2015-16 Annual Report
Diversity and Equity

Committee membership and those regularly attending:
Bruce Burking
Lexy Burton
Craig Carter
Marius Conceatu
Mac Dixon-Fyle
Maggie Donohue
Sarah Fears
Curtis Ferguson
Vince Greer
Jana Grimes
Claire Halffield
Amy Haug
Caroline Jetton, Chair
Carrie Klaus
Renee Madison
Heidi Menzel
Veronica Pejril
Craig Slaughter
Kate Smanik
Juli Smith
Christopher Wells

The primary work of the committee during 2015-16 included crafting the **five-year campus inclusion plan**. To begin our work, the committee kicked off the year with a full day retreat on August 3. During the academic year, the committee met regularly. Meetings were scheduled for the following dates:
September 2
September 30
October 28
November 18
December 9
January 5
February 10
February 17
March 2
April 13
May 4

Working Groups were established to expedite progress on the five-year campus inclusion plan. The following working groups were formed: Co-Curriculum and Student Life, Curriculum and Academic Life, Life Cycle, Communication, and Community Engagement. The working groups met regularly as well.

A draft of the plan was shared with members of Cabinet and the campus community at large. Feedback and suggestions for improving the plan were solicited. See Appendix 1 for the 2016-2021 Campus Inclusion Plan.

At the November faculty meeting, the motion was passed to undertake a second DePauw Dialogue in spring 2016. Thus another facet of our work included planning **DePauw Dialogue**, an all-campus event focused on diversity and inclusion, which was held on April 6. The day included a keynote address by Rev. Dr. Jamie Washington and 21 breakout sessions. Students, faculty, and staff were able to choose the breakout sessions they most wanted to attend. Facilitated discussions rounded out the official program before the community event. Faculty, staff, and student facilitators were trained by Montage. There was a four-hour training session and follow-up meeting for facilitators.

There was a Core Planning Group and five subcommittees (comprised of faculty, staff, and students across campus) that contributed to the planning of DePauw Dialogue. The subcommittees were Pre- and Post-Day Planning, Structural Logistics, Adminstrative/Organizational, Advertising, and Mobilization. These subcommittees met regularly.

In May, the faculty voted to continue having a DePauw Dialogue for the next five years. Future events will be scheduled in the fall semester. At the end of five years, the efficacy of the event will be evaluated.

An action item from the 2015-16 campus inclusion plan included the crafting and dissemination of a **faculty and staff campus climate survey**. The survey was created by a subcommittee of the Diversity and Equity committee. The subcommittee was also comprised of others from the campus community. The survey was shared with faculty and staff in mid-October and all were encouraged to share their opinions and experiences. In January, Director of Institution Research Bill Tobin, Renee Madison, and Caroline Jetton met to review the data from the faculty and staff campus climate survey. Open meetings for faculty and staff were scheduled to share highlights of Campus Climate Survey data. In May, volunteers were solicited to look more deeply at the survey data. This work will commence in the summer and continue into the fall 2016 semester.

Other work of the committee included the following:

- Committee members met with Cris Cullinan, an invited guest who offered a workshop to department chairs and members of search committees, "Seeking Cultural Competence in Hiring."
- Committee members met with members of the Independent Review Committee as part of their formal investigation of the event that occurred September 2015 when Brother Jed and his disciples protested on campus.
- Committee members met with President-Elect Mark McCoy.

- Caroline Jetton monitored the progress on action items outlined in the 2015-16 campus inclusion plan; updates were shared with the community midway through the year and at the end of the academic year. See Appendix 2 and 3 for the December 2015 and May 2016 updates respectively.
- Caroline Jetton, as the representative from Diversity and Equity, VPAA Anne Harris, and Human Resources representative, Jana Grimes, met with each search committee undertaking a tenure-track search during the academic year.
- Caroline Jetton, on behalf of Diversity and Equity, met with Kathy Vrabeck, the chair of the Presidential Search Committee, to discuss the values we hope to see espoused and lived by the next president.
- At the invitation of Renee Madison, Caroline Jetton attended the Board of Trustees Inclusion Committee on October 8. The agenda was a follows: University inclusion values, campus climate update, 2015-16 Inclusion Plan update, committee charge, and five-year inclusion plan update.

Appendix 1
2016-21 Campus Inclusion Plan

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. <u>The DePauw Experience</u>

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.

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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. <u>Student Engagement.</u> 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

I. ***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.

Appendix 2
May 2016 Update on the 2015-16 Campus Inclusion Plan

Building an Inclusive Community: DePauw University Campus Plan

2015-16 Academic Year

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.

May 2015 Update: The faculty approved two new graduation requirements effective for the Class of 2020. Two components were adopted: a Power, Privilege and Diversity course and an International Experience. To complete the Power, Privilege and Diversity requirement, each student earns at least one credit in courses that have as a major component the analysis of the interplay of power and privilege in human interactions. Such courses will frequently focus on the experience of non-dominant members of political or social groups. They might also emphasize the dynamics of inequality from a more theoretical perspective. To complete the International Experience requirement, students earn at least one credit in a course that has, as its focus, the study of a culture foreign to their culture of origin. This may be earned in courses focusing on the politics, society, religion, history, or arts of a foreign culture or through a semester-long or longer study-abroad experience. International students fulfill this requirement through their study at DePauw.

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.

December 2015 Update from Faculty Personnel Policy and Review Interim Chair Mark Kannowski: On November 11th, the Faculty Personnel Policy and Review committee met with Renee Madison and Carrie Klaus as representatives of the Diversity and Equity committee to discuss modifications to tenure and promotion criteria as published in the academic handbook. At the current time, the Review committee is not ready to bring forward a change in language for the academic handbook. We have discussed and will continue to discuss and consider, as time permits, ways to evaluate faculty practices of inclusivity.

