!
D!/)-C&!#C!&+'!,2-.!M-*!*+-)'/!M%&+!$'$(')*!#C!"-(%.'&!-./!&+'!6-$,1*!6#$$1.%&3!

¥ "-)#2%.'!A'&&#.!$#.%&#)'!&+'!,)#0)'**!#.!-6&%#.!%&'$*!#1&2%.'/!%.!&+'!NOPQ PR!6-$,1*!%.621*%#.!,2-.d!1,/-&'*!M')'!*+-)'/!M%&+!&+'!6#$$1.%&3!$%/M-3! &+)#10+!&+'!3'-)!-./!-&!&+'!'./!#C!&+'!-6-/'$%6!3'-)S !!>"!D,,'./%9!N!-./!T! C#)!&+'!;'6'$(')!NOPQ!-./!:-3!NOPR!1,/-&'*!)'*,'6&%X'23S !

¥ "-)#2%.'!A'&&#.E!-*!&+'!),)'*'.&-&%X'!C)#$!;%X')*%&3!-./!\a1%&3E!?IDD!D..'! B-))%*E!-./!B1$-.!G'*#1)6'*!)',)'*'.&-&%X'E!A-.-!@)%$'*E!$'&!M%&+!'-6+! *'-)6+!6#$$%&&"!1./')&-7%.0!-!&'.1)' <&)-67!*'-)6+!/1)%.0!&+'!-6-/'$%6! 3'-)S!

¥ "-)#2%.'!A'&&#.E!#.!('+-2C!#CX%%&3!-./!\a1%&3E!$'&!M%&+!F-&+3!?)-('67E! &+'!6+-%)!#C!&+'!I)'*%/'.&%-2!>'-)6+!"#$$%&&"E!&#!/%*61**!&+'!X-21'*!M'!+#,'! &#!*"'!*,#1*'/!-./!2%X'/!(3!&+'!.'9&!,)'*%/'.&S !

¥ D&!&+'!%.X%&-&%#.!#C!G'."!:-/%*#.E!"-)#2%.'!A'&&#.!-&&'./'/!&+'!5#-)/!#C! L)1*&"*!]. 621*%#.!"#$$%&&"!#.!U6&#(')!WS+'!-0'./-!M-*!-!C#22#M*4! e.%X')*%&3!%.621*%#.!X-21'*E!6-$,1*!62%$-&'!1,/-&'E<NRP!]. 621*%#.!I2-.! 1,/-&'E!6#$$%&&"!6+-)0'E!-./!C%X3'-)!%.621*%#.!,2-.!1,/-&'S!

(//.)84A'# '
NOPRNP!"-$,1*!].621*%#.!I2-.!
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!
!
51%2/%.0!-.!].621*%X'!"#$$1.%&!34!
;'I-1M!e.%X')*%&3!"-$,1*!I2-. !
NOPRNONP
!!
!B)2108*<240)
!!
;'I-1M!e.%X')*%&3f*!X-21'*!-)'!)'C2'6&'/!%.!%&*!PVTZ!6+-)&')E!M+%6+!/'62-)'/!&+-&!%&!

!!
8[2+03"%+*4"#$!+$(.4'&!>1'&!15!.#0-B$$7$'4!0(+&,-01(!3&'(!0(!4$>'4/!.1!-.,/$(.-!0-!
.1!+4$'.$!'(!0(+&,-0B$!'(/!9$&+160(>!$;3$40$(+$!514!'&&!6$6A$4-!15!!'!/0B$4-$!-.,/$(.!
A1/7!.#'.!+1B$4-!.#$04!$(.04$!D1,4($7!'-!'!6$6A$4!15!.#$!:$%',9!+166,(0.72!5416!.#$!
.06$!.#$7!'4$!341-3$+.0B$!-.,/$(.-!.#$4,>#!.#$04!&0B$-!'-!!$(>'>$/!'&,6(0E'$C
!!
-S!

