### DePauw University Faculty Meeting Minutes
**November 19th, 2014**

1. **Call to Order – 11:25 a.m. Union Building Ballroom (Bridget Gourley)**
   Welcome everyone. We have much to discuss, so let’s get started.

   As quick reminders
   - If you don’t like to be startled when your cell phone rings aloud, please check that it is silenced.
   - Jim Mills passed out ballots for voting faculty members, please take one so that we know if we have a quorum.
   - Students are asked to sign in.

2. **Verification of Quorum**
   Jim Mills has signaled we have reached a quorum. This means we can take official action as a body.

3. **New Business (Bridget Gourley)**
   Given I took a rather unusual step in calling this meeting and invited a number of student organizations to send an observer to our meeting today, I’d like to take a moment to remind us all about our standing rules and make some additional ground rules and overarching process remarks.

   Minutes are kept, however, no audio or video recordings of any part of this meeting are allowed.

   This is a meeting of the faculty related to the topic of racism and microaggressions on our campus and ways these challenges can be addressed through the faculty governance process. It is a business meeting for which a couple of actionable items are on the agenda.

   For those of you well versed in the over 20 organizations on campus who serve members who are disproportionately affected by these issues, you may have noticed I missed a small number in my initial announcement of who were invited to send a representative. Fortunately, our campus is a connected one and individuals drew my attention to one or more organizations missed so I could invite them as well. To those organizations I missed initially, I want to publicly acknowledge, it was in no way intentional and I do apologize.

   There has been a great deal of conversation and rumor on campus about whether or not we might be voting on a new graduation requirement. Our by-laws don’t allow for that to happen at this meeting. Changes to graduation requirements must be considered by our Committee on Academic Policy and Planning, or CAPP, before officially coming to the floor of the faculty. When CAPP brings any motion forward for a change to the graduation requirements one month advance notice must be given at a regular, rather than specially called, meeting of the faculty to be voted on no earlier than the following regular meeting. Still we can discuss curricular matters at any meeting and I hope we are able to move that far through our agenda today.

   Because this is a business meeting we are bound by our policies and procedures. We have a few key standing rules and then defer to Robert’s Rules of Order. Let me highlight a few of them.

   All voting members of the faculty and other faculty teaching this semester are welcome to speak. Others in attendance are observers. As is described in our by-laws we often call on members of the administration and various deans when the faculty need information during their deliberations.

   There are always students in attendance, our student body president, student representatives on coordinating committees and representatives of the student media. I opened this particular meeting to representatives...
from a number of student organizations to provide transparency into the faculty governance process. I need to balance that transparency with accomplishing the meeting agenda, and thus reserving the conversation to faculty. Through DePauw Student Government, students have prepared a short summary of concerns they want the faculty to be aware of and copies of that letter signed by Cody Watson, President of the Student Body are found on your chairs with the agenda. The text of the letter is found in Appendix E of these minutes.

We only have an hour today given the class schedules. We will adjourn at 12:25 p.m. because so many in the community have class at 12:30 p.m.

Robert’s Rules are designed to give everyone a voice. Although the rules authorize someone to speak for 10 minutes before yielding the floor to the next speaker, given our limited time I ask that everyone speaking limit themselves to closer to two (2) minutes. Also, if there is anyone authorized to speak who hasn’t yet had the opportunity we need to hear from those colleagues before someone speaks a second time. Even if everyone has spoken who wants to Robert’s Rules limits everyone to speaking no more than twice on the same motion. Also, Robert’s Rules note that remarks must stick to the subject, the germane rule, and that it is important to debate issues and not personalities. Criticizing an opposing reasoning is different from criticizing the opponent. I ask that we all choose respectful language.

Please notice the short summary of key excerpts from our by-laws and Robert’s Rules more generally as the last appendix to the agenda.

If you want to speak please come up to one of the microphones and please introduce yourself as you begin. To facilitate as many speakers as possible please queue up, we will try to alternate among the microphones.

Lastly, I want to acknowledge that I have heard from several faculty colleagues including one entire department who couldn’t be in attendance because of unavoidable conflicts like having already invited a search candidate to campus and needing to have scheduled the candidate’s talk in this hour or colleagues who have committed their professional expertise off-campus. Those individuals wanted their colleagues and student observers to recognize that an absence from this conversation should not be construed as someone not seeing the issues before us as critically important.

Moving to our business at hand.

On behalf of a number of individuals who requested a conversation, I bring forward for the faculty’s consideration the motion, “That the faculty support taking a day from the academic calendar to have a University-wide conversation about inclusiveness.”

A. Motion to be voted on “That the faculty support taking a day from the academic calendar to have a University-wide conversation about inclusiveness.”

The motion was seconded. Having received a second, the motion is before us for discussion.

Comment from Bridget Gourley (Chair of the Faculty)

As the individual making the motion Robert’s Rules allows me to speak first. As outlined on the agenda conversations on campus have made clear that issues of racism and microaggressions are impacting students’ education and general well-being. In addressing the requests I received for the faculty to vote to take a day from the academic calendar I split the issue of the principle, are we willing to take time, from the details of when and how to organize University-wide conversations. Should this motion pass, we will then consider the next motion on the agenda that is more process-oriented. I draw your attention to the written rationale and supporting documents. If we vote to support this conversation I hope it is a beginning rather than isolated
**Rationale:**
In a variety of recent venues from social media to open meetings, conversations have made clear there are ongoing campus issues of racism and microaggression. These issues impact our students’ education and general well-being. Appendices to this agenda demonstrate that students and faculty colleagues have called for a variety of actions to improve campus climate. Students have offered powerfully persuasive and thoughtful arguments that past actions we have taken as a community are insufficient to create a space where all students can feel safe and have the opportunity to excel in and out of the classroom. This motion demonstrates our commitment as faculty to a healthy campus community and the beginning of next steps to move our campus forward. This motion is purposefully general so as a faculty we can first decide to support our students.

