

## **Diversity and Equity Committee Annual Report for AY 2014-15**

### **Meetings**

The committee met regularly during the academic year, typically twice a month. In addition to committee business, such as developing a plan for our work, we met with a variety of invited guests: Valerie Purdie-Vaughns, guest speaker for the 2014 Faculty Institute; President Brian Casey and newly hired Senior Advisor to the President for Diversity and Compliance Renee Madison; David Alvarez, attendee at the Conference of Senior Ford Fellows; Dean of Faculty Carrie Klaus; Chair of CAPP John Caraher; Vice President for Academic Affairs Larry Stimpert; and, Melanie Studnicka, Shelly Simon, Kyle Winters, and Ranjit Singh, all students from minority faith traditions. Meetings were focused on a variety of topics: faculty search processes, “M” requirement, minority faith traditions represented on our campus, DePauw Dialogue, and the 2015-16 Campus Inclusion Plan.

### **Work of Subcommittees**

During the academic year, two subcommittees were formed. One subcommittee worked with Chief of Staff and Associate Vice President for Communications Jon Coffin about communication and website content for the diversity and inclusion website which was launched on January 28. The second subcommittee drafted the 2015-16 Campus Inclusion Plan. A draft of the plan was shared with the campus community on April 6. (See Appendix B.)

### **Additional Committee Work**

As their schedules allowed, members of DEC also worked on the planning of DePauw Dialogue: Creating Community, a full-day all-campus event held on January 28.

### **Other Meetings Relevant to the Work of DEC**

Members of DEC also attended two meetings during which students expressed their concerns about the campus climate. These meetings were held on November 17 and 19.

Two members of DEC met with Jaime Romo on March 12, the facilitator for the faculty development workshops on individual and institutional awareness and transformation.

DEC held four open meetings for the campus community to discuss the 2015-16 Campus Inclusion Plan. The open meetings were held on April 9, 10, 15, and 16.

In addition to the open meetings, individuals were encouraged to provide feedback to members of the committee in writing.

### **Communications to the Campus Community**

An update from the DEC to the campus community was sent on October 14. (See Appendix A.) A written announcement referencing the letter to the community was included in the November faculty meeting agenda and the update was included in the appendix.

### **Appendix A: An Update from the Diversity and Equity Committee (10.14.14)**

Dear Students, Faculty and Staff of DePauw University,

The Diversity and Equity Committee (DEC) would like to report on the progress that has been made with respect to the April 2014 DEC recommendations that specific issues be considered and addressed by identified campus offices, committees and individuals. This letter describes that progress in detail and outlines our ongoing committee work. The DEC welcomes input from all members of the campus community and this letter is a demonstration of our commitment to continuing an open dialogue.

Last spring we disseminated the following recommendations (listed below in italics) and are now pleased to share updates on the progress that has been made to date.

#### **Office of the President**

*Continue consulting with and providing support to the Dean of the Faculty so that she may respond adequately to campus climate concerns.*

Carrie Klaus, Dean of Faculty, and Renee Madison, Senior Advisor to the President for Diversity and Compliance, are scheduled to meet on a regular basis to discuss campus climate concerns. Additionally, if and when urgent matters arise, Madison and Klaus will meet and respond to the concerns in a timely manner.

*Meet with campus stakeholders to address concerns directly related to the Office of the President when appropriate.*

In her first three weeks, Renee Madison has had more than 20 individual meetings to begin gathering information about campus climate issues.

Madison understands that climate concerns extend beyond the campus; as such, she has also met with individuals from the Greencastle community. Additionally, Madison has met with the Diversity Council and is coordinating with Student Life to meet with more student groups. Madison will continue to attend other campus committee meetings (Diversity and Equity Committee and Academic Council).

When concerns emerge, regardless of whether they are about faculty, staff, or students, Madison will meet with the appropriate stakeholders to address these concerns. As an example, a recent meeting/panel discussion was held, in part, to address the rumors circulating about the potential attendance of a hate group at a performance of Parade. To reach all of the student body, Madison also sent students an e-mail message addressing the rumors. In her message and during the meeting, Madison encouraged students and attendees to call or e-mail her to schedule a meeting to discuss any campus concerns.

