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When Change is Not Enough: A Historic Review of Diversity Initiatives at DePauw University

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When change is not enough:
A Historic Review of Diversity Initiatives at DePauw University
Dakota N. Watson
April 13th, 2015

Sponsor: Dr. Christopher Wells
Committee: Amy Welch, Dr. Beth Benedix

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“Perseverance is a great element of success. If you only knock long enough and loud enough at the gate, you are sure to wake up somebody.”

-Henry Wadsworth Longfellow

The process of writing this thesis has been long and tedious, full of many late nights and even longer days. I would not have been able to have completed this thesis without the support of my thesis committee: advisor Dr. Christopher Wells, Amy Welch and Dr. Beth Benedix, my family: my father (Kenny Watson), my mother (Jennifer Watson), and my brother (Brayden Watson), and my friends: Tess Handy, Erin Tolar, Thomas Miller, Anna Gawlik, and Ryan Pranger, as well as everyone else who has made my DePauw experience truly unforgettable.

This thesis is meant to be a history of diversity initiatives at DePauw University with a particular focus on institutional trends that have prevented students of color from receiving the full benefits of the university. This thesis examines multiculturalism with a focus on population percentages, curriculum reform, and overall campus climate. Additionally, the thesis presents future steps the University can use to adapt to the 21st century and achieve its goal of becoming a top liberal arts institution. In order to understand these recommendations this thesis has been designed to start with the broad historic facts before focusing on the last ten years specifically. Overall this thesis presents and then defends the argument that DePauw University has not placed a priority on becoming a diverse campus, and therefore has failed to live up to its own vision and principles.

Introduction

Brief History of DePauw

In 1837 the residents of Greencastle, Indiana raised \$25,000 (which is equivalent to \$609,756.10 by today's standards when adjusted for inflation)¹ in order to bring a university to the town. Despite the large sum required the local Methodist Church was able to raise the necessary funds, and on January 10th, 1837 the General Assembly of Indiana granted the charter for Indiana Asbury University to the town of Greencastle. Although the University was named in honor of the first American bishop of the Methodist Episcopal Church, Francis Asbury, the University changed its name in the 1870s to honor the life-saving financial contributions of Washington C. DePauw. His contributions of more than \$600,000 (which is equivalent to \$10,909,090.91 by today's standards when adjusted for inflation²) saved the campus, assisted in the thirteen-year creation of the iconic East College, and oversaw the creation of the School of

¹ "Inflation Calculator" accessed March 9th, 2015, <http://www.davemanuel.com/inflation->

² "Inflation Calculator" accessed March 9th, 2015, <http://www.davemanuel.com/inflation-calculator.php>.

Music in 1884.³ The next 145 years would see the university go through eighteen presidents, the creation and expansion of the campus landscape, and many millions of dollars given to support the mission of the university. The original vision for the institution evolved over the generations, leading to the following 21st-century statement of the University's mission:

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. (Adopted by the Board of Trustees in January, 2006)⁴

This mission statement claims a status for DePauw as a top liberal arts institution. However, as this paper will demonstrate, even a top post-secondary institution has room to grow and adapt in an ever-evolving world.

Snapshot of DePauw Today

Since the founding of DePauw University, the institution has been focused on providing a rigorous liberal arts education. While each generation of students has changed DePauw in their own way, the fact that students can graduate with a strong academic foundation as well as strong social skills and experiences has remained constant throughout the years. Focusing on these two core aspects of the DePauw experience, academic and student Life, this section of the paper will attempt to outline the education students at DePauw University currently experience.