**Additional Context:**
Appendix A – DePauw Student Government (DSG) White Paper from April 2012 concerning multicultural requirements
Appendix B – DSG Resolutions and White Paper for April 2014 addressing several inclusivity initiatives
Appendix C – Message from the Diversity and Equity Committee (DEC) dated April 14, 2014
Appendix D – Excerpts from the By-laws and Standing Rules of the Faculty

**Directions from Bridget Gourley (Chair of the Faculty)**
Colleagues, if you would like to speak in favor or against the motion please move to one of the microphones. Since Robert’s Rules says we should alternate between those speaking in favor or against the motion, I ask that if you’d like to speak in favor please move toward the microphone to my right and if you’d like to speak against the motion to the microphone on my left. If you comment is more neutral move toward the microphone in the middle and we will alternate between the microphones to efficiently achieve that balance.

**Comments from the floor:**
All comments were in favor of the motion:

It would be great to have a dedicated, full day on campus where no one would have an excuse not to participate. It would be great to involve as many community members as possible.

When critical issues need to be faced, we need to take time as a community to do that.

We should do this sooner rather than later (before Winter break); it would send a message that we are concerned and should be talking to each other.

We need to know how all of us live our lives, how we conduct ourselves. There are people who feel at the moment that they’ve not been given the hearing they need.

It’s an opportunity for us to say who we are.

**Question from a faculty member:**
We should have a day where we face things that are uncomfortable. Will the staff be involved?

**Response from Bridget Gourley:**
We want to find a way for everyone to be involved and will work to that. I can’t speak to the details of how
that will play out; we are struggling with the tension of seizing the moment and these challenges.

**Continued comments from the floor:**
Trust has broken down and we need to talk to one another. We don’t have a great sense of who we are; there is not a unifying aspect about our character and what we stand for. There are a lot of organizations and constituencies, but we don’t often come together. This event has the potential to get us to stand for each other.

We have to treat this with urgency, seriousness, and intentionality. I echo the question, “What do we stand for as a faculty?” We need more sophisticated faculty development and continued and persistent effort. We need to raise the bar for every faculty member until we get to a better place.

We talk a lot about being a residential liberal arts environment and all of the advantages of that, including linking what’s happening inside the classroom and outside the classroom. This would be an excellent opportunity to bridge what’s happening inside and outside the classroom.

A faculty member, agreeing with the motion, called the question.

**Comments by Bridget Gourley (Chair of the Faculty)**
A call for the question is a non-debatable motion. The vote to call the question passed.

Before the meeting I received a request that we vote by secret ballot. Please tear off one section from your ballot and make your choice. A vote of yes, is in support of taking a day from the academic calendar. A vote of no is opposed to taking a day.
Mark your ballots and pass them toward the aisles, if you are sitting at near an aisle please help collect the ballots and bring them up to the table. Jackie Roberts and Pam Propsom can I ask you to count ballots for us and ask any others you need to help. Motion carries by a vote of 125 in favor, 13 against, 2 abstentions.
Thank you everyone.

Now that we have agreed to take a day in the academic calendar, I move that, “That the faculty task Christopher Wells, Vice President for Student Affairs, Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, Carrie Klaus, Dean of the Faculty, and the Diversity and Equity Committee (DEC) with developing with a rapid, robust and rich planning process for a University-wide conversation early in the spring semester about inclusiveness. Furthermore, we direct the named leadership to include concerned students in the planning process and reach out to anyone else in our community is best positioned to facilitate this planning and include them.”

B. Motion to be voted on, “That the faculty task Christopher Wells, Vice President for Student Affairs, Renee Madison, Senior Advisor to the President for Diversity and Compliance and Title IX Coordinator, Carrie Klaus, Dean of the Faculty, and the Diversity and Equity Committee (DEC) with developing with a rapid, robust and rich planning process for a University-wide conversation early in the spring semester about inclusiveness. Furthermore, we direct the named leadership to include concerned students in the planning process and reach out to anyone else in our community is best positioned to facilitate this planning and include them.”

The motion was seconded. Having received a second, the motion is before us for discussion.

**Comments from Bridget Gourley (Chair of the Faculty)**
Again, as the individual making the motion I speak to it first. This motion gives direction as to how to have a
day chosen and plan the day. It recognizes that a body as large as the full faculty is not an effective place to decide a specific day.

Since releasing the agenda I have been asked whether the faculty can task the administration to do something. Yes, we do it all the time. Every time we approve a new course, a new major, there is an automatic set of actions we effectively task the administration to complete to enact the course.

I want to assure everyone I have heard the concerns that there is an urgency that says we need to take this day very soon. I want to assure you all that I appreciate that. Having just worked to pull this meeting together quickly I can also assure you that to do this well and have a meaningful conversation, we need a little time to plan and I think early spring is a reasonable compromise.