In order to facilitate campus stakeholder relationships and ensure that students, faculty, and staff believe Madison is accessible, she will continue to communicate her open-door policy, as well as provide office hours for members of the campus community to bring any matters of concern to her attention.

*Review and bring to the appropriate campus organizations the reports from the Task Force on Women and Families and the Campus Climate Task Force.*

Renee Madison has been charged with reviewing these reports and will provide an update at the end of the Fall 2014 semester.

*Additional updates from the Office of the President:*

Renee Madison was hired and began her duties on September 10, 2014 as Senior Advisor to the President for Diversity and Compliance. Madison is in the Office of the President and reports to President Casey.

## **University Communications**

*Create a website which lists resources for reporting and support services for students, faculty and staff and determine the best location for easy access to this site.*

The Office of University Communications, specifically Jonathan Coffin, has

asked to engage with the Chair of the Diversity and Equity Committee and Renee Madison to clearly identify audiences and goals for strengthened web content to support priorities related to diversity and inclusion (potentially including resources, policies, and/or information highlighting programs). Upon clarification of goals and audiences, Coffin believes new web-based content can be implemented relatively quickly in the coming months.

*Consult with Academic Affairs, Student Life and the Dean of the Faculty to improve communication and transparency.*

To facilitate clear communication, the Office of University Communications proposes regularizing meetings with representatives in Academic Affairs and Student Life, specifically dedicated to discussing how conversations about diversity, inclusion and campus climate are communicated across campus. Such meetings would afford staff, faculty and administrators an opportunity to consider appropriate and timely moments for communicating about these conversations.

### **Academic Affairs**

*Provide diversity- and equity-related continuing education opportunities for the Dean of Faculty.*

In September 2014, VPAA Stimpert attended, and in September 2015 Dean Klaus will attend, the annual meeting of the Consortium for Faculty Diversity.

In January 2015, Dean of Faculty Carrie Klaus will be attending the annual meetings of the American Council of Academic Deans (ACAD) and the Association of American Colleges and Universities (AAC&U), both of which are important venues for this programming. She will attend as many panels and sessions on diversity- and equity-related topics as possible.

*Create ongoing education opportunities for faculty to explore ways to add diversity components to their courses.*

This area is currently a priority of the Office of Academic Affairs and the Faculty Development Program.

A Faculty Development program on creating inclusive classroom environments was held on April 4, 2014.

Lynn Ishikawa, staff member in Academic Life, led a one-day faculty workshop on Teaching International Students. Approximately 30 faculty members participated in this workshop on May 16, 2014.

Academic Life, Student Life, and the DEC sponsored the attendance of a group of faculty, staff, and students at the May 2014 National Conference on Race and Ethnicity in American Higher Education (NCORE).

Dr. Valerie Purdie-Vaughns of Columbia University was invited to deliver a keynote address at the Faculty Institute on August 22, 2014. Dr. Purdie-Vaughns spoke about diversity issues, bias in the classroom, and effective interventions. While on campus, Dr. Purdie-Vaughns met with staff of the Hubbard Center, Academic Life, and Student Life, and with members of the Diversity and Equity Committee.

On September 2, 2014, Dr. Warren Rosenberg of Wabash College led a teaching roundtable for faculty titled “Walking on Eggs: Handling Difficult Discussions,” which addressed strategies for talking about issues of stereotypes and identities in the classroom.

Academic Life established a reading group, linked to the keynote address of Dr. Valerie Purdie-Vaughns. Dean of Academic Life Dave Berque will lead the reading group in its discussion of Claude M. Steele’s book, *Whistling Vivaldi: How Stereotypes Affect us and What We Can Do*. The reading group will meet four times during October and November 2014. More than twenty faculty and staff members are signed up to participate.

Academic Affairs is interested in sponsoring, through the Faculty Development program, events aimed at encouraging faculty to explore ways to add diversity components to their courses. Suggestions for such programming are most welcome.