Starting with the academic side of the education, DePauw University has many noteworthy accomplishments. DePauw has been a top producer for both the Teach for America

³ "History and Tradition" accessed March 9th, 2015 <http://www.depauw.edu/about/history-traditions/>

⁴ "The University" accessed March 9th, 2015 <http://www.depauw.edu/academics/catalog/university/>

program and the Fulbright fellowship program for seven of the last eight years.⁵ Additionally, DePauw University has an impressive freshman to sophomore retention rate of 93%, while maintaining a reasonably strong four-year Graduation Rate of 76%.⁶ The students attending DePauw University have the opportunity to study in one of more than thirty-three different academic departments while enjoying the 10-to-1 students to faculty ratio. The intentionally small class sizes allow for students to have a close working relationship with each of their professors, which translates to students having a greater connection to the material, as they are able to connect experiences they make in real life to examples during the class discussion.

While the University's primary goal is for each student to obtain a top-notch liberal arts education in the classroom, students at DePauw University also benefit from a wide-array of extracurricular and co-curricular opportunities. The Office of Student Life, working closely with DePauw Student Government, offer more than 140 student organizations, 26 Greek opportunities, and 21 Division III athletic teams to its roughly 2,300 students. These organizations allow for students to supplement their course work during an opportunity that allows them to directly use the information they learn in the classroom. Furthermore, these opportunities also provide additional skills for students that can only be taught through experience such as how to work in a team, how to understand their personal leadership style, and how to develop potentially lifelong interests, skills, and hobbies.

Another notable element of today's DePauw University is the alumni support. After 176 years of success, DePauw is proud to have more than 35,000 alumni. Thousands of these alumni contribute yearly to the University. Additionally, the DePauw Alumni Engagement Office works

⁵ "DePauw Again Among USA's Top Producers of Fulbright Awards" accessed March 10th, 2015 <http://www.depauw.edu/news-media/latest-news/details/30417/>

⁶ "Quick Facts" accessed March 10th, 2015 <http://www.depauw.edu/about/quick-facts/>

to host the annual Alumni Reunion, supports the GOLD Council and regional chapters around the United States, provides lectures about alumni experiences in the world after DePauw and hosts students for internships. With the support from Alumni Association and the Board of Visitors, the forty-two members of the Board of Trustees run the strategic operations of the institution. The Board of Trustees meets three times per year in order to set the yearly operational budget, accept large-scale donations from Alumni, and to continue to ensure the operations of the University are providing an education that best aligns with DePauw's mission statement.

The Board of Trustees selected President Brian W. Casey to manage the University in 2008. As the 19th president, Dr. Casey oversees his direct cabinet members who in turn continue to oversee the administration and staff of the university. Officially taking office on July 1st, 2008⁷ Dr. Casey quickly began working on creating the foundation for the future of DePauw. He worked to create a campus plan ("DePauw 2020") that matches a rigorous and highly respected liberal arts education with a complete residential campus that provides resources and opportunities for extracurricular engagement for all students. This plan as well as many initiatives that have occurred over the last seven years of President Casey's term will be examined throughout this paper when the plan allows for an illustration of the issues of multiculturalism and inclusiveness at DePauw.

Together the mission statement and the current snapshot of DePauw's education demonstrates that DePauw believes it is providing one type of education, when it really is falling short of the university's goals. Throughout this paper I will demonstrate that DePauw has a

⁷ "President Brian W. Casey: A biography of DePauw's 19th President, accessed March 12th, 2015 <http://www.depauw.edu/about/president/biography/>

history of being a divided campus, an academic “Tale of Two Cities,”⁸ when it comes to the student experience. Indeed, over the past year the campus has been engulfed in discussions concerning the campus climate and failures of inclusiveness that seem to affect some students much more than others. Campus forums and members of historically underrepresented groups on campus have voiced their opinions about the lack of equality and inclusion that the campus has shown to many students, staff, and faculty. These individuals, particularly the students, have opened up to share emotionally charged stories of their experiences. With each conversation more and more individuals have realized that there is indeed an ongoing problem that is preventing some students from obtaining the level of education DePauw promises. Noticing the problem, administration and student leaders have for a number of years been attempting to address the issue, but I believe there is a larger problem at hand. I believe that DePauw will never meet the aspirations of being a top-notch university until it addresses the larger problem that is interwoven into the fabric of the institution. Indeed, research into the institutional records has shown a repetitive pattern of the same concerns being expressed over and over. Therefore, this paper will work to provide further context about the pattern of the response to these issues over the years. Once we have a general context that documents the pattern of institutional failures, it will be possible for the institution to fully acknowledge the scope and complexity of the problem and make the large scale changes necessary to insure that every student experiences the ideals outlined in the DePauw University mission statement.