*Rationale:*
Conversations on campus over the past two weeks speak to a level of urgency that suggests we need to move quickly. It is important that we balance the immediacy with care that will create coalition building. Many individuals on our campus, students, staff, faculty, and administrators have invested deeply brainstorming how best to develop conversations of inclusivity. We should allow our senior leadership the opportunity to develop rich and robust programming informing us of the plan so it can be incorporated into syllabi and course planning.

**Comment from Bridget Gourley (Chair of the Faculty)**
As before, if you would like to speak in favor or against the motion please move to one of the microphones, in favor to my right and against to my left.

**Comments from the floor**
Regarding the people to be involved in planning, we should be specific about involving students and faculty from underrepresented groups. Whatever we plan needs to be done professionally and well. Our students pour their hearts out and then we don’t do anything.

If we designate a day let’s include everybody, including staff. This is something that has to involve the entire community - secretaries, facilities, everyone.

**Response from Carrie Klaus (Dean of the Faculty)**
To respond about inclusion of students in planning - it’s essential. I want to assure you that students would be involved in the planning conversation through student government and through the leadership of student groups particularly concerned.

**Continued comments from the floor:**
We shouldn’t forget that faculty members of color have experienced numerous acts of microaggression – this isn’t just about students. Let’s not focus on an individual level. This is systemic; nothing will change unless we talk about it on an institutional and cultural level.

It’s not clear that this day is going to be properly budgeted for; we need to bring in weekend staff and pay them.

It would be helpful if we bring HR on board to address getting staff involved. It will be a challenge for third shift and PT Music faculty to attend. Amy Haug is on the DEC, but we should be sure that HR is well represented.

This must not be an end point. The list from student government is disheartening. All the times we’ve been asked to move forward we haven’t done so. In addition to tasking this group to do this, I want to be sure we’re
being proactive for the students who are coming two years from now.

I understand the urgency, but encourage us to wait until spring. If we rush into this, the responsibility may fall on the students who are always being called upon to talk about this - it takes time away from their studies. Let’s not miss the opportunity for a strong program. Let’s plan meticulously, invite experts to generate conversation. There are a lot of people on campus who think this isn’t their issue.

A faculty member noted the time and called for a vote.

In the spirit of doing this well and not being a one-off day, I’d like to inject into the conversation that we think about doing this on an annual basis. It would represent a standing commitment by doing this annually.

**Comments from Bridget Gourley (Chair of the Faculty)**

I allowed the last comment after the call for the question since our colleague was already at the microphone. A call for the question is not a debatable motion. The vote to call the question passed.

Before the meeting I received a request that we vote by secret ballot. Please tear off one section from your ballot and make your choice. A vote of yes, is in support of letting Christopher Wells, Renee Madison, Carrie Klaus and DEC decide the best way to include concerned students, pick a day in the early spring semester and plan the day. A vote of no is does not support tasking this group with the planning. Mark your ballots and pass them toward the aisles, if you are sitting at near an aisle please help collect the ballots and bring them up to the table. We’ll get the ballots counted as quickly as we can.

Motion carries by a vote of 132 in favor, 3 against, 5 abstentions.
Thank you everyone.

### 4. Written Announcement from the Committee on Academic Policy and Planning – CAPP (John Caraher)

**Comment from Bridget Gourley (Chair of the Faculty)**

I want to make sure the faculty is aware of the CAPP resolution announced via email last Thursday. It is printed on your agenda and notes CAPP’s plans to lead us in reviewing our curriculum and being sure that will include, as major objectives, providing knowledge, skills and opportunities required to attain a rich understanding of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

**CAPP Resolution from Monday Nov. 10 Meeting (emailed to faculty@depauw.edu on 11/14/14)**

DePauw’s course catalog states, “A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.” Furthermore, the faculty-approved statement, “The Purpose and Aims of DePauw,” says, in part, that the DePauw curriculum is designed “to broaden (students’) perspectives on humanity and culture” and “to give them an understanding of the contemporary world and the human prospect for the next decades.” The Committee on Academic Policy and Planning (CAPP) fully endorses these goals. We acknowledge that progress has been made yet recognize that there is still much to do.

Therefore, in order better to fulfill these longstanding commitments regarding the aims of a DePauw education, CAPP resolves to work with the students, faculty and staff of DePauw University to propose, by the April 6, 2015 faculty meeting (ensuring a vote no late than the May 4, 2015 faculty meeting), changes to ensure that the DePauw experience prepares all graduates to engage problems of social inequality in a productive, ethical and informed manner. The DePauw education will include, as major objectives, providing
knowledge, skills and opportunities required to attain a rich understanding of historical and contemporary stories of difference, particularly in the interactions between dominant and marginalized groups within a culture.

Submitted for your information on behalf of CAPP, John Caraher Chair, Committee on Academic Policy and Planning

7. **Open discussion about curricular questions related to multicultural understanding (Bridget Gourley)**

**Comment from Bridget Gourley (Chair of the Faculty)**
With the time that remains I invite colleagues who would like to speak related to curricular questions surrounding multicultural understanding to come forward. I will adjourn the meeting in 10 minutes so we can all make our 12:30 pm classes.

**Comments from the floor:**
Speaking of annual events, the International Student Bazaar is Saturday evening. Faculty are often underrepresented; I urge you all to go. It’s a great evening with lots of food and students.

