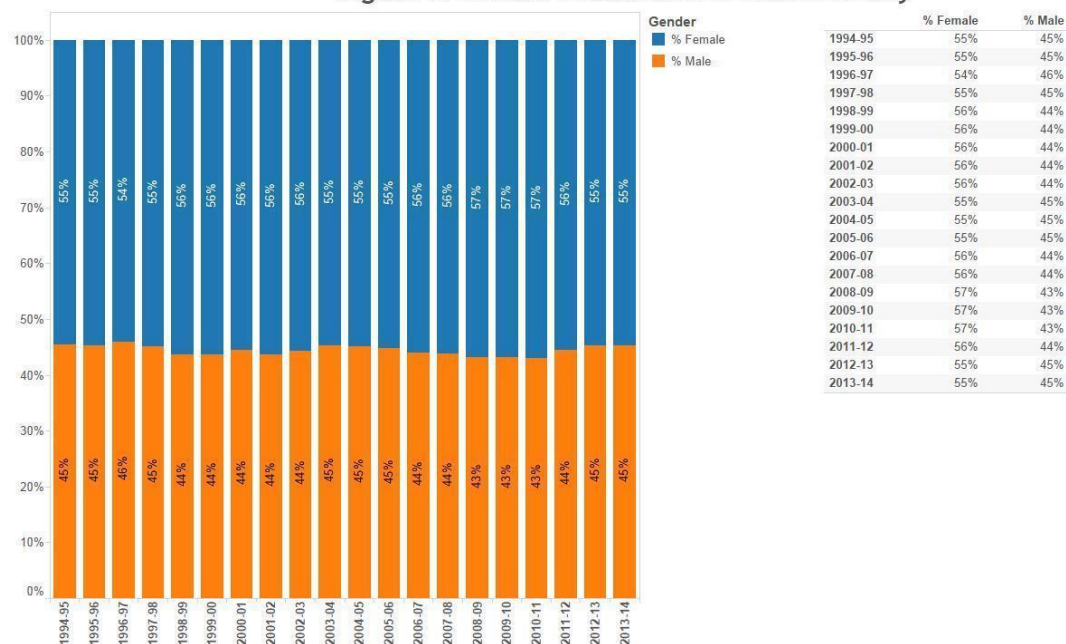
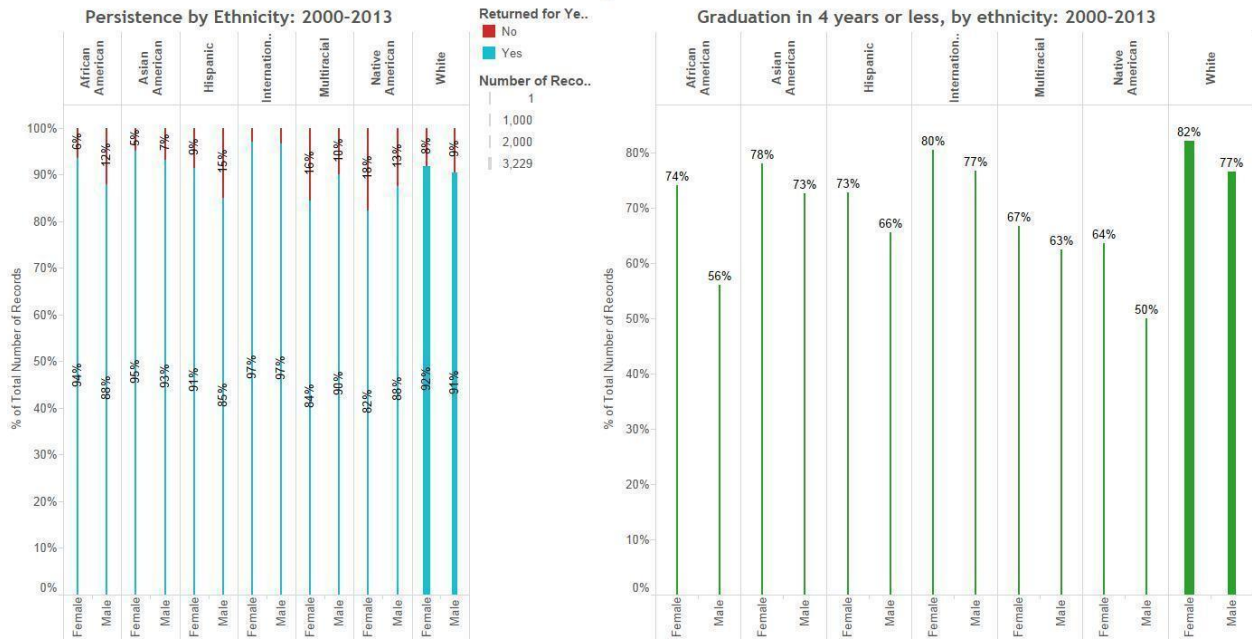


