

**2007-2008 Campus Climate Task Force for Faculty, Staff, and Students of Color
August 2008**

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Campus Climate Task Force Report

Executive Summary

The Campus Climate Task Force (hereinafter “Task Force”), commissioned by Dr. Robert Bottoms in August 2007, gathered information from faculty members, staff members and students of color on their experiences and perceptions of acceptance and inclusion at DePauw University. The Task Force further sought to illuminate DePauw’s campus climate by inquiring of faculty members, staff members and students who do not identify themselves as individuals of color on their awareness of campus climate issues for people of color. The goal of the Task Force was to identify areas of strength and progress regarding diversity as well as to determine what aspects of the University’s policies, initiatives and structure can further support the strategic plans of diversity and internationalization. This report summarizes the Task Force’s findings, highlights the University’s successes, and makes recommendations for continued advancement in the area of campus diversity and inclusion. This summary provides a brief overview of the findings; the complete report is available on the Task Force web site (www.depauw.edu/univ/cctf).

During the 1980s, domestic students of color made up less than 2% of the student population; today domestic students of color are fully 15% of the DePauw campus community. International students, who were 1% (only half of them matriculated students) of all students in the 1980s and 1990s, represent 5.5% of all students for fall 2008, coming from 28 different countries. The University expects both of these populations to grow. In 1988, there were only 7 full-time faculty members of color; now there are 45. Over the past ten years, full-time staff members of color have increased from 6% to 9% of the total full-time staff. Women students now make up the majority of incoming students (56% in 2007); they participate actively in all academic disciplines, and are highly successful and visible in co-curricular and extracurricular activities. New tenure-track faculty members have been nearly balanced in numbers of men and women for over twenty years. Identity/affinity groups of all kinds exist, including those that serve students of many different faith traditions, provide for a broad array of discussion on political and philosophical perspectives, and meet a whole range of student hobbies, issues and interests. In spring 2008, over 80 recognized student organizations and 14 fraternities and sororities are parts of the DePauw academic, cultural and social scene.

The Task Force gathered information from current and former members of the campus community using four surveys. The results are summarized in the sections which follow.

Campus Climate Student Survey

A Campus Climate Student Survey (hereinafter “Student Survey”) was administered online. The Student Survey was based on a survey developed by Dr. Sue Rankin, who conducted an earlier comprehensive “campus climate” assessment for DePauw in 2001. She describes campus climate as the institutional atmosphere and environment that fosters or impedes one’s personal, academic and professional development (Rankin, 2001).

In November 2007, with input from the Task Force, the Office of Institutional Research and the Office of Multicultural Affairs, the aforementioned survey was developed and administered. The Task Force invited current DePauw students to complete the online survey (to view the survey, go to: www.depauw.edu/admin/i_research/ccsform.pdf). The response rate was approximately 23%. The total number of students answering all questions was 491. Of those, 427 identified themselves as white/Caucasian, 34 as black/African-American, 10 as Asian American/Pacific Islander/Hawaiian Native, 14 as Latino/Hispanic, and 6 as Native-American. The response rates were comparable to the representation of each group on campus. However, the response rate of women (67%) was higher than their make up on campus (56%).

The findings from the Student Survey revealed “a tale of two cities;” students of color reported having different experiences and perceptions of DePauw’s environment than their white counterparts. Seventy-two percent of all student respondents reported feeling “comfortable” to “very comfortable” with the campus climate at DePauw University; 10% were “unsure” and 18% reported feeling “uncomfortable” to “very uncomfortable.” Self-identified domestic students of color (which included African-American, Asian-American, Latino/Hispanic, and Native American students) were twice as unsure as the white/Caucasian respondents. Non-African-American domestic students of color were three times less “very comfortable” than their white peers (5.9% versus 23.9%).

In the classroom, a majority of respondents felt “comfortable” to “very comfortable” with the classroom environment. In this area, both white students and students of color somewhat agree. Fifteen percent of white students reported feeling “very uncomfortable” or “uncomfortable” with the classroom environment and 20% of students of color reported feeling similarly. Yet, a higher percentage of students of color reported being “unsure” about their classroom climate than the percentage of white students who felt that way.

The perception gap between white students and students of color was also apparent in their responses to the statement: “If I personally experienced any offensive, hostile, or

intimidating conduct, I am confident the University community would support me and take action.” Fifty percent of students of color and 60% of white students felt confident about the above statement. Only 35% of African-American students responded affirmatively. Of particular note is that approximately 23% of African-American students reported experiencing such conduct towards them while only 12% of white students mentioned this. Most cited the primary source of offensive conduct as other students, while such hostility was experienced to a much lesser degree from faculty/staff members. This conduct mainly occurred in the classroom, residence halls, and Greek living units.

Interestingly, in response to the statement: “I believe the DePauw classroom climate is welcoming for students from historically underrepresented/marginalized groups,” most white students (65%) “agreed” to “strongly agreed” with this statement. However, only 40% of students of color endorsed this statement. Further, higher percentages of students of color (48%) who “disagree” to “strongly disagree” with this statement than for white students (12%). Finally, there was widespread agreement from all respondents that the DePauw University campus is “moderately” to “very respectful” for white students.

Campus Climate Focus Groups

To create an environment which encouraged open and honest discourse while ensuring respondent privacy during the focus group process, the Task Force hired Marilyn H. Bedford and Daniel B. Griffith as consultants to conduct focus groups for faculty members, staff members, and students. The purpose of these focus groups was to identify issues relating to campus climate for diversity. Bedford and Griffith asked faculty members and staff members a separate set of questions from those they asked of students. Further, they conducted a number of focus groups for faculty members, staff members and students of color and separate focus groups for white faculty members, staff members and students (to view focus group questions go to:

www.depauw.edu/admin/i_research/depauwfocusgroupquestionsfacultyv2.pdf,
www.depauw.edu/admin/i_research/depauwfocusgroupquestionsstaffv2.pdf and
www.depauw.edu/admin/i_research/depauwfocusgroupquestionsstudentsv2.pdf).

The summary report from Bedford and Griffith indicates that generally all respondents perceive the University to have demonstrated significant dedication in providing programs, facilities and personnel that could “procure a congenial campus environment.” However, there are perceptions that the focus on increasing diversity relies heavily on increasing the presence of

diverse students and faculty members rather than on the quality of services available for their support and retention. White students expressed feeling defensive in discourse on race while students of color reported inconvenience in being asked to serve as spokespersons for their respective groups. Several respondents commented on the tendencies of students to segregate socially along racial lines and students of color reported experiences of being the targets of racial slights and taunts from other students as well as from Greencastle residents.

Staff respondents acknowledged work done in the area of diversity, but noted the failure to integrate faculty members, staff members and students meaningfully in a seamless web or interconnected structures. They called for more education on different cultures and closer analysis of the reasons for significant staff and faculty turnover in recent years.

White faculty members interviewed have had a far more satisfying experience than their minority colleagues when it comes to issues of diversity. They reported more congenial departmental arrangements than did their faculty colleagues of color. White faculty members indicated that they deplore the absence of students of color in their classrooms and called for less separation of the academic and social spheres. They cited students from China and India as a constituency about which we can be intentional.

Black faculty members reported feeling underrepresented and black female faculty members reported marginalization, neglect, unfair workload distribution, indifference and some general insensitivity in the way they are sometimes treated. Black faculty respondents noted, often times, disparaging comments about their job qualifications and credentials and being dismissed as affirmative action hires who would not have made it to DePauw otherwise. Faculty members of color expressed great support of the expanded recruitment of international students, but they emphasized that continued efforts to recruit domestically underrepresented populations such as Native Americans, African-Americans and Hispanics are equally important.

Most students agreed that interactions within the classrooms do not carry over outside of classes or even outside extra-curricular activities (i.e., athletic activities); many chose to separate outside these events. Most students agreed that opportunities to interact with those from other cultures are available through community service and intramural or club sports. White students indicated that they based their choices of social interactions on similar interests and intelligence and they did not discriminate based on race.

The POSSE Program and the Greek system were discussed. Specifically, some students believed these programs create more separation than unity on campus. Other students discussed

town and gown relations. Some respondents indicated that they had received a warm welcome from the community. However, some students of color reported rejection, racial profiling by police and insensitive remarks about looks and hair styles. Many expressed a belief that University administrators could do more to bring town and gown together. Staff member(s) recommended the creation of a position to address campus and community issues. Many mentioned the added pressure of being a member of a minority group in a stressful and competitive environment. Some indicated that the pressure contributed to the development of emotional and mental health issues; some participants recommended increased staffing in the Women's Center and the Office of Multicultural Affairs to provide more support in these areas.

Anonymous Reporting

To provide an opportunity for campus community members, alumni and Greencastle community members to share thoughts, perceptions and experiences of DePauw's campus climate, Task Force member Doug Cox, Emergency Management Coordinator and Director of the Nature Park, established and monitored an anonymous reporting web site. It followed the model of a highly effective anonymous crime reporting web site used by the Public Safety office. The link to the Task Force anonymous reporting site was made available through the Task Force web site (www.depauw.edu/univ/cctf/anonymous.asp). An article in the *Banner Graphic* newspaper served to notify Greencastle community members of the opportunity to participate in this survey. The anonymous reporting web site received 28 responses. The majority of respondents were students (20); however, alumni (3), staff members (3), and faculty members (2) also submitted comments. Reported incidents of harassment and/or discrimination most often occurred on campus, in residential units and/or in classrooms. Reports included being "singled out" inappropriately in class by faculty members and other students and stereotyping on campus. A report mentioned harassment by local high school-aged individuals and rude treatment by local merchants.

Task Force Survey for Formerly Affiliated Individuals

To gain an even broader picture, the Task Force sought reports of experiences from alumni, individuals who attended DePauw but did not graduate, and individuals previously employed by DePauw. This effort proved challenging. DePauw does not have a systematic process for exit interviews for faculty members, staff members or students. Thus, it was difficult

to determine if former employees left because of poor fit, poor experiences, or for career advancement opportunities, or if past students withdrew because of financial challenges, academic performance, academic interests being better met elsewhere, or harassment, hostility or discrimination.

In order to gain this information, we hired the Dream Team, consultants from Indiana University in Bloomington, Indiana to conduct surveys (the complete surveys may be found at http://www.depauw.edu/admin/i_research/formerlyaffiliatedsurvey.pdf). Approximately 300 alumni, withdrawn students, and former employees were invited to complete one of three versions of a survey delivered either electronically through an institutional web page or traditionally (paper/hard copy) via postal mail. The third-party Bloomington-based consulting team received paper surveys directly. The online survey was open for approximately five weeks (early January to mid-February). The surveys, created by the Task Force, consisted of approximately 30 items on each version. A total of 89 people (55 alumni, 18 withdrawn students, and 16 former employees) completed the survey, a relatively low response rate. Yet, the findings were consistent with those of other Task Force inquiries into the campus climate at DePauw University, which suggested a gap in the perceptions and experiences of whites in comparison to those of persons of color.

Interestingly, the multicultural indicators revealed racial/ethnic differences regarding perceptions of interracial and intercultural interactions among students. White students were less satisfied and/or interested in multicultural initiatives than students of color. Based on the way the multiculturalism questions were phrased, it was unclear if former students and alumni were interpreting these questions to be specifically about the University or about their personal beliefs regarding the importance of multiculturalism. Nonetheless, these findings indicated that the University may be racially and culturally segregated, specifically relating to social interaction among students.

In addition to the findings above, there were other trends deserving attention. Although the sample of Asian students was small, Asians reported lower satisfaction with administrators than did members of other racial/ethnic groups. African-Americans, on the other hand, reported their interactions with administrators to be more satisfying than did others. On a majority of the indicators, the responses of withdrawn students were not significantly different from the responses of those who graduated; overall, both reported satisfaction with the University. However, withdrawn students reported significantly lower responses regarding the importance of

a college education for learning about different cultures. The Task Force attributed this to more white students than students of color being in the sample of respondents who had withdrawn.

Former Employees

White former employees reported their satisfaction with work relations and institutional development to be significantly lower than employees of color did. There were no racial differences in the responses to questions about diversity among former employees, but former employee satisfaction with the University's handling of diversity was low. Something that stood out was the responses of former employees as it relates to harassment. They reported experiencing being the brunt of faculty members' jokes. White former employees reported that faculty members made inappropriate jokes about people who are different. Many former employees mentioned this issue and it warrants further examination.

Limitations

The Task Force was charged to limit its report to the experiences and perceptions of faculty members, staff members and students of color, yet the Task Force recognizes that a comprehensive assessment of the climate must include members of other marginalized and disenfranchised groups. The task force also recognizes and honors diversity that includes religion, sexuality, socioeconomic status, gender and privilege. For the purposes of this report, we defined individuals of color as African-Americans, Latino/as, Asian-Americans, and Native American/Alaska Native/Tribally-Affiliated persons.

The purpose of this report was not only to examine past achievements of diversity efforts and assess future directions but also to gather information appropriate for the Great Lakes College Association's (GLCA's) Presidents' Summit (April 2008). This summit primarily addressed diversity initiatives in terms of race, ethnicity and culture at the GLCA member schools. The members of the Task Force faced time constraints in gathering information for the Presidents' Summit as well as the on-going demands of concomitant job responsibilities as students, faculty members or administrators. The Task Force made sincere efforts to engage a broad representation of respondents and received a moderate number of responses. Contacting former students and employees was challenging. The absence of a centrally acknowledged archival location for information for diversity initiatives also made data gathering more labor intensive. Finally, during the administration of the on-line Student Survey there were operational problems which limited the number of survey responses. In spite of these limitations, the Task

Force believes that the information obtained provides a representative view of the history, experiences and opinions of the target group. The Task Force is hopeful that the comprehensive report, with accompanying documents, will serve as a springboard for on-going study, assessment and research of DePauw's campus climate for an even more broadly defined community and with even greater success.

Conclusion and Recommendations

The Task Force set out to gain information from a variety of sources to examine the perceptions and experiences of all faculty members, staff members and students, those of color as well as those who are white. The overarching perception from faculty members, staff members and students alike is that DePauw has made concerted efforts in the area of increasing the diversity of the faculty and student body and in initiating training and dialogue on diversity. The reactions to these efforts are not uniform; expansion of discourse related to racial dialogue creates discomfort for some. Some DePauw community members believe that diversity efforts have only been focused on numbers, and others believe diversity efforts have resulted in a backlash against faculty members and staff members of color. African-American faculty members and students of color have different experiences both on and off campus than the experiences of their white/Caucasian counterparts.

The Task Force has reviewed the results of the data along with historical and archival information to inform our recommendations. Of note, almost twenty years ago, a similar DePauw University campus climate task force expressed some concerns. Many changes have occurred as a result of its recommendations, but the experience of isolation by individuals of color and the need to examine the curriculum so all students are exposed to a diversity of cultures remain reoccurring themes. We intend our recommendations to address issues and concerns reflected in the comments from faculty members, staff members and students. We have attempted to propose changes that will create more inclusive classrooms, initiate more opportunities for multicultural interactions outside the classroom, and generate a welcoming and inclusive community, built by faculty members, staff members and students. Below are highlighted recommendations (See the body of the report and Appendix A for complete descriptions of the recommendations). The Task Force believes the comprehensive list of recommendations addresses critical concerns, and believes that if these concerns are addressed those changes will contribute to infrastructural change within the campus climate.