*Improve access for students to share concerns related to classroom climate.*

A letter from the Office of Academic Affairs was sent to all students and faculty describing avenues for students to share concerns about their academic experiences, including classroom climate.

At the September 2014 faculty meeting, a new “Classroom Atmosphere” policy was approved. The policy outlines a clear process for students to follow in order to share and address concerns of this type.

### *Other Updates from Academic Affairs:*

Academic Affairs supported David Alvarez's attendance at the 2014 Conference of Senior Ford Fellows. "Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation's college and university faculties by increasing their ethnic and racial diversity, to maximize the educational benefits of diversity, and to increase the number of professors who can and will use diversity as a resource for enriching the education of all students." Professor Alvarez is working with Jeff Kenney, Faculty Development Coordinator, and Caroline Jetton, chair of the DEC, to develop a concrete plan for sharing information from this conference with the DePauw community and, especially, with members of the DEC.

The University purchased several relevant publications for the collection in the Center for Teaching and Learning (CTL), including books on religious diversity and how it can be included in discussions of campus and classroom climate. Faculty will be made aware of these new resources through the CTL newsletter and website.

Academic Affairs will work with department chairs to develop an inventory of multicultural courses at DePauw. Registrar Ken Kirkpatrick developed a coding scheme to identify the different types of multiculturalism that might be found in courses. This inventory will be used to determine the extent to which DePauw students are already taking courses that contain a significant multicultural component.

Dean of Faculty Carrie Klaus and Dean of Academic Life Dave Berque will make themselves available to meet with any concerned students.

### **Dean of Faculty**

*Collaborate with Human Resources on the creation of a required faculty and staff diversity training program.*

In partnership with the Office of the President, the Dean of Faculty and Human Resources will work to create diversity training opportunities for faculty and staff. Dean Klaus will provide an update about these plans before the Spring 2015 semester. Additionally, Dean Klaus will consult with the Diversity and Equity Committee (DEC) and the Student Life and Academic Atmosphere Committee (SLAAC) to determine the desirability and feasibility of a diversity training requirement.

The Dean of Faculty and Faculty Development Coordinator will make issues of cultural sensitivity and classroom climate an ongoing focus of faculty development programming for the remainder of the 2014-15 academic year and beyond.

*Consult with DEC on improving recruitment procedures to ensure a diverse pool of candidates in faculty and staff searches.*

Dean of Faculty Carrie Klaus is currently in the process of updating faculty search procedures and will be meeting with members of the DEC on November 10 to discuss these procedures.

Academic Affairs reports that, while it has longstanding practices in place to encourage diverse candidate pools, it will begin to explore more proactive efforts to build and maintain the diversity of our faculty, including efforts to recruit faculty of color through the Consortium of Faculty Diversity.

*Partner with Office of Human Resources to explore retention among faculty and staff of color.*

Academic Affairs reports that it needs to first understand the extent to which we have a retention problem and then determine if there are specific factors affecting our ability to retain faculty and staff of color.

Bill Tobin was asked to work with Human Resources to provide data on the retention of faculty and staff of color and the self-reported reasons for their departure. In September 2013, HR began using the newly developed online Exit Interview survey. When employees leave DePauw, they are given the opportunity to access the survey. The goal is to collect and retain data to identify trends among faculty and staff of color in order to implement more effective retention strategies.

### **Committee on Academic Policy and Planning (CAPP)**

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

CAPP is continuing to solicit ideas about diversity/multicultural education.

A broad discussion of the educational goals of a diversity/multicultural education requirement is on CAPP's October 13, 2014 meeting agenda.

The committee chair, John Caraher, offered to meet with the Student Government executive board to discuss their resolution calling for such a requirement.

## **Human Resources**

*Create and implement a required faculty and staff diversity training.*

Human Resources is partnering with Renee Madison and Dean Klaus to establish a plan for developing and delivering diversity training opportunities to faculty and staff. Human Resources will provide an update about these plans and the status of a diversity training requirement before the Spring 2015 semester. This plan will necessitate coordination and partnership with Academic Affairs and the Dean of Faculty.