Structure of the thesis

⁸ “2007-2008 Campus Climate Task Force for Faculty, Staff, and Students of Color” last modified August 2008, <http://www.depauw.edu/files/resources/2007-2008-dpu-task-force.PDF> pg. 3.

This section of the thesis is meant to explain the layout of the material to follow, the limitations of the paper, and my motivation behind writing this paper. The sources used throughout this paper are largely the institutional records of the university. Under the past two University presidents, Dr. Robert Garvin Bottoms (1986-2008) and Dr. Brian W. Casey (2008-present), DePauw has been evaluated through various task forces and working groups. The reports of these bodies will be examined, as well as the minutes of several standing faculty committees and the records of the monthly faculty meetings. By examining the records of these minutes, I will attempt to document the trends on a semester-by-semester basis for the last ten years. The final section of this paper will use institutional records from other Great Lakes Colleges Association (GLCA) schools, as well as secondary sources from established scholars of multicultural education in order to better identify the ways in which the trends of institutional failure can be addressed.

Drawing upon the raw material of sources listed above, this thesis will be divided into three sections. First, this introduction; second, a consideration of the “History of the Institutional Failure,” and finally, a set of recommendations on how DePauw can make the necessary adjustments to better follow the vision set out by the founders and mission statement. The section on DePauw’s history outlines notable advancements in the history of the university as it attempts to become more diverse, as well as a documented trail of the persistent issues related to diversity. In the recommendation section, an explanation of how DePauw should move forward will be presented. These recommendations will align with the best practice of DePauw’s sister universities as well as those suggested by experts on multicultural education. Finally as DePauw uses many acronyms and has different names for committees that serve similar purposes to those of other schools, Appendix A: Reference, will outline and describe several key terms.

Before continuing to the “History” section I would like to conclude the introduction by examining the limitations of this paper and my motivations behind researching and writing on this subject. Speaking first to the limits of the paper, I should first point out that DePauw University does not have an institutional definition of diversity. This has created challenges in analyzing the source materials for this paper and in evaluating them against an understanding of the institution’s goals for diversity. This lack of definition does not supply a clear concise position according to which the University initiatives that pertain to diversity and inclusion can be judged. Additionally, I am not the first to raise the issue of the lack of a diversity definition from DePauw, as the reports from task forces and university committees about diversity have typically composed a definition to include the following groups of individuals: women, first-generation college students, African Americans, Latinos/Hispanics, and international students. Therefore, based on the fact that there is no institutional working definition that I can use for this paper, I have decided that I will primarily focus my analysis on the representation of African Americans at DePauw. As the recent campus conversations have been primarily centered on issues of race and inclusivity connected to our African America/Latino/Hispanics population, I will devote the majority of my paper to those topics concerning these groups rather than those connected to women, LGBT, first-generation students, and international students. Additionally, in the *2007-2008 Campus Climate Task Force for Faculty, Staff, and Students of Color* (published August 2008) the committee followed the same format when handling the issue of the absence of a university diversity definition. Therefore, while I would support the inclusion of these historically underrepresented groups in the University’s definition of diversity, they fall outside the scope of this paper.