Vice President for Diversity and Community (Reports to the President)

The recommendation for the creation of a new position reflects a proactive plan to address the campus's need for on-going attention to a broad range of diversity issues which cannot be thoroughly addressed through intermittent task forces or studies.

Multicultural Certificate option for students and Multicultural Competency for faculty members similar to S, Q and W

These recommendations reinforce the understanding that diversity and inclusion must be integral to the curriculum and classroom environment to accomplish the institution's mission of academic excellence.

Staffing increases for the Office of Multicultural Affairs

These recommendations focus on increasing the dialogue of diversity among students outside the classroom and providing administrative support to the increasing diverse student body of DePauw.

(Postscript: The Office of Multicultural Affairs has been reorganized and restructured. It is now the Office of Multicultural and Community Life. These changes occurred after the CCTF completed its review. Thus, we have kept the recommendations for increased staffing to OMA in our report, but acknowledge that this may no longer be the appropriate or needed recommendation. We recommend continued assessment of the staffing patterns in this office to ensure the best programs, services and advocacy for students.)

Departmental review for the Office of Admission by outside consultants to examine recruitment and marketing strategies for a diverse student body.

These recommendations strive to increase incoming students' awareness of the significance of diversity at DePauw University and to maintain our cutting edge for recruiting and retaining students who matriculate at DePauw.

Update and renew responsibilities for the Diversity and Equity Committee (DEC)

These recommendations clarify the role of DEC and increase their opportunities to impact the DePauw and Greencastle communities as it relates to diversity and inclusion.

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.

These recommendations offer guidelines to strengthen staff training and mentoring and more directly support the academy's mission of diversity and internationalization by increasing the diversity and retention of staff.

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.

These recommendations focus on increasing the dialogue of diversity among students outside the classroom and providing administrative support to the increasing diverse student body of DePauw.

Campus Climate Task Force Report
Final Report, August 2008

Preface

When the Campus Climate Task Force for Faculty, Staff and Students of Color (hereinafter “Task Force”) was formed, President Bottoms knew that the Great Lakes Colleges Association (GLCA) was planning a diversity summit. The summit documents asked each member campus to review and assess its diversity initiatives. Thus, we initially wrestled with defining diversity, knowing that there was a two-semester time limitation. We were also charged by the president to review DePauw’s twenty-year span of initiatives to achieve greater diversity and to consider the campus climate for faculty members, staff members, and students of color. We recognize that racial and ethnic differences are not the only aspect of campus diversity worthy of study. Given the historical implications of racial division in the U.S. and the short time-frame for the inquiry, the Task Force members recommend additional study of other identity/affinity aspects of diversity on campus. Our report focuses on the experiences of domestic students, faculty members and staff members of color, which we defined to include African-Americans, Latino/as, Asian-Americans, and Native American/Alaska Native/Tribally-Affiliated persons.

Campus Climate Task Force Report

Final Report, August 2008

“It is not too much to say that the nation's future depends upon leaders trained through wide exposure to the ideas and mores of students as diverse as this Nation of many peoples.” Supreme Court Justice Louis Powell, Regents of the University of California v. Bakke, 1978.

“We expect that 25 years from now the use of racial preferences will no longer be necessary to further the interest approved today.” Supreme Court Justice Sandra Day O’Connor, Grutter v. Bollinger, 2003.

“I don't think the University would have made the progress it has over the past two decades if we hadn't made our community more reflective of the world [in which] our graduates live.” DePauw University President Robert G. Bottoms, 2007.

Introduction: Postsecondary Education and Campus Climate

Recognizing the value that diversity brings to higher education, colleges and universities have a stake in the best recruitment and retention practices and programs for students, faculty members, and staff members of color. Despite this realization, many institutions struggle to create a campus climate conducive to the learning and working needs of a diverse population. Extant literature suggests that diverse populations add value to the learning of all students, not only those of color (Hurtado et al., 1999). However, according to Kayes and Singly (2005), 90% of college faculty members are still white, thus creating a challenge for the push for diversity on college campuses. Student adjustment is one of the major reasons cited for college attrition contributing to the need for institutions to find ways to help students better navigate campus environments (Wintre & Bowers, 2007; Wintre, Bowers, Gordner, & Lange, 2006). Employee attrition potentially costs an organization much more than the retention of current employees — with major expenditures often a result of hiring new employees, training, loss of instructional continuity, search committee fees, etc. (Feldt & Andersen, 1982; Sweeney, 2002).

Task Force Commissioned to Measure Success of Diversity Initiatives

Over twenty years ago, under Dr. Robert G. Bottoms’ leadership, DePauw University began a new phase in its institutional commitments to diversity. In that time, our institution has made great strides to weave students, faculty members and staff members of historically under-represented communities into the fabric of our institution. While the administration and faculty

continue to transform the institution in an effort to reach our goals of making DePauw a welcoming environment for all, the Task Force wants to recognize the improvements over the last twenty years. Dr. Bottoms charged the Task Force in fall 2007 to document the DePauw community's twenty-year history of multicultural initiatives and to suggest ways in which we might build on our successes to make the University more representative of the nation as a whole.

To this end, the Task Force reviewed University reports and utilized four processes to collect information from all faculty members, staff members and students, not only from those of color, about their experiences and perceptions of acceptance and inclusion at DePauw University. The goal of the Task Force was to identify areas of strength and progress regarding diversity as well as to determine what aspects of the University's policies, initiatives and structure can further support the strategic plan objectives of diversity and internationalization. Finally, Task Force committee members hope that this report serves as a further benchmark on the road to progress, and as an appropriate successor to the 1987 "Diversity at DePauw" report penned by the members of the first Diversity Task Force called by Dr. Bottoms in the first full year of his presidency.

Twenty-Year Span of Multicultural Initiatives

During the 1980s, domestic students of color were less than 2% of the student population; their numbers rose by the 1990s to 10% and today domestic students of color are fully 15% of the DePauw campus community. International students, who made up 1% of the student population (only half of them matriculated students, numbering about a dozen) in the 1980s and 1990s (until 2002), represent about 5.5% of the student population (5% of them matriculated students, numbering 115) for fall 2008, from 28 countries. The University expects both of these populations to grow in the future. In 1988, there were only 5 tenure-track faculty members of color (3.8% of all tenure-track faculty members) compared to 15 tenure-track faculty members of color (10.5%) in 1998 and 35 tenure-track faculty members of color (17.6%) in 2008. And they have moved into more permanent positions, from 2 tenured faculty members of color in 1988 to 7 in 1998 and 17 in 2008. Overall, the number of full-time faculty members of color has increased from 7 in 1988 (3.4%) to 22 in 1998 (12%) and to 45 in 2008 (19%). Similar, but somewhat less improvement has been noticed for the staff; over the past ten years, full-time staff members of color have increased from 6% to 9% of the total number of full-time staff members.

Women students now make up the majority of incoming students (56% in 2007); they participate actively in all academic disciplines, and are highly successful and visible in co-curricular and extracurricular activities. Women and men have been hired in nearly equal numbers into tenure-track faculty positions for the last twenty years.

Identity/affinity groups of all kinds exist, including those that serve students of many different faith traditions, provide for a broad array of discussion on political and philosophical perspectives, and meet a whole range of student hobbies, issues and interests. In spring 2008, over 80 recognized student organizations and 14 fraternities and sororities are parts of the DePauw academic, cultural and social scene.

The infusion of students from many different socioeconomic, racial, ethnic, and political backgrounds has benefited the entire campus and the local community. For example, in the area of Greek life, a longstanding feature of DePauw, the task force finds increased diversity in the traditionally white fraternities and sororities. DePauw also currently supports a growing number of historically black and Latina/o Greek-letter organizations, one local sorority and a co-educational service fraternity. Many campus changes have resulted in increased retention of unaffiliated students and increased support mechanisms available to independent students, especially in terms of housing. Ten years ago, lesbian, gay, bisexual and transgender students publicly protested their lack of visibility on campus; now policies and programs exist to aid in their inclusion and support. Five years ago, an on-campus daycare center and a University Women's Center were ideas on paper; now both facilities are in operation. The number of first-generation students in the 2007-2008 first-year class was about 20% as it has been for the last decade. Each year the University looks forward to the International Bazaar, sponsored by the International Student Association, which highlights the various cultures from which our students come. Proudly, DePauw students, virtually all of whom qualify for some form of merit or need-based aid, hail from all over the U.S. and, increasingly, from around the world.

Not only has the University taken steps to enhance the climate for faculty members, staff members and students of color but also resources and attention have been directed to address the needs of alumni of color. The Alumni Relations Office embarked on a new initiative designed to reconnect DePauw Alumni of Color to the University and to facilitate interaction between alumni and students. Called "Coming Together," the reunions began in 2000, with the commitment of continuing every two years. Since its inception, over 75 alumni, faculty members and staff members have attended the events. Each reunion has allowed time for such events as a

“Meet and Greet with Faculty and Staff of Color,” discussions on current events, and panel discussions on relevant topics. In 2006, *Coming Together* created a learning experience through dialogue for its attendants with topics “Ripped from the Headlines” including: Hurricane Katrina, religion in the 21st Century, and U.S. immigration policy. Guest speakers included Dr. Willis “Bing” Davis ’59 in 2000, Harry Belafonte in 2002, and comedian Damon Williams in 2006. Alumni/ae of color have also voiced interest in and attended the *DePauw Discourse* and the *Boswell Symposium*, as well as other high profile convocations. Since 2006, *DePauw Women in Science* has provided supplemental programming for women students of color who are interested in science and has featured DePauw alumni. The Alumni of Color group meets regularly and works with student organizations, such as Association of African-American Students (AAAS), on various events (2008’s MLK Day Celebration featured a group of alumni, including Alan Hill ’81).

Today, the institution has more diversified memberships of its Board of Trustees, Board of Visitors and Alumni Board. The current president of the Alumni Board is Lisa Bennett ’93, who also serves as University trustee. Currently, six out of thirty-nine members of the DePauw University Board of Trustees are persons of color, compared to zero out of thirty-five only twenty years ago. (Prior to that, Percy Julian ’20 served on the Board of Trustees in the late 1960s and early 1970s until his death.) The Board of Visitors currently has seven out of twenty-three members of color. Fourteen alumni/ae of color have served on the Alumni Board since 2000.

One assignment for the Task Force was to pinpoint successful University diversity initiatives. Encapsulating broadly defined “diversity” was more than the Task Force could achieve in its two semesters of work. Thus, the Task Force narrowed its research to DePauw’s twenty-year span of initiatives and the resulting campus climate for faculty members, staff members, and students of color on campus. We recognize that racial and ethnic differences are not the only aspect of campus diversity worthy of study. Given the historical implications of racial division in the U.S. and the short time-frame for the inquiry, the Task Force members chose to recommend additional study of other identity/affinity aspects of diversity rather than to pursue those studies themselves. This report focuses on the experiences of domestic students, faculty members and staff members of color, which we defined to include African-Americans, Latino/as, Asian-Americans, and Native American/Alaska Native/Tribally-Affiliated persons. The Civil Rights Act of 1964 was passed forty-four years ago, and in 1985 DePauw began

systematically tracking racial and ethnic minorities as members of its various populations. Thus, reviewing and assessing gains and challenges for faculty members, staff members and students of color over the last twenty years for DePauw seems appropriate.¹

Methods and Analysis

Campus Climate Student Survey

In November 2007, the Office of Institutional Research implemented the Campus Climate Student Survey (hereinafter “Student Survey”) which was based on the survey instrument developed by Dr. Sue Rankin of Pennsylvania State University. The Task Force invited all current DePauw University students to participate in the online survey. While self-selection bias, sample size and other factors play a role in the generalizability of the data, the demographics of the respondents largely reflect the demographics of the larger student population. Overall, the response rate for the survey was about 23%. With few exceptions, self-described men and women did not answer Student Survey questions in significantly different ways. Because of that, we pooled the data for men and women across ethnic and racial categories. The basic finding that relates to students of color (the population of concern based upon the committee’s charge) is that the reported experiences and perceptions of students of color differ in statistically significant ways from the reports of their white peers. Many of these findings support previous research on campus climate (Rankin, 2001) as well as subsequent analysis from the subcommittee’s review of the 2006 National Survey of Student Engagement (NSSE) data.

Survey Definition of Campus Climate

The Student Survey defined campus climate as “current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of and level of respect for individual and group needs, abilities, and potential” for respondents. This definition is based on the research of Dr. Sue Rankin, who conducted the first comprehensive “campus climate” assessment at DePauw in 2001. Rankin further describes campus climate as the institutional atmosphere and environment that fosters or impedes one’s personal, academic and professional development (Rankin 2001).

¹ In Appendix B, please find a comprehensive historical review of DePauw’s diversity initiatives and progress over the last twenty years.

Campus Climate Student Survey: Background

The Office of Institutional Research, under the leadership of Director of Institutional Research Dr. Bill Tobin, and with input from Task Force members, prepared and implemented the Student Survey. Using the original Rankin DePauw Under-Represented Groups Survey (URG) and the Rankin Lehigh Campus Climate instruments as models, the Office of Institutional Research established an online instrument with 38 questions on surveymonkey.com. The survey asked about students' direct experiences and perceptions regarding "campus climate" (for Student Survey, see www.depauw.edu/admin/i_research/ccsform.pdf). A request for suggestions for improving DePauw's campus climate, demographic data and open response questions were also included. A direct e-mail (including an e-mail from the Office of the President), contacts through and by DePauw Student Government and other student organizations, and notices in *The DePauw* asked students to complete the online survey. The total number of people who answered any part of the survey is 971. Presumably due to the length of the survey, a smaller percentage 23.6% (550 students) completed the demographic information sections of the survey and just fewer than 500 students answered all required sections.

Student Survey Caveats, Demographics and Generalizability

In interpreting the Student Survey data, there are some important caveats. A major flaw of the survey is that nearly half of the original 971 respondents failed to answer the questions requesting demographic data (respondent race, gender, etc.) because they exited from the survey before completing it. This means that comparisons of answers factored by gender/ethnicity or t-tests to check for significance, excluded nearly half of the respondents. Therefore, the validity of all comparisons is somewhat suspect and the Task Force narrowed its assessment to try to mitigate the problem by focusing on the answers of the 550 respondents who entered demographic data.

While the number of completed surveys is lower than hoped for and respondents self-selected their participation, other factors suggest that the sample of the 550 students who completed the majority of the survey is representative enough to glean some important information about DePauw as a whole from the Student Survey. For example, we noted an even distribution amongst respondents across the four classes (with a slight under-sampling of sophomores) and the demographics of the respondents largely reflect the demographics of the

DePauw student population. Persons of color appear to have participated in proportion to their presence in the total student population (although students could select multiple racial/ethnic categories if they were multi-racial/ethnic/cultural, admission data does not allow for such distinctions). There was an oversampling of Native-American students (a very small overall cohort) on the Student Survey and a slight under-sampling of Asian-American and international students (also both very small cohorts in the total student population).