I’m in favor of an M requirement and also to doing something relatively simple relatively quickly. An M requirement would affirm that ours is not purely a white male curriculum. Some students would take a course that might stretch or transform them. Let’s do something simple, we can do something more sophisticated later. This could become an opportunity to revisit our curriculum revision of many years ago, to discuss what ‘Multicultural’ means and what this would mean in terms of our departments, and even the meaning of the Liberal Arts – these things are all important, but this is more important.

There is a need for structural change and doing things differently. Shared reading (books purchased for everyone) would help us talk to each other, expose us to research that we don’t know about, and be another way to institutionalize this subject. We could do a shared reading yearly and make academic discussion a shared part of DePauw.

This is not just about students’ skin color, but what’s taught to them, the content of what we teach. There is a connection between curricular change and FDC, we have to think about them together.

We can’t ignore the matter of enforcement. Offenders of are not called to account. At other schools, people are hit at the pocket book. I’m calling on the administration to put teeth into what we are doing or this is a waste of time.

The suggestion of shared books is a nice idea; however, part of what’s happening is educational inequality. Reading that book might not be doable for everyone, we need to be welcoming and inclusive to the entire community.

**Comment from Bridget Gourley (Chair of the Faculty)**
I am confident CAPP will be finding ways for us all to contribute to the conversation as they work to develop a plan for our consideration this spring. Thank you all for making time to come out for this important conversation. The meeting is adjourned.

6. **Adjournment** (scheduled for 12:25 pm)
Appendices

Appendix A: DePauw Student Government (DSG) White Paper from April 2012

Authored by: Sam Wong ’12, Laila Howard ‘13
Nic Flores ‘12

Presented during a joint Senate Representative Meeting on
April 22, 2012

DEPAUW STUDENT GOVERNMENT

WHITE PAPER NO. 8

A White Paper concerning multicultural requirements at DePauw University with possible suggestions.

Introduction:
“Being a student at DePauw University means being a part of a college community with a long and proud history in education, service and leadership. Students at DePauw are maturing adults who must learn, serve and lead in a diverse environment while preparing for future enterprises. As students we expect challenges from our professors and to meet those challenges with enthusiasm and dedication. As classmates we expect to learn from each other, respect our differences and celebrate our diversity. As citizens we expect to work for the betterment of our campus, our community, our nation and our world. Students commit themselves to these goals when they join our DePauw community.”

(Adopted by Student Congress, May 8, 1998)

Over a decade ago, Student Government (formally Student Congress) passed the above resolution concerning issues of diversity and inclusion. Today, we want to revisit this concept and provide possible suggestions for achieving a truly inclusive DePauw. The aim of this white paper is to address how other universities have approached multicultural requirements, how this relates to DePauw, and possible suggestions for implementation of a multicultural requirement. We would like to acknowledge, thank, and praise the work already accomplished by the Office of Student Life and Multicultural and International Life.

What is a Multicultural Requirement?
Many schools, including some of our sister schools, require a multicultural fulfilment by taking a semester long course in a specific topic. Schools like Denison University, Wellesley College, Franklin University, and many state schools mandate that students take a course that focuses on one of the following:

- African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or
- Minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or
- Understanding the processes of racism, social or ethnic discrimination, or cross-cultural interaction as they relate to one another.

Penn State, who has a multicultural requirement, surveyed their students on their thoughts and feelings. They found, “Contrary to what some critics allege, only a small minority (less than 1%) of students completing Pennsylvania State University’s (Penn State’s) required cultural diversity classes are strongly opposed to the requirement.” Similarly, surveyed DePauw students have expressed interest in the implementation of a multicultural requirement.

Background:
The first formal adoption of a diversity requirement in the general education core occurred at Denison University in 1979. However, around fifteen years ago when Denison was reviewing their General Education
requirements they decided to get rid of their multicultural requirement.

Dr. Toni King from Denison University’s Multicultural office revealed that around 4-5 years ago the student body voiced their opinion and demanded something be done after a series of events pertaining to diversity insensitivity. The multicultural requirement was proposed again. The measure was passed and they are currently reviewing what classes will count for their new multicultural requirement.

**Multicultural Requirement Relevance:**
It is first important to highlight DePauw’s history of diversity sensitivity within the past few years. The first major incident was two years ago (2010) when issues of racial insensitivity were directed at the Hispanic community on DePauw’s campus. The Committee for Latino Concerns held several events, including a rally, about raising awareness about this particular issue. A campus forum was held but many students felt that not much has been done since then. The second major event occurred this academic school year (2011) when discriminatory instances were directed at LGBTQ on campus. Programming efforts by United DePauw, DePauw Student Government, and the Office of Student Life were held in response to this issue. However, momentum and support have died down tremendously second semester and many students have lost sight of the importance of diversity sensitivity at DePauw. Efforts by DePauw Student Government, in collaboration with the Office of Student Life and Multicultural and International Life, have hosted campus climate forums, but turnouts have been low.

According to the university website, “A DePauw education asserts that developing a global perspective and an appreciation and tolerance for a more diverse society are vital for living in an increasingly interdependent world.” Furthermore, under the “Purpose and Aims” adopted by the faculty of DePauw University, it is said that some of our objectives are:

- to foster the love of learning and the increase of knowledge and to recognize and support intellectual and creative excellence;
- to understand and appreciate cultural and scientific achievements, past and present;
- to encourage serious reflection on the moral and ethical aspects of experience.