The final element of the introduction I wish to present pertains to my own privilege and motivations in writing this thesis. I am a white senior student at DePauw University who is writing this thesis for my Honor Scholar senior capstone project. I serve many roles on campus including being the Student Body President and a member of a fraternity. I was born in and raised here, in Greencastle, IN, by both of my parents, and I am the first in my family to attend college. I recognize that I am a white male who has corresponding privileges. However, I am not writing this paper just to satisfy a requirement of an academic program, but rather because I truly believe that everyone should have the same opportunities and ought to be judged based on who they are, not on their cultural identity. Because of the education I received from my parents prior to attending DePauw, and because of the influence of individuals who have shaped my experience at DePauw, I have always believed that you can't judge a book by its cover. At the end of the day, I understand I have privilege, but I plan to use the experiences I have received over the last four years at DePauw (many of which may be a result of my privilege) to provide a perspective on how we can provide equal footing for everyone on campus. I also would like to state that I am not attempting to speak for everyone who has been in my position.

History of the Institutional Failure

Since its founding, DePauw historically had a slow rate of adapting to change. For example, it was not until June 1867 that the Board of Trustees voted to “receive Female students into the regular College classes of the University.”⁹ And even then this was a decision primarily made because the university saw fewer men applying due to the American Civil War¹⁰.

⁹ “Chapter One: The Indiana Asbury Years (continued)” accessed March 14th, 2015, <http://my.depauw.edu/library/archives/ehistory/chapter1/index11.htm>

¹⁰ “Chapter One: The Indiana Asbury Years (continued)” accessed March 14th, 2015, <http://my.depauw.edu/library/archives/ehistory/chapter1/index11.htm>

Furthermore, it would be over twenty years later before Tucker Wilson (1859-1925)¹¹ would become the first African American to graduate from DePauw. At the 1997 tribute and dedication to Mr. Wilson, when the university officially announced that he was the first African American to graduate from DePauw, President Bottoms stated, “clearly a lot has changed at DePauw since 1888.”¹² Dr. Bottoms made this statement as he referenced the fact that in 1997 African-Americans made up 6.7% of the student body. Furthermore, he concluded the tribute by declaring that, “clearly a lot more needs to change.”¹³

During the time between the graduation of Mr. Wilson and the beginning of the presidency of Dr. Bottoms, the university saw very few initiatives or little emphasis placed on creating a diverse university. One notable development in this nearly one hundred year span was the student experience of two notable alumni of DePauw University. These two individuals are Percy Lavon Julian’20 and Vernon Jordan’57, and their experiences are worth relating because they speak to both the potential for profoundly valuable education that DePauw might offer to all of its students, but also the ways in which DePauw can fail to make the most of this potential.

As a child, Dr. Julian (1899-1975) was raised to value his educational opportunities by his parents Elizabeth and James Julian. Upon graduating from high school, Dr. Julian left his family behind in Alabama when he departed for DePauw in 1916. While at DePauw, Julian suffered from an inadequate high school preparation and financial pressures not felt by many of

¹¹ “Jessica Parks ’06 Carries on ‘Proud Legacy’ of 1888 Graduate Tucker Wilson” accessed April 13th, 2015 <http://www.depauw.edu/news-media/latest-news/details/17904/>

¹² “DePauw’s First African-American Graduate, Tucker Wilson (1888), is Remembered,” accessed April 13th, 2015 <http://www.depauw.edu/news-media/latest-news/details/20620/>

¹³ “DePauw’s First African-American Graduate, Tucker Wilson (1888), is Remembered,” accessed April 13th, 2015 <http://www.depauw.edu/news-media/latest-news/details/20620/>

his fellow classmates. Nevertheless, Dr. Julian prevailed, through hard-work and professional demeanor, to graduate first in his class and to be elected to Phi Beta Kappa.¹⁴