Figure 3 presents two different measures. On the left is persistence from the freshman to sophomore year by ethnicity and gender aggregated for the period between 2000 and 2013. The blue section of the bars shows the proportion of students who started as freshmen at the university and returned for the fall of their sophomore year. Conversely, the red section shows the remaining portion who did not return for year two. The varying thickness of the bars represents the number of people in each group, in particular, the relatively small numbers in the categories representing people of color even when aggregated over 14 years. The figure on the right shows the percent of the entering cohorts for the same period that completed degrees in four years or less, also segmented by ethnicity and gender.

Figure 3

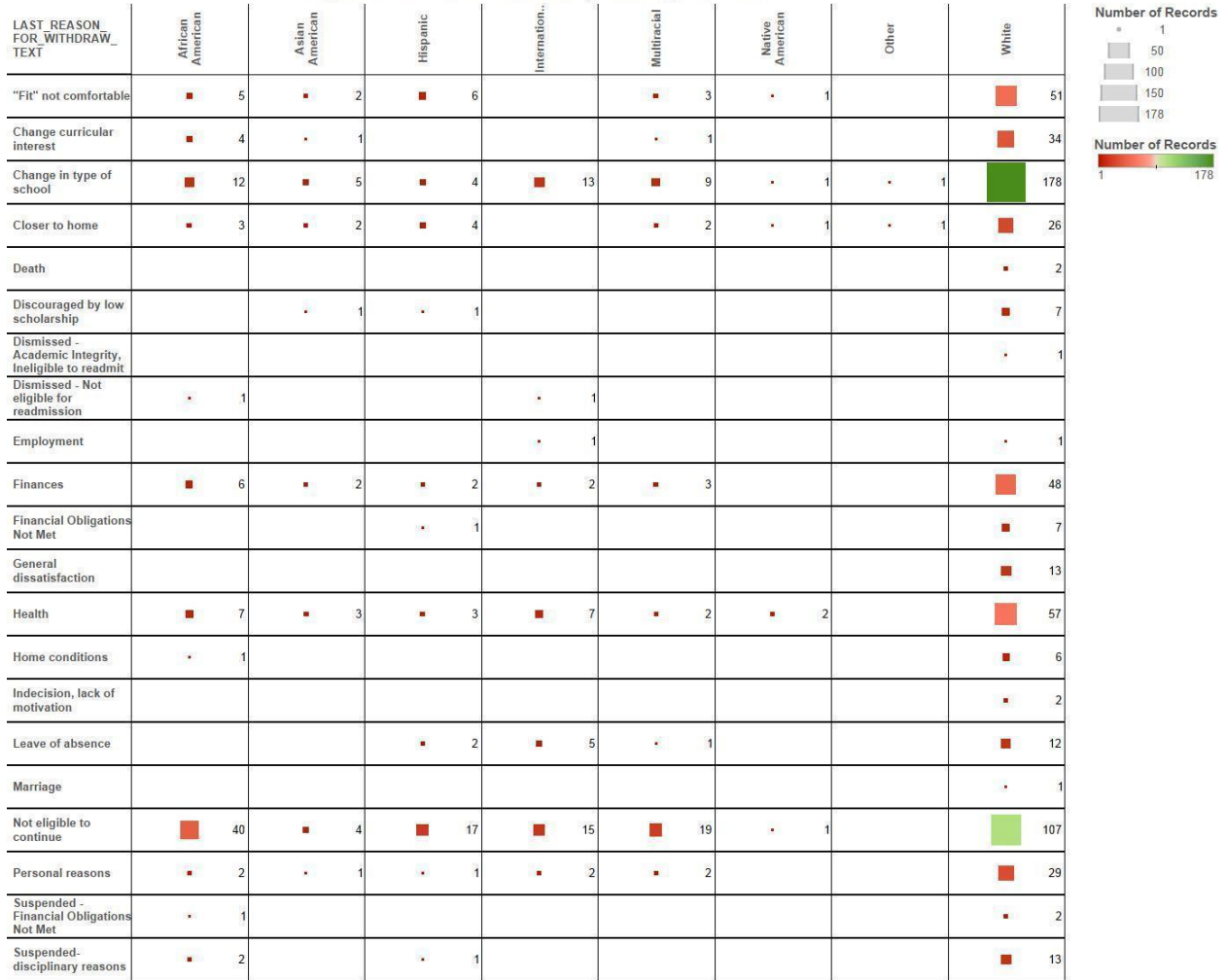


It is interesting to note that over this period the graduation rates for African American and Hispanic Males considerably lag those of African-American and Hispanic females. The first- to second-year persistence rates within and between those groups showed noteworthy differences, but not nearly as substantial.