May 2016 Update from Faculty Personnel Policy and Review Chair Glen Kuecker: During the Spring 2016 semester, Review Committee engaged in a series of steps that led to a successful faculty vote at the May faculty meeting. The vote brings diversity and inclusion into the term, interim, tenure, and promotion teaching criteria. The requirement is within the "professional competence" teaching criteria. The criteria states: "Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility." The Review Committee worked with the Dean of Librarians to develop a parallel professional competence requirement for librarian reviews. The committee also worked on reforming/revising student opinion surveys. It created a subcommittee to work on the revision, and they are working on how to better address questions to classroom climate and diversity and inclusion in the surveys. That work will be continued next academic year.

December 2015 Update from Vice President for Academic Affairs Anne Harris: The Review committee (formerly COF) has discussed these modifications with Carrie Klaus (Dean of Faculty) and Renee Madison (Senior Advisor to the President for Diversity and Compliance) and is considering language for the academic handbook. The entire committee has discussed changes to both the Appendix A (expectations for all faculty member positions at DePauw) as well as Student Opinion Surveys. Two issues remain subjects of deliberation: assurances of faculty development for the cultivation of an inclusive classroom being in place for any new expectations of faculty; and considerations of backlash among students who, for whatever reason, disagree with the professor and use accusations of a non-inclusive classroom as retaliation. Regarding the former, see section I C below. The latter has expanded two

points of discussion: an interest in significantly revising the Student Opinion Surveys in general, and an interest in developing other means for faculty to demonstrate practices of inclusivity in "Teaching Methods" and "Effectiveness" sections. Specific criteria are still being worked out for those sections with the goal of having a faculty vote on this issue in the spring of 2016.

May 2016 Update from Vice President for Academic Affairs Anne Harris: New Tenure and Promotion standards were passed at the May 2016 Faculty meeting. They amplify the "Professional Competence" section of the Appendix A, which applies to all tenure and tenure-track faculty. The new language reads: "Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility." Faculty development (access to on-campus workshops and speakers, and to off-campus conferences and meetings) will be consistently provided to support faculty members in meeting the new tenure and promotion requirements. The full language of the "Professional Competence" section now reads:

*****Professional Competence: Completion of a terminal degree in the field (see Appendix 2: Terminal Degrees). Continued professional mastery of content, critical scholarship, and methodologies of teaching in areas of responsibility. **Demonstrated awareness and engagement with trends and practices in pedagogy that promote a diverse and inclusive classroom climate appropriate for teaching in areas of responsibility.** Evidence may include: professional activities to stay current in the field combined with evidence of use of such current materials in courses; attendance at meetings or workshops on content or teaching methodologies, combined with evidence of use of that material and experience.******

Student Opinion Surveys are still under consideration. As of Spring 2016, a full rewriting of Student Opinion Surveys is the preferred option. Student Opinion Surveys are considered to contain bias that undermines faculty of color and women. Consequently, even within completely revised Student Opinion Surveys, training to see through bias is being discussed for all faculty members involved in personnel reviews.

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.

December 2015 Update from Vice President for Academic Affairs Anne Harris:
The Office of Academic Affairs has worked to create multiple points of entry for faculty into development opportunities on diversity and inclusion.

- In the fall of 2015, the American Whiteness series brought three outside speakers to campus: sociologist Karla Ericksson, philosopher Alison Bailey, and Peggy Macintosh, author of the famous essay "White Privilege: Unpacking the Invisible Knapsack," feminist and anti-racism activist, and founder of the SEED (Seeking Educational Equity and Diversity) Project. These speakers were joined by two DePauw faculty members in the series: Matthew Oware, in Sociology, and Rebecca Alexander, in Education Studies. This speaker series was funded by Academic Affairs and departments and programs as well as the Public Occasions Committee.

- In fall of 2015, the VPAA announced $30,000 in funding yearly for the next four years for Power, Privilege, and Diversity collaborative faculty development. The Faculty Development committee has designed three different opportunities for these funds:

    - **Faculty Triad Grants**. These grants, in the amount of $500 per participant, will be provided to **groups of three faculty members** who wish to devote time during the spring 2016 semester to reading and discussing critical texts that examine issues of power, privilege, and diversity. The preferred outcome of this work would be the development of a shared syllabus or a set of syllabi. Funding will be provided in the form of a stipend (rather than reimbursement). The stipend, which is, in part, intended to be an acknowledgement of faculty members' valuable time, is also intended to be used for items such as books, materials, food, etc. *Deadline for funding applications:* **January 27th, 2016**

    - **Faculty Innovation Grants.** These grants, also in the amount of $500 per participant, will be provided to **individuals or pairs of faculty members** (collaboration is highly encouraged!) who wish to propose a project that is closely related to power,

privilege, and diversity but that does not fit neatly into the programs mentioned above for course development and renewal or other existing Faculty Development programs. We encourage faculty members to think broadly about innovative ways to address the topics of power, privilege, and diversity. *Deadline for funding applications:* **January 27th, 2016**

- **Faculty Workshop for Course Development and Renewal in Power, Privilege, and Diversity.** This workshop will take place over four or five days in May (and/or early June) and will likely include attention to issues of both content and pedagogy. **A team of faculty organizers will determine the specific focus of the workshop. Faculty Development needs to identify two or three faculty members interested in planning this workshop as soon as possible.** Stipends, materials, and meals will be provided to participants and to organizers. Organizers will each receive a $1200 stipend and participants will receive $400-$500 (depending on the length of the workshop). *Deadline for statements of interest in serving as organizer:* **Friday, December 4th, 2015**

- There are also plans to archive all of the bibliography that these efforts will produce on both the CTL (Center for Teaching and Learning) website, as well as a Library Guide dedicated to "Inclusive Pedagogy" and "Power, Privilege, and Diversity."