Campus Climate Focus Groups

On behalf of the Task Force, Marilyn H. Bedford and Daniel B. Griffith, consultants, conducted ten focus groups of students, faculty members, and staff members during November and December 2007 and January 2008. The purpose of these focus groups was to identify issues relating to campus climate for diversity. In collaboration with the Task Force, the consultants asked one set of questions for faculty members and staff members and a separate set of questions for students (see www.depauw.edu/admin/i_research/depauwfocusgroupquestionsfaculty2.pdf, www.depauw.edu/admin/i_research/depauwfocusgroupquestionsstaff2.pdf, and www.depauw.edu/admin/i_research/depauwfocusgroupquestionsstudents2.pdf, for complete sets of questions). Further, Bedford and Griffith conducted a number of focus groups among minority faculty members, staff members and students but conducted separate focus groups of majority (white) faculty members, staff members and students.

A Task Force member, in collaboration with the consultants, arranged the focus groups and invited participants. None of the other Task Force members or persons associated with DePauw (faculty members, staff members, students, alumni, former employees, etc.) has knowledge of the individuals who participated except the participants. Further, only the consultants have knowledge of specific comments made by participants. No names or specific identifying characteristics, other than general demographic information pertaining to race and gender, have been shared with the Task Force members, nor does such information appear in this report. Prior to conducting each focus group, the consultants read a preamble to participants which noted the anonymous and confidential nature of the focus groups, the purpose for conducting the focus groups, and the voluntary nature of the focus groups by which participants were free to not respond to questions or to leave at any time during the session.

Anonymous Reporting

The Office of Public Safety has a web site for anonymous reporting of campus crimes. The Task Force developed a web site similar to the Public Safety site, where faculty members, staff members, students, alumni, community members, past employees, and parents could report incidences of discrimination, harassment and/or positive experiences of inclusion and multiculturalism. The site's goal was information gathering and, thus, it was not used as an aid to investigate instances of discrimination. We wanted an additional method that would allow us to capture campus experiences from a broad range of respondents.

Task Force Survey for Formerly Affiliated Individuals

Approximately 300 alumni, withdrawn students, and former employees were invited to complete one of three (3) versions of a survey delivered either electronically through an institutional web page or traditionally (paper/hard copy) via postal mail. The Bloomington-based consulting team, Dream Team, from Indiana University received paper surveys directly. A confidentiality statement was included with survey information informing respondents that pseudonyms rather than their names would be used to protect the identity of participants and reports of data was primarily presented in aggregate format. The data was password-protected and access provided only to the research team. Further, upon completion of the project the original survey responses were destroyed.

The online survey was open for approximately five weeks (early January to mid-February). The survey, created by the Task Force, consisted of approximately 30 items on each version. A total of 89 people (55 alumni, 18 withdrawn students, and 16 former employees) completed the survey, a relatively low response rate. The survey group offered future recommendations to increase the response rate, which will receive attention later. Below is a summary of responses from each population by mode of survey completion.

T-tests, which compare means and test whether they are significantly different from each other, were performed to compare mean scores by race/ethnicity and University affiliation. This is a common strategy for this line of inquiry (Long 1997). The scores for each subscale were obtained by summing the scores for each item (ranging from 0 to 4 or 0 to 3) and dividing by the total number of items in each subscale (i.e., Prejudice=4 items; Experience=6 items). Factor scores for each of the categories loaded extremely high (<.75). A higher score indicates more

overall satisfaction with the University climate. For example, the higher the score on the prejudice subscale the less prejudice, discrimination, and isolation was reportedly experienced by a respondent. The Task Force was able to evaluate students' responses collectively because there were few significant differences between those of alumni and withdrawn students. We attribute this to two reasons. First, there were only a few withdrawn students in the sample. Second, a majority of the withdrawn students were white, conflating the overall small size of the sample when comparing across race/ethnicity. Still, some interesting trends deserve attention.

Findings

Campus Climate Student Survey

This report provides what potentially could be viewed as “a tale of two cities;” that is, based on the data, students of color reported having different experiences and perceptions of DePauw’s environment in comparison to the reports of their white counterparts. A higher number of students of color responded to questions regarding comfort level on campus and in the classroom, indicating being less comfortable or being “unsure.” They reported feeling less positive that DePauw officials would adequately support them if they experienced offensive or hostile behavior. There were significant differences between the responses of African-American students and the responses of others. It is interesting to note that students (white students and students of color) overwhelmingly support DePauw providing more diversity workshops to raise awareness about ethnicity and race. Students are also supportive of the idea that DePauw students, staff members, and faculty members should be encouraged to take at least one diversity class/program/workshop that focuses on issues, research, and perspectives regarding race and ethnicity.

Campus Climate Focus Groups

Students

Responses from all student focus groups revealed no pattern regarding their level of comfort with the social and academic environment at DePauw. Participants in all groups expressed concerns with how the Greek system tended to influence the way students interacted with one another, especially after their first year. Beyond comments about the Greek system, students of color expressed more discomfort than white students with social interactions, whether on campus or in Greencastle, though the reasons varied. One key distinction was the level of

comfort students of color had in their interactions with white students prior to coming to DePauw. Many students of color expressed more comfort with interactions in specific settings, such as when participating in athletics and when interacting with other students of color in living units or other social settings. Students of color, particularly black students, commented on the challenge of being called upon in class to speak for their race or ethnicity. For a number of students, this was identified as their “worst experience.” While this was especially a concern among black students, several Asian students expressed concerns about this as well. Conversely, many students reflected on a few classes in which racial and ethnic issues were handled very well by professors and they were not made to feel uncomfortable. One black student mentioned a Sociology course where an equal mix of majority and minority students allowed for good discussion. She stated, “We were forced to have dialogue and know that not everyone had the same experiences. We didn’t attack one another, but were able to discuss these issues. We’re still friends to this day.” Those who had these experiences also expressed much less discomfort with interactions with the campus at large.

All student focus groups expressed significant awareness of the DePauw administration’s commitment to diversity, particularly through its marketing efforts and efforts to recruit students, faculty members and staff members. However, feelings were mixed about whether these efforts were sincere and whether they were reflected in the learning and social environment, or whether the importance placed on these issues was understood by most of the student body. For the most part, students of color reported that the clearly evident and aggressive efforts to recruit them to campus were not matched by similarly evident and aggressive efforts to make them feel welcome and successful once they came to campus. The POSSE scholarship program was a clear example of this for some; many non-POSSE students of color felt that the kind of social and academic support experienced by POSSE scholars was not enjoyed by others.

Lastly, despite concerns expressed regarding the social and academic environment, most students of color saw the value of remaining at DePauw, gaining a quality education and graduating. However, some students of color expressed this with some resignation. They reported that they did not necessarily expect the environment to change and that remaining at DePauw was a means to an end.

Faculty and Staff Member responses

Black staff members who joined the DePauw family more recently, seemed to have mostly positive experiences on campus, though several reported feeling left out in areas where an individual was the only person of color. Some reported feeling that they have different interests than their white colleagues. White staff members also, in general, reported having positive experiences. They reported being aware of needs of black colleagues and stressed the differentiation between staff members and faculty members.

Black faculty members elaborated on the first two questions that related to personal informal experiences with colleagues and evidence of the University's commitment to diversity. Whether in University business or in social and community (outside DePauw) experiences, there seemed to be some difficulties for them. Their reports included feeling as if their voices are not heard as easily, feeling somewhat hesitant to be themselves and to share their views in departments that have a reputation for being hard on persons of color, and feeling that a support system is not in place. They expressed a sense that the administration has more commitment to diversity than do faculty members in general, even though there may not be overt resistance to it. Among their stories were stories of pain, frustration and sometimes resignation ("I just deal with it"). One black faculty member reported having experiences that are more positive over the long term.

The three white male faculty members who participated in the survey had the most positive responses to life at DePauw and in Greencastle. Although they reported being aware that difficulties exist for faculty members of color, their comments focused on the teaching environment, enjoying students and the benefits of working at DePauw. The tone of their discussion was very different from that of the black faculty respondents.

Other Themes

- Alcohol abuse by students and the ways in which it interferes with academics
- Living in Greencastle is difficult for persons of color and for those who are single
- Strained town/gown relations
- Concerns about inclusion and acceptance of gays, lesbians and transgendered individuals
- Physical conditions of buildings (students – repair of older units; staff – mold and environmental issues in work settings)
- Sexist remarks and sexual innuendo on tee-shirts
- Unintended consequences of POSSE program (reputation, stigma, benefits not enjoyed by other students of color, etc.)

Anonymous Reporting

The anonymous reporting web-site received 28 responses. The majority of respondents were students (20); however, alumni (3), staff members (3), and faculty members (2) also submitted comments. Incidents of harassment and/or discrimination most often occurred on campus, in residential units and/or classrooms. Reports included being singled out inappropriately in class by faculty members and other students and experiencing stereotyping on campus (both for domestic minority students and international students). Some comments mentioned harassment by local high-school-aged individuals, others mentioned experiencing rude treatment by local merchants.

Task Force Survey for Formerly Affiliated Individuals

The findings were consistent with other Task Force inquiries into the campus climate at DePauw University, which suggested a gap in the perceptions between white persons and persons of color.

Alumni and Withdrawn Students

Although the t-tests suggested no significant racial/ethnic differences regarding prejudice at DePauw University, the mean scores for white students (1.99) and students of color (1.76) for experiencing prejudice and racism while at the University are extremely low and indicate that prejudice and racism at DePauw remain issues of concern for all students.

Interestingly, the multicultural indicators revealed racial/ethnic differences regarding interracial and intercultural interactions among students. White students, compared with students of color, were less satisfied with and/or interested in multicultural initiatives than students of color. Based on the way the multiculturalism questions were phrased, it was unclear if alumni and withdrawn students were interpreting these questions to be specifically about the University or about their personal beliefs regarding the importance of multiculturalism. Nonetheless, these findings indicated that the University may be racially and culturally segregated, specifically relating to social interaction among students. In addition to the findings above, there were a few more trends deserving attention. Although the Asian sample was small, Asians reported lower satisfaction with administrators than did members of other racial/ethnic groups ($p < .01$). African-Americans, on the other hand, reported their interactions with administrators to be more satisfying than did white students ($p < .05$). On a majority of the indicators, withdrawn students

compared to alumni students reported slightly lower, but not-significantly different, overall satisfaction with the University. However, withdrawn students gave significantly lower responses regarding the importance of a college education for learning about different cultures. The Task Force attributed this to more white students, compared to students of color, being in the withdrawn sample. As noted earlier, white students were more likely to report lower responses for the multicultural indicators.

Former Employees

White former employees reported their satisfaction with work relations and institutional development to be significantly lower than did former employees of color. There were no racial differences regarding diversity. Still, overall employee satisfaction with the University's handling of diversity was low. Something that stood out was the response of former employees as it relates to harassment. Many reported having experienced being the butt of faculty members' jokes. These egregious behaviors by a few individuals highlight the importance of repeated assurances that valuing diversity and creating an accepting and inclusive environment will benefit the entire DePauw community.

Overall Observations

In order to improve the campus climate, it is imperative to understand the issues that affect the ability for a diverse campus population to remain and thrive at DePauw University. The Task Force offers the following points for consideration based on its members' experiences and on its surveys and reflection on the data obtained:

- Among the people of color participating in the focus groups, the majority agreed or strongly agreed that they had experienced racial/ethnic conflict on the DePauw campus while relatively few white focus group participants reported having that experience. Diversity training for staff members, faculty members and students could help minimize instances of racial conflict on campus and send the message to all constituents that DePauw is committed to a positive climate for all members of the campus community.”
- As a result of Dr. Bottoms' initiatives, staff members of color are more numerous in administrative and professional positions. Findings from the focus groups for staff members revealed that many people of color have positive experiences working at DePauw. However, it was noted that when one is the only person of color in an area, there may be isolation. Positive efforts have been made to increase the number of staff

members of color, but the available information suggests that retention of staff members of color is problematic. Investigation of possible initiatives and increased institutional support for the recruitment and retention of staff members of color across broad areas of the University is warranted. The Task Force encourages the University to provide greater support for all staff members with mentoring, training and orientation. Multicultural competencies for all DePauw employees will serve to create a more inclusive and welcoming climate for the campus community.

- Given its findings, the Task Force believes that attention and resources should be made available to improve the diversification of the campus environment. Whether through employing more faculty members and staff members of color or creating programs to retain those who are already on campus, all initiatives must involve the entire campus in order to be effective.
- Because of the relatively high attrition rates for faculty members and staff members of color, the Task Force offers the following comments and suggestions to enhance and enrich the DePauw environment.
 - It is important that the University find ways to assess institutional fit for faculty members and staff members of color. This includes being forthright about the environments both on campus and off campus in recruiting and hiring and in programming for retention.
 - The University should create more supportive programs and expand introduction and orientation programs for new hires and new students to help in the overall fit and adjustment of these constituents, especially for persons of color.
 - The University should expand and strengthen mentoring programs as they will be instrumental in retaining students, staff members, and faculty members of color. Having formal or informal mentoring opportunities will better enable persons of color to connect to the campus.
 - The University should strive to expand the treatment of diversity and multicultural issues in the curriculum. Both additional courses well as expansion of topics in some current courses are worth consideration. The resulting improvements in the education of all members of the community will help students, faculty members and staff members in their interactions with individuals from various ethnic/racial backgrounds.
 - The University should make its mission statements about the importance of diversity in liberal arts education and the importance of the retention of people of color more explicit; discussions of these statements should involve the entire campus community.

Recommendations

The Task Force offers the following specific recommendations to improve the climate for students, faculty members and staff members of color. While these recommendations, like most of the comments and suggestions elsewhere are not necessarily unanimous, nor are they ranked in priority order; a significant majority of the members of the Task Force endorses each of them.

Recommendations

1. Staff: From the perspective of the Task Force, high profile appointments of people of color and their allies to Dean, Vice President and other Cabinet level positions, send messages to the campus community about the President's commitment to ongoing dialogues on inclusion, multiculturalism, and access. Task Force Committee members actively discussed and decided to endorse that there be created a cabinet-level, administrative position dedicated to advancing our diversity and internationalization goals, whether this position is in the form of a Vice President for Diversity and Community, Special Assistant to the President on Diversity and Equity, or Ombudsperson for diverse campus constituents. This individual could work in conjunction with academic affairs, student services, and human resources to increase recruitment and retention.
2. Faculty: The Task Force recognizes the creative and effective strategies that DePauw has used to increase substantially the number of faculty members of color at all levels. DePauw's relationship with the Consortium for Faculty Diversity (CFD) and DePauw's pre-doctoral and post-doctoral diversity scholars program, the strategic use of opportunity hires (which are not restricted to persons of color but which have helped in expanding the number of faculty members of color), and the adherence to hiring guidelines and recruiting procedures should continue. The Task Force also supports ongoing instruction for search committees on strategies increasing their pools of qualified applicants and the requirement that search committees demonstrate that they have been aggressive in fulfilling this task. Finally, the Task Force took seriously the critiques raised in recent years by students and others that faculty retention, not faculty recruitment, was now the salient issue.