In figure 4, I have cross-tabbed student ethnicity with the reasons for withdrawing, over the period between 2004 and 2013.<sup>1</sup> The committee should be aware that in the literature of higher education research, data yielded from student exit interviews have been almost entirely discredited. The categories shown in the table are somewhat loose classifications made by staff interviewers after meeting with students who are withdrawing from the university. Nevertheless, it may be somewhat instructive to look at these reasons segmented by ethnicity.

<sup>1</sup> 2004 being the earliest year for which data are available

Figure 4: Reasons for Withdraw by Ethnicity: 2004-2013



We are also in the process of compiling comparable demographic numbers for faculty and staff, and will share those with you in the very near future.

## Appendix XI

### Follow-up on DEC Recommendations from June 2013

In June 2013, VPAA David Harvey shared the Annual Report of the Diversity and Equity Committee. In the Annual Report seven recommendations were directed to the Committee. Following is an update to the noted recommendations:

- BIRT (Bias Incident Response Team) recruitment is DEC’s first priority for 2013.
- DEC should meet on a regular basis with Greencastle officials to address matters of common concern, including quality of life issues and matters of public safety. *DEC has*

*not facilitated meetings with Greencastle officials. This recommendation will be reviewed and considered by DEC in AY 2014-15.*

- *Develop protocol for exit interviews for faculty and staff on par with the process used for soliciting relevant information from students. This might include anonymous survey instrument in addition to formal interview process. Human Resources, with assistance from the Office of Institutional Research, developed and implemented an online, anonymous "exit" survey process for faculty and staff who terminate employment at DePauw University. In addition to the online exit survey, Exit Interviews are conducted in-person with Human Resources staff at the time of departure. The addition of the online exit interview survey started in the Fall 2013. Data is being collected, and will be summarized and presented to DEC in 2014-15.*
- *The University should draft formal language and procedures regarding opportunity hires. These procedures are not clearly articulated yet, this process is essential for enhancing faculty and staff diversity. In April 2014 Terri Bonebright, Dean of Students, attended the DEC meeting to give an overview of the faculty hiring process. Terri will be leading efforts going into the 2014-15 academic year to determine how the faculty hiring process can be detailed to increase the diversity of candidates and new hires.*
- *Findings of the Campus Climate Survey should be shared with relevant administrative offices and made available to various constituencies across campus, including faculty committees. The findings of the Campus Climate survey were reviewed and summarized. All survey comments were reviewed by the office of Student Life during the Summer of 2013. Comments from the survey were categorized by respective areas and shared with groups including: Public Safety, Greek Life, Women's Center, Spiritual Life, LGBT, Multicultural and International. Survey results were also shared with various student groups throughout the 2013-14 academic year as an awareness and training tool (IFC, Residential Advisory Board) -- should this be placed earlier in the sentence?. Summary results were shared with the Chair of Student Life and Academic Atmosphere Committee (SLAAC). The office of Student Life plans to continue the Campus Climate Survey and identify opportunities to further utilize the data to benefit those in our community. DEC will request to be provided the results from the Campus Climate Survey going into the 2014-15 academic year.*
- *Admissions might consider ways to promote the interfaith strength of campus spiritual life groups. The Office of Admission has started the process of continuing staff education related to learning more about the interfaith resources on-campus. In Spring 2014, Director of Spiritual Life presented to Admission staff detail about interfaith resources at DePauw.*
- *The lack of adequate street lighting in and around campus is a perennial issue. The administration should work with city officials to address this matter of personal safety in a timely fashion. As a result of a collaborative effort between DePauw Public Safety and the City of Greencastle, street lighting was upgraded on Anderson Street in the Spring of 2013. The DEC may consider inviting the Director of Public Safety to attend a meeting during the 2014-15 academic year to discuss further follow up.*



## Appendix XII

### **2013 Diversity & Equity Committee Annual Report shared by VPAA David Harvey**

To: David Harvey, VPAA  
From: Kevin Howley, Chair DEC  
Re: Diversity & Equity Committee Annual  
Report Date: 21 June 2013

#### **Executive Summary**

Following a year of relative inactivity, the Diversity & Equity Committee (herein DEC) met on a regular basis throughout 2012-2013. The following report consists of two sections. The first reviews DEC's activities during this "rebuilding year." The second lists a series of recommendations for ongoing activities associated with the committee's charge. In addition, this section offers recommendations to the university administration regarding matters of diversity and equity here at DePauw. (See DEC meeting minutes for details.)