)'C2'6&%.0!61))'.&!*&1/'.&!'9,')%'.6'*!-./!&+'!$#&%X-&%#.*!#C!*&1/'.&*!M+#!2'-X'!
&+'!e.%X')*%&3!,)%#)!&#!0)-/1-&%#.!M%22!('!1*'/!&#!01%/'!&+'!#.0#%.0!/'X'2#,$'.&!
-./!)'C%.'$'.&!#C!&+'!,)#0)-$*!& +)#10+!M+%6+!-22!*&1/'.&*!6#$'!&#!1./')*&-./!
&+'%)!'.0-0'$'.&!M%&+!&+'!;'I-1M!6#$$1.%&3S
$
!%S!;1)%.0!&+'!NG#PZR-6-/'$%6!3'-)E!&+'!UCC%6'*!#C!>&1/'.&!8%C'E!D6-/'$%6!
8%C'!-./!&+'!B1((-)/!'".&')!M%22!)'X%'M!-./!)'C%.'!&+#*'!,)#0)-$*!/'*%0.'/!
&#!,)#X%/'!-!€1./-&%#.!C#)!*&1/'.&*h!;'I-1M!'9,')%'.6'E!M%&+!-!*,'6%C%6!
C#61*!#.!=%)j&)U)%'.&-&%#.!-./!&+'!>#,+#$#)'!].*&%&1&'E!&#!'.*1)'!&+-&!
&+%*!C#1./-&%#.!%.6#),#)-&'*!%.C#)$-&%#.E!$-&')%-2E!&)-%.%.0*!-./!/%*61**%#.*!
*,'6%C%6-223!-//)'**%.0!/%X')*%&3!-./!%*%6#1-./!612&1)-2!6#$,'&'.63S
!!!!!!   !!!!!!!

%%%S!53!&+'!NOPZ-6-/'$%6!3'-)E!>&1/'.&!8%C'E!M%22!)'X%'M!-./!-**'**!-22!#C!
%&*!,)#0)-$$%.0!-./!'X'.&*!/'*%0.'/!&#!*1,,#)&!%.621*%X'.'**!-./!612&1)-2!
6#$,'&'.63!C#)!&+'!*&1/'.&!6#$$1.%&3E!%.621/%.0!-**'**%.0!-&&'./-.6'!-./!
%$,-6&S!
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%XS!;1)%.0!&+'!NOPZ-6-/'$%6!3'-)E!!>&1/'.&!8%C'!M%22!0-&+')!/-&-!#.!
&1/'.&!.''/!^)'*%/'.&%-2E!*#6%-2E!'/16-&%#.-2_!.#&!-/'a1-&'23!,)#X%/'/!(3!
&+'!)'.#X-&'/!612&1)-2!6'.&')*E!-./!M22!/'X'2#,!-!,2-.!C#)!-//)'**%.0!&+'*'!
.''/*S !
!
XS!>&1/'.&!8%C'E!%.!,-)&.')*+%,!M%&+'&%6'UC!;'X'2#,$'.&E!M%22!6#.&%.1'!
&#!'9,2#)'!%/'.&%C3%.0!*#6%-2!*,-6'!C#)!*&1/'.&*!&#!*+-)'!-./!6#*&!
,)#0)-$*!-./!'X'.&*S!! !
!!
!/S!D21$.%!\.0-0'$'.&S_'!L+)#10+!%.6)'-*'/!#1&)'-6+!-./!'9,-./'/!#,,#)&1.%&%'*!
6)'-&'/!(3!612&1)-223!6#$,'&'.&!;'X'2#,$'.&!-./ !D21$.%!\.0-0'$'.&!*&-CCE!
;'I-1M!M%22!/'X'2#,!-!$#)'!'.0-0'/!-./!/%X')*'!-21$.%!(-*'!M+%6+!%*!-6&%X'!%.!
(#&+!,)#0)-$$%.0!-./!0%X%.0S
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%S!!;1)%.0!&+'!!NOPZ-6-/'$%6!3'-)E!&+'!UCC%6'*!#C!D21$.%!\.0-0'$'.&!-./!
;'X'2#,$'.&!M%22!6#$,%2'!/'$#0)-,+%6!/-&-!)'0-)/%.0!-21$.%!,-)&%6%,-&%#.!
&#!('&&')!1./')*&-./!61))'.&!2'X'2*!#C!'.0-0'$'.&!%.!-21$.%!,)#0)-$$%.0!
-./!0%X%.0S
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!%%S!;1)%.0!&+'!!NOPZ-6-/'$%6!3'-)E!&+'!UCC%6'*!#C!D21$.%!\.0-0'$'.&!-./!
;'X'2#,$'.&!M%22!6#./16&!/%X')*%&3E!'a1%&3E!-./!%.621*%#.!&#)%&.0!C
&-CC!&#!%.6)'-'!&+'%)!612&1)-2!6#$,'&'.6%'*S
!
%%%S!;1)%.0!&+'!NOPZ