*Other updates from Human Resources:*

In May 2014, Amy Haug, Director of Human Resources, attended NCORE with fellow members of DEC: Michael Chavez, Vince Greer, and Caroline Jetton.

Bruce Burking, Senior Human Resource Generalist, continues his participation in the Diversity Roundtable of Central Indiana (DRTCI). Burking and Haug will be attending the fall conference. An invitation to attend the conference was extended to the two student members of the DEC.

Grants supporting diversity initiatives are available through DRTCI. Human Resources will coordinate grant applications for the program in the fall of 2015.

## **Student Life**

*Provide diversity training for all students with special attention to individual communities of support (i.e., Greek organizations, athletic teams, mentors, Resident Assistants).*

Student Life incorporated themes of diversity, campus climate, and inclusion into First-year Student Orientation; for example, programs included a focus on bystander intervention as it relates to campus climate.

The Intercultural Student Services Office launched programming for

community conversations during orientation.

Mentor and Resident Assistant training sessions included information on inclusion and supporting a diverse student body.

Plans are in place to engage with coaches and members of Greek houses about campus climate issues.

*Expand programming and events related to identity, diversity and cultural competence.*

Multicultural Life has developed a set of programs, including Real Talk (regular dialogue amongst students of all backgrounds about issues related to identity as well as in-depth intercultural conversations), the Intercultural Life Speaker Series (a monthly program hosting external guest speakers, artists, and performers who exemplify aspects of interculturalism), Global Trends (a poster publication on current and timely international and national news and trends that encourages students to value global awareness), and an Alumni Series (a monthly Skype-based program that facilitates the meeting of students from minority/marginalized backgrounds and high-achieving alumni of similar identities).

Additional programs are likely to be developed and implemented as student needs and desires become known.

*Review and make recommendations related to safety on campus and in the local community, specifically as it concerns diverse populations.*

Public Safety developed and implemented training available to all local law enforcement. The Greencastle Chief of Police indicated that this training is mandatory for all of his officers.

*Review concerns regarding Counseling and Mental Health services and make recommendations about ensuring access for all students.*

This issue will require further investigation (and possibly conversations with concerned students) since access to these services is already equally open to all of our students. Student Life can explore the possibility of expanding services, but these services in this area are already competitive with or superior to those offered by similar institutions. For services to be expanded in any meaningful way, there would be additional costs. Student Life is currently experiencing some transitions in its counseling staff, which may delay its ability to introduce new programs. Nevertheless,

there is a genuine commitment to responding to any student concerns about counseling and mental health services. Concerns can be shared with Assistant Dean Julia Sutherlin or Dean of Students Cara Setchell.

*Additional updates from Student Life:*

Student Life has been exploring best practices for Community Standards and making changes to current practice to increase accountability, transparency and support for students. Statistics describing the recent history of Community Standards cases are being reviewed; a summary document is forthcoming.

Student Life established alternatives to the adjudication process with new modules to be offered by Counseling Services this fall.

Student Life is reviewing concerns related to current housing assignments and making recommendations for changes as needed. An analysis of housing statistics suggests that there is no pattern that demonstrates any bias or disadvantage to members of a specific population of students, but Student Life will continue looking at the ways it houses our diverse population of students, with a specific focus on supporting and retaining students from historically underrepresented populations. Student Life is working to ensure that our housing staff is respectful and responsive to student concerns in this area. Concerns can be shared with any of the staff members in Campus Life and Community Development or with Assistant Dean Myrna Hernandez.

Any students who feel their concerns have not been adequately addressed by a Student Life staff member can contact Christopher Wells, Vice President for Student Life, at [christopherwells@depauw.edu](mailto:christopherwells@depauw.edu). He will make himself available to meet with any concerned students.

In addition to updating the campus community on progress that has been made by various campus offices, committees, and individuals, DEC is also being mindful of the 2014-15 action items listed in its 2013-14 Annual Report.