3. Faculty Committees: A review of the minutes from the Diversity and Equity Committee reveals that much of the committee's work had been connected to helping faculty search committees to broaden their applicant pools and conduct campus searches in compliance with the law and University policies. While this work was no doubt necessary, when the committee's charge shifted away from the faculty search process to broader campus access issues, the committee's amorphous purpose, limited financial resources, and lack of political advantage became a source for frustration for some committee members. Some committee members recommend that DePauw continue to use the existing Anonymous Reporting tool from the Task Force web site, have postings monitored by a designated person who forwards concerns raised in the tool to appropriate offices, such as the Diversity and Equity Committee. Establishment of a programming budget for the committee will allow intentional planning for symposia, training and programming for campus and local community members. Examples include campus and community programming which encourages engagement on issues of diversity, financial incentives to student organizations (Greek and Independents) for initiatives which facilitate discussions of awareness and inclusion and purchasing of literature for campus and Greencastle community utilization and collaboration.
4. Curriculum: A cultural competence component within the curriculum seems warranted. DePauw offers courses that discuss diverse subject matter, but currently, we do not have a method for acknowledging faculty members who teach, or students who register for, such courses. There are a variety of ways that we could achieve this goal: student certification, faculty workshops leading to faculty certification, etc. We note that evidence from the Student Survey and Rankin URG (Survey of Under-represented Groups) show that "required programs" do not actually work as well as incentives.
5. Students: Critical to the academic success of students of color (and other members of historically under-represented groups), are programs, services, advocacy and even dedicated space for multicultural students. As the number of domestic and international students grows, so do their needs for physical space, programs, services and advocacy. The Task Force endorses the improvements made to student identity/affinity spaces and the creation of common area spaces (like the Den in 2006), which encourage broad

student interaction. In addition, the resources of the Office of Multicultural Affairs and the Center for International and Experiential Education must keep pace with their growing numbers of constituents. While there have been staffing increases in the Center for International and Experiential Education in recent years, there has been an overall decrease in Office of Multicultural Affairs staffing since 1998. More staff is necessary in these areas to address student concerns and assist first-responders, like Public Safety, after incidents of discriminatory harassment. Focus group participants also mentioned that increased support for faculty members and staff members was needed from the Office of Multicultural Affairs and the Women's Center.

6. Admission: Student admission and recruitment strategies should include a diversity component. Programming and promotional materials should include a statement on the importance of diversity at DePauw University. The Office of Admission should more active in seeking out additional faculty members willing to help in the admission process. (Many faculty members shared with the Task Force their willingness to help in the admission process.)

Conclusion

The overarching perception from faculty members, staff members and students alike is that DePauw has made concerted efforts in the area of increasing the diversity of the faculty and student body and initiating training and dialogue on diversity. Reactions to these efforts have not been uniform. For some, just having a conversation about race is uncomfortable and for others, the level of discourse needs to go beyond “Racism 101.” Some DePauw community members believe that diversity at DePauw is a “black and white issue,” that the institution only cares about numbers, and still only looks at numbers and others feel diversity efforts have resulted in a backlash against minority faculty members and staff members. Further, there continue to be differing experiences for faculty, staff and students of color both on and off campus and for their white/Caucasian counterparts. The Task Force has reviewed the results of the data along with reviewing historical and archival information to inform our recommendations. The Task Force has attempted to propose changes that will create classrooms that are more inclusive, initiate more opportunities for multicultural interactions outside the classroom, and generate a welcoming and inclusive community, built by faculty members, staff members and students. More work and research needs to be done to build on this report and to explore the needs, issues and concerns of populations that they were beyond the focus of this task force. We strongly encourage continued study of the campus climate for lesbian, gay, bisexual and transgender students, faculty members, and staff members, as well as non-Christians, particularly students, faculty and staff from Jewish, Muslim and Buddhist traditions. Finally, we encourage a revisit of the issues raised by the 2002 Task Force on the Status of Women. If the report from the 1987 Task Force on Diversity (Appendix F) and the lessons learned from the 22-year legacy of Dr. Robert G. Bottoms’ persistent attention to diversity issues teach us anything, the DePauw community cannot help but to learn that creating a diverse, welcoming and affirming campus climate is difficult but rewarding work that requires vigilance, intentionality and enormous energy.

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Appendix A

Task Force Recommendations (April 1, 2008)

Vice President for Diversity and Community (reports to President)

The Task Force believes that there should be created a cabinet-level, administrative position dedicated to advancing our diversity and internationalization goals, whether this position is in the form of a Vice President for Diversity and Community, Special Assistant to the President on Diversity and Equity, or Ombudsperson for diverse campus constituents. This individual could work in conjunction with academic affairs, student services, and human resources to increase recruitment and retention. The recommendation for the creation of a new position reflects the Task Force's belief that there needs to be a proactive plan to address the campus's need for on-going attention to a broad range of diversity issues, which cannot be thoroughly addressed through intermittent task forces or studies.

- Create office for Vice President for Diversity and Community which includes adequate budget and staffing to help address issues across the University community in staffing and programming
- Locate this office in a space which is centrally located and devoted to highlighting the importance of a strong community, e.g., similar to the Women's Center
- Responsibilities to include:
 - Monitor on-going campus climate assessment conducted by the Office of Institutional Research
 - Monitor and advise on the exit interview process for faculty members, staff members and students (non-graduates) conducted by Human Resources and registrar
 - Provide resources to incorporate diversity training for current and incoming board members (trustees, visitors, alumni, and advisory)
 - Meet with vice presidents regularly to support and coordinate diversity efforts in policies and procedures in their areas
 - Monitor best practices in addressing issues of diversity and inclusion at other colleges and universities and share those findings with appropriate vice presidents and departments
 - Collaborate with Greencastle community to improve external relations especially related to diversity and inclusion in the community
 - Identify and fund social opportunities for identity and affinity groups for faculty members and staff members
 - Evaluate and facilitate implementation of services for faculty members, staff members and/or students which enhance the campus climate (i.e., cultural, ethnic, religious needs)
 - Review DePauw's inter and intra communications to ensure that the University's message of academic excellence incorporates and demonstrates all aspects of diversity

Academic/Pedagogy

These recommendations reinforce the understanding that diversity and inclusion must be integral to the curriculum and classroom environment to accomplish the institution's mission of academic excellence and reiterate the recommendations of the 1987 Diversity Task Force and the Student Coalition for Awareness, Revolution and Education (SCARE) student coalition proposal.

- Create an optional M (multicultural) or D (diversity) certification to be reflected on a student's transcript as a result of completing a series of courses determined by a faculty committee
- Create "M" competency workshops for faculty members similar to W, Q, S competencies
- Implement a requirement that faculty members' annual reports and departmental and program self-studies address commitment to diversity and internationalization as these are integral components of DePauw's academic mission and strategic plan
- Provide incentives for individuals or departments to develop or modify first-year seminars and regularly offered courses to incorporate diversity and inclusion
- Provide incentives for faculty research which is interdisciplinary and addresses diversity
- Provide funding to the Faculty Development Committee for faculty/staff reading groups on multiculturalism, privilege and diversity education
- Annually review classroom climate for acceptance, tolerance and inclusion of diverse topics relating to gender, race, religion, sexual identity, etc.
- Ensure adequate space and staff resources for the Center for International and Experiential Education

Admission

These recommendations strive to increase incoming students' awareness of the significance of diversity at DePauw University and to maintain our cutting edge for recruiting and retaining students who matriculate at DePauw.

- Institute a departmental review by outside consultants to examine the extent to which diversity is emphasized in our recruiting strategies, admission and recruitment programming and promotional materials (use consultants other than those who have prepared or advised on our current materials)
- Require (or allow by asking the question) student applicants to provide a statement on the importance of diversity as part of DePauw's supplemental admission application

Administrative Oversight

- Update and renew responsibilities of the Diversity and Equity Committee including:
 - Update mission of committee and disseminate throughout campus
 - Create budget for committee to support professional development opportunities for committee members and to create educational resources for campus community
 - Review and clarify selection process for committee membership and allow process to be transparent to campus
 - Identify role in on-going evaluation of campus climate
 - Establish a cycle for review and report the results to the community on curriculum offerings and campus climate issues related to diversity, multiculturalism and inclusion
 - Develop response protocol for incidents of intolerance experienced by individual faculty members, staff members and students, and help plan for a broad campus response
 - Expand membership of committee to include Vice President for Diversity and Community as an ex-officio member
 - Explore feasibility of Ombudsperson for campus

Human Resources

These recommendations offer guidelines to strengthen staff training and mentoring and more directly support the academy's mission of diversity and internationalization by increasing the diversity and retention of staff.

- Create formalized confidential mentoring for new employees (faculty members and staff members) with training opportunities for mentors to include issues of diversity and inclusion
- Implement on-going training programs for new and current staff members which includes institutional strategic initiatives for diversity and internationalism
- Collaborate with Vice President for Diversity and Community on the creation of multicultural and diversity programming for all DePauw employees
- Ensure that during performance evaluations for all staff members, the staff members and supervisors address individuals' contributions to diversity and emphasize and recognize participation in diversity workshops
- Develop, implement and assess strategic and aggressive recruiting processes to correct deficiencies of diversity in University employees
- Create recruitment and hiring processes that support diverse hiring for all administrative departments

Student Services (a division recently renamed Student Life)

These recommendations focus on increasing the dialogue of diversity among students outside the classroom and providing administrative support to the increasing diverse student body of DePauw.

- Greek system
 - Require recognized Greek organizations to participate in and contribute to the organization a minimum of two programs per year related to issues of diversity and inclusion, compliance to be monitored by the Greek Life Coordinators

- Campus Activities
 - Provide a new programming space to increase student engagement, with emphasis on programming which celebrates, acknowledges and explores issues related to diversity
 - Explore expansion of current cultural identity/affinity spaces for groups such as the Committee for Latino Concerns, Association of Students Interested in Asia Club and United DePauw
 - Provide training and incentives for collaborative multicultural programming with faculty members, staff members, other students and community groups

- Office of Multicultural Affairs
 - Increase staffing for the Office of Multicultural Affairs to include:
 - One full-time Director for the Office of Multicultural Affairs (new)
 - One full-time Assistant Director for the Office of Multicultural Affairs
 - At least one part-time Coordinator of LGBT (lesbian, gay, bisexual, transgender) Services (new)
 - One full-time hourly staff person for the Office of Multicultural Affairs (new)

Appendix B

DePauw University Diversity History

“It is not too much to say that the nation's future depends upon leaders trained through wide exposure to the ideas and mores of students as diverse as this Nation of many peoples.” Supreme Court Justice Louis Powell, Regents of the University of California v. Bakke, 1978.

“We expect that 25 years from now the use of racial preferences will no longer be necessary to further the interest approved today.” Supreme Court Justice Sandra Day O’Connor, Grutter v. Bollinger, 2003.

Measuring Diversity

Over twenty years ago, under Dr. Robert G. Bottoms’ leadership, DePauw University began a new phase in its institutional growth related to diversity. In that time, the institution has made great strides to weave students, faculty members and staff members of historically under-represented communities into the fabric of our institution. While the administration continues to transform the institution in an effort to reach our goals of making DePauw a welcoming environment for all, the Task Force wants to recognize the improvements over the last twenty years.

The Campus Climate Task Force for Faculty, Staff and Students of Color was charged in fall 2007 by Dr. Bottoms to document DePauw’s twenty-year history of multicultural initiatives and to suggest ways in which the DePauw community might build on our successes to make our University more representative of the nation, as a whole. To this end, the Task Force reviewed University reports and utilized four processes to collect information from all faculty members, staff members and students, including those of color and those who are white, about their experiences and perceptions of acceptance and inclusion at DePauw University. The goal of the Task Force was to identify areas of strength and progress regarding diversity as well as to determine what aspects of the University’s policies, initiatives and structure can further support the strategic plan objectives of diversity and internationalization.

Twenty-Year Span of Multicultural Initiatives

“I don't think the University would have made the progress it has over the past two decades if we hadn't made our community more reflective of the world [in which] our graduates live.”

President Robert G. Bottoms, 2007.

During the 1980s, domestic students of color were less than 2% of the student population; their numbers rose by the 1990s to 10% and today domestic students of color are fully 15% of the DePauw campus community. International students, who were 1% (only half of them matriculated students, numbering about a dozen) in the 1980s and 1990s, represent 5.5% (5% of them matriculated students, numbering 115) for fall 2008, from 28 countries. The University expects both populations to grow in the future. In 1988, there were only 5 tenure-track faculty members of color (3.8% of all tenure-track faculty members) compared to 15 tenure-track faculty members of color (10.5%) in 1998 and 35 tenure-track faculty members of color (17.6%) in 2008. And they have moved into more permanent positions, from 2 tenured faculty members of color in 1988 to 7 in 1998 and 17 in 2008. Overall, the number of full-time faculty members of color has increased from 7 in 1988 (3.4%) to 22 in 1998 (12%) to 45 in 2008 (19%). Similar, but somewhat less improvement has been noticed for the staff; over the past ten years full-time staff members of color have increased from 6% to 9% of the total number of full-time staff members. Women students now make up the majority of incoming students (56% in 2007); they participate actively in all academic disciplines, and are highly successful and visible in co-curricular and extracurricular activities. Women and men have been hired in roughly equal numbers into tenure-track positions for the past twenty years. Progress in gender balance and in attracting persons of color to tenure-track positions has recently been made in the sciences, seen by some as one of the last bastions of white male privilege at DePauw. Identity/affinity groups of all kinds exist, including those that serve students of many different faith traditions, provide for a broad array of discussion on political and philosophical perspectives, and meet a whole range of student hobbies, issues and interests. Now, in spring 2008, over 80 recognized student organizations and 14 fraternities and sororities are parts of the DePauw academic, cultural and social scene.

The infusion of students from many different socioeconomic, racial, ethnic, and political backgrounds has benefited the entire campus and the local community. For example, in the area of Greek life, a longstanding tradition at DePauw, we find increased diversity in our traditionally white fraternities and sororities. In March 1991, the first historically black sorority, Alpha Kappa Alpha Sorority, Inc. was initiated on DePauw's campus. Subsequently, DePauw has grown in its support of six historically black and one Latina Greek-letter organization, one local sorority and one co-educational service fraternity. Many campus changes have resulted in increased retention of unaffiliated students and increased support mechanisms available to independent students, especially in terms of housing.

Student Coalition for Awareness, Revolution and Education (SCARE) a student issue-based coalition of the identity and affinity groups on campus started forming in 1998 to address particular concerns among members of the Independent Council, Association of African-American Students, and United DePauw about the fairness of the voting structures and campus activities fee allocation in Student Congress. The primary concern about fairness was the allocation of funds based on representation via campus living units, a system that from the perspective of the above mentioned groups resulted in a disproportionately white and Greek system of student government. This lobbyist group remained active until 2001. During SCARE's tenure, the group expanded to include Coalition for Women's Concerns, The Hawaii Club, Asia Club, Hispanos Unidos (later Committee for Latino Concerns) and sought representation in Student Congress and on Student Cabinet. After some debate and resistance but in cooperation with members of student government, Student Congress approved a change in the representation structure and expanded Student Cabinet. The coalition forwarded proposals to create a campus living unit in which members would have first pick in the lottery (the former Alpha Gamma Delta house) and proposed the "M" Requirement (Appendix G).

One assignment for the Campus Climate Task Force for Faculty, Staff and Students of Color was to pinpoint successful University diversity initiatives. Because "diversity" can be broadly defined, the Task Force narrowed its research to DePauw's twenty-year span of initiatives designed to increase the numbers of faculty members, staff members, and students of color on campus. We recognize that racial and ethnic differences are not the only aspect of campus diversity worthy of study. Given the historical implications of racial division in the U.S.

and the short time-frame for the inquiry, the Task Force members chose to recommend future study of other identity/affinity aspects of diversity rather than investigating these aspects themselves. Our report focuses on the experiences of domestic students, faculty members and staff members of color, which we defined to include African-Americans, Latino/as, Asian-Americans, and Native American/Alaska Native/Tribally-Affiliated persons. Noting that the Civil Rights Act of 1964 was passed forty-four years ago and in 1985 DePauw began inclusion and tracking of racial and ethnic minorities, reviewing and assessing gains and challenges over the last twenty years for DePauw seemed a viable decision for the Task Force.