- Through the Teagle Teaching Fellows and the GLCA, the VPAA and the Dean of Faculty are engaged in conversation with Dr. Ted Mason, Provost for Diversity and Inclusion at Kenyon College about strategies for faculty engagement and development.

May 2016 Update from Dean of Faculty Carrie Klaus: The Faculty Triad and Faculty Innovation grants announced in fall 2015 were well received, as twenty-seven faculty members received funding through Triad awards and nine faculty members received funding through Innovation awards, for projects to take place in spring 2016. The Faculty Development Committee will ask the recipients of these awards to provide, in their reports, items for a shared reading list and any suggestions for future programs.

Academic Affairs sponsored teams of faculty and administrators to attend several conferences in spring 2016 with a focus on diversity and inclusion: January 2016, AAC&U Annual Meeting: How Higher Education Can Lead—On Equity, Inclusive Excellence, and Democratic Renewal (VPAA Anne Harris, Dean of Faculty Carrie Klaus, Chair of Curriculum Committee Dave Guinee, Chair of Modern Languages Alejandro Puga); March 2016 AAC&U Meeting on Diversity, Learning, and Student Success: Shifting Paradigms and Challenging Mindsets (VPAA Anne Harris, faculty organizers of May 2016 faculty workshop on Privilege, Power, and Diversity: Tim Good, Clarissa Peterson, and James Wells); May 2016 NCWIT (National Center for Women and Information Technology) Summit (Dean of Faculty Carrie Klaus and NCWIT "Pacesetters" point person faculty member Gloria Townsend); and, June 2016 (upcoming), VPAA Anne Harris will attend NCORE (National Conference on Race and Ethnicity in Higher Education).

Faculty members Tim Good, Clarissa Peterson, and James Wells have organized a faculty workshop on Privilege, Power, and Diversity to take place May 24-27, 2016. Thirty faculty members and one staff member are registered to participate in this four-day workshop.

Academic Affairs will also sponsor faculty members to participate in the following off-campus workshops related to diversity, inclusion, and inclusive pedagogy in summer 2016: June 2016, Anti-Racist Pedagogy Across the Curriculum (ARPAC) (Leigh-Anne Goins, Lynn Ishikawa, Tamara Stasik); June 2016, Reacting to the Past Faculty Institute (María Soledad Forcadell, Maria Hristova, Emmitt Riley, Karin Wimbley); July 2016, Faculty Institute for Diversity: Train the Trainer Workshop (Christina Holmes); July-August 2016, National SEED (Seeking Educational Equity and Diversity) Project New Leaders Week (Tamara Beauboeuf, Sarah Lee, and Hubbard Center staff member Neal McKinney). The participants in the SEED New Leaders Week will then lead a seminar for faculty and staff at DePauw in the 2016-2017 academic year.

<u>May 2016 Update from Vice President for Academic Affairs Anne Harris:</u>
Throughout the spring semester of 2016, and most often before the April 6, 2016 DePauw Dialogue, the VPAA, the Dean of Faculty, and the Advisor the President for Diversity and Compliance visited each department to discuss diversity and inclusion efforts. Designed to continue the conversation from diversity and inclusion strategies presented by departments in the spring of 2015, the visits also sought to address departmental dynamics and decision-making processes, as these fundamentally effect diversity and inclusion. While

visits were made, action steps to change departmental dynamics have not yet been taken. Concern has been expressed by some faculty members about the "stirring up" of departmental dynamics without solutions being offered. The VPAA, Dean of Faculty, and Advisor to the President will seek to address these issues as quickly as possible in the Fall of 2016.

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.

December 2015 Update from Vice President for Student Life Christopher Wells: Staff from the Office of Student Life met with the Mayor's Office and led workshops for members of the Mayor's council, which included representatives from law enforcement, city government, and community services. Several follow-up conversations followed that focused on improving interactions between city employees and constituents from underrepresented groups.

The independent committee appointed by the University to review an incident that took place in September 2015 on the campus, plans to provide its findings and offer recommendations to improve the safety and security of the DePauw and Greencastle communities. The Office of Student Life will support and follow the recommendations from the independent review committee. Their report is expected in spring 2016.

May 2016 Update from Vice President for Student Life Christopher Wells:
Student Life division set aside a day for professional development in May that included education and training sessions led by members of the DePauw community and outside experts, with many of the sessions dedicated to issues of inclusion.

DePauw administrators have been meeting with City officials and have a draft Memorandum of Understanding (MOU) for the shared responsibility the University and City have for law enforcement and maintaining safety.

Planning has also taken place for the creation of a Community Liaison Committee, and the first meeting is scheduled for July 3rd. This committee will include City Officials, as well as representatives from the community (chosen by the City Officials) and we will have DePauw Administrators (Renee Madison, Mark McCoy, and Angie Nally), two faculty members, and at least two students.

A new addition to the student orientation program is planned. The mayor, police chief, and fire chief along with Public Safety Director Angie Nally will be invited to address the entire class at their first dinner on the Saturday of new student orientation. In addition, Greencastle Police Department officers will be invited to join Public Safety and Campus Living and Community Development staff when they visit the first-year residence halls later that evening. They will be able to introduce themselves and explain their role in responding to emergencies on campus.

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.

December 2015 Update from Vice President for Student Life Christopher Wells: More significant work has been done in the identification of students' social space. The primary spaces identified are the Union Building atrium and the Longden dining hall space, but there have also been discussions about the possibility of constructing a separate space that could serve to host larger scale social events than either of these other spaces. This is a multi-year project and will be more fully addressed in the five-year campus inclusion plan.

May 2016 Update from Vice President for Student Life Christopher Wells:
Discussions continue about alternative social spaces, with plans to re-task Longden and the Hub Atrium having been solidified with advice from student working groups in the 2015-2016 academic year. These spaces will become available sometime after the opening of Hoover Dining Hall in the 2016-2017 academic year. In addition, plans have solidified for construction and renovation of cultural center spaces that can also allow for some social programming; this work will also take place during the upcoming year.