It is clear that the university supports the idea of diversity, inclusion, and respect for individuals from all backgrounds. However, due to the major incidents of diversity sensitivity that have occurred over the past few years it appears that the implementation of multicultural requirement would greatly benefit our community.

**Multicultural Requirement at DePauw:**
A diverse group of student organizations and almost all DePauw Greek houses were surveyed and polled to gather how students felt about the idea of implementing a multicultural requirement at DePauw University. There were a large range of opinions. Some students believed that experiential classes should be implemented, while others did not understand the need for a requirement. The vast majority of students favored the idea but felt that students already have too many requirements to fulfill before graduation. Adding another class, students stated, would be too much to handle. Instead many students felt we should utilize the programming (i.e. First Year Experience, speakers discussing issues of diversity, faculty lectures, winter term) already in place at DePauw. It should be noted that many students preferred programming that lasts all four years. Many ideas were then proposed to us as to how DePauw could still implement a multicultural requirement. The ideas are as followed:

- Implement two weeks or more within freshman year seminar where the professor focuses in and discusses an issue pertaining to diversity sensitivity. This approach allows the subject to be discussed in a classroom setting without adding on the GE requirements.
- Have first year mentor groups focus more on issues of diversity and inclusion, aside from the “Tunnel
of Oppression” or “Party House” that are already required.

- Have a series of punch card events related to issues of diversity that students have must attend each year. This will allow students to engage in conversations with people who are informed on the issues. Student organizations, as well as the School of Music, may register their events.
- Fulfilling one class within their four years at DePauw University in traditional departments and/or interdisciplinary departments. Allowing students who spend a semester abroad or a winter term abroad to have this requirement filled.

Conclusion:
“Students who truly value education must also have an appreciation of the interrelatedness of and the diversity within cultural traditions. The Multicultural requirement recognizes and reflects the full range of human groupings and cultural perspectives as well as the complex relationships among them.” (Florida State University)

Exploring the potentials of a multicultural requirement can only benefit the DePauw experience for students. A multicultural requirement would only enhance the probability of DePauw students graduating with a sincere understanding and respect for people from all walks of life.

A copy of this report will be given to Brian Casey, Pedar Foss, Herman Diaz, Dorian Shager, Cindy Babington, Cara Setchell, Bridget Gourley, David Harvey, Richard Cameron, and Caroline Smith upon its passage. The DePauw Student Government requests an official response to the concerns listed above by May 5, 2012.

Motion by: Seconded by: Rep.

Aye: 37
Nay: 7
Absent: 5

______________________________
Charles Pierre, President

Attest:
______________________________
Annie Bowers, Secretary
Appendix B: DePauw Student Government (DSG) Resolutions and White Paper April 2014

Authored by: Ryan Pranger ’15, Dakota Watson ’15
Sandy Tran ’14, Olivia Flores ’14, Walker Chance ’14

Presented during a joint Senate and Representative Meeting on 4/27/14

DEPAUW STUDENT GOVERNMENT

Resolution No. 3

A resolution supporting the implementation of a multicultural competency component to DePauw’s Liberal Arts education.

WHEREAS, a multicultural competency will ensure a specific skill set, measured and defined by faculty-led committees with at least two current DePauw students, that will allow students the ability to interact with and learn from different perspectives in relation to their own positions of power and privilege.

WHEREAS, students will develop a grounded framework allowing for effective communication with individuals of different cultures and backgrounds and develop understandings of differences and inequalities pertaining to race, ethnicity, class, gender, sexuality, power, and/or privilege.

WHEREAS, student will acquire the ability to reflect upon their own views and experiences with the information gained through their curricula which will promote an empathetic and culturally sensitive atmosphere for all students.

WHEREAS, this competency will allow for a competitive advantage among other applicants on national fellowships, off-campus study programs, and future careers by demonstrating students’ ability to interact with and learn from different perspectives in relation to their own positions of power and privilege.

WHEREAS, this competency will allow credit for extended studies that focus on race, class, gender, sexuality, power, and/or privilege.

THEREFORE, BE IT RESOLVED,
that the Student Body of DePauw University values the importance of developing a multicultural competency.

THEREFORE, BE IT RESOLVED,
That students are continually included in the process of creating the Multicultural competency by serving on the related faculty-led committees, that students receive timely updates from faculty/administration in order to be transparent about the progress of creating a Multicultural competency, and that students have avenues in which they may voice their concerns, feedback, and ideas relating to the intricacies and requirements expected from students in regards to a Multicultural competency.

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<td>Senator:</td>
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Addendum:

In order to allow the majority of students to understand the reasoning of this resolution we must highlight the positive impacts of developing a multicultural competency.

The DePauw experience provides for more than a world-class education, it provides the tools and ability to question, to think critically, to grow intellectually, but most importantly, to understand the world. By leaving the shelter of familiar circumstances, students broaden their intellectual horizons and develop greater self-reliance. With an understanding of other cultures, students become dramatically more aware of the need to search for shared solutions to the problems confronting humankind” (DePauw Website on Study Abroad). If this competency was completed during an extended studies experience, for example, a student would have a greater sense of self-reflection following a classroom environment focused on race, class, gender, sexuality, power, and/or privilege.