Quick Review: Mid-80s to Today

"Our commitment to make our campus more diverse -- racially, economically, culturally, and now, internationally -- serves to create informed citizens of the world who will be the change agents of generations to come." President Robert G. Bottoms, 2007.

Dr. Robert G. Bottoms was appointed to the position of vice president for University relations in the late 1970s and then to vice president for external relations in 1980; he was promoted in 1983 to executive vice president; and he became president three years later. In his 1986 inaugural address, President Bottoms articulated his commitment to bringing about greater diversity in the student body, faculty and administrative staff, and the curriculum; he said, "To be educationally relevant and viable in the world community, we have to courageously and seriously explore the issue of diversity in the student body, in the faculty, and in the curriculum."

To that end, Dr. Bottoms quickly empowered University task forces to plan appropriate action, including the establishment of a new minority scholarship program and a policy of increased representation of women and minorities on the University staff. In 1986, he appointed Wilma Rudolph as consultant to the president on minority affairs and Dorothy Brown as the first assistant dean of students for minority affairs. In 1989, Dr. Bottoms provided seed money to the nascent Black Faculty/Staff Association, to support a mentoring program for students and faculty members, assist with community outreach, and respond to student needs/concerns. Also in 1989, using funds from a Joyce Foundation grant, Dr. Bottoms appointed Dr. Stanley Warren to the new position of associate dean of the University. As the 1980's drew to a close, Dr. Bottoms' high profile appointments of and support for women and people of color to the faculty, but also

admission, the library, the personnel office, and campus security, would dramatically change the public face of DePauw. During his tenure as president, Dr. Bottoms would appoint two African-Americans to vice presidential positions: Vice President of Student Services James Lincoln (1997-2007) and Vice President for Public Affairs Theresa Bryant (1997-2002).

Minority Faculty Recruitment: From Dr. Percy Julian to the Consortium for Faculty Diversity

While Dr. Percy Julian, one of DePauw's most famous and revered graduates (class of 1920), taught and conducted research at DePauw in the 1930s, he was never a full-time tenure-track faculty member. As Dr. Bottoms explained last year in a letter to the editor of The Chicago Tribune, "Percy Julian was denied a faculty position at DePauw by the Board of Trustees, over the objections of the president and the academic dean. Although we are not proud of the decision made by the Trustees in 1935, a time of deep discrimination against African-Americans in our country, we want to correct the impression that DePauw University abandoned Dr. Julian, or that we were alone in our actions." In this case and others, Dr. Bottoms has spoken publicly about DePauw's and his own early struggles to increase the number of African-American faculty members and of other faculty members of color on campus. Currently, 19% of DePauw's faculty members are members of racial/ethnic minorities, up from three percent in 1986, when he assumed the presidency.

Thirty-five years after the trustees' decision to deny Dr. Julian a teaching position and sixteen years before Dr. Bottoms assumed the presidency; there had been the high profile appointment of the first full-time professor of color in a tenure-track position, Dr. Willis "Bing" Davis in the art department. Unfortunately, Dr. Davis left DePauw six years later in 1976, before earning tenure. Dr. William Thomas joined DePauw as assistant professor of education and director of Black Studies from 1972-1973, but also left DePauw after a handful of years. In 1973, Dr. Stanley Warren was hired in Education and Iris V. Edwards joined the School of Nursing, but her contract was not renewed for the 1974 academic year. Since then, the faculty representation of persons of color has slowly, but steadily grown. Dr. Warren served as director of Black Studies from 1973-1979, and became the first African-American tenured faculty member. The process of faculty diversification took time, but by the end of the 1980s, there were two tenured African/African-American faculty members: Dr. Mac Dixon-Fyle in History had

joined Dr. Warren. Of these two, only one is still on the faculty, but he is joined by thirteen other African/African Americans on the tenure track. Though the 1980s brought a brief modest increase in the overall size of the faculty with the start of substantial gains for women, the further progress for faculty members of color was limited.

Tenure-track international faculty members from countries other than Europe were first hired in the 1960s. Among those early faculty members were Iranian-born Amir Rafat in political science (1966-2003) who served a long term as director of the International Education Center, and Egyptian-born Saad Ibrahim in sociology (1967-1975). They were followed several decades later by two Lebanese-born faculty members, Wassim Shahin who taught in economics and management (1985-1995) and Nafhat Nasr who taught in political science (1987-2006).

The progress in recruiting tenure-track Asian/Asian-American faculty members began in earnest in the 1980s but the progress for Latino/a tenure-track faculty members has been more modest until very recently. Among the earliest Asian/Asian-American faculty members hired in this period were Shankar Shetty in economics and management (1979-1998), Donald Ryujin in psychology (1981-1989), Nachimuthu Manickam in mathematics (1986-), Sunil Sahu in political science (1988-) and Yung-chen Chiang in history (1988-). Three of these remain on the faculty; they have since been joined by eleven other Asian/Asian-American faculty members on the tenure-track for 2008-2009. Early Latino/a additions to the tenure-track faculty in this period were fewer; Maria Luque was hired in Spanish (1991-), she was joined by Tulia Jimenez-Vergara in Spanish (1995-2000) and Cristina Rivera-Garza in psychology (1995-1997), and they were later joined by Teresita Hernandez in French (1998-2006). Of those, only Maria Luque remains, though DePauw will start 2008-2009 with seven tenure-track Latino/a faculty members.

In the last decade, the University successfully implemented various strategies to increase faculty diversity while concurrently the University's number of full-time faculty members was expanded by 40%. In 1998, there were seven tenured faculty members of color joined by eight untenured but probationary tenure-track faculty members of color and seven others who were full-time faculty members but not tenure-track (also referred to as "term"). For the 2000-2001 academic year, the number of tenure-track faculty members of color increased slightly, but the number of term faculty members of color nearly doubled (12). In terms of racial/ethnic backgrounds this meant: twelve African/African American (three tenured, two others

probationary tenure-track, and seven term); twelve Asian/Asian American (four tenured, five others probationary tenure-track, and three term); three Latino/Hispanic American (one tenured, one other probationary tenure-track, and one term); and one Native American/Tribally Affiliated faculty member in a term position. Executive Vice President, Vice President for Academic Affairs and Dean of the Faculty Dr. Neal Abraham's collaborations with various fellowship programs, strategic use of opportunity hires and enforcement of policies governing searches meant that in 2007-2008 there were fifteen tenured faculty members of color, twelve probationary tenure-track faculty members of color and twelve other full-time faculty members in term positions. Of these, seventeen are African/African American (seven are tenured, four are probationary tenure-track and six are term), fifteen are Asian/Asian American (eight are tenured, five probationary tenure-track and two term), eight are Latino/Hispanic American (one is tenured, three are probationary tenure-track but untenured, and four are term.)

It is anticipated that for 2008-2009 there will be eighteen tenured faculty members of color, seventeen probationary tenure-track faculty members of color and ten other full-time faculty members of color who are not tenure-track. Not only have our numbers increased, faculty members of color are advancing to tenure-track positions in many different areas of study. The last few years have also brought more full-time faculty members of color into the sciences and mathematics (now totaling seven, six of whom are on the tenure-track either tenured or probationary, in four different disciplines for the 2007-2008 and 2008-2009 academic years), an area of particular concern to the 1987 Diversity Task Force.

In recent years, one of the greatest resources for DePauw in the area of faculty diversity has been a program of pre-doctoral and post-doctoral scholars who contribute to diversity initiatives at DePauw. DePauw has also taken a leadership role in the Consortium for Faculty Diversity at Liberal Arts Colleges (CFD) Program which recruits applicants for such scholarship appointments for nearly 40 other liberal arts colleges. Currently, the immediate aim of the CFD Program is to assist and support scholars from diverse racial and ethnic backgrounds in the early stages of their careers. DePauw pre-doctoral and post-doctoral scholars are offered reduced teaching loads and additional time for research, as well as mentoring, opportunities for reflection, conversation and community. Though DePauw had independently appointed several pre-doctoral scholars previously as part of its diversity initiatives, it expanded that program after it became a

member of CFD during the 1999-2000 academic year, and appointed its first scholars from the CFD applicant pool during the 2001-2002 academic year. DePauw has appointed two to six scholars each year since then. In 2006, DePauw became the administrative host of the Consortium after having shown great leadership in its brief time as a member institution. In some cases, as a result of opportunity hires, those who began their work at DePauw as pre-doctoral or post-doctoral scholars have joined DePauw as tenure-track faculty members. DePauw has sponsored fourteen scholars who applied through the CFD program and twenty-three such pre-doctoral and post-doctoral scholars overall; eleven later earned tenure-track appointments (of these eight were persons of color). The close and mutual “get to know you” aspects of the appointments of these scholars were pivotal in persuading the candidates to consider careers at liberal arts colleges, and DePauw in particular; and these appointments also helped optimize the planning that enabled some of them to obtain tenure-track appointments at our University.

DePauw’s efforts to make the demographics of our faculty more representative of national trends have been impressive. Once at the bottom of the list of GLCA schools in terms of percent of faculty members of color (six percent in 1995 vs. 19% for Antioch and 11% for Oberlin) and staff (five percent in 1995 versus 20% for Antioch and 19% for Oberlin), we now find ourselves in the high middle.

However, there have been challenges to retain faculty members of color at DePauw. Evidence of that challenge is the small number of tenure-track faculty members of color who have reached emeritus professor status (having retired while at DePauw). As well, in the last twelve years thirteen faculty members of color have left tenure-track appointments, nearly 25% of the tenure-track faculty members of color employed at DePauw during that period. The attrition for other tenure-track faculty members over that period has been about 13%. Though the higher attrition rate for faculty members of color reflects a national trend for faculty members of color in faculty positions throughout U.S. institutions of higher education, particularly worrisome is that four of the six faculty members of color who have left DePauw in the last three years were tenured members of the faculty. As well, of the thirteen who left tenure-track positions, more than a third were hired before they had completed their Ph.D.s and most of them spent more than four years as full-time faculty members without completing their terminal degrees. At least three left DePauw without receiving tenure, primarily because they had not finished their degrees.

While DePauw regularly hires All But Dissertation (ABD) faculty members, it appears that faculty members of color, who are likely to take on substantial service responsibilities, are particularly vulnerable to the possibility of not finding adequate time and concentration to finish their degrees and merit more support for that task than has been given in the past.

With this record of successes and challenges, if we expect to compete with those GLCA and other highly ranked, small, residential, liberal arts colleges, we will need to sustain our aggressive recruitment activities and broaden and strengthen our retention efforts. Professor Raymonda Burgman, currently coordinator for the Consortium for Faculty Diversity programs at DePauw and nationally, wrote an opinion piece for *The DePauw* outlining the successes accomplished by Dr. Bottoms and the remaining challenges in a piece entitled “ ‘Honey Do’ list for Diversity” (Burgman, 2006). The Task Force believes that Dr. Burgman’s proposal and other initiatives to improve recruiting and retention should be reviewed carefully and that a deliberate and strategic plan should be developed in this regard.

A New Millennium: The Expansion of Institutional Support for DePauw Staff

"Your futures are inextricably bound up with people who have different pasts, who speak differently, and who think differently." President Robert G. Bottoms, Opening Convocation, 2006.

Dr. Bottoms’ early, high profile appointments of Wilma Rudolph, Dr. Stanley Warren and others and his support of the Black Faculty/Staff Association signaled a change in business as usual at DePauw in the arena of staff diversification. It was noted by Judith Magyar, staff member, in the 1987 *DePauw Alumnus* article “Diversity” that, “A continuing problem at DePauw has been the lack of minority role models for students among the faculty and university staff.” The Black Faculty/Staff Association was created in 1989. This nascent organization was effectively led by Dean Alan Hill ’81. Dr. Bottoms established and maintained open and honest communication with the association which is currently referred to as the Black Caucus.

The earliest available systematic records for employee demographics which document numbers of staff members of color begin in 1985. The category of “staff” is defined into six categories which are Executive/Administrative, Professional Non-faculty, Secretarial/Clerical, Technical/Paraprofessional, Skilled Crafts and Services/Maintenance positions. In 1985 there

were 387 total employees (non faculty) of which 10 were identified as people of color (POC) or 3% of the total staff. By 1995 this number had shown a slight change as staff members of color increased to eighteen. Ten years later, demographics for 2005 revealed an additional increase in number of staff members of color to twenty-five. The table below shows a breakdown of positions held by staff members of color over a twenty-year span of time.

Number of Staff of Color Compared to White Staff				
	1985	1995	2005	Total employees in specified positions
Admin./Professional	2 (4%)	14 (21%)	19 (19%)	83
Clerical/Technical	0 (0%)	0 (0%)	2 (7%)	142
Skilled/Maintenance	8 (6%)	4 (4%)	4 (8%)	162
Total Staff of Color	10 (3%)	18 (5%)	25 (6%)	
Total White Staff	377 (97%)	359 (95%)	381 (94%)	

The new millennium also heralded changes in the name and focus of the various University committees, programs and initiatives. In 2002, the Affirmative Action Committee, for example, was renamed the Diversity and Equity Committee (DEC) as DePauw’s activities fall in the category of equal employment opportunity rather than affirmative action employment. At a meeting of the faculty, it was announced that the renamed committee would: advise the administration and faculty on policy, present educational sessions for all employees; identify issues regarding diversity and equity in campus life and refer them to the appropriate University office and/or committee(s) for action; annually review and assess aspects of the University's efforts to attract and retain a diverse campus community. Similarly the original Affirmative Action Policy (which once dealt both with campus climate and effective recruiting and hiring practices) has been revised to be an Equal Opportunity Policy focusing on campus climate and employment applicant recruiting practices.

Curricular Changes

The 1987 Diversity Task Force Report called for an ambitious and “pluralistic curriculum” that included: faculty development trainings and seminars, increased library and other resources, renewed support for Women’s Studies and Black Studies, the creation of interdisciplinary studies, and diversity component added to the S, Q, and W workshops. These recommendations have, with some critical exceptions, been largely met. Using a similar format that was offered by the original Task Force, these recommendations and their implementation are reviewed below.

The *DePauw Alumnus* Fall 1991 edition published an article by President Bottoms entitled, “On Political Correctness.” Dr. Bottoms steadfastly defends the significance of creating a diverse environment. He states, “Our commitment grew out of the demographic snapshot of what the United States is becoming. By 2010, one of three Americans will be from a minority group. Asians, African-Americans and Hispanics are the fastest growing segments of our population. With its history of producing outstanding alumni, DePauw has a special opportunity to use its educational resources to prepare minorities for leadership positions.”

Faculty Retreats/Summer Seminars/Faculty Development Luncheons/Teaching Roundtables:

There have been various faculty development opportunities which are worth noting. For example, interdisciplinary programs, such as Women’s Studies and Black Studies offer summer seminars which bring faculty members from different disciplines together to discuss teaching strategies, research, collaboration and capacity building with other departments. The University has used these seminars for diversity outreach opportunities with other GLCA schools and with Greencastle Community schools.