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

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

It is the role of the DEC to "advise the Administration and the faculty on policy;... identify issues regarding diversity and equity in campus life and refer them to the appropriate University office and/or committee(s) for action; and annually review and assess aspects of the University's efforts to attract and retain a diverse campus community" (Academic Handbook, <http://tiny.cc/n6t5dx>). This has been the guide for our ongoing work this fall as well as a framework for discussions with various campus stakeholders.

DEC has met several times this fall semester, as a committee and with invited guests. Our guest list has included Valerie Purdie-Vaughns, the keynote speaker at the August 22 Faculty Institute; Brian Casey, University President; and, Renee Madison, Special Advisor to the President for Diversity and Compliance. We have already scheduled two more meetings for this semester: one with Larry Stimpert, Vice President for Academic Affairs, and one with Carrie Klaus, Dean of Faculty. Additional meetings will be scheduled with David Alvarez, Conference of Senior Ford Fellows attendee; Bill Tobin, Director of Institutional Research; and John Caraher, chair of the Committee on Academic Policy and Planning (CAPP).

Members of the DEC are pleased and encouraged by the progress that has been made since the spring 2014 semester. All parties to which recommendations were sent have made a good faith effort to address or begin the process of addressing the issues identified. We look forward to working in concert with all members of the campus to make DePauw University a welcoming learning and working environment for all members of our community.

Respectfully,  
Members of the Diversity and Equity Committee  
Caroline Jetton, Chair  
Bruce Burking

Lexy Burton  
Michael Chavez  
David Crouse  
Mac Dixon-Fyle  
Vince Greer  
Amy Haug  
Renee Madison  
Brian Miller  
Veronica Pejril  
Naima Shifa  
Craig Slaughter  
Kate Smanik  
Christopher Wells

**Appendix B: Draft 2015-16 Campus Inclusion Plan (4.6.15)**

**Building an Inclusive Community:  
DePauw University Campus Plan  
2015-16 Academic Year**

**Summary**

In January 2006, the DePauw University Board of Trustees adopted the following Mission Statement:

*DePauw University, a residential liberal arts college, provides a diverse learning and living community which is distinctive in its rigorous intellectual engagement and international and experiential learning opportunities. DePauw teaches its students values and habits of mind which serve them throughout their lives as each of them makes a positive difference as an active citizen of the world.*

Providing a *diverse learning and living community* requires that all of us, each with our own unique life experiences, are encouraged to engage with one another both in and out of the classroom. To achieve robust *intellectual engagement* on our campus, we should actively work to gain a deeper awareness of both our individual and collective selves and examine those roadblocks that inhibit diversity of thought and perspective.

Articulating a campus vision is essential, but we must also outline deliberate steps through which we intend to achieve our stated goals. We must challenge ourselves and our campus community to work collectively as we strive to create a more inclusive campus, one that values and actively pursues diversity. To do this, we must share in our responsibility by: 1) Understanding ourselves; 2) Acknowledging, understanding, and challenging our biases and influences; 3) Understanding and valuing the experiences of others; and 4) Challenging and changing traditional systems and habits that impede our personal and collective growth.

This document outlines our plan for the 2015-16 year to be more intentional in our efforts to become a more inclusive campus. We deliberately planned for one academic year because we believe a long-term plan that outlines our strategy to achieve and sustain a more inclusive campus will require more time and input from our community. As such, this plan is an intermediary step towards producing a robust five-year plan to support our mission. The steps outlined below will provide the framework for a more comprehensive long-term plan for the University that will be developed by the community during the 2015-16 academic year.

***I. Fostering an Inclusive Classroom Climate. Build and sustain an academic community that fosters inclusive practices which value diversity of scholarship, learning, and creative performance for all students.***

**A. Curriculum.** The Committee on Academic Policy and Planning (CAPP) is currently considering the question of an M (multicultural) requirement that will complement the University's current W, Q, and S requirements. CAPP has afforded many opportunities for faculty and staff to provide input about three proposals under consideration and intends to provide notice of its recommendation to the faculty at the April faculty meeting. Should the faculty not be able to reach an agreement on CAPP's motion during its vote in May, the VPAA will ask CAPP to place the M competency requirement on its agenda for the beginning of the fall 2015 semester.