#### **DEC Activities**

In September, VPAA met with DEC to discuss the committee's remit. In addition to reviewing the DEC Committee Focus document, the VPAA offered data on faculty hiring. Finally, the VPAA solicited volunteers to chair DEC for the current year. Kevin Howley was selected to serve as DEC chair.

In anticipation of subsequent meetings, the DEC chair set up a Moodle page. The page includes the following: brief biographical statements of DEC members; previous DEC annual reports; meeting minutes; links and documents relevant to matters of diversity and equity in university settings. DEC approved a motion to amend the committee's subcommittee structure, such that the subcommittee on faculty was now the subcommittee on faculty and staff. This change reflects DEC's determination to attend to relevant issues pertaining to staff as well as faculty and students.

The following meeting consisted of a brainstorming session for DEC projects for the current academic year. These projects included review of relevant data gleaned from exit interviews, data on student retention, and a review of previous DEC activities. The meeting concluded with discussion of arranging a meeting between DEC and the VPAA search committee. In November, DEC met with representatives from the VPAA search committee: Dr. Wayne Glausser and Dr. Sharon Crary.

Subsequent meetings included discussions on staff hiring and retention issues, finding and replacements for student representatives, and review of relevant data on faculty and staff exit interviews. In addition, DEC received presentations by Amy Haug, the university's new Director of Human Resources; student representatives from spiritual life (Nathan Dubow '13, Nadiyah Ford '14, Yashaswee Malla '13); and campus climate survey with Vivie Nguyen. Finally, replacements for departing committee members were recruited in a timely fashion.

Due to the departure of some DEC members, the committee's work on recruiting faculty members to work on the Bias Incident Response Team (BIRT) was suspended until fall 2013. Finally, Kelley Hall worked with FITS to migrate the DEC Moodie Group to the new Moodie site (Moodie 2).

### **DEC Recommendations**

- BIRT recruitment is DEC's first priority for fall 2013.
- DEC should meet on a regular basis with Greencastle officials to address matters of common concern, including quality of life issues and matters of public safety.
- Develop protocol for exit interviews for faculty and staff on par with the process used for soliciting relevant information from students. This might include anonymous survey instrument in addition to formal interview process.
- The university should draft formal language and procedures regarding opportunity hi res. These procedures are not clearly articulated and yet, this process is essential for enhancing faculty and staff diversity.
- Findings of the Campus Climate Survey should be shared with relevant administrative offices and made available to various constituencies across campus, including faculty committees.
- Admissions might consider ways to promote the *interfaith* strength of campus spiritual life groups.
- The lack of adequate street lighting in and around campus is a perennial issue. The administration should work with city officials to address this matter of personal safety in a timely fashion.

### **DEC Members**

Pat Bacon (Fall 2012), Bruce Burking (Spring 2013), Eli Covarrubias, Jordan Giger, Vince Greer, Kelley Hall, Myrna Hernandez, Kevin Howley, Caroline Jetton, Kalpesh Mehta, Naima Shifa, Kate Smanik Jordan Ragassa

Respectfully,

Kevin Howley

DEC Chair

2012-2013

## Appendix XIII

### Additional Data

<b>Total Multicultural Instruction Staff to Total Multicultural Student Comparison*</b>									
		<b>2010</b>		<b>2011</b>		<b>2012</b>		<b>2013</b>	
		N	%	N	%	N	%	N	%
<b>Multicultural Total</b>	Faculty	56	19.0%	52	18.5%	48	18.0%	41	16.2%
	Students	566	23.9%	669	29.2%	668	29.4%	541	25.8%
<b>White</b>	Faculty	239	81.0%	229	81.5%	218	82.0%	212	83.8%
	Students	1800	76.1%	1624	70.8%	1602	70.6%	1553	74.2%
<b>Total</b>	Faculty	295	100.0%	281	100.0%	266	100.0%	253	100.0%
	Students	2366	100.0%	2293	100.0%	2270	100.0%	2094	100.0%

