

# 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 11<sup>th</sup>, 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.

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.

**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 27<sup>th</sup>, 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 27<sup>th</sup>, 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 4<sup>th</sup>, 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.

**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.

- 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.

- 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 the 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 21<sup>st</sup> 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.

**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.

**B. Policy.** In collaboration with the Office of Academic Affairs, the Vice President for Academic Affairs will 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.

**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.

**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.

- **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.

***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.

- **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.

**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.”

**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.

December 2015 Update from Vice President for Admission and Financial Aid Cindy Babington:

- **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.

**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.

December 2015 Update from Senior Advisor to the President for Diversity and Compliance Renee Madison and Chair of Diversity and Equity Caroline Jetton: 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.