Another successful strategy, encouraged by the 1987 Task Force is the teaching roundtable. This training forum, similar to a workshop, provides time for faculty members to think about changes to their courses with particular attention to diversity and climate. Examples of topics include: “Problems with Authority in the Classroom, Especially as it Affects Minority Faculty,” and “LGBT Issues in the Classroom and Curriculum.” The 1987 Task Force further recommended that the institution provide incentives for faculty research which is interdisciplinary. Beginning in the 2000s, faculty research colloquia (presentations and dialogue

on works-in-progress) and faculty forums have included such dynamic and varied topics as Puerto Rican Opera, Aztec Art, and the philosophy of modern Japanese Buddhists. Since 2001, DePauw has offered annual symposia on various topics including the Hampton and Esther Boswell Symposia in Black Studies and the Toshiba Symposium in Asian Studies. In 2002-2003, the Hays and Margaret Crimmel Colloquium on Liberal Education discussed “Black Studies and Classical Studies as Models of Liberal Education.” A final successful strategy for faculty development has been reading and discussion groups; for example, recent conversations on social justice pedagogy and ethics have proven fruitful.

Course Development Grants/Curriculum Development Conferences/GLCA Conferences:

DePauw University has a strong and well documented commitment to faculty development and support. Faculty members of color continue to benefit from the institution’s many grants, programs and development initiatives. Since 1999, eleven domestic and international faculty members of color have won faculty fellowships, the purpose of which is to, “improve their teaching, to advance their scholarly and creative work, to enhance the University’s academic programs, and to realize institutional goals,” seven have received Fisher Time-Out grants, and at least 25 have benefited from faculty summer stipends designed to enhance their teaching and scholarship. Following the advice of the 1987 Task Force, DePauw has also been active in hosting workshops, conferences and other events that help faculty members broaden the curriculum and improve their teaching. In the last ten years, two GLCA Black Studies conferences were held at DePauw, the GLCA Women’s Studies Conference, as well as a GLCA LGBT Research Roundtable and Student Conference were held at DePauw, and two GLCA Students of Color Leadership Conferences (one of which included a Social Justice Pedagogy track for faculty members) were hosted by DePauw.

Resources: (Bookstore and Library) Materials and People:

The original 1987 Task Force brought attention to the lack of diversity resources in the library and the University bookstore. Given that students are increasingly likely than not to purchase their books online, recommendations about the campus bookstore are likely irrelevant. However, according to the Director of Libraries Rick Provine, the library has made great strides in meeting the Task Force’s recommendations, particularly over the past ten years. Provine noted

the following:

The initial report recommended "...a single librarian as the resource specialist." This is not uncommon when collection gaps are being addressed. Joyce Dixon-Fyle served primarily in this role early on. Since that time, and along with the University's emphasis on diversity and internationalization, we have worked to incorporate collection development practices across the board that diversifies our collections. We have also stressed these values in all areas of service, and with all of our staff.

Library director Provine also shared some of the many highlights of collection efforts, including:

- In the latest Women's Studies external review, the visitors acknowledged the impressive scope, depth and currency of our holdings, especially resources on Women, Women's studies and Gender issues.
- For Black Studies and GLBT (gay, lesbian, bisexual and transgender), we actively order each year's Choice "recommended" and "best of the year" titles, and the winners of awards given by the Black Caucus and GLBT roundtable of the American Library Association, and several other professional/review groups.
- For our Campus Life and Careers collections, we select materials that address members of racial, religious, gender, GLBT, and various minority and/or historically oppressed groups, or that address how faculty and staff members support them. We have met with student services, counseling services, and the international/off campus studies areas to promote these collections and get suggestions for topics and titles. We regularly communicate with these groups when new materials arrive that may be of interest.
- We have retrospectively cataloged government documents to support diversity research, including the Civil Rights Commission materials, US Bureau of Ethnography (mainly Native American Indians), several international series (e.g. annual human rights reports on other nations), and individual titles about other nations. The next area of focus is the State Department, supporting international studies.
- We have created "Libguides" (online guides that collate resources for a course or a topic) for all diversity areas, with pre-set searches that identify substantial numbers of items.

Finally, Provine suggests, "Our liaison program reaches out to all departments and programs, but does not always receive the same level of participation. Librarians serving on other committees

would be extremely helpful as we work to collaboratively build responsive, diverse collections.

Area Studies/Interdisciplinary Majors and Minors:

The 1987 Diversity Task Force recommended the inclusion and improvement of the Women's Program and Black Studies Program as well as the increase in area studies, and interdisciplinary majors and minors. During Dr. Bottoms' presidency, Asian Studies, and Latin American/Caribbean Studies, as well as Women's, Jewish and Conflict Studies, were formally included in the DePauw academic community and/or expanded (African Studies was introduced in 1972, renamed Black Studies shortly thereafter, went through various changes, and was re-envisioned in its current incarnation in 1989). Today, interdisciplinary majors, relevant to this report, are offered in Black Studies, Conflict Studies, East Asian Studies, and Women's Studies; interdisciplinary minors are available in Asian Studies, Black Studies, Latin American and Caribbean Studies, Conflict Studies, Women's Studies, Jewish Studies, Russian Studies, and selected languages.

Responding to Student Needs

“Over the last twenty years, DePauw University has made significant strides toward creating a more diverse campus that is reflective of the world at large...such diversity enhances the learning environment and better equips our graduates for life after DePauw.” President Robert G. Bottoms, 2007.

In addition to increasing the faculty diversity, President Bottoms should also be credited for his twenty years of steadfast support for multicultural students and their identity/affinity organizations. During his twenty plus years as University president, the number of minority students and the groups these students have created have grown significantly. Today, over sixteen percent of DePauw's students hail from diverse cultural backgrounds, compared to 3.5% when Dr. Bottoms assumed the presidency.

While the Association of African-American Students predated his arrival, Dr. Bottoms was the first University president to respond comprehensively to black student concerns. According to “DePauw's African American Heritage: the Pioneers” Archives Exhibit in fall 2000, the association was established in 1968 by six DePauw students (Sharon Garner, Elsa

Brown, Suzanne Davis, Hurley Goodall, Jim Jackson, and Jim Johnson). Originally, a social organization, the association quickly became politicized and in 1969 issued a list of demands, which were largely ignored. Upon assuming the presidency in 1986, Dr. Bottoms met many of the demands of the original association 1969 manifesto: a black student union house (first, temporarily informally located at Locust Manor-- a small dorm where the Pulliam Center now stands; Manor, the building that would become the first official Association of African-American Students House, was located at 908 S. Locust Street, dedicated in 1981, moved to a larger house on 418 Anderson Street in 1988, was renovated in 1999, and moved to its larger, current location on 310 Hanna Street in 2001), a black admissions officer (first hired in 1986-1987), increasing African and African-American Studies courses (including a major and minor, though none are required for graduation, as stipulated in the students' manifesto), and the inclusion of black convocation speakers. In fact, multicultural convocations, programs and initiatives too numerous to mention have followed in the intervening years, including "Ekabo" a living/learning experiment that brought intense academic inquiry on multiculturalism from the classroom into the daily lives of an intimate group of self-selected students (1992-1994).

Among students, faculty members and staff members of color, almost no incident has generated as much public discussion as the 2001 "snake incident." Student Jessica Howard describes it in *The DePauw* in this way: "DePauw students report community harassment; a pick-up truck speeds past a group of black women, occupants yell racial slurs and throw a garden snake out of the window." Internal incidents of discriminatory harassment are more frequent, but the incidents of "outside incursion" have cornered the market on campus climate discourse. The University has responded by working diligently to implement and update policies/protocols for responding to harassment incidents, by creating a response team trained to address these issues, and by producing resource materials such as brochures and web sites to better educate students and others about what constitutes discriminatory harassment, and what victims of these incidents might expect in terms of institutional response.

A type of collaboration with local law enforcement that has been especially well received has been to offer local officers free continuing education by including and inviting them to University-sponsored training and staff development sessions. Among the topics DePauw has offered to local law enforcement and other agencies are diversity workshops/sessions on race,

ethnicity and sexual orientation, as well as issues of sexual assault and relationship violence. Collaboration and conversations between University and local law enforcement have resulted in a more concerted response to these and other campus safety issues. Students in Spanish have also offered language training to local law enforcement officers.

Dr. Bottoms worked with community leaders to create the Family, Youth, Community Development Center in a house previously owned by DePauw, a joint collaboration between community leaders, the local NAACP and DePauw that now provides after school programming and other community services to Greencastle residents, particularly families of color in Greencastle's south-end neighborhood.

DePauw faculty members and staff members have contributed to community relations efforts. Many collaborated with the Mayor's office to provide facilitated conversations on race. In 2003, an ethnic literature course was developed for students at Greencastle High School (team-taught by DePauw faculty members).

During the 2004-2005 school year, another series of "drive by" harassments plagued the campus; student leaders responded with a series of events and actions, including "Not in My Community Week."

Nicole Halper '05 produced a documentary entitled, "Five Minority Perspectives at DePauw" which has since been used as a teaching tool for students, faculty members and staff members.

Supported by the Office for the Vice President of Student Services, the Dean of Students Office, Public Safety, and the Office of Multicultural Affairs, many continue to strategize about ways to prevent and respond appropriately to discriminatory harassment, on campus and off.

Direct (Student) Service Providers: The Increasing Role of the Office of Multicultural Affairs, and the Center for International and Experiential Education

The story of the Office of Multicultural Affairs begins with the appointment of Dorothy Brown to the position of assistant dean of students for minority affairs by Dr. Robert G. Bottoms in 1986; she is credited with being the first director of the office. Dorothy continues to be a force on the DePauw campus; she and her family continue to live in Greencastle and contribute generously to the DePauw community.

In the intervening years the Office of Multicultural Affairs broadened its vision to include support for not only for LGBT students, but also historically Black and Latino/a Greek-letter organizations, women's groups, non-Christian students, and later the POSSE program, thus increasing the amount of diversity services provided to the campus. The early 2000s were a busy time for presidential initiatives, many of which increased dialogues about campus climate and racial inclusion. The Office of Multicultural Affairs was an active participant in many of these initiatives and the small staff actively pursued collaborations with students, community groups, academic and administrative departments. In 2001 and again in 2005, Office of Multicultural Affairs staff members sponsored GLCA teaching roundtables and conferences and in 2001 and 2007, staff spearheaded large-scale campus climate assessments. In the intervening years between 2002 and addition of the Women's Center in 2004 (both the Women's Center and the on-campus day care center came out of recommendations to the President's Task Force on the Status of Women), the Office of Multicultural Affairs pursued intentional collaboration with other Student Affairs offices and the POSSE Program.

While DePauw was founded in 1837 by the Methodist Church, the first African-American student and international students (from Brazil) were not enrolled until the 1870s. The current conversations and efforts to "internationalize" DePauw, by offering domestic students more travel and study opportunities, and increasing the foreign student populations, are more recent priorities for Dr. Bottoms. In his first 2006 webcast, Dr. Bottoms characterized his internationalization efforts as a logical extension of the diversity initiatives he launched in 1986. He went on to say, "DePauw University, to my knowledge, has never made an effort to really recruit -- in an aggressive way -- international students to DePauw."

To better understand the internationalization initiative, members of the Task Force spoke with staff members at the Center for International Education and Experience and commissioned a survey of students, faculty members and staff members to raise this (and other) issues. The center's staff members were generally in agreement with Dr. Bottoms' assessment of our recruitment efforts prior to 2006. According to one staff member, prior to the initiative, "Our students came to DePauw by word of mouth or happenstance, if they did not come through one of our partner university exchange programs." For many years, DePauw's primary exchange partners were schools in Japan; therefore, Japanese students historically made up the largest single ethnic population of international students. Since the early 2000s, however, the exchange partner list has grown, and students from China, South Korea and Turkey are now increasingly common. In the past, expansion in the partner list was largely predicated on the interests and networks of faculty members and they also provided a great deal of formal and informal support to these students. Increasingly, however, the number of international students and their countries of origin are determined by the Office of Admission, in consultation with the president. The current staff of the Center for International Education and Experience is more diverse in terms of race/ethnicity, gender, and culture, with two of four recent hires from international backgrounds.

Recruitment Strategies: Reflecting National Trends

"The nation in which our students will live will be more ethnically diverse than it has ever been and we have to wonder if campus culture can reflect just what this diversity means." DePauw University President Robert G. Bottoms, Inaugural Address, 1986.

Throughout the 1980s and into the 1990s, the Office of Admission broadened its efforts to recruit more students of color to our campus. Dr. Bottoms' leadership in this area was crucial. In his essay, "The Black Behind Black and Gold" (Warren, 1990), Dr. Stanley Warren stated:

The year 1986 was the beginning of a significant growth period for blacks at DePauw. In successive years from 1987 through 1990, with the help of new administrative leadership, a generous scholarship program for black students (Black Student Leadership Awards), and an intensive recruitment effort by Charles Richardson and Alan Hill of the Admission Office, the numbers and quality of black students increased. The beginning numbers went from six in 1986 to 26 in 1987 to 30 in 1988 to 50 in 1989 to 58 in 1990.

In the fall of 1990, because of these increased numbers and a good retention rate, the semester opened with 141 black students on the DePauw campus. (1990)

Building on the success of their efforts to recruit African-American students in the early 1990s, DePauw hired a Latino/Hispanic Recruiter, fluent in Spanish, who sent a monthly publication to all prospective Hispanic students and their families. Since then, the Office of Admission continues to support a Coordinator of Multicultural Recruitment, but since 1997 the employment of a Hispanic/Latino recruiter has been inconsistent. A multicultural alumni group, formed in the 1980s and 1990s, assisted the Office of Admission with recruiting, interviewed prospective students, and represented the University at college fairs. Summer programs were held on campus for prospective multicultural students, with current students serving as camp counselors, until the late 90s. In the late 1980s and early 1990s, the Office of Admission held “Multicultural Weekends,” where many students of color were brought to campus at the same time for a visitation program, but these were discontinued by the late 1990s amid complaints that the programs misrepresented the presence of students of color on campus. Like the “Multicultural Weekends,” the multicultural admission brochure drew criticism from students and was discontinued until 2007, when a new version was vetted and reintroduced (the Black and Gold brochure). In the early 2000s, DePauw advertised in various Hispanic magazines and earned praise in the now defunct *A (Asian-American) Magazine* (2001).

When Dr. Bottoms assumed the presidency in 1986, he reported in his inaugural address that DePauw was the least racially diverse of the Great Lakes Colleges Association’s affiliated schools, and had lost ground even when compared to its own Admission efforts from five years previously. No doubt his critiques were a wake-up call to the Office of Admission. To increase racial and ethnic diversity, DePauw admission staff formed meaningful partnerships with parents of students, community organizations and agencies. Working with Project Excellence, Washington Metro Scholars, the POSSE Foundation, College Bound Opportunities, Leadership Enterprise for a Diverse America (LEDA), Prep for Prep, Venture Scholars (for students of color interested in the sciences), College Directions, Inc., Ada S. McKinley Community Services, Inc., 100 Black Men of America, the *Beautilion Militaire*, and the Center for Leadership Development, the demographics of DePauw’s incoming students began to change slowly. In particular, long-standing partnerships with groups which really get to know students, like the

Center for Leadership Development in Indianapolis, began to generate results. Programs like those offered by the Center for Leadership Development go beyond simply encouraging students to enroll in college; they build capacity and relationships by offering a college preparation program to under-represented students, providing scholarships, and bringing participants of the program and their parents to campus for admission counseling sessions and other programs. Center for Leadership Development is the brainchild of DePauw alumnus, Dennis Bland '87.