It is also critical to note that these issues are directly related to our campus atmosphere. More than 1/3 of the student population has a multicultural and/or international background. Yet this issue is much greater than ethnicity alone. Diversity of class, gender, race, sexuality, and ethnicity at DePauw have become a reality locally at our university, but also globally. Recent research suggests that in the near future, the majority of the population in the United States will be multiethnic. Combine with the rapid results of globalization, our world and our university reflect a need for students equipped with the knowledge, skills and desire to embrace this development. As such, it is vital that our community affirms the importance of our diverse university, as well as life outside beyond our campus. Ultimately, a multicultural competency highlights the ability to navigate and embrace diversity as a necessary skill that DePauw graduates should possess upon graduation from our liberal arts institution.

Jazmine Harper-Davis ’14, Nigel Bruce ’15

DEPAUW STUDENT GOVERNMENT

Resolution No. 1

A resolution requesting required diversity sensitivity training for all faculty, staff, and administrators to better ensure the campus climate for all students is equal and acceptable.

WHEREAS, DePauw University is committed to a liberal arts education that develops an atmosphere of intellectual challenge and encourages not just the tolerance of diverse experiences, but rather the acceptance, understanding and celebration of this diversity;

WHEREAS, DePauw University values and respects personal uniqueness and differences, attracts and retains diverse faculty, staff, and students, promotes sensitivity and inclusion, and provides open discourse on diversity will all members of the community;

WHEREAS, DePauw University is responsible for taking all possible measures in order to provide a safe environment for all students, faculty, and staff members of our community;
WHEREAS, the faculty, administration, and staff represent the ideals of DePauw University as employees of the university and members of this community and must be regularly educated on how best to uphold DePauw University’s values;

WHEREAS, students must, as beneficiaries of the university, have a voice in the construction of diversity sensitivity programming for faculty, administration, and staff.

WHEREAS, DePauw Student Government was founded to act as the chief advocate for the students of DePauw University, to implement any and all things possible to improve the quality of the DePauw University experience, and to affect positive change through encouraged involvement and communication with the student body, administration, and the faculty;

THEREFORE, BE IT RESOLVED,

that DePauw University will implement required programming, workshops, and events for faculty, administration, and staff on a yearly basis regarding diversity sensitivity;

RESOLVED,

that students from the DePauw Student Body and the DePauw Student Government serve on the committee consulted in the construction of said yearly and required diversity sensitivity programming for faculty, administration, and staff.

RESOLVED,

that the final proposal of said yearly and required diversity sensitivity programming for faculty, administration, and staff be announced to the DePauw community when decided.

Motion by: Senator:
Seconded by: Representative:

Aye: 15 Aye: 10
Nay: 0 Nay: 0
Absent: 1 Abstain: 0

___________________________________ __________________________________
Walker Chance, President, DePauw Student Body Executive Vice President

Attest:

___________________________________
Colleen McCardle, Secretary
DEPAUW STUDENT GOVERNMENT

WHITE PAPER NO. __

A White Paper concerning First Year Diversity Programming at DePauw University and our Recognition of the Administration’s response.

Introduction:
“DePauw is committed to supporting students in their intellectual and identity development. We seek to promote intercultural dialogue, respect, inclusion and community. Our goal is to foster learning opportunities through engagement, advocacy, and empowerment to assist in developing active citizens of the world.”
(DePauw University Webpage, February 2014)

In accordance with other leading National Liberal Arts Colleges, DePauw has become home to a diverse group of individuals. Our students today hail from over forty different countries, hold a variety of spiritual beliefs and stand as advocates for the LGBTQ community. Now, while diversity undeniably enhances the overall academic atmosphere of a university, its contribution is minimal if students do not feel comfortable engaging with one another on a day-to-day basis. Without proper diversity programming, students cannot fully realize the benefits of intercultural dialogue and are unable to learn from one another. Today, we want to revisit the reoccurring challenges inherent in having an increasingly diverse campus. This white paper will address DePauw’s previous approaches to diversity programming, highlight the necessity form improving programming and recognize recent efforts made by the DePauw faculty and administration to foster a safe space for all students, especially within their first year. We would like to acknowledge the amazing work and assistance provide by the offices of Multicultural Student Services, International Student Services and Campus Life and the Diversity and Equity Committee.

Background:
Discussions about inclusion, privilege and intersecting identities are anything but new to DePauw. In addition to a resolution passed by Student Congress in 1998, a Multicultural Requirement White Paper was passed in 2012 asking the university to implement a multicultural requirement for students in the form of a semester long course or through additional out-of-class programming. This paper, build upon recommendations by surveyed students, was written in response to then recent cultural insensitivity. While the university responded with additional opportunities for intercultural dialogue such as RealTalk, such programming reaches a minute portion of the student body. Similarly a video on diversity awareness at DePauw immediately followed by mentor group discussion during the First Year Experience, while well intentioned, fails to truly educate students on the power of privilege and necessity to deconstruct difference.

Diversity Programming Relevance:
In light of recent events, it has been made painstakingly clear that there is a diversity insensitivity on tis campus and that many difficult, albeit crucial, steps must be taken to combat these challenges. If these challenges are not better addressed, we risk the further isolation of historically underrepresented groups on this campus, and we will leave a generation of students without the ability to converse openly and confidently with one another. As stated in the Multicultural Requirement White Paper, members of the Hispanic community voiced their concerns as early as 2010, attempting to raise awareness of racial insensitivity. Similarly, members of the LGBTQ community rallied to end discriminatory practices on campus in 2011.