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).

December 2015 Update from Dean of the School of Music Mark McCoy:

The School of Music (SOM) through its 21CM Initiative continues to explore and incorporate programming and performance opportunities beyond the traditional Eurocentric model. Sweet Honey in the Rock performed on campus October 9, 2015. Gabriela Frank, our composer-in-residence for the Music of the 21st Century series, will be on campus February 15-19, 2016.

We will present two Black History Month performances, one by our jazz ensemble and one co-produced with the Poet Joe Heithaus on the poets and music of the Harlem Renaissance. We will host Silk Road's Global Musician Workshop again this summer bringing music and musicians from around the world and next year's guests will include LadySmith Black Mambazo and other underrepresented musicians and musical styles.

May 2016 Update from Associate Dean of the School of Music Caroline Jetton:

In Spring 2016, five events were open to the public: Harlem Renaissance/Ebony Embers on February 8; Music of the 21st Century with Gabriela Frank from February 15-19; Percussion Ensemble and Choirs Concert in Celebration of Black History Month on February 23; Jazz Festival with Pharez Whitted on March 12; and, International Student Recital Hour, organized and performed by students, on March 16. Danu, an Irish traditional music ensemble, performed March 10 as one of the Green Guest Artists. The Silk Road Global Musician Workshop summer camp will be held June 19-25.

Already scheduled for the 2016-17 Green Guest Artist concert season are Frederica von Stade and Laurie Rubin on November 19, Kodo on February 24, and Ladysmith Black Mambazo on March 5.

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.

December 2015 Update from Chair of Diversity and Equity Caroline Jetton: On behalf of the Diversity and Equity committee, Caroline Jetton requested an update from all departments/offices/programs and committees responsible for action items outlined in this plan. This update serves as a status and progress report to the campus community.

May 2016 Update from Chair of Diversity and Equity Caroline Jetton: On behalf of the Diversity and Equity committee, Caroline Jetton requested an update from all departments/offices/programs and committees responsible for action items outlined in this plan. This update serves as a status and progress report 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.

December 2015 Update from Vice President for Academic Affairs Anne Harris: This important work has not yet begun, due to the new VPAA's lack of awareness of the needed request. This lack has been remedied and action has been taken to ask the Student Academic Life committee to address a review of policies and procedures for reporting and investigating concerns of bias and discrimination in the classroom. At the fall 2015 GLCA Deans' Meeting, the VPAA learned of bias protocol at other institutions and this information has been shared with the Student Academic Life committee chair for distribution and consideration by the committee at large.

December 2015 Update from Student Academic Life Chair Khadija Stewart: This action item will be an agenda item for the spring 2016 semester.

May 2016 Update from Vice President for Academic Affairs Anne Harris: This past spring, The Student Academic Life Committee worked on a Bias Reporting document/policy in collaboration with the divisions of Student Life and Academic Life. The Committee also worked on proposed updates to the Classroom Atmosphere Policy to make sure it appropriately refers to the new Bias Reporting document. The new classroom atmosphere policy was included in the May faculty meeting and gave advance notice for a faculty vote on the

new changes during the September faculty meeting. The proposed language is **in bold:**

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that personal attacks are unacceptable. **The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.**

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below. Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by ~~this policy~~ **the Classroom Atmosphere Policy**. However, each case is different and given these complexities faculty

members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

I. Options for Students

1. ~~Students may consult with~~ **Get advice from** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center to seek advice informally. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.

2. ~~Students are encouraged to provide~~ **Provide** their input using the student opinion form that is administered at the end of the semester in almost all DePauw courses. When students feel comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

3. ~~DePauw has~~ **File** a formal grade grievance ~~policy that may be applicable~~ **if applicable**, depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/

4. ~~Students may file~~ **File** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes. When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: www.depauw.edu/handbooks/academic/personnel/). Actions taken through these procedures are typically confidential.

Appendix A: Use of Technology during Class

Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students.

Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.

Notes: There are two exceptions to the broad discretion given to faculty members above.

(a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.

(b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

Revised and adopted by the Faculty, September ~~8, 2014~~ 12, 2016.

May 2016 Update from Student Academic Life Chair Khadija Stewart:

During the spring 2016 semester, Student Academic Life worked on a number of issues as detailed below:

Members of the committee worked with Student Life and Academic Life on the language outlining the process of reporting bias incidents (see the paragraphs included below). Student Life is still finalizing the language for the rest of the protocol, including an online form to report incidents of Bias.

Reporting Bias Incidents

Several mechanisms are available to DePauw students, faculty, and staff members who want to report incidents that may be based on bias.

If a situation does not pose a safety risk or does not require an immediate response, you may report an incident using this web form (insert url). A member of the Bias Incident Response Team will respond within 72 hours.

You may also make reports in-person during University business hours. To report an incident in which a faculty member might have shown bias, contact the Dean of the Faculty. To report an incident in which a staff member might have shown bias, contact the Director of Human Resources. To report an incident in which a student or another individual (local resident, campus guests, etc.) might have shown bias, contact the Coordinator of the Bias Incident Response Team.

If you want to speak to a trained staff member about a bias incident outside of business University hours you may call the DePauw dispatcher at (765) 658-4800 and ask to speak with the Student Life on-call professional. These professionals are trained to talk to students, faculty and staff about incidents of bias and will refer them to the Bias Incident Response Team or other appropriate offices for follow up.

Regardless of the reporting mechanism, the Coordinator of the Bias Incident Response Team will be informed. In cases where the reported incident is related to an academic situation (for example a bias incident between two students during class), the Coordinator of the Bias Incident Response Team will confer with the Dean of the Faculty or the Dean of Academic Life.