-SB%)%S!=-612&3!+%)%.0!%*!#C&'.!-6-1/6#$%&$'.&!&#!&+'!e.%X')*%&3!-./!
&+'!C-612&3!$'$(')S!!;'I-1M!*&)%X'*!&#!)'6)1%&!&#,!C-612&3!$'$(')*!M+#!-)'!
6#$$%&&'/!&#!,)#X%/%.0!-.!%22&6&1-223!6+-22'.0%.0!-6-/'$%6!'9,')%'.6'!C#)!#1)!
&1/'.&!-./!M+#!1./')*&-./!-./!X-21'!&+'!/%X')*%&3!)'C2'6&'/!(3!#1)!*&1/'.&*h!
'9,')%'.6'*!-./!-.!%.621*%X'!62-**)##$!'9,')%'.6'S !
!!
%S!;1)%.0!&+'!NG#PZR-6-/'$%6!3'-)E!&+'!UCC%6'!#C!D6-/'$%6!DCC-%)*!M%22
6#./16&!#.0#%.0!)'X%'M!#C!*'-)6+!,)#6'/1)'*!C#)!C-612&3!,#*%&%#.*E!M%&+!
%.,1&!C)#$!&+'!=-612&3!I')*#..'2!I#2%63!-./!G'X%'M!"#$$%&&"!^G'X%'M!
"#$$%&&"_!-./!&+'!;%X')*%&3!-./!\a1%&3!"#$$%&&"S!!>'-)6+!,)#6'/1)'*!M%22!
('!1,/-&'/!-..1-223!M%&+!-&&'.&%#.!&#&)-&'0%'*!C#)!)'6)1%&%.0!/%X')*'!
6-./%/-&'*!&#!C-612&3!,#*%&%#.*S
!
%%S!L+'!UCC%6'!#C!D6-/'$%6!DCC-%)*!M%22!)'X%'M!&+'!/%X')*%&3!#C!&+'!,##2!#C!
C-612&3!6-./%/-&'*!-./!6#.*%*&'.&23!)'a1%)'!/',-)&$'.&*!-./!,)#0)-$*!&#!
/'$#.*&)-&'!'X%/'.6'!#C!&+'%)!'CC#)&*!&&)-6&!-!/%X')*'!,##2!#C!6-./%/-&'*!

!
%%S!;1)%.0!&+'!NOPQRY!-6-/'$%63'-)E!&+'!=-612&3!;'X'2#,$'.&!"#$$%&&"!
M%22E!%.!6#22-(#)-&%#.!M%&+!&+'!?%6'!I)'*%/'.&!#C!D6-/'$%6!DCC-%)*E!%/'.&%C3!
C1./%.0!#,,#)&1.%&%'*!-./!,)#X%/')'6#$$'./-&%#.*!&#E!&+'!?%6'!I)'*%/'.&!
C#)!D6-/'$%6!DCC-%)*!#.!C1&1)'!,)#0)-$$%.0!%.!&+'*'!-)'!*S
!
%%5%%%..%.0!&+'!NOPQRZ!-6-/'$%6!3'-)E!-./!6#.&%.1%.0!-..1-223E!L+'!;'-.!
#C!=-612&3E!=-612&3!;'X'2#,$'.&!"##)/%.-&#)E!D**#6%-&'!=-612&3!;'X'2#,$'.&!
"##)/%.-&#)*!^C#)!kE!>E!-./!K_!-./!;%)'6&#)!#C!&+'!K)%&%.0!I)#0)-$E!M%22!
M#)7!&#0'&+')!&#!'.*1)'!&+-&!&+'!*6+'