**\*Notes:**

**(1) Student numbers from Fall Enrollment Report found on OIR Site:**

<http://www.depauw.edu/files/resources/enrollment11314.pdf>

**(2) Faculty numbers from Human Resources Data Dashboard:**

\* 2011 to 2013 quarter closest to fall semester

used

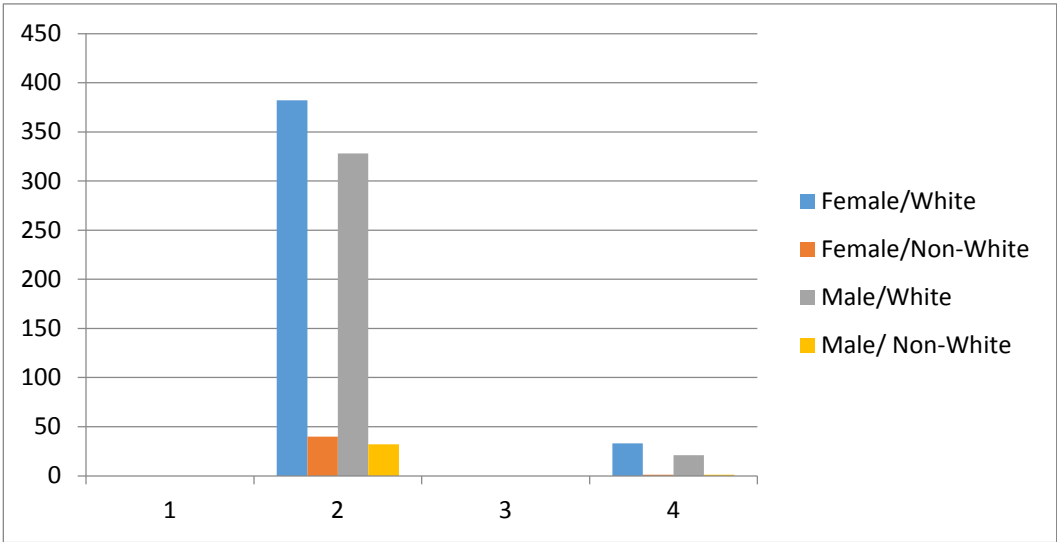
\* 2010 end of year numbers used

\* 2013 "Chicano, Hispanic, Latino, Mexican American" no longer used in "Race." A separate "Ethnicity" category of "Hispanic or Latino" was used. All "Ethnicity" listed as "Hispanic or Latino" were listed as "Not Specified" under "Race" as of 9/30/13 data from Human Resources.

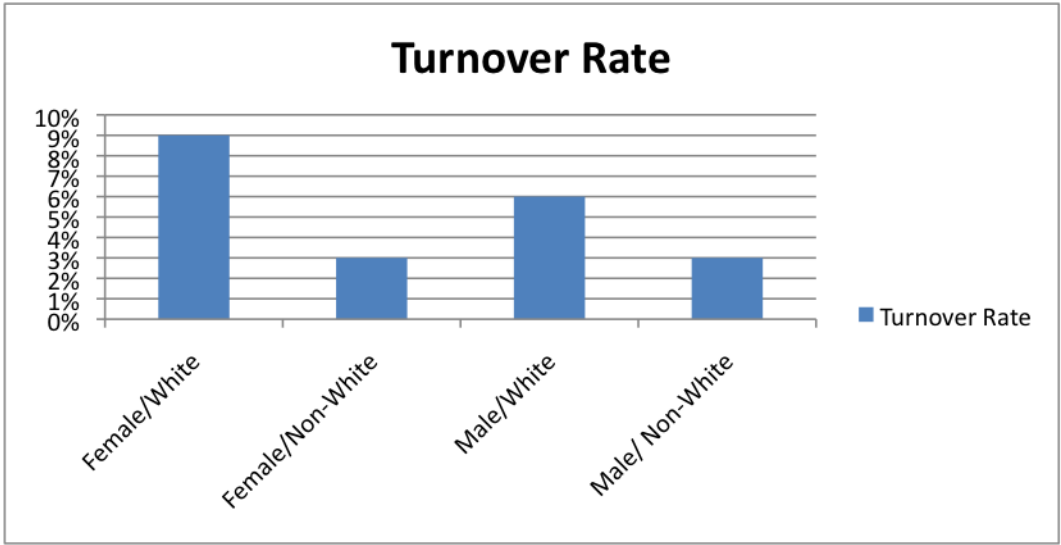
**(3) "Other" and "Unknown" categories not included.**