We revised the Classroom Atmosphere policy and gave advance notice to the faculty during the May meeting so that we can vote on the changes during the September faculty meeting (see Appendix 1). These changes refer to the new protocol for reporting bias and allow for a better organization and flow of the document.

We drafted a proposal (see Appendix 2) and submitted it to the dean of Libraries to make textbooks available, through the reserve system, to students who may not be able to afford purchasing them and to students who have ordered books and are waiting for them to arrive. The proposal is being implemented this coming fall and will make all textbooks for courses that typically enroll first year students available through the reserves at the libraries [note that faculty members have the option to opt out of this program and for the coming fall, only one faculty member opted out]. We held an open meeting with the faculty to discuss the proposal, most faculty members in attendance felt that this would be beneficial for our students. Faculty felt that a better solution would be to provide each student with the required textbooks in a more permanent way (through financial aid or scholarships).

We invited Financial Aid to one of our meetings to discuss this possibility (please see our minutes from May 12th for all the details).

We invited International Student Services and discussed campus climate issues for international students

We invited Multicultural Services along with Loutfi Jirari (in his capacity as Associate Dean of Academic Life) to discuss academic and retention issues related to our multicultural students. We discussed ways in which more support could be offered to multicultural students as well as the innovative programs being implemented by Academic Life starting fall 2016 (including the new mentoring program and advanced monitoring of our student's academic progress using the EAB-SSC system).

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.

December 2015 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison: The Office of the President has discussed and

identified several prospective training opportunities conducted by an outside facilitator. The Office of the President is in the process of finalizing the facilitator and plans to conduct the training for members of Cabinet in the early spring 2016 semester.

May 2016 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison: On May 23 and 24th all members of Cabinet participated in the two-day workshop to examine individual cultural influences, cultural competence and inclusive leadership practices. The session was lead and facilitated by Tiffany Taylor Smith and Stephan Reeves with Montage Diversity Consultants. The workshop reviewed the following topics/issues: cycles of oppression, uncovering individual conscious/unconscious biases and the impact on diversity climate, cultural areas of comfort/discomfort, awareness cycles of: implicit bias, micro-aggression, cultural competence, and cultural responsiveness, Cultural Intelligence Scale Exercise, and an examination of the current state of the DePauw Campus Climate.

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.

December 2015 Update from Director of Institutional Research Bill Tobin: IR provided Renee Madison with current and historical demographic data on faculty, staff, and students (with comparisons to peer institutions). This information will be shared with the DePauw community in the near future.

May 2016 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison: On February 9, 2016 the current and historical demographic data on faculty, staff, and students was shared with the campus community on e-services. The information can be found at the Campus Demographic Data under the Additional Information tab.

- **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.

December 2015 Update from Director of Institutional Research Bill Tobin: The Faculty and Staff Campus Climate Survey was distributed on October 27, 2016 and open for comment until November 6. Approximately 2/3 of the faculty and staff responded. Analysis of data is ongoing.

May 2016 Update from Director of Institutional Research Bill Tobin: Summarized results from the Faculty/Staff climate survey were presented to various campus groups throughout the spring semester. Five open forums were held during March, April and May, where results were shared and discussion took place.

Results from the latest student climate survey were compiled and given to Student Life. These data were added to previous years' results and distributed to various campus constituents.

May 2016 Update from Vice President for Academic Affairs Anne Harris: On February 11, chairs and program directors received information on the demographics of students receiving majors in departments and programs at DePauw over the past ten years from the Registrar and the Director of Institutional Research, as well as a presentation on, and the executive summary of, the Student Campus Climate survey from spring 2015 from the Office of Student Life. Chairs and program directors were asked to share this information with their departments. On March 29, Academic Affairs, under the leadership of the Special Advisor to the President on Diversity and Title IX Compliance, shared preliminary information from the Faculty/Staff Campus Climate Survey. The open meeting provided a walk-through of key disparities between the experiences of white faculty and faculty of color and opened up a conversation about addressing these different experiences. The Faculty/Staff Campus Climate Survey results were then shared in several other sessions designed for staff and open to faculty members. Follow-up in the fall and throughout 2016-2017 is designed to have the campus climate survey results shape responsive action on the part of the university.

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.

December 2015 Update from Vice President for Academic Affairs Anne Harris: New search procedures were put in place in the fall of 2015, which stipulate that all candidates provide "evidence of a commitment to an inclusive classroom." Additionally, the new search procedures include a meeting with the VPAA, a representative of HR, and a representative of the Diversity and Equity committee for the search committees. These meetings have been very productive and outline protocol for interviews, as well as re-emphasize the commitment to diversity and inclusion questions in the interview process.

On a note related to hiring, the VPAA announced an initiative to study faculty diversity hiring strategies throughout 2015-16 in response to alarmingly low numbers of assistant professors of color. RAS (Resource Allocation Subcommittee – of the Curriculum committee) will engage in readings and discussions of strategies such as cluster hires.

December 2015 Update from Director of Human Resources Amy Haug: Effective Fall 2015, the Vice President for Academic Affairs, Associate Director of Human Resources, and Chair of Diversity and Equity meet with all faculty search committees to share thoughts, perspectives and offer resources. Search committees do incorporate into the candidate interview process a sharing of DePauw's institutional support of diversity and inclusion as well as asking the candidates about their perspective and support of diversity and inclusion.

The Office of Human Resources will continue to work on this initiative in the Spring 2016 semester so that there is consistency between the faculty and staff hiring processes.

May 2016 Update from Vice President for Academic Affairs Anne Harris and Director of Human Resources Amy Haug: The Offices of Academic Affairs and Human Resources plan to continue work on this initiative during the 2016-17 academic year.

- **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.