'CC'6&%X'23!0-&+')!%.C#)$-&%#.!-(#1&!M+3!'$,2#3'"*!2'-X'!^'9%&!%.&')X%'M*_S!!
B1$-.!G'*#1)6'*!M%22!M#)7!6#22-(#)-&%X'23!M%&+!&+'!)'*,'6&%X'!X%6'!
,)'*%/'.& *!&#!%/'.&%C3!&+'$'*!-./!*&)-&'0%'*!&#!-//)'**!+%0+!)-&'*!#C!&1).#X')!
-./!/',-)&$'.&-2!*166'**'*!-./!6+-22'.0'*S !
!
%%S!;1)%.0!&+'!NOPZE6-/'$%6!3'-)E!B1$-.!G'*#1)6'*!M%22!M#)7!
6#22-(#)-&%X'23!M%&+!*&-CC!/',-)&$'.&*!&#!6)'-&'!-./!%$,2'$'.&!-!*')%'*!#C!
)'a 1%)'/!*1,')X%*#)3!&)-%.%.0!,)#0)-$*!&#!*1,,#)&!-./!'.+-.6'!&'-$ <
(1%2/%.0E!6#.C2%6&!$-.-0'$'.&E!612&1)-2!6#$,'&'.63E!-./!%.621*%#.!*7%22*S!!
L)-%.%.0!,)#0)-$*!M%22!('!%$,2'$'.&'/!-./!6#.&%.1'/!-..1-223S !
!
%%%S!;1)%.0!&+'!NOPZE6-/'$%6!3'-)E!-./!6#.&%.1%.0!..1-223E!B1$-.!
G'*#1)6'*!M%22!,)#X%/'!-!M#)7*+#,!#,'.!&#!-22!*&-CC!-(#1&!#.'!#C!&+'!
C#22#M%.04!612&1)-2!6#$,'&'.63!-./`#)!6#.C2%6&!$-.-0'$'.&`)'*#21&%#.S
!
%XS!5'0%..%.0!%.!NOPZE!B1$-.!G'*#1)6'*!M%22!)'X%'M!*&-CC!,)#$#&%#.*E!
,'6%C%6-223!&#!'X-21-&/&M%&+!0'./')!-./!)-6`'&+.%6%&3S!!
!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! !
!!
!!
6S!!)#C'**%#.-2!;'X'2#,$'.&S !L+'!e.%X')*%&3!%*!6#$$%&&'/!&#!,)#X%/%.0!-./!
*1,,#)&%.0!&+'!#.0#%.0!,)#C'**%#.-2!/'X'2#,$'.&!#C!*&-CC!-./!/',-)&$'.&*!&#!
1&-%.!-.!-6-/'$%6!6#$$1.%&3!&-&!C#*&')*!/%X')*'!-./!%.621*%X'!*#6%-2!-./!
61))%612-)!,)-6&%6'*!-./!'9,')%'.6'*S!
!
%S!53!:-3!NOPZE!&+'!UCC%6'!#C!B1$-.!G'*#1)6'*!M%22!%/'.&%C3!-./!#CC')!
,)#C'**%#.-2!/'X'2#,$'.&!#,,#)&1.%&%'*!&#!-22!*&,'2#3'"*!#.!-.!-..1-2!(-*%*S!!!
].!-//%&%#.E!&+'!%X')*%&3!M%22!-2*#!#CC')!-22!*&,'2#3'"*!#,,#)&1.%&%'*!&#!
,-)&%6%,-&'!%.!,)#C'**%#.-2!/'X'2#,$'.&!*,'6%C%6-223!)'2-&'/!&#!&#,%6*!#.!
/%X')*%&3E!'a1%&3!-./!%.621*%#.S!!"-$,1*!2'-/')*+%,!M%22!'.6#1)-0'!-./!
*1,,#)&!'$,2#3'"!,-)&%6%,-&%#.!%.!*16+!#,,#)&1.%&%'*S
!
%%S!;1)%.0!&+'!NOPZE6-/'$%6!3'-)E!!&+'!UCC%6'!#C!B1$-.!G'*#1)6'*!M%22!
M#)7!6#22-(#)-&%X'23!M%&+!)',)'*'.&-&%X'*!C)#$!*&-CC!/',-)&$'.&*!&#!)'X%'M!
-./!)'6#$$'./!-!.'M!$#/'2!#C!*&-CC!,')C#)$-.6'!-,,)-%*-2!*3*&'$!C#)!
%$,2'$'.&-&%#.!/1)%.0!&+'!NOPZE!MO!-6/'$%6!3'-)S!!
!!
8OC7!880%$+,9$3"4 !8(!'//0.01(!.1!0(0.0'.0B$-!51+,-$/!1(!-3$+050+!>41,3-!1(!+'63,-2!
'(!1B$4'&&!0(-.0.,.01('&!'3341'+#!.1!0(+&,-01(!90&&!4$N,04$!.#'.!.#$!$(.04$!+166,(0.7!
A$!$(+1,4'>$/!.1!+16$!.1>$.#$4!0(!'!-#'4$/!-$(-$!15!.#$!06314.'(+$!1$B$&130(>!1,4!
+'3'+0.7!.1!&0B$!'(/!914<!.1>$.#$4!0(+&,-0B$&7C
!!
-S!!%**%#.!>&-&'$'.&$D!0##/!$%**%#.!*&-&'$'.&!%*!-.!%$,#)&-.&!&##2!%.!/%*6').%.0!
&+'!/%)'6&%#.!#C!-.!%.*&%&1&%#.E!-./!C#)!,)#X%/%.0!-!2%&$1*!&'*&!C#)!.'M!-./!'9%*&%.0!
,)#0)-$*E!,)#J'6&*! -./!-6&%X%&%'*!+#*&'/!(3!&+'!e.%X')*%&3S!]&!%*!-,,)#,)%-&'!C#)!