As recent as late February, an article published in The DePauw and Huffington Post clearly articulated the need for more student awareness and better programming. In “Excuse Me, But Your Privilege Is in our Way,”
Ashton Johnson poignantly articulates the struggles that many students from historically underrepresented groups feel on campus claiming that “a particular group of people has the privilege to freely move, behave and/or navigate around this campus.” This is clearly inexcusable and the discomfort and hurt that many feel must be eliminated. Fortunately, her article has sparked conversation about how these challenges might be most effectively dealt with. Groups such as The Movement and Feminista have even rallied together to articulate their concerns in a safe space for student discussion. And luckily, our faculty members and administrators have responded with some aggressive initiatives that deserve recognition.

First Year Diversity Programming Solutions:
In addressing the problem, one of he more popular solutions proposed by students has been to improve diversity conversations during the freshmen year. Having programming at the beginning of freshmen year is beneficial for several reasons, the most important being that it will help students feel comfortable from day one. No student should feel inferior to his/her fellow classmates, and students are most impressionable during those first few weeks. While we acknowledge that the First Year Experience already includes a discussion on intersecting identities and a video featuring DePauw students and their experiences, these could be improved. We found that many first-years felt that they could not connect with the student speakers in the video, and that the discussions afterwards were not well facilitated and only grazed issues of privilege, awareness and insensitivity.

Therefore in response to these concerns, the university faculty and administrative already have new initiatives in place for next semester. Due to the swift nature of their response, it is important that we applaud them for their efforts. While these are certainly not all of the changes taking place within the upcoming school year, here are the changes that we believe will be most vital to improving students’ first impressions and initial experiences at DePauw:

- The implementation of student Intercultural Community conversation Facilitators for first-year residence halls
- Enhanced RA and Mentor training to better facilitate intercultural dialogues
- More formalized First-Year Orientation events with additional programming throughout the semester
- New programming for First Generation College Students
- The development of a peer-to-peer education program for students within the Greek system that stresses the importance of good intercultural dialogues.

Conclusion: If DePauw's campus climate is to change for the better, it is important that we begin with our First-Year students. This institution of higher education has the potential to not only provide students with a richer experience, but has the responsibility to educate students on social and cultural awareness and sensitivity. These skills will serve them well at DePauw and in their years to come. We cannot thank the DePauw faculty and administration enough for listening to students concerns and providing timely responses. We fully support the new programming initiatives and know that we have the power to be a better, more tolerant DePauw.

Motion by: Seconded by:

Aye: 25
Nay: 0
Abstain: 1
Walker Chance, President

Attest:

Colleen McArdle, Secretary
Appendix C: Message from the Diversity and Equity Committee  
(.emailed to the campus community April 16, 2014)  
Bold emphasis below added by the Chair of the Faculty

Dear Students, Faculty and Staff of DePauw University,

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

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

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

- Accountability for faculty, staff, students, administrators and leaders in the local community
- Improved communication and transparency in those communications
- Revisit recommendations from the Task Force on Women and Families and the Campus Climate Task Force
- Additional Administrative Support for diversity and equity issues
- Consequences for all individuals who behave inappropriately
- Improvements in the Community Standards process
- Diversity Training for faculty, staff and students
- Safety in the community
- Inclusive classroom climate
- Housing locations and room assignments for students of color
- Sufficient staffing and availability in the Wellness Center for Counseling and Mental Health care
- Retention of students, faculty and staff of color
- Events that teach cultural competency
- Intervention and prevention programming for all students and support services for victims of Sexual Assault
- Course requirement for exploring diversity in curriculum (e.g., M, C, or I requirement)

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

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

Office of the President

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

University Communications

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

Academic Affairs

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

Dean of Faculty

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

CAPP

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

Human Resources

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

Student Life

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

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

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

Respectfully,
Members of the Diversity and Equity Committee

Caroline Jetton, Chair
Mac Dixon-Fyle
Maria Forcadell
Naima Shifa
Veronica Pejril
Bruce Burking
Craig Slaughter
Amy Haug
Vince Greer
Kate Smanik
Grace Quinn
Michael Chavez
Appendix D: Excerpts from By-laws and Standing Rules of the Faculty and Robert’s Rules

II. Faculty Meetings

B. All faculty members may attend faculty meetings and participate freely in discussions.

C. Voting
   1. Full-time faculty members holding positions with academic or nominal rank, including those on sabbatical, pre-tenure, or academic leave, may vote. (See Article I.B of the Personnel Policies for a definition of full-time faculty positions.) The President, the Vice President for Academic Affairs and the Registrar also have voting privileges.
   2. Faculty members in part-time positions may attend faculty meetings and participate in debate, but not vote; however, Senior (Emeriti) Professors are eligible to vote during any semester in which they are teaching at least one course.

... E. Parliamentary Procedure

... 2. All business shall be conducted according to proper parliamentary procedure as set forth in Robert’s Rules of Order.

XII. Standing Rules

B. In addition to faculty members as defined in Section 1, the following persons may attend faculty meetings: student members of coordinating committees, the President of the student body, and representatives (two from each) of THE DEPAUW, WGRE, and Student TV Board of Directors. Additional representatives may be permitted at the discretion of the Chair of the Faculty before the meeting starts.

C. The following persons may attend and may also make presentations, respond to questions, and participate in discussions: vice presidents, deans, other senior administrators as designated by the President, and others to whom permission is granted by prior agreement with the presiding officer or by majority faculty vote at the beginning of the meeting.