Following graduation, Dr. Julian proceeded to Fisk University where he was an instructor of chemistry. In 1924 he earned a master's degree from Harvard University and in 1931 he earned a doctorate from the University of Vienna. Then in 1933 Dr. Julian returned to his alma mater to direct senior chemistry projects as a research fellow in the Minshall Laboratory. By 1936, Dr. Julian and his Colleague, Joseph Pikl, were able to publish 11 articles in the *Journal of American Chemical Society*, which would allow his reputation to grow as a world-renowned chemist. From 1936 until his death from liver cancer in 1975, Dr. Julian would continue to seek opportunities to further his research. After being denied teaching positions from many institutions, including DePauw, he turned to the Glidden Company where he was able to further develop many inventions derived from the soy beans research that had made him famous. These inventions would end up saving thousands of lives during World War II, as well as provide a technological foundation for many products we use today in our daily lives. Just before his death, Dr. Julian founded the Julian Laboratories and the non-profit Julian Research Institute.

The life and work of Dr. Julian is significant for the history of DePauw, according to Leslie R. James, an associate professor of Religious Studies and director of the Black Studies Program has argued: "It must be considered that Dr. Julian is probably DePauw's most famous scientist, and one whose life is very much at the core of what DePauw seeks to be: a mirror of national and global community. Continuous reflection on his life will help DePauw renew its

¹⁴ "The Life of Percy Lavon Julian '20" accessed April 13th, 2015, <http://www.depauw.edu/news-media/latest-news/details/22969/>

mission and purpose.”¹⁵ Reflecting on this quote, it can be seen that throughout the first half of the 20th century, DePauw University was a place that accepted African American students, but failed to support them and to recognize their contributions to society. An example of this lack of recognition of success is when the Board of Trustees refused to hire Dr. Julian as a tenure-track professor. In a letter to the editor of *The Chicago Tribune*, Dr. Bottoms, the 18th, president of DePauw stated, “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.”¹⁶ Eventually the Board of Trustees would come around to the notion that Dr. Julian was a prestigious alumni who had contributed greatly to the recognition of the institution when they named him as a member of the Board of Trustees in 1967 and then again in 1980 when they rededicated the mathematics and physical science department building as the Percy L. Julian Science and Mathematics Center.¹⁷ However, it is important to note that while these two moments of high-recognition for Dr. Julian were important in the 1980s; they do not change the fact that the life of Dr. Julian can be used to illustrate the limited importance of diversity at DePauw throughout the first three-quarters of the 20th century. Dr. Julian had many opportunities to give up. He did not have the support of DePauw; in fact it can be argued that DePauw was holding him back. If it had not been for his early upbringing by his parents, who had instilled the value of education and learning into him, he would not have made it through

¹⁵“The Life of Percy Lavon Julian ‘20” accessed April 13th, 2015, <http://www.depauw.edu/news-media/latest-news/details/22969/>

¹⁶ 2007-2008-dpu-task-force pg. 40

¹⁷ “Chapter Four: DePauw Since 1941: Percy L. Julian” accessed <http://my.depauw.edu/library/archives/ehistory/chapter4/Julian.html>

DePauw and been a success on the world stage. Based on this fact, it has to be asked, what happened to the other African American students who also attended DePauw during the first half of the 20th century? Looking at how little support was given to the brilliant Dr. Julian, it can be assumed that other African American students did not receive adequate support from the institution that now promotes itself as a diverse learning environment.

While DePauw University would continue to admit African American students, it was not until 1953 that the next legendary African American alumnus would attend DePauw. Vernon Eulion Jordan attended DePauw until his graduation in 1957. He played on the basketball team¹⁸ and majored in political science.¹⁹ While Jordan would go on to earn a law degree from Howard University Law School and then become a legendary civil rights leader, and finally an advisor to Bill Clinton, the 42nd president of the United States, one notable aspect of Jordan's time at DePauw is also significant: the fact that he was the only African American student in his graduating class, and only among five other African American students to attend DePauw in the mid-1950s. This fact is important as it demonstrates that despite the early and at the time rising success of Dr. Julian, the institution had still not made efforts to significantly increase the number of African American students at DePauw. This fact is significant as it demonstrates the institution's inability to create a diverse student body in the later half of the 20th century. The last element of Vernon Jordan's career worth noting for this paper is the ways in which DePauw has promoted and leveraged Jordan's success in recent years. To highlight a few of these efforts: for DePauw's 175th Anniversary celebration Jordan served as the inaugural Distinguished Alumni