**Employee Turnover by Demographic Data - July 1, 2013 to February 21, 2014**

	Employees	Terminations	Turnover Rate
<b>Female/White</b>	382	33	9%
<b>Female/Non-White</b>	40	1	3%
<b>Male/White</b>	328	21	6%
<b>Male/ Non-White</b>	32	1	3%
<b>Total</b>	782	56	7%

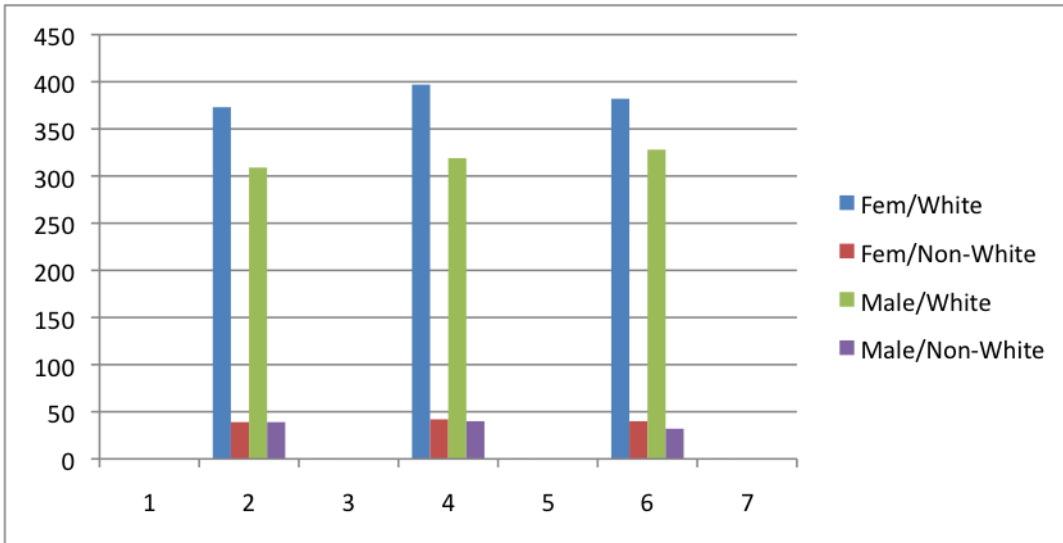


	Turnover Rate
<b>Female/White</b>	9%
<b>Female/Non-White</b>	3%
<b>Male/White</b>	6%
<b>Male/ Non-White</b>	3%



### DPU Employee Demographics

<b>Faculty</b>	2011/2012		2012/2013		2013/2014	
Fem/White	90	35%	97	36%	88	35%
Fem/Non-White	25	10%	26	10%	26	10%
Male/White	122	47%	121	45%	124	49%
Male/Non-White	21	8%	22	8%	15	6%
Total	258		266		253	
<b>Staff</b>						
Fem/White	283	56%	300	56%	294	56%
Fem/Non-White	14	3%	16	3%	14	3%
Male/White	187	37%	198	37%	204	39%
Male/Non-White	18	4%	18	3%	17	3%
Total	502		532		529	
<b>Total Emp</b>						
Fem/White	373	49%	397	50%	382	49%
Fem/Non-White	39	5%	42	5%	40	5%
Male/White	309	41%	319	40%	328	42%
Male/Non-White	39	5%	40	5%	32	4%
Total	760		798		782	



Gender	Country of Birth	Race	Ethnicity Not Hispanic or Latino Not Hispanic	Business Unit	Home Department	Employee Status Type	Last Day of Employment	Reason	Group Name
M	United States	White	or Latino Not Hispanic	Default Business Unit	DePauw University	Retired	7/6/13	Emeriti	
F	United States	White	or Latino Not Hispanic	Presidential Staff	Janet Prindle Institute for Ethics	Terminated	7/15/13	End Of Term Assignment	Administrative
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Annual Giving	Terminated	7/16/13	Voluntary Resignation	Administrative
M	United States	White	or Latino Not Hispanic	Academic Affairs	Information Services	Terminated	7/16/13	Voluntary Resignation	Clerical
F	United States	White	or Latino Not Hispanic	Presidential Staff	Janet Prindle Institute for Ethics	Terminated	7/19/13	Voluntary Resignation	Administrative
F	United States	White	or Latino Not Hispanic	Academic Affairs	Hubbard Center for Student Engagement	Terminated	7/23/13	Voluntary Resignation	Administrative
F	United States	White	or Latino Not Hispanic	Academic Affairs	Information Services	Terminated	7/26/13	Voluntary Resignation	Administrative