December 2015 Update from Director of Human Resources Amy Haug: The Office of Human Resources sought input and support from the Office of the President and the Vice President of Academic Affairs to draft and adopt a Parental Leave policy. Review of policies from other educational institutions provided the group with direction and context from which to develop a Parental Leave Policy. A draft Policy was developed and reviewed by the group in the fall of 2015. The policy review will continue into early 2016 and is expected to be complete by the end of the Spring 2016 semester.

May 2016 Update from Director of Human Resources Amy Haug and Vice President for Academic Affairs Anne Harris: On May 2, 2016, the Maternity, Adoption and Parental Leave policy was announced at the faculty meeting. On May 20, Human Resources sent a faculty/staff email announcing the Maternity, Adoption and Parental Leave policy. The policy provides 12 weeks of leave for mothers and adoptive parents who are the primary caretaker of the child, and 2 weeks of leave for husbands and partners. The effective date of the Policy is July 1, 2016; and can be found on the Human Resources website.

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.

December 2015 Update from Vice President for Academic Affairs Anne Harris: All departments have engaged in this practice, providing evidence to the VPAA. The candidate pools have still lacked diversity, which could signal that a greater effort is needed, but also perhaps that the national conference system of hiring faculty itself greatly favors white faculty. At the October faculty meeting, the VPAA put forth a series of hiring initiatives that might provide a more diverse candidate pool:

- **Resource Allocation Subcommittee**: research and strategize other means of hiring – ex. cluster hires across departments and interdisciplinary programs

- **Consortium for Faculty Diversity**: longer-term opportunities for post-doctoral faculty

- **Preparing Future Faculty programs**: Indiana University sociology department; Howard University

- **Opportunity Hires:** from CFD and PFF programs

- Strategic use of **endowed professorships**

- **Current hiring process**: new Diversity and Inclusion discussion in interviews

As mentioned above, RAS is currently researching cluster hires and other recruiting strategies; departments have responded with five separate CFD requests; relationships with Indiana University's department of sociology are ongoing, while the relationship with Howard University is being rekindled; opportunity hires are currently under discussion.

December 2015 Update from Dean of Faculty Carrie Klaus: In September 2015, Cris Cullinan presented a workshop open to all faculty, but specifically designed for search committee members, to discuss cultural competence and its relationship to hiring. The title of her workshop was, "Seeking Cultural Competence in Hiring: Strategies for Attracting and Retaining the Faculty and Staff We Need for the 21st Century."

May 2016 Update from Vice President for Academic Affairs Anne Harris: The VPAA will be attending the National Conference on Race and Ethnicity in Higher Education (NCORE) in early June, where she will be participating in a pre-conference institute dedicated to "Building Successful, More Inclusive Searches: Leading the transformation from conventional recruitment practices to develop a more inclusive campus climate." In light of the tenure-line request process being on hiatus in 2016-17 due to its ineffectiveness in producing diverse candidate pools, this session on hiring is well-timed. Additionally, the VPAA will be meeting with the current chair of the Resource Allocation Subcommittee (which has been the advising body for tenure lines), the chair of the Curriculum Committee, and the chair of the Governance Committee to begin strategizing for a new tenure-line process. Along with this work, the VPAA and the Dean of Faculty will collaborate to completely revise search procedures – many inconsistencies and lack of focus on diversity and inclusion

conversations prompt this revision, as well as the welcome work of incorporating insights from the NCORE pre-conference institute. The following timeline proposed by the VPAA has been well received by the faculty leadership mentioned above. It is detailed below, and the VPAA looks forward to reporting further developments in December of 2016.

April 7 - VPAA presents the data/demographics that led to the need for an analysis of how tenure lines are granted at DePauw to the chairs and directors of departments

June- meet with the current and upcoming chairs of the Curriculum and Governance committees, as well as the chair of the current Resource Allocation Subcommittee, to gain their input and determine the working group for the work ahead.

July and August- prepare comparative materials and internal information for faculty review

Fall semester - read and discuss materials through to fall break; redesign the tenure-line process after fall break; present the new process to faculty at the December meeting

Winter Term - delineate new protocol for tenure-line process (due dates, information, etc.)

Spring semester - receive and review tenure-line requests

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.

<u>December 2015 Update from Vice President for Admission and Financial Aid Cindy Babington</u>:

- **Diversifying the staff.** Since 2014, the Admission and Financial Aid staff has increased from three employees who represented domestic and international diversity to a total of seven currently. Three of six counselors hired in the summer of 2015 were from underrepresented populations.

- **Expanding the geographic regions** from where international and students of color are recruited. Curtis Ferguson was hired as the Multicultural Recruiter in the summer of 2015 and has as his main priority to recruit students of color to DePauw. There are two aspects to this. One is the solicitation of applications from students who are geographically diverse; the other is being able to yield those students. Having the capacity to do this without also having a large territory has allowed Curtis to travel to locations with the express purpose of recruiting students of color. In addition he is serving as the second reader for all student of color applications. This allows him the opportunity to work towards shaping the incoming class of minority students. Loutfi Jirari was hired in the summer of 2014 as the international recruiter. We saw the beginning of success last year in terms of the geographic diversity of international students and expect to see even greater geographic diversity in the 2016 entering class. Loutfi traveled much of the fall to locations where students will be interested in the type of education that DePauw provides and are able to pay at least some of the costs. His travels included college fairs and high school visits in India, Morocco, Jordan, Amman, Slovenia, Croatia, Turkey, Brazil and Columbia. We are already seeing success with these visits as the international applications are up by over 100.

- **Diversity training.** Curtis Ferguson conducted diversity training for our senior interns and we are in conversations with a consultant to do training for the staff in the early spring.

May 2016 Update from Vice President for Admission and Financial Aid Cindy Babington:

- Since 2014, the Admission and Financial Aid staff has increased from three employees who represented domestic and international diversity to a total of eight currently.
- The percent of domestic students of color in the incoming class is 22% and the percent of international students is 13%. This is preliminary data and the official report won't be available until the start of the semester, however, this represents the highest percentage of each of these groups of students in the last 10 years.