¹⁸ "Jordan, Vernon E. (1935-) accessed April 13th, 2015 <http://www.blackpast.org/aah/jordan-vernon-e-1935>

¹⁹ "Vernon Jordan '57 Returns to the 'Second Home of My Youth' to Mark DePauw's 175th Anniversary" accessed April 13th, 2015 <http://www.depauw.edu/news-media/latest-news/details/28213/>

Lecturer: Jordan also introduced President Clinton and served as his moderator during the 2011 Ubben lecture: and finally DePauw has highlighted that Jordan delivered the keynote address at the 25th annual Dr. Martin Luther King Jr. Holiday Breakfast in Minneapolis on Monday July 19th, 2015²⁰. Jordan's life-sized photograph is also displayed prominently in the University's Admission Building lobby. In summary, during the time Jordan was enrolled at DePauw, it can be seen that they university was not making a concentrated effort to make the campus more diverse; but in the last ten or so years, the university has made concentrated efforts to trumpet Jordan's successes.

The highlights of Dr. Julian and Mr. Jordan's lives are significant as they reveal a major flaw in the perceived notion that DePauw University has lived up to the language according to which it was chartered in 1837. DePauw was granted its charter because it said it would be a "seminary of learning' that was to be founded 'for the benefit of the youth of every class of citizens, and of every denomination, who shall be freely admitted to equal advantages and privileges of education.'"²¹ The early days of the University promised that each member would have equal access to the benefits of a 'DePauw education.' However, as we can see from the brief glimpses of history of Julian and Jordan's experience at DePauw, it can be seen that the benefits they and their fellow African American students received in relation were likely less robust than those received by their Caucasian peers. Furthermore, the stories of these two famous alumni provide some support to my argument that DePauw has a long history of being a "Tale of two cities" institution, since the first admittance of students who were neither white nor male. On

²⁰ "Vernon Jordan '57 to Keynote MLK Breakfast in Minneapolis" accessed April 13th, 2015, <http://www.depauw.edu/news-media/latest-news/details/31412/>

²¹ "Charter for Indiana Asbury University is Approved" accessed April 13th, 2015 <http://www.depauw.edu/news-media/latest-news/details/13668/>

the bright side, change was underway when the Board of Trustees selected Dr. Bottoms as the 18th president of DePauw in 1986.

In his 1986 inaugural address to DePauw, President Bottoms stated, “*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.*”²² This quote suggests that President Bottoms was keenly aware of the fact that, while DePauw University had an increasingly diverse student body, it was not a diverse institution. Furthermore, as can be seen from another statement from Dr. Bottom’s inaugural address, he was ready to spend his tenure as President to help make DePauw a diverse institution: “*Are we ready to expose our students, our faculty, and our curriculum to the diversity demanded by the world community?*”²³ Starting in his first year as president of DePauw, Dr. Bottoms charged a group to analyze the current state of diversity at DePauw. The result of this group’s work would be the first report on diversity in the history of DePauw, formally entitled *The 1987 Diversity Task Force Report*. President Bottoms would use this report as his guide as he addressed the campus climate and diversity issues highlighted in the report over his twenty-one-year tenure. At the end of his tenure as president in 2007, one of his final acts as president was to instruct a group to again analyze that status of diversity on DePauw’s campus. This group would produce *The 2007-2008 Campus Climate Task Force for Faculty, Staff, and Students of Color*. When compared, the 1987 and 2007-2008 reports allow for the achievements pertaining to diversity of Dr. Bottom’s presidency to be highlighted. Some of these bright points are the POSSE foundation scholarship (a foundation that identifies public high school students whom excel academically and have leadership potential, and then assists them with their college success by placing them in supportive, multicultural

²² 2007-2008-dpu-task-force pg. 53

²³ 2007-2008-dpu-task-force pg. 57

Posses), which he brought to DePauw in 2003, increasing the percentage of racially diverse students, and increasing the number of tenure-track faculty of color and women. However, while the two reports allow for the achievements of Dr. Bottoms to be highlighted, they also allow us to see the challenges in some multicultural education initiatives from that period that are still being fought today.