Out of state programs with which the Office of Admission is collaborating include: Scholarship Chicago, Academic Success Prep (TX), Admission Possible (MN), College Access Centers (TN), Arkansas Commitment and Upward Bound (WI). In recent years, the admission office has shifted from more extensive recruitment efforts in more distant locations like Texas and Georgia, to focus more intentionally on Indianapolis and Chicago. Current strategies to expand the pool of qualified applicants of color include the continued use of the Student Search database program, advertising at cultural events with high minority turn-out such as the Indiana Black Expo, more intensive travel to inner-city high schools and attendance at Midwest college fairs. Since 2003, the Office of Admission has sponsored a bus-in program for students from Indianapolis and Chicago in conjunction with one of our Fall Preview Days. DePauw also participates in a travel grant program (to assist any prospective student who lacks resources to fund a visit to campus.) Finally, the Office of Admission sends letters to all African-American and Hispanic prospects from a current student, a faculty member of color, and an alumnus/a, starting in the fall of a student's senior year. In some years, a letter from a famous alumnus/a, such as Vernon Jordan or Luis Davila, is sent to admitted students of color. The Pipeline Program counselor visits, which began in 2006 and entail inviting representatives from various community organizations and agencies (especially those from farther away) to visit campus, were eliminated due to budget cuts, but the Office of Admission continues to cultivate those relationships.

Connecting Recruitment to Retention: POSSE and Other Creative Strategies

“These [POSSE] students are leaders, trained to take an active role and make an impact on campus. In fact, the [2002-03] president of our student body [Edmond Krasniqi '03] is a POSSE student who probably wouldn't have found his way to DePauw if it weren't for the program.”
President Robert G. Bottoms, 2003.

Over the last twenty years, the DePauw Office of Admission has pursued various recruitment strategies to make the institution more culturally, racially, geographically, and in other ways, diverse. In light of the 1978 Regents of the University of California v. Bakke decision and later Grutter v. Bollinger in 2003, admission offices across the country and at DePauw began to critically examine multicultural recruitment strategies. Strategies were abandoned when they resulted in low yield and retention became cost-prohibitive, or were no longer in compliance with the Supreme Court's rulings on Affirmative Action. At DePauw, we also began to look beyond recruitment to retention and persistence to graduation of the under-represented student. In 1996, Dr. Bottoms spearheaded DePauw's participation in the POSSE Program, a collaborative initiative with the POSSE Foundation of New York City to provide scholarships and mentoring to cohorts of ten to eleven entering students, in an effort to improve retention and create a critical mass of student leaders from multicultural, urban centers. Four years later, the DePauw POSSE Program was expanded to include another annual cohort of ten students from the Chicago area. These students, with their majority and minority counterparts, have been instrumental in the creation and rejuvenation of many identity/affinity, cultural, social and academic clubs. Research suggests the creation of social and academic support networks are critical to the retention and persistence to graduation of historically under-represented students, especially students of color.

Conclusion: Lessons from the Past

“Are we ready to expose our students, our faculty, and our curriculum to the diversity demanded by the world community?” University President Robert G. Bottoms, Inaugural Address, 1986.

Dr. Stanley Warren in “The Black Behind Black and Gold” (1990) cited these “three critical factors” to DePauw’s continued success in recruiting and retaining students of color, particularly African-American students:

- a) “how well DePauw can convince its students, alumni, and the general public that the positive changes in campus climate are permanent,
- b) the way in which black alumni choose to support the institution, and
- c) the institution’s will to survive the short sightedness of those who criticize its aggressive efforts to recruit minority students.” These three critical areas are the focus of the following paragraphs.

DePauw has addressed these three points not simply for the African-American community, but the history shows a commitment to make DePauw a better living and learning environment for everyone. This is not to negate on-going struggles, but is important to recognize the success and efforts the University has accomplished.

“Ethics,” “internationalization,” and “coalition-building” are words that conjure up the recent initiatives of Dr. Robert G. Bottoms, but he might be best remembered as DePauw’s iron-willed visionary for diversity.

Appendix C

Challenges to Data Collection

Introduction

Today, diversity is broadly defined and intentionally inclusive. On the DePauw University campus, we have racial, ethnic, gender, religious, sexual orientation and identity, and socioeconomic diversity. In fact, the current internationalization initiative adds to our current domestic student, faculty, and staff diversity. This initiative is reminiscent of Dr. Bottoms' initial push to increase the number of African-American faculty members, staff members, and students. Another important factor mentioned in the executive summary and report was that all work needed to be complete or close to completion by March 2008 because some task force members would attend the GLCA Presidential Diversity Summit April 2008 in Toledo, Ohio. Knowing this information led the task force members to define diversity a bit more narrowly, with a focus on faculty members, staff members, and students of color.

Internal Challenges

1. Differing Information Database Systems across the University

We understand the administrative systems may be undergoing integration. However, even with an extensive task force membership, we found it difficult to find all the information we needed in one office. This may be because our study spanned a wide range of topics and over twenty years.

2. Incomplete University Archives on Diversity

This challenge may be mislabeled because perhaps the information we needed was simply misplaced. For example, for Appendix B: DePauw University Diversity History, we wanted to include the date when the first African-American faculty member was hired and tenured, but it was hard to find a person or a document that could provide a conclusive date.

It does appear, as reported in Appendix B, that the first African American faculty member to receive tenure was Stanley Warren.

Diversity Definition

Had we launched an investigation of all aspects of diversity at DePauw University, we would have needed more than the six months we were given to catalog and chronicle every initiative, all progress made, every need, and every possibility for improvement. The time limitation was obvious to President Bottoms who narrowed the charge for the Task Force. This contributed to narrowing the issues addressed by DePauw's team at the GLCA Presidents' Diversity Summit. This seemed to cause some people to believe that we were leaving them out, but it was not an intentional slight of other campus affinity groups.

3. Survey and Focus Group Recruitment and Completion

Both the survey and focus groups required that faculty members, staff members, and students participate, but this was difficult. We placed newspaper advertisements, attended student organization meetings, and made announcements at faculty meetings to keep communication open between the campus community and Task Force. Yet, in the end, the participation rate was not as high as we would have liked.

External Challenges

1. Outside Contracting for Focus Group and Former Affiliate Survey

The President commissioned the task force in August; we began formalizing a structure and a work plan in September. This meant hiring external contractors for the focus groups and former affiliate survey after meeting with the University counsel to discuss how best to undertake our task. Thus, our timing was not good for starting the focus groups or sending the surveys after we took some time to assess which consultants and contractors would fit our needs and financial constraints. The focus group discussions and report seemed fine except for issues of low representation (discussed in point 4 above). The response on the former

affiliate survey was not large, but the main difficulty for the Task Force was that we received the raw data and report late from the graduate student team we hired.

Appendix D

2007-2008 Campus Climate Task Force Members

Faculty/Staff Members

Denise Hayes, Chair

Cheryl Zoll, Task Force Secretary

Varinia Arceo

Raymonda Burgman

Bruce Burking

Doug Cox

Greg Dillon

Mac Dixon-Fyle

Lennie Foy

Bridget Gourley

Jana Grimes

Matthew Oware

Clarissa Peterson

Student Representatives

Brandon Delesline

Shelby Evans

Chloie Favinger

Michael Manuel

Administrative Liaison

Neal Abraham

Endorsement of the Report

Denise Hayes, Chair

Cheryl Zoll

Varinia Arceo

Raymonda Burgman

Bruce Burking

Doug Cox

Brandon Delesline

Greg Dillon

Mac Dixon-Fyle

Shelby Evans

Chloie Favinger

Lennie Foy

Bridget Gourley

Jana Grimes

Michael Manuel

Matthew Oware

Clarissa Peterson

Appendix E

Student Organization Endorsements

These organizations endorsed the Task Force's recommendations after they and the report's Executive Summary were released in late spring 2007.

Association for African-American Students (AAAS)

Association of Students Interested in Asia (Asia)

Committee for Latino Concerns (CLC)

DePauw Progressive Network (DPN)

Feminist Majority Leadership Alliance (FMLA)

International Student Association (ISA)

Student Congress

United DePauw

May 18, 1987

DIVERSITY AT DEPAUW UNIVERSITY

INTRODUCTION

The members of the Diversity Task Force believe that if DePauw University is to become a pluralistic community that is diverse racially, ethnically, economically, culturally, and intellectually then it is essential that we move immediately to adopt strong measures to achieve this end. We must create and sustain an affirmative stance on issues of diversity, not because of mandates by outside regulatory agencies, but because we believe it is right that we do so.

Throughout its 150 years, DePauw has remained a homogeneous institution, and reversing that tradition will require direct programmatic action. The following report on diversity at DePauw includes numerous suggestions and recommendations for change. Some suggestions deal with attitudinal questions, changing the hearts and minds of the men and women of our community. But educating ourselves is not enough. The task force has concentrated on the areas of curriculum, recruitment, and retention. Among its recommendations are the following:

- adding a requirement (perhaps a group requirement) that would enable students to become intellectually familiar with problems of racism and sexism in our society;

- developing strong programs in Afro-American and Women's studies -rewarding departments that attract minority faculty by permitting them to add faculty beyond RAS restricted limits;

- being prepared to pay higher salaries to attract outstanding minority faculty, and women faculty in areas where they are under-represented, such as the physical sciences;

- recruiting a professional admissions staff, and reducing the role of DePauw graduates in admissions;

- de-emphasizing alumni recruiting and regional selection in favor of a broader search for a more diverse "mainstream" student;

- continuing* and expanding scholarship and financial aid packages aimed at minority students;

- increasing faculty involvement in the selection and admission of students; and

- encouraging faculty to revise courses to include minorities and women as mainstream elements.

General Statement

DePauw has much to gain from achieving a greater diversity of backgrounds among its faculty, administrative staff, and students. Such diversity provides a stimulus for intellectual and social growth. Education that is concerned with learning and especially thinking, and not merely with memorization and regurgitation, requires a climate conducive to providing perspectives both comfortable and uncomfortable; faculty, administrative staff, and students need challenge in order to clarify, defend, explore, and transform the values and practices of the past, present, and future. This diversity cannot be in name only; it must also come in a concrete presence. If DePauw is indeed committed to education and not simply to protecting stale creeds, then diversity is essential. Classrooms filled with students of homogeneous backgrounds, taught by homogenous faculty, and administered by homogeneous staff do not lend themselves to facilitating exposure to new ideas or gaining fresh perspectives on old ones.

Including persons of diverse background and perspective in the DePauw community will not necessarily be an easy task for those here now. The move toward genuine diversity must not include tokenism as one of its goals. The very presence of others must instead lead to a transformation in what it means to be a member of this community. Fostering the recognition that different does not necessarily mean "less than" must become a central priority. This is not easy or comfortable.

For DePauw then, to seek and achieve a greater diversity will mean addressing the mainstream of DePauw students with a view to changing both their complexion and their prevailing outlooks. From a community characterized by a student body that is now largely careerist in interests and either passively or actively hostile to different cultural and ethnic ideas must emerge a mainstream student body that will be more receptive to and nurturing of cultural and intellectual variety. For DePauw this will mean fundamental changes in its recruiting patterns to attract to the institution open-minded, intellectually engaged, sensitive, mainstream students who will influence DePauw's majority to be open and receptive to the cultural richness that minorities will bring to the community. For DePauw it will mean effecting structural changes in living patterns that promote integration of majority and minority students: providing physical facilities that will enhance opportunities for broad community interaction, and changing the process of narcissistic self-selection that currently characterizes decision-making in arriving at living arrangements.

This will mean a recruiting policy that deemphasizes alumni recruiting, legacies, and regional selection in favor of a broader search for a more diverse student body. It will mean encouraging and nurturing fragile programs such as the honor scholars. It will mean building freshman living facilities and providing a university center that acts as a focal point for social interaction. It will mean changing the nature of recruiting policies and programs for rush and freshman orientation so that men and women are treated equally.

For DePauw students, faculty, and staff it will mean an enriched existence because of the addition of diversity in its ranks: more minorities and more women. It will mean a faculty more willing to risk experimental and outreaching intellectual experiences in an atmosphere encouraged by administrative and institutional support. Controversial and outspoken convocation speakers and programs might include advocates for children, feminists, gay-activist supporters,

debates about Asian issues, multi-racialism, the South African divestment question, and many others. Faculty and administration should facilitate nontraditional departmental course offerings which include some latitude where enrollments and staffing questions arise.

In short, to seek and to achieve greater diversity at DePauw would mean to affect a profound transformation in the social and intellectual life of the community.

RECRUITMENT OF MINORITY AND WOMEN FACULTY

Attracting minority and women scholars to the DePauw faculty is a university priority. Historically, academic departments have not been successful in recruiting or retaining minorities. Likewise, many departments, particularly in the natural sciences, are without women or with only token representation that belies the numbers of women receiving degrees in that discipline. We will need to employ new and creative approaches if we are to be more successful in attracting minority and women faculty in the future.

Each department should have a faculty member assigned the responsibility for keeping current on the state of minority and women faculty members within the discipline, so that when an opening occurs the department will start from a competitive position in its recruitment. Faculty should contact colleagues on other campuses and spell out specifically what they are looking for. Search committees should tap into informal networks, such as conferences and the women's and minority-group caucuses in a discipline. In advertising for a position, for example, it is imperative that departments do more than place ads in the handful of predominantly black journals or other periodicals with a minority or feminist readership. This practice has not worked in the past, in part because DePauw does not have a good track record in minority hiring. If this Catch-22 situation is to be avoided, we will have to be more creative.

Once a candidate is brought to campus for an interview, several areas should be dealt with directly. Some minority and women faculty will have specialties that reflect interests that are not a part of the traditional curriculum. Departments should make it clear that candidates will be encouraged to pursue their specializations, and that library resources to develop these academic areas will be made available. Candidates interested in continuing their research should be made aware of possibilities here at DePauw, particularly faculty development support. Social life may well be a major problem for minority faculty. Greencastle is not the Athens of the Midwest. Here we need to do some research, in advance, so that when minority candidates come to campus we can let them know about resources and residents in neighboring communities, such as Indianapolis and Bloomington. And these candidates should also know that at DePauw and in Greencastle there will be interesting people concerned that the candidate's adjustment to this part of the world be as smooth as possible.

Recognizing the dilemmas of living in a small town with only one academic institution, the university should give serious thought to the following:

1. Flexible teaching schedules for individuals who maintain residences outside of Greencastle. For many individuals, Bloomington or Indianapolis would be more attractive places to be employed because such cities offer a more hospitable and racially-culturally diverse community than Greencastle.
2. Flexible teaching schedules are especially important for the retention of academic couples living and working at considerable distance from each other.
3. The university must practice a policy, not of favoritism, but of non-discrimination against spouses seeking jobs in the university.
4. There must be more institutional support for individuals with family responsibilities. This includes flexibility in working out maternity leaves, support for local childcare centers, an increased institutional interest in the quality of local schools, faculty development funding for childcare costs as legitimate research expenses, and encouraging departments to be flexible in helping all members meet family and professional responsibilities.