- Sixty-eight percent of domestic students of color are from the Midwest, similar to the overall student body percentage. Another 15 percent are from New York and four percent each from Texas and California.
- On May 3, DePauw hosted 16 high school counselors from 16 different countries. The counselors were introduced to students, faculty and staff, toured campus and learned a great deal about the residential liberal arts model. All were impressed and plan to talk about DePauw with their students.
- International students represented in the first year class are from 21 different countries. In addition there are seven permanent residents and 18 dual citizens.
- Curtis Ferguson conducted diversity training for our senior interns in the fall and coordinated a training session on the hospitality mindset. Barbara Lang from the Cornell School of Hospitality Management provided an opportunity for staff members to examine their own reactions to people of varying cultures, races, ethnicities and backgrounds and how one might approach a prospective student or family with a hospitality mindset. Dr. Lang also workshopped common micro-aggressions among various populations so that staff would be more aware of how others perceive them.

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.

<u>December 2015 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison and Chair of Diversity and Equity Caroline Jetton:</u>
The Diversity and Equity committee provided a draft of the campus vision and definitions of diversity and inclusion seeking feedback from the campus community. The revisions will be distributed in February 2016.

The Diversity and Equity committee and additional volunteers from campus began work crafting a five-year campus inclusion plan. Four working groups

were created: Academic Life (Curricular and Co-Curricular), Community Engagement, Life Cycle (Employee and Student), and Communications. These working groups have met multiple times throughout the fall semester to develop broad themes for our long-term inclusion plan. The Diversity and Equity committee will provide an initial draft of the plan in early Spring 2016 seeking input from the campus community.

May 2016 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison and Chair of Diversity and Equity Caroline Jetton: The Board of Trustees, Ad Hoc Committee on Inclusion reviewed the 2016-21 Campus Inclusion Plan and endorsed the campus efforts and implementation of diversity and inclusion initiatives. On July 1, 2016, Dr. D. Mark McCoy begins his duties as President. The President's Cabinet will also hire a new Vice President and Dean of the School of Music. In order to provide time for the new executive leadership to review and provide input to the Campus Inclusion Plan, the full Board of Trustees will be provided the Plan at its October 2016 meeting.

Appendix 1

Proposed change to the Academic Handbook regarding the Classroom Atmosphere Policy

In the Academic Handbook this policy is found under Academic Policies, VIII. Classroom Atmosphere Deleted language ~~struck through~~, new language ***in bold italics***.

Classroom Atmosphere

Exchange of Ideas during Class

At DePauw University, academic discourse within the framework of our courses is of fundamental importance and faculty members should work to provide and maintain an environment that is conducive to learning for all students. We strive to encourage the free exchange of ideas always in an environment of respect and civil discourse. Inappropriate comments or behavior can sometimes seriously undermine that environment. For example, while students and faculty are encouraged to debate ideas and offer differing viewpoints, even when these exchanges are uncomfortable, they should recognize that

personal attacks are unacceptable. ***The use or misuse of technology can also impact the ability to exchange ideas during class and faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class. See Appendix A of this policy for additional information, including limitations on the faculty member's broad discretion.***

~~Use of Technology during Class~~

~~Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students. Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.~~

~~Notes: There are two exceptions to the broad discretion given to faculty members above.~~

~~(a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.~~

~~(b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones~~

~~should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.~~

(Note: this section is moved down to Appendix A)

Resolving Conflicts

In addition to this Classroom Atmosphere Policy, DePauw University has other policies and protocols for reporting and resolving some types of incidents. In particular, individuals who have concerns that may 23 involve harassment, should review the University Harassment Policy. Similarly, individuals who have concerns that may involve bias should review the University Bias Incident Reporting Protocol. Other classroom atmosphere concerns are best addressed through this Classroom Atmosphere Policy. In some cases, it may be difficult for a person with a concern to categorize the nature of the incident. In addition, some incidents may span categories. Such difficulties should not dissuade individuals from reporting a concern using any of these policies and protocols. Individuals who are uncertain of which policy to use should follow the steps below.

Frank yet respectful informal discussions between faculty members and students are the preferred response to problems that are covered by this policy the Classroom Atmosphere Policy. However, each case is different and given these complexities faculty members or students who have concerns may wish to seek advice, as outlined below, to prepare for these discussions or to take other steps.

I. Options for Students

1. ~~Students may consult with~~ ***Get advice from*** resources including faculty advisors, department chairs, or staff members in a variety of offices including Student Life, Academic Life, Multicultural Student Services, International Student Services and the Women's Center to seek advice informally. Based on their judgment, these staff members may consult with, or encourage students to consult with, the Dean of the Faculty or the Dean of Academic Life. Students may also consult informally with either of these Deans as a first step.

2. ~~Students are encouraged to provide~~ ***Provide*** their input using the student opinion form that is
administered at the end of the semester in almost all DePauw courses. When students feel
comfortable doing so, they are also encouraged to talk with faculty members in person, either during the semester or after the course ends.

3. ~~DePauw has~~ ***File*** a formal grade grievance policy that may be applicable if applicable, depending on the nature of the student's concern. See www.depauw.edu/handbooks/academic/policies/grievance/

4. Students may file ***File*** a formal complaint by submitting a signed letter to the Dean of the Faculty during the semester, or at any time after the course concludes.

When concerns are raised, Academic Affairs Administration will be responsible for follow-up, if warranted, which could include informal mentoring; formal improvement plans; faculty development opportunities; documentation placed in personnel files with a copy to the faculty member; and/or consideration during the annual re-appointment, renewal and compensation processes, which could have employment ramifications. Any necessary follow-up will be undertaken in accordance with DePauw' personnel procedures (see: www.depauw.edu/handbooks/academic/personnel/). Actions taken through these procedures are typically confidential.