Using the task force reports, archives of faculty committee minutes, and the archives of DePauw Student Government, it is possible to see that a number of diversity initiatives have a prolonged history at DePauw. The initiatives pertaining to multicultural life and education at DePauw that will be tracked throughout this thesis are 1) A recruiting solution for inadequate student diversity and the related issue of students of color serving as the token representatives for their identity groups on campus 2) A stable focus on diversity in campus life from the Administration 3) Lack of consistent, required diversity training for students, administration, and faculty 4) The lack of a concerted effort to hire faculty of color 5) The lack of a multicultural element in the Curriculum. In the pages that follow, this thesis will illustrate the trends related to each of these initiatives and attempt to provide a brief explanation as to why they have not been addressed. The final section of this thesis will provide recommendations as to how to address these problems.

Before explaining each of the five multicultural education trends it is important to note the research process I have conducted to document these trends. First, reviewing the history of DePauw University has shown a history similar to that of many colleges in America. At the time of the University's formation it only allowed white male students, and then it began allowing females, and then other races. From that point on, DePauw University would continue to keep its student population somewhat diverse and occasionally have a notable alumni not be Caucasian,

such as Dr. Percy Julian or Mr. Vernon Jordan. However, it was not until 1987, at the inauguration of President Robert Bottoms, that the University began many initiatives to aggressively create a more diversified student body. Following the presidency of Dr. Bottoms, the inauguration of President Brian Casey brought many more changes. Unlike President Bottoms, President Casey did not begin his term with a task force on diversity. Rather, President Casey focused much of his first few years at DePauw addressing concerns relating to the budget, the curriculum, and image of DePauw in the world. While focusing on these issues he created the 2020 University Plan. As a result to the 2020 University plan, the campus has undergone many changes, most of which have been documented in the monthly faculty meeting minutes. Additionally, reports from specific groups, namely the Diversity and Equality committee, have supplemented these faculty minutes.

Based on this institutional documentation trail, I have conducted the following steps to reveal the trends this thesis is about to discuss. First, I reviewed the latest Diversity and Equity Committee report to attempt to gather the state of DePauw at the end of the 2013-2014 academic year. Upon reviewing this report, I then reviewed the 1987 and 2007-2008 Task Force Reports. After reviewing these three reports, I was able to see the trends that will be discussed in the following sections of this thesis. Once I had documented the trends, I then read the minutes from the last ten years of the monthly faculty meetings. While reviewing each month's record, I was able to highlight and note each part of the minutes that pertained to diversity issues. After reading and noting the faculty minutes, I typed up the sections, organized them by trends, and then further organized them by years within each trend. This work provides the framework for my mapping of the initiative trends from 1987 until today using all of the documentation I have outlined.

Trend 1: Inadequate student diversity and the relation to students of color serving as the token representative of their identity group for DePauw

“What kind of student body do we want to have at DePauw? Out of 3000+ applicants, how important are SAT scores? Other criteria? Especially if there’s no correlation between SAT scores and student success at DePauw. Should other criteria include Dean’s list, Phi Beta Kappa? What about diversity? Can we achieve a goal of 20 percent diversity? What about international students? Of 650 new students each year, how many will be international?”