The DePauw administration will play a crucial role in attracting a diverse faculty. The most obvious area is that of salary; therefore, the President may well need to use monetary inducements to attract outstanding minority and women faculty.

The university administration should make it clear that "affirmative action" means more than simply following certain administrative procedures in advertising vacant positions. For example, as a positive inducement to academic departments, the administration might declare that should a department find an outstanding minority candidate in an area that the department is not authorized to fill, then that person can be hired with no future "cost" to the department in terms of its other departmental needs. Other possibilities for increasing the number of minority scholars on campus include establishment of a visiting minority scholar program, and the development of a cooperative program with a predominantly black institution such as Paine College in Augusta, Georgia. (Here there would be opportunity for both faculty and student exchanges of a semester or longer.)

Once the candidate has been hired, the department and the administration should closely follow the new colleague's progress. In addition to the normal departmental mentoring, faculty colleagues need to be sensitive to the peculiar pressures associated with working at DePauw and living in this community. We should also evaluate minority faculty publication in minority journals or women faculty publishing in feminist journals no more or less stringently than we do material appearing in traditional formats. As with every faculty member, salary, student and committee load, courses to be taught, and funds and time for research all factor in here. Hopefully, satisfactory progress toward promotion and tenure will be the end result.

RECRUITMENT AND RETENTION OF MINORITY STUDENTS

While trying to address the issue of recruitment and retention of minority students, there are several pertinent facts that must be kept in mind. The word minorities includes blacks, Native Americans, Hispanics, Asians, and Puerto Ricans in most census based literature. However, because of location and size, DePauw's primary target groups will likely be black, Asian, and Hispanic.

At four-year institutions attrition of black students is 59%, Hispanics 68%: Coupled with the declining college attendance rate of black and Hispanic students and their increased attendance at two year colleges (40-50%), it seems obvious that recruitment of black and Hispanic students is becoming more of a dilemma because of competition from other schools and the difficulty of keeping abreast of ever more sophisticated and strenuous recruitment processes.

There have been attempts to enroll more minority students at DePauw, but recruitment must take on a constant, multi-layered character rather than simply being a series of visits to high schools or opportunities for students to visit campus and talk with staff in the admissions office. Attractive scholarship and financial aid opportunities for minority students, such as those recently put into place are the cornerstone of a good recruitment and retention program. But, these are only a few of the important ingredients. More efficient uses of recruitment resources such as contemporary marketing strategies and creative uses of PSAT/NMSQT lists along with use of recruitment materials that reflect the true nature of diversity at DePauw help to establish an atmosphere that will enhance the efforts of the admissions staff. Recruitment trips should concentrate on schools where diverse populations are in attendance.

All individuals and units at DePauw should work to establish networks with off-campus organizations and individuals such as the Urban league, Hispanic organizations, Asian organizations, organizations dealing with women's issues, the NAACP, minority newspapers and magazines, minority education organizations, minority and female radio and television personalities, minority alumni, female alumni, minority churches and church leaders, organizations interested in college attendance of minority youth, women's organizations interested in college going for women, appropriate high school and middle school counselors and teachers.

The increasingly delicate nature of the admissions process requires, more and more, that a team concept be utilized. All members of the larger DePauw community from alumni to the janitors and grounds crew should realize the possible impact of their actions on the recruitment and retention of students. We must publicize, in every way possible, the University's commitment to a multiracial/multicultural/multiethnic/multigender experience for DePauw students. This should be a constant factor with all campus units as they deal with newspapers, radio, television, public service announcements, advertisements, news services, brochures, yearbooks, internal memoranda, students, visitors, and any other instance where they are perceived as representing the institution. Every link counts.

Minority students must be made to feel that a positive DePauw experience is a real possibility for them. More minority students should be brought to the campus and be exposed to a marvelous experience that includes class visitations, meetings with faculty, students, and

admissions staff, a visit to Career Planning and Placement, as well as an opportunity to visit any other place on campus that might be of interest to them. A pre-college summer study course for any student is recommended so that minority students who feel the need may take advantage of this opportunity. It will also enable the admissions and student affairs staffs to encourage selected students to avail themselves of this chance to "get ahead of the game."

While recognizing the cost differential between hiring recently graduated DePauw students as admissions office workers and hiring experienced, seasoned staff from the open market, we also feel that using DePauw seniors and recent graduates in these sensitive positions is the greatest detriment to getting a steady flow of applicants from some of the non-traditional sources that have been sorely neglected. Interviews conducted by such an inexperienced staff may fail to detect promise in students who do not fit their narrow definitions or whose life experiences may have been so totally different that they may be beyond the value systems of these staff members.

The Diversity Task Force strongly agrees that the faculty should be involved in the admissions process. To this end, we recommend that a faculty review of the admissions office and its processes take place as soon as possible, culminating in a faculty perspective on future admissions procedures and policies at DePauw.

Many of the strategies under the heading of recruitment can also be cross listed under retention. This is particularly so with such things as pre-college programs, a more broadly conceived selection process, and scholarship programs. However, there are a few categories that are especially related to retention.

The proposed reduction in advising load for selected faculty who will be advising minority students is an excellent idea because these advising arrangements are intended to go beyond the traditional to a point where faculty advisors will become involved with the total student life of the advisee. To prepare faculty for this challenging role, fall workshops should be held dealing with holistic advising, academic and non-academic clues, course selection to capitalize on student strengths, periodic student performance evaluation checks, and familiarization with new programs and new regulations.

As faculty advisors become more involved with these students, the Registrar should provide a steady flow of information about advisees to the faculty. The Registrar's Office should monitor minority student performance and relay data on a regular basis to appropriate faculty advisors and to the Assistant Dean for Minority Affairs.

Much of what is being proposed is dependent upon an enlightened administration which must continue to express support for pluralism, good race relations, and equal opportunity. It should lead the way in monitoring all university supported programs, both internal and external, for multi-ethnic, multi-cultural, feminist content. Putting into place opportunities for enrolled minority students to assist in these efforts, such as summer pen pal and telephoning programs aimed at newly admitted minority students, will help both groups develop a positive view of their DePauw experiences.

The following structural changes would aid both recruitment and retention: postpone rush for freshmen; restructure orientation week around academic, intellectual workshops (e.g., ask freshmen to read 2-3 selected books during the summer and structure orientation week around discussions of these books); change living patterns by increasing scholarship money, encouraging the integration of minority students with majority students in dorm rooms, bringing students from various living units together on a regular basis throughout the year, and providing places for these gatherings by developing "interest houses" where faculty and students can focus on discussions about social justice, racism, sexism, and other salient issues.

Since the University and its students are in reality the same, care must be taken not to alienate any group because of misunderstandings. The student body must be convinced that minority students receiving scholarship assistance have been held to traditional DePauw standards; that no special academic waivers have been given and these students are expected to perform within the boundaries of university policy.

DIVERSITY IN THE CURRICULUM

Changes in the curriculum must not only reflect the needs of a diverse student body but also help shape a pluralistic philosophy among students. We wholeheartedly endorse women's studies, black studies and other such programs; however, alone they are not enough. We call on all DePauw faculty to find creative and innovative ways to include the perspectives of disadvantaged and typically excluded groups in their classes. As DePauw gains a more diverse student body, we know that such students will not remain at DePauw unless they find classes where they feel like first-class citizens, where the history and ideologies of their groups receive equal and fair-minded treatment.

As the faculty becomes more diverse, we hope that opportunities will exist to share our ideas in formal and informal ways and that the university will continue to provide financial support and other incentives for faculty to implement goals of diversity in the classroom. We hope to have a variety of programs so that we can hear from colleagues who are specialists in international subjects, race and gender issues, and alternative ideologies. We hope to have speakers who represent people of color, women, and other disadvantaged groups. We hope to offer courses which include perspectives novel or foreign to many of our students. And we hope to create new courses which cut across traditional disciplines to reveal new approaches to old problems and to uncover new problems. In short, we hope that a more diverse student body and faculty will lead to deep changes in the way our students think about the world and the way we teach our classes.

Ways to implement our goal of a pluralistic curriculum:

Changing Requirements: We recognize the problems inherent to requiring a course in, for example, Black Studies or Women's Studies for all students. This might only increase the burden on students already overloaded with requirements. It is also likely that such requirements will breed resentment in students and perhaps backlash. On the other hand, this is one way of guaranteeing at least minimal exposure to issues of race and sex. Earlham and Denison, schools similar to DePauw, do have such requirements. We might use courses on minorities, women,

racism and sexism to fulfill group requirements to encourage higher student enrollment. Another possibility is to have a freshman seminar which would address issues of race and sex in our society (or other issues related to pluralism). Another alternative would be to require students to take one Winter Term that involves an activity oriented toward pluralism--for example, the Chaplain's Office mission trips in the United States or on-campus courses in women's studies, black studies, etc., either of which would fulfill the requirement.

Convocations and Programs: Special attention should be given to inviting speakers who are black, Asian, Hispanic, female, from other cultures, etc... as well as speakers who can talk about issues of race, gender, the third world, or who offer alternative perspectives on the world. This should not be limited to black culture week or women's week, but be spread throughout the year. Students need to recognize that many eminent scholars in a variety of fields are black, Hispanic, female, Marxist, gay, etc.

Black Studies Program: We have fallen back in the area of black studies. We once had a program in this area, a coordinator, and more courses offered. We need to re-develop an interdisciplinary program with a budget, recruit faculty to teach in the area, and establish a minor.

Women's Studies: We endorse the CAPP-approved, Women's Studies Committee proposal to hire a Woman's Studies Coordinator, who would build a Women's Studies Program on campus, offer women's studies courses, including an interdisciplinary one, and work on programming, curriculum and faculty development in this area. The coordinator could incorporate such ideas into courses in various disciplines.

Faculty Retreats: Focusing on course development, such retreats would show how courses can more effectively include the perspectives of women, minorities, and other countries and cultures. We might bring in faculty from other schools with experience in diversifying their course content.

Syllabus Exchange/Curriculum Materials Resource Center: The library should have a place for materials on making courses more inclusive. Many disciplines publish guides, bibliographies, and sample syllabi on this topic. The University should have a central location where faculty could find such material.

Course Development Grants: We should allocate a certain number of grants specifically for faculty trying to add to their courses the history and experiences of minorities and women.

GLCA Development Conferences on issues of racism, sexism, etc.: DePauw should offer special grants to encourage faculty to attend such workshops so that they can re-evaluate their courses to include more minority and feminist perspectives.

Curriculum Development Conferences on issues of racism, sexism, homophobia, etc.: The University should provide funds for faculty members who want to attend non-GLCA conferences on making curriculum more inclusive. Many disciplines now have such conferences. Grants should not come from the faculty member's conference fund.

Resource people in departments in the University: Some people on campus have substantial expertise in the area of Black Studies, Asian Studies, Women's Studies, comparative studies, etc. These people could be designated as resource people who could make recommendations and offer help to faculty who are interested in including more pluralistic perspectives in their teaching.

Faculty Development Luncheons: Faculty who have added a comparative, feminist, Afro-American, etc. perspective to their classes could speak about the process of doing this--pitfalls, successes, etc. Faculty who teach from an alternative theoretical perspective might speak about what such a consideration can add to our understanding of the human experience/human societies. Luncheons could be held on teaching about topics such as Marxism or homosexuality and dealing with homophobic student reactions (e.g., in teaching Alice Walker's The Color Purple). Faculty might be asked to consider the extent to which they assume in their teaching that all people fit some narrowly defined norm. Luncheons could be held on differential treatment of male and female students and liberal and conservative ideas in the classroom. A variety of videotapes are available dealing with such issues.

Summer Seminars: Similar to competency workshops, these might focus on particular interdisciplinary issues having to do with women, people of color, etc. Such seminars might bring together teachers in various disciplines to discuss ways of making courses more inclusive. The university should offer stipends or released time during winter term to encourage participation.

Bookstore: Faculty should recommend books on groups suffering prejudice and discrimination in our society to the bookstore--the bookstore might have a discount on these books and provide reading lists for other faculty and students.

Area Studies/Interdisciplinary majors and minors: It is possible to create independent, creative, interdisciplinary majors and minors (e.g. in Black Studies, Women's Studies, Asian Studies, etc.) to take advantage of faculty in different departments.

Library: Funds should be available for the on-going purchase of secondary and primary source material about the experiences of minorities and women. A specific librarian should be assigned as the resource specialist to enhance the efforts of those interested in pursuing research in these areas.

S, W, and Q Workshops: A minority and a women's component should be added to the S, Q, and W Workshops to help faculty incorporate pertinent issues and literature about these groups into their courses.

CONCLUSION:

An ancient Greek scholar once was asked when justice would come to Athens. He replied, "When those who are not injured are as indignant as those who are." The Task Force on Diversity has deliberated about recruitment and retention of minority students, recruitment and retention of minority and women faculty, broadening the curriculum, and preparation of the DePauw community for increased racial, ethnic, cultural, and intellectual diversity. During these discussions, we have, time after time, been drawn back to the human elements involved in these issues. It seems to be a matter both of appealing to the spirit and seeking adherence to an acceptable standard, while hoping that consciousness raising results from our labor.

The Committee:

Rod Clifford
Nancy Davis
John Dittmer
Art Evans
David Field

Pat Ritter
Don Ryujin
Bob Sedlack
Wassim Shahin
Stan Warren- Chair

Appendix G

M Requirement Proposal - 2000

S.C.A.R.E

Student Coalition for Awareness, Revolution, and Education

In cooperation with DePauw University's efforts to increase diversity and improve multicultural relations on campus, the Student Coalition for Awareness, Revolution, and Education (S.C.A.R.E.) would like to endorse the implementation of a required multicultural ("M") certification, similar to the "S," "Q," and "W" certification already required to earn a degree from DePauw University. Many universities across the country, including GLCA colleges such as Denison, require a Diversity or Multicultural component as part of a liberal arts education.

An "M" component to the curriculum would challenge students to extend their personal borders and would function as an academic supplement to existing multicultural programs. S.C.A.R.E. would ask that the "M" be required because it guarantees an interactive learning experience and ensures that students will gain and perhaps come to respect the diversity of other cultures. The "M" would require students to take one of the many courses currently offered at DePauw University that give students the opportunity to discover a non-western culture. Examples of such courses are "Religions of India," "African Cultures," and "Modern Latin America." Such a requirement is a vital component of a curriculum designed to "broaden students' perspectives on humanity and culture; to give them an understanding of the contemporary world and the human prospect for the next decade...." as stated in the DePauw University handbook.

The Association of African-American Students, United DePauw, Committee for Latino Concerns, Coalition of Women's Concerns, Na Hoaloha O Hawai'i Club, and Independent Council, in coalition with other groups on campus, came together in 1998 to form S.C.A.R.E. Our mission is to build bonds between diverse groups on campus in an effort to increase the visibility and voice of these groups. We feel that the "M" requirement would support the mission of S.C.A.R.E. and would bring our efforts to the forefront of academic life.

Attached to this letter is information regarding similar requirements at other Universities. S.C.A.R.E is willing to work in conjunction with faculty, staff, and administration to develop the "M" requirement on this campus. Please feel free to contact Jeanna Tillman, Paula Kirlin, or any member of a S.C.A.R.E organization with questions, suggestions, or ideas.

Thank you for your consideration. We appreciate your efforts to encourage and ensure multiculturalism and diversity at DePauw University, and look forward to working with you to implement the "M" requirement as part of our liberal arts curriculum.