F	United States	White	Not Hispanic or Latino	Academic Affairs	Hubbard Center for Student Engagement	Terminated	7/31/13	Voluntary Resignation	Administrative
M	United States	White	Not Hispanic or Latino	Finance and Administration	Facilities Management	Terminated	8/12/13	Voluntary Resignation	Physical Plant
F	United States	White	Not Hispanic or Latino	Academic Affairs	Physics and Astronomy Hubbard Center for Student Engagement	Terminated	8/15/13	Voluntary Resignation	Administrative
F	United States	White	Not Hispanic or Latino	Academic Affairs	Hubbard Center for Student Engagement	Terminated	8/15/13	Voluntary Resignation	Administrative
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	8/16/13	Voluntary Resignation	Nature Park
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	8/17/13	End Of Temp Assignment	Nature Park
M	United States	White	Not Hispanic or Latino	Finance and Administration	Human Resources	Terminated	8/22/13	Position Eliminated	Clerical
M	United States	White	Not Hispanic or Latino	Communications and Strategic	Office for Sustainability	Terminated	8/30/13	End Of Temp Assignment	Nature Park

			or Latino Not Hispanic	Initiatives					
M	United States	White	or Latino Not Hispanic	Student Life	Athletics	Terminated	8/31/13	Voluntary Resignation	Administrative
M	United States	White	or Latino Not Hispanic	Finance and Administration	Facilities Management	Terminated	9/4/13	Disciplinary Action	Physical Plant
F	United Kingdom	White	or Latino Not Hispanic	Student Life	Athletics	Terminated	9/13/13	Voluntary Resignation	Administrative
F	United States	White	or Latino Not Hispanic	Admission and Financial Aid	Admission	Terminated	9/15/13	End Of Temp Assignment	Administrative
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Alumni Engagement	Terminated	9/28/13	Voluntary Resignation	Administrative
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Alumni Engagement	Terminated	10/8/13	Voluntary Resignation	Administrative
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Development	Terminated	10/15/13	Voluntary Resignation	Administrative

F	United States	White	Not Hispanic or Latino	Admission and Financial Aid	Admission	Terminated	10/22/13	End Of Temp Assignment	Clerical
M	United States	White	Not Hispanic or Latino	Academic Affairs	Information Services	Terminated	10/29/13	Dismissal	Clerical
F	United States	White	Not Hispanic or Latino	Student Life	Athletics	Terminated	10/31/13	End Of Temp Assignment	Administrative
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	11/1/13	End Of Temp Assignment	Nature Park
M	United States	White	Not Hispanic or Latino	Finance and Administration	Mail Center	Terminated	11/8/13	Probationary Period	Clerical
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	11/15/13	End Of Term Assignment	Nature Park
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	11/15/13	End Of Term Assignment	Nature Park
F	United States	White	Not Hispanic or Latino	Communications and Strategic Initiatives	Office for Sustainability	Terminated	11/15/13	End Of Term Assignment	Nature Park

			or Latino Not Hispanic	Initiatives					
M	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Development Services	Terminated	11/15/13	Unsatisfactory Performance	Administrative
F	United States	White	or Latino Not Hispanic	Academic Affairs	Libraries	Terminated	12/1/13	Voluntary Resignation	Clerical
M	Japan	Asian	or Latino Not Hispanic	Academic Affairs	Modern Languages	Terminated	12/13/13	Voluntary Resignation	Academic
F	United States	White	or Latino Not Hispanic	Academic Affairs	Biology	Terminated	12/16/13	Medical	Administrative
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Development	Terminated	12/16/13	Voluntary Resignation	Administrative
M	United States	White	or Latino Not Hispanic	Academic Affairs	Information Services	Terminated	12/17/13	Voluntary Resignation	Clerical
M	United States	White	or Latino Not Hispanic	Academic Affairs	English	Terminated	12/26/13	End Of Term Assignment	Academic