)',#)&!#C!6-$,1*!*-C'&3!6#.6').*!-./!%.%&%-&%X'*!1./')&-7'.!&#!'.+-.6'!&+'!
-C'&3!#C!-22!$'$(')!#C&+'!6-$,1*!6#$$1.%&3S
!
%%S!@)".6-*&2'S!!;1)%.0!&+'!NRZP-/'$%6!3'-)E!&+'!e.%X')*%&3!M%22!M#)7!
6#22-(#)-&%X'23!M%&+!&+'!@)".6-*&2'!6#$$1.%&3!&#!6)'-&'!-!6#$$%&&"!#.!
*-C'&3E!%.621/%.0!-!,2-.!&#!6#$$1.%6-&'!%.C#)$-&%#.!/%*61**'/!-./!6+-.0'*!
%.!,#2%6%/!,)-6&%6'*S!
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8S‼1%1)*'?)1&)68*

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-S!!!L+'!e.%X')*%&3!6#$$%&*!&#!/)%X0%#.0#%.0!*1,,#)&!&#!/',-)&$'.&*!
-./!,)#0)-$*!-./!&+'!>6+##2!#C!:1*%6!%.!&')$*!#C!*+-)%.0!/-&-E!%/'.&%C3%.0!
."/*E!-./!-**%*&%.0!M%&+!#.0#%.0!/-&-!6#22'6&%#.S!!"#.&%.1%.0!-..1-223E!
/',-)&$'.&!6+-%)*!-./!,)#0)-$!/%)'6&#)*!M%22!)'6'%X'!/-&-!#.!'.)#22$'.&* !
%.!&+'%)!$-J#)*!^'S0SE!(3!0'./')!-./!(3!'&+.%6%&3_E!-./!#.!&+'!)'*12&*!#C!
)'6'.&!6-$,1*!62%$-&'!*1)X'3*E!-2#.0!M%&+!-**%*&-.6'!%.!%.&'),)'&%.0!&+'!
/-&-!C)#$!&+'!UCC%6'!#C!].*&%&1&%#.-2!G'*'-)6+E!UCC%6'!#C!&+'!G'0%*&)-)E!-./!
>&1/'.&!8%C'S
!
(S!;',-)&$'.&*E! ,)#0)-$*E!-./!&+'!>6+##2!#C!:1*%6!M%22!('!-*7'/!&#!)',#)&!
-..1-223!#.!&+'%)!M#)7!%.!&+'!-)'-*!#C!/%X')*%&3!-./!%.621*%#.!&#!&+'!?%6'!
I)'*%/'.&!C#)!D6-/'$%6!DCC-%)*E!;'-.!#C!=-612&3E!-./!>'.%#)!D/X%*#)!&#!&+'!
I)'*%/'.&!C#)!;%X')*%&3!-./!"#$,2%-.6'S
!!
!!
NI'N0==*)427'9)@+@.=.)2 !
!!
8D?A,*$.6/'2@6."*4%41B0/$!'!9$&+160(>!'(/!$(>'>0(>!-3'+$!514!R4$$(+'-.&$!
4$-0/$(.-2!'&,6(0!'(/!540$(/-!.1!0(.$4'+.!1(!+'63,-C !
!
K'26#$%.0!?%*%&#)!*$)!')!&#!'.*1)'!'X')3#.'!M+#!X%*%&*!;'I-1Mh*!6-$,1*!+-*!
-66'**!-./!C"2*!M'26#$' /E!M'!."/!&#!,-3!62#*'!-&&'.&%#.!&#!&+'!-66'**%(%2%&3!-./!
M'26#$%.0!.-&1)'!#C!;'I-1Mh*!,+3*%6-2!6#$$1.%&3!'.0-0'$'.&S!!!
!
;1)%.0!&+'!NOPQPV!-6-/'$%6!3'-)E!*&-CC!)',)'*'.&-&%X'*!C)#$!&+'!UCC%6'*!#C!
51*%.'**!-./!=%.-.6'!-./!I)'*%/'.&!M%22!)'X%'M!-./!'X-21-& '!%$,)#X'$'.&*!&#!
*%0.-0'!-./!-66'**%(%2%&3S!!D//%&%#.-223E!e.%X')*%&3!)',)'*'.&-&%X'*!M%22!*"7!%.,1&!
C)#$!&+'!@)''.6-*&2'!6#$$1.%&3!&#!%/'.&%C3!M-3*!%.!M+%6+!&#!$-7'!&+'!6-$,1*!
$#)'!M'26#$%.0S!
!!
88D71880%$.6+$1%*'2+)6+"&,64$'.$!'!614$!/$.'0&$/!0(.$4('&!'(/!$;.$4('&!
+166,(0+'.01(-!-.4'.$>7!.1!5,4.#$4!$(40+#!.#$!4$&'.01(-#03-!A$.9$$(!0(B$-.$/!
+1(-.0.,$(+0$-2!0(+&,/0(>!A,.!(1.!&060.$/!.1!'&,6(02!540$(/-2!5'+,&.72!-.'552!-.,/$(.-!'(/!
.#$!90/$4!R4$$(+'-.&$!+166,(0.7C
!!
!- !!K '(*%&'!D!e.%X')*%&3!M'(!*%&'!*+#12/!('!-!,2-6'!&#!6#.X'3!&+'!$%**%#.!-./!
X%*%#.!#C!&+'!e.%X')*%&3E!('!-!)'*#1)6'!C#)!61))'.&!*&1/'.&*E!-./!-&&)-6&!,)#*,'6&%X'!
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Building an Inclusive Community: DePauw University Campus Plan

2015-16 Academic Year

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

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

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