D. Motions will normally be voted upon at the meeting at which the motion is made. However, previous notice must be given on the written agenda of a regular meeting of the faculty at least one month preceding a vote for changes in graduation requirements, academic policies and personnel policies. Other motions may be postponed by the vote of the house.

Comments on Robert’s Rules of Order

Motions may be amended by inserting words, deleting words and paragraphs. An amended motion can be further amended by a secondary amendment. There are no tertiary amendments, instead one should encourage the body to vote down the amended motion and an individual can subsequently offer a substitute motion. Amendments must be germane.
Appendix E:  Text of Letter Distributed by DePauw Student Government (DSG)
Letter was printed on DSG letterhead

November 19th, 2014

Dear Faculty and Staff of DePauw University,

On behalf of the student body, I would first like to say thank you for taking the time out of your busy schedules to attend this faculty meeting. I am writing this letter to provide additional context to the discussion you are about to have. Over the last week, student leaders have been researching the records of DePauw Student Government, the minutes and notes of Faculty Governance Committees, and multicultural initiatives on other campuses. Upon our research we have decided to share a brief overview of a couple of specific examples of the institutional failure on multicultural initiatives at DePauw University. In no way does this research represent everything that we have found or that is yet to be found. It is my plan to have this information present available to the faculty within the coming weeks.

The first institutional failure which I would like to share is the lack of follow through with the recommendation of the of 2007-2008 Campus Climate Task Forces for Faculty, Staff, and Students of Color. After reviewing the historical and archival information, the following recommendations were suggested:

- Vice President for Diversity and Community (Reports to the President)
- Multicultural Certificate option for students and Multicultural Competency for faculty members similar to S, Q, W
- Staffing increases for the Office of Multicultural Affairs
- Departmental review for the Office of Admission by outside consultants to examine recruitment and marketing strategies for a Diverse Student Body
- Update and renew responsibilities for the Diversity and Equity Committee
- The Office of Human Resources should develop, implement, and assess strategic and aggressive recruiting processes to correct deficiencies of diversity in University employees and address issues of attrition
- The Division of Student Services (recently renamed the Division of Student Life), should provide incentives, resources and spaces for programming which explores issues related to diversity

Since this report was written, some of the recommendations from the task force have been addressed. However, the recommendation regarding the DEC and the multicultural competency were ignored for years.

From Fall 2009 through Spring 2012 the lack of records pertaining to the Diversity and Equity Committee indicates that it did not fulfill its responsibility to the community. Furthermore, when the 2011-2012 Student Body President emailed President Brian W. Casey asking for an update on the process of reconvening the DEC, he did not receive a response.

Additionally, during the time in which the campus felt a lack of emphasis on diversity and inclusion, the number of reported hate crimes increased. A hate crime, as described by the annual Public Safety report, is a “criminal offense committed against a person or property which is motivated, in whole or in part, by the offender’s bias. Bias is a preformed negative opinion or attitude toward a group of persons based on their race, gender, religion, disability, sexual orientation or ethnicity/national origin.”

The next institutional failure I will highlight is the inability for a multicultural component, as part of the requirements for graduation, to be brought before the faculty. This failure appears to be the lack of follow through in the faculty governance committee structure.

Since 2008, several university sponsored task force reports and legislation from DePauw Student Government (a white paper passed on April 22nd, 2012 and a resolution passed on April 27th, 2014) has been presented to both administration and faculty leadership. From the minimal response received, records indicate that while discussions on these reports have initially started in CAPP and SLAAC, they were quickly halted in order to handle matters that were perceived to be more pressing.

On behalf of the Student Body, my request is for the faculty to set two firm dates where this conversation would be guaranteed to continue. Recent discussion, research, and courage of students have
created an opportunity in which our university can become a leading example of institutional equality. Seizing this moment in an organized and productive manner is vital to the success of this institution.

First, I ask that you strongly consider taking the necessary actions to cancel classes in order to have a campus wide symposium. Such an event is not unprecedented and has the potential to be a very successful next step forward, as seen in the efforts by institutions such as Denison University, Oberlin College, and Dartmouth College. This symposium should be well planned by a committee that is created from student leadership, faculty representatives, and administration. The committee should look at the best practices, consult experts on campus climate discussions, and seek feedback along the way from the rest of campus. Finally, I highly recommend that this symposium should occur no later March 1st, 2015.

In addition to the symposium, DePauw Student Government is asking for an official date when the addition of a multicultural component will be discussed and voted on for its addition to the curriculum as a graduation requirement. We ask that the floor of the faculty have this vote no later than Monday, May 4th, 2015. I understand that proper procedure for this proposal dictates that suggestions and conversations on graduation requirements should occur within CAPP, and thus I will reserve my thoughts on what the proposal shall include for this particular committee.

In conclusion, I would like to thank you once again for your time to both read this letter as well as to be a part of the discussions to improve our campus. I hope you will join my peers and myself as we attempt to seize the opportunity we have before us. This campus has esteemed faculty, compassionate administration, and the next generation of world leaders. My love for this institution is unconditional, and I believe it is time for all of us to recognize the institutional failures that have occurred, and begin to work together to correct where we have fallen short. I have great faith in the faculty and staff of this university to lead us in this charge, and look forward to seeing the outcome of today’s discussion.

Sincerely,

Dakota “Cody” Watson
Student Body President