II. Steps for Faculty Members

Faculty members may wish to consult with the student's academic advisor, the Department Chair, and/or a designated member of Academic Affairs (currently the Dean of Academic Life), even at the stage of informal interventions. If informal measures are unsuccessful, faculty members should follow these procedures:

1. The faculty member should warn the student in writing that the disruptive behavior is unacceptable and that if it continues the student may not be allowed to remain in the course. Depending on circumstances, a warning may need to be made during class, as well; for

example, the faculty member may ask the student to leave the classroom for the day. The faculty member should also encourage the student to talk to an academic advisor or dean in Academic Affairs.

2. The faculty member should keep notes on the dates, times, and details of the incidents of disruption, 24 the impact of disruption on those present, and warnings conveyed to the student, as these are useful in later stages of the proceedings.

3. If the behavior continues after a written warning has been given, the faculty member should notify the Dean of Academic Life in writing, giving a summary of what happened and the action that has been taken. Upon receipt of this summary, the dean sets up a three-way meeting involving the faculty member, student, and dean. In order to minimize the procedure's interference with courses, this meeting is scheduled as soon as possible, preferably before the next class meeting.

4. At the meeting, the faculty member and student are invited to discuss the situation. The goal of the meeting is to give both parties a chance to discuss, in a safe space, what has happened. Such a discussion may enable the faculty member and student to see the problem from a different point of view or to hear the perspective of the other person in a new way. The dean's role is to moderate the discussion, insuring that the conversation remains civil and on target. Either party may, but neither must, bring an advisor (DePauw student, faculty member, or staff member) to the meeting. Advisors may consult privately with the person whom they are accompanying, but they do not enter the discussion.

5. As soon as possible after the meeting the faculty member makes a recommendation to the Dean of Academic Life.

- If the faculty member recommends that the student be allowed to remain in the course then the dean and faculty member should consult regarding how best to convey this decision and any stipulations or conditions to the student.
- If the faculty member recommends that the student be dropped from the course, he or she reports this conclusion in writing to the dean of Academic Life; the dean then conveys the faculty

member's conclusions along with a written summary of the three-way meeting to the Vice President for Academic Affairs.
- A recommendation to dismiss the student from the course must be approved by the Vice President for Academic Affairs. If the student is not allowed to return to the course, the Vice President for Academic Affairs decides what appears on student's transcript for the course: W, F, or no entry.

6. A pattern of disruptive behavior in several courses may be addressed by representatives of the offices of Academic Affairs and Student Life.

Please note: This policy is not meant to cover behavior that occurs outside the classroom and/or involves harassment. Other policies are in place to handle those situations; the University's harassment policies are published in the Student and Academic Handbooks. Incidents of harassment should be reported immediately to the Vice President of Academic Affairs, the Dean of Students, or Campus Public Safety officers.

Appendix A: Use of Technology during Class
Faculty members generally have discretion to set guidelines for, and restrictions on, the use of technology during class, with the goals of supporting learning while also minimizing distractions for all students.
Expectations will naturally vary from course to course, instructor to instructor, and even from class period to class period based on differences in teaching and learning objectives. In many cases, faculty members will choose to allow students to use technology, but will limit this use to activities that support the learning process. In other cases, for example to minimize distraction, instructors may implement additional restrictions on the use of technology. In each case, faculty members may find it helpful to explain their expectations as part of the course outline or in other ways. Students will benefit from a clear statement of faculty expectations in this area, just as they benefit from a clear statement of faculty expectations with respect to attendance, academic integrity, and other policies.
Notes: There are two exceptions to the broad discretion given to faculty members above.

(a) The Americans with Disabilities Act (ADA) gives students the right to use assistive technology or a suitable alternative if this has been determined to be an appropriate accommodation for their disability. ADA procedures require that such accommodations be reached by the campus ADA coordinator in consultation with the student and that they be communicated in writing to the instructor with the student's consent. Instructors may work with students and the ADA coordinator to determine the most effective way to implement the accommodation. Whenever possible, students should be allowed to use the assistive technology without disclosing their disability. For advice and guidance please consult with DePauw's ADA Coordinator.
(b) DePauw University uses an electronic notification system to distribute campus emergency alerts via text messages. When class policies require phones to be stored out of sight and/or reach during class, phones should still be set to vibrate. Emergency messages will cause multiple phones to vibrate at nearly the same time.

Revised and adopted by the Faculty, September ~~8, 2014~~ ***12, 2016.***

Appendix 2

Book Proposal by the Student Academic Life Committee and the Libraries.

The libraries, with recommendation from the Student Academic Life committee, plan a pilot project to expand reserve services by providing print copies of required textbooks for courses that typically enroll first-year students beginning in the fall 2016. This program is not meant to replace student purchase of textbooks, and we will emphasize that to students. It is meant as a supplement or support, especially for books students have ordered but which have not yet arrived, and for students who face significant financial difficulties.

The committee believes that this pilot aligns with university efforts to provide full access and equity for all DePauw students. It may also be of specific help in

retaining and improving educational outcomes for first generation and low-income students. Therefore, the Committee believes that specific funding in support of this program should be made available. The committee also has the following recommendations.

- Books that are not required for a course should not automatically be acquired by the libraries.
- Faculty members are, as always, welcome to put books, videos, chapters, articles, and other materials on print or electronic reserve. Librarians can also help determine when course packs or other options may save students money.
- The libraries will not provide Reserve copies of consumables such as workbooks and lab manuals.
- The pilot will be available to courses regardless of discipline and regardless of the cost of individual books.
- Faculty members will have the option to opt out of this program for specific courses or specific books. For example, faculty members may want to opt out if there is a book that students must regularly bring to class.
- The number of copies of each book will be based, in part, on the number of students enrolled in the course.