M	United States	White	Not Hispanic or Latino	Academic Affairs	Information Services	Retired	12/31/13	Normal Retirement	Administrative
F	United States	White	Not Hispanic or Latino	Academic Affairs	Communication and Theatre	Terminated	12/31/13	End Of Temp Assignment	Academic
M	United States	White	Not Hispanic or Latino	Academic Affairs	University Studies	Terminated	12/31/13	End Of Temp Assignment	Academic
M	United States	White	Not Hispanic or Latino	Default Business Unit	DePauw University	Terminated	12/31/13	Deceased	
F	United States	White	Not Hispanic or Latino	Academic Affairs	Modern Languages	Terminated	12/31/13	End Of Temp Assignment	Academic
F	United States	White	Not Hispanic or Latino	Academic Affairs	Music	Terminated	12/31/13	End Of Temp Assignment	Academic
F	United States	Black or African American	Not Hispanic or Latino	Academic Affairs	Sociology and Anthropology	Terminated	12/31/13	End Of Term Assignment	Academic
M	United States	White	Not Hispanic or Latino	Development and Alumni	Development	Terminated	12/31/13	Voluntary Resignation	Administrative

			or Latino Not Hispanic	Engagement					
F	United States	White	or Latino Not Hispanic	Admission and Financial Aid	Financial Aid	Retired	1/16/14	Normal Retirement	Administrative
M	United States	White	or Latino Not Hispanic	Finance and Administration	Facilities Management	Terminated	1/18/14	Voluntary Resignation	Physical Plant
F	United States	White	or Latino Not Hispanic	Development and Alumni Engagement	Annual Giving	Terminated	1/22/14	Voluntary Resignation	Administrative
M	United States	White	or Latino Not Hispanic	Student Life	Public Safety	Terminated	1/28/14	Voluntary Resignation	Public Safety
M	United States	White	or Latino Not Hispanic	Academic Affairs	University Studies	Terminated	1/31/14	End Of Temp Assignment	Academic
F	United States	White	or Latino Not Hispanic	Academic Affairs	University Studies	Terminated	1/31/14	End Of Temp Assignment	Academic
F	United States	White	or Latino Not Hispanic	Admission and Financial Aid	Financial Aid	Retired	1/31/14	Normal Retirement	Clerical

F	United States	White	Not Hispanic or Latino	Academic Affairs	Libraries	Terminated	1/31/14	Voluntary Resignation	Clerical
F	United States	White	Not Hispanic or Latino	Student Life	Athletics	Terminated	1/31/14	Voluntary Resignation	Administrative
M	United States	White	Not Hispanic or Latino	Academic Affairs	University Studies	Retired	2/1/14	Normal Retirement	Administrative

**Other Termination Related Information**  
**1/1/2013 to 2/21/2014**

<b>Total</b>		
<b>Terminations:</b>	152	

<b>Termination Information by Gender:</b>		
<b>Female:</b>	90	59%
<b>Male:</b>	62	41%

<b>Termination Information by Ethnic Demographics:</b>		
<b>Asian:</b>	2	1%
<b>Black:</b>	7	5%
<b>Hispanic/Latino:</b>	3	2%
<b>Two or More</b>		
<b>Races:</b>	1	1%
<b>White:</b>	134	88%
<b>Not Specified:</b>	5	3%
	152	

<b>Reasons for</b>		
<b>Termination:</b>		
<b>End of Term</b>		
<b>Assignment:</b>	57	38%



<b>Position</b>		
<b>Eliminated:</b>	2	1%
<b>Disciplinary</b>		
<b>Dismissal:</b>	7	5%
<b>Medical Disability:</b>	1	1%
<b>Deceased:</b>	7	5%
<b>Retired:</b>	20	13%
<b>Voluntary Resignation:</b>	52	34%
<b>Other:</b>	6	4%
	152	

	Students					Faculty			
	11011	1112	11213	11314		11011	1112	11213	11314
<b>African, African-American, Black</b>	150	157	147	146		16	12	12	11
<b>American Indian or Alaskan Native</b>	4	6	6	8					
<b>Asian, Asian American, Indian Subcontinent, Pacific Islander</b>	69	72	71	70		27	27	23	20
<b>Caucasian, White</b>	1800	1624	1602	1553		239	229	218	212
<b>Chicano, Hispanic, Latino, Mexican American</b>	94	88	83	76		10	10	10	6
<b>International (non-resident Alien)</b>	185	256	258	241					
<b>Multiracial</b>	64	90	103	135		3	3	3	4
<b>Total</b>	<b>2366</b>	<b>2293</b>	<b>2270</b>	<b>2229</b>		<b>295</b>	<b>281</b>	<b>266</b>	<b>253</b>