**B. Policy.** The Committee on Faculty (COF) is currently considering modifications to two areas of the tenure and promotion process (Teaching Effectiveness and Student Opinion Surveys) which will include language evaluating faculty members on their cultivation of an inclusive classroom. At the beginning of the fall 2015 semester, the VPAA will recommend that COF place on its agenda a discussion of additional ways to evaluate faculty practices of inclusivity in the tenure and promotion process.

**C. Professional Development.** The Office of Academic Affairs, in partnership with the Office of the President, will work with department chairs, program directors, and all faculty members on the provision of educational materials and training workshops for faculty, including at least one workshop conducted by an outside consultant.

***II. Creating a Safe Community. Develop and sustain a sense of community which includes an environment where every member of our campus, regardless of background, gender and/or visible identity group, can feel empowered to thrive and contribute equally.***

- A. **Education and Awareness.** The Office of Student Life, in partnership with the Title IX Coordinator, will continue to offer community forums and provide training workshops focused on interactions with underrepresented groups for staff in the Office of Public Safety. Additionally, the university will invite local law enforcement agencies to participate in the training workshops.
- B. **Community Space.** The Office of Student Life will seek to identify and make available at least one campus space that is for students to share and co-host events.

**III.  Holding Ourselves Accountable**  *Create and sustain an organizational structure that acknowledges and celebrates diversity and employs inclusive practices throughout daily operations.*

- A. **Transparency.** In order to ensure that we are collecting information and systematically monitoring our progress, the Office of the President directs the Diversity and Equity Committee (DEC) to request and receive periodic updates from each department/office or committee assigned with completing the tasks outlined in this plan. DEC will provide status and progress reports to the campus community.
- B. **Policy.** The Office of Academic Affairs and the Student Life and Academic Atmosphere Committee (SLAAC) will place on its agenda, at the beginning of the fall 2015 semester, a review of the faculty policy and procedures for reporting and investigating concerns of bias and discrimination in the classroom.
- C. **Learning Opportunities.** The Office of the President will sponsor a training workshop, conducted by an outside facilitator, for members of Cabinet. The workshop will focus on raising awareness and modeling inclusive leadership.

**IV.  Valuing Diversity**  *Develop and maintain consistent policies and practices that enrich our campus environment.*

A. **Policy:**

- **Hiring.** The Offices of Academic Affairs and Human Resources (HR) will work collaboratively to establish a common and/or consistent statement about the university's commitment to diversity and inclusion. Additionally, all application materials will require a statement about how the candidates will contribute to fostering a more inclusive campus environment.

- **Retention.** HR is currently working on the creation of a family parental leave policy. Should the policy not be completed by May 2015, HR will complete and disseminate the policy by the beginning of the fall 2015 semester.

**B. Practice:**

- The Offices of Academic Affairs and Human Resources (HR) will work collaboratively to establish guidelines and protocols to ensure a diverse pool of applicants for all faculty and staff positions. All departments will document search processes in adequate detail to allow for review when diverse candidate pools are not achieved. Each office will maintain records of instances when the necessary steps to generate diverse applicant pools were not followed.
- The School of Music (SOM) through its 21CM Initiative will continue to explore and incorporate programming and performance opportunities beyond the traditional Eurocentric model by including programming that highlights underrepresented musicians and musical styles (Sweet Honey in the Rock and Gabriela Frank).

**C. Admissions.** The Office of Admissions will focus on diversifying the admissions staff and expanding the geographic regions from which it recruits domestic and international students. Additionally, the office will provide training that emphasizes the recruitment of a more diverse student body.

**V. Sustaining Inclusion. Create and sustain an institutional infrastructure that effectively supports progress in achieving the goals of the Campus Inclusion Plan.**

During the 2015-16 academic year, the Office of the President will work collaboratively with the Diversity and Equity Committee (DEC) to solicit suggestions for and feedback on a long-term campus inclusion plan. DEC will periodically communicate to the community various opportunities for providing input and will report its progress to all campus constituents. DEC will provide a draft 2016-21 Campus Inclusion Plan to the Board of Trustees at its May 2016 meeting.