DePauwÕs Non-Discrimination Statement also demonstrates our commitment to an inclusive community: Ò[t]he University encourages a workplace and learning environment free of discrimination, harassment, and/or inappropriate treatment of any employee, student or guest because of any personÕs race, sex, color, creed, religion, age, national origin, sexual orientation, veteran status, gender identity, gender expression, disability, or any category protected under federal, state or local law.Ó However, as a community, we need to consider: how we define diversity and whether our definition is broader than the aforementioned identities as well as what our University vision is for our collective efforts in building a more inclusive community.

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

This document outlines our plan for the 2015-16 year to be more intentional in our efforts to become a more inclusive campus. We deliberately planned for one academic year, knowing that a more robust, five-year plan to support our mission would be developed

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

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

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

workshops for faculty, including at least one workshop conducted by an outside

privilege, and diversity but that does not fit neatly into the programs mentioned above for course development and renewal or other existing Faculty Development programs. We encourage

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

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

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

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

II. Creating an Inclusive Community. Develop and sustain a sense of community which includes an environment where every member of our campus feels empowered to thrive and contribute equally.

    A. Education and Awareness. The Office of Student Life will continue to offer community forums and training workshops for staff and the local law enforcement community that focus on interactions with underrepresented groups.

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

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

B. Community Space. The Office of Student Life will seek to identify opportunities for developing a new campus space for students to share and host events for increased student dialogue and social programming.

December 2015 Update from Vice President for Student Life Christopher Wells: More significant work has been done in the identification of students' social space. The primary spaces identified are the Union Building atrium and the Longden dining hall space, but there have also been discussions about the