-DePauw 18th President Bottoms, Faculty Meeting December 6th, 2004

When President Bottoms stated these words, he had already begun many initiatives to increase the number of students of color who attend the university. This thesis has demonstrated that before President Bottom’s 1987 task force report, DePauw University had consistently enrolled enough students of color to make up only a small percentage of the student body. Furthermore, as observed above, while DePauw University accepted African American students, they did not effectively recruit them in any significant numbers for many years.

Fast-forwarding to the start of this thesis’s documentation trail, the 1987 Diversity task report tells us that “This diversity cannot be in name only; it must also come in a concrete presence.” Interpreting this statement, it is possible to understand that one avenue of having a diverse student body is having a high percentage of the student body made up of students of color.

Looking at the numbers it is possible to see that “during the 1980s, domestic students of color made up less than 2% of the student population.”²⁴ These numbers are explained by the 1987 task force report when it reported that the success rate of four-year institutions across the United States recruit students of color was only 59% in the 1980s. Additionally, the report noted the decaying numbers of black students attending four-year universities was “because of competition from other schools and the difficulty of keeping abreast of ever more sophisticated

²⁴ 2007-2008-dpu-task-force pg. 2

and strenuous recruitment processes.”²⁵ Upon analyzing this section of the 1987 task force report it is possible to understand that the authors of this report believed that the way to increase the number of applicants was to make several changes to DePauw’s admission office and recruiting practices.

To start the discussion on increasing the number of minority students at DePauw, the 1987 task force report acknowledges the basic attempts that DePauw had made and then says, “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.”²⁶ While working with the high school counselors is an important first step in increasing the number of students of color, the report goes on to outline the following important ingredients to the entire ‘constant multi-layered’ plan. These ingredients include the increased use of ‘attractive scholarship and financial aid opportunities for minority students’, better use of recruitment resources and marketing strategies, and better use of recruitment materials in a way that is “outside the box” of normal admission practices. Every move should be in relation to creating an atmosphere around admissions that truly articulates the importance of diversity at DePauw. Additional suggestions made by the 1987 diversity task force places a greater emphasis on the admission team making more recruiting trips to diversely populated high schools, developing official networks and partnerships with off-campus organizations and individuals that have strong ties to historically underrepresented groups, and explicitly stating the University’s commitment to diversity. The report goes on to argue that the admission office must develop ways of recruiting students that is different from the traditional reliance on alumni to

²⁵ “1987 Diversity Task Force Report” accessed April 13th, 2015
<http://www.depauw.edu/files/resources/2007-2008-dpu-task-force.PDF> pg. 5

²⁶ 1987-Diversity-Report pg. 5

recommend the same types of applicants that had fueled DePauw for several generations.

Finally, the critical advice of the report is that the entire effort to increase diversity at DePauw must be from a university wide-*team* approach: “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.”²⁷

In order to understand the progress President Bottoms made on the advice from the 1987 Diversity Task Force this thesis will now address what the 2007-2008 Campus Climate Task Force Report says about the recruitment of students of color. At the time this report was created, the 2007-2008 academic year, the percentage of domestic students of color had seen an increase to 10% in the 1990s, and then to a full 15% of the campus community as of the completion of the 2007-2008 report.²⁸ Additionally, the report stated that administration expected these numbers to only continue to rise. Based on these numbers, it can be seen that DePauw University did indeed begin to increase the percentage students of color represent, however the numbers do not tell the complete story of what happened during this time. President Bottoms’ leadership is cited as being behind the increase as his inauguration brought forth the facts that DePauw was the last in the GLCA²⁹ affiliated schools when it came to recruiting diversity. In response to this acknowledgement, many changes occurred within the admission office. For example, scholarships such as the Black Student Leadership Awards were created, an intensive change in the fundamental recruitment effort was made by Charles Richardson and Alan Hill (personnel in the admission office), a Latino/Hispanic Recruiter was hired, a multicultural alumni group was formed to help with recruitment, summer programs that targeted prospective multicultural

²⁷ 1987-Diversity-Report pg. 5

²⁸ 2007-2008-dpu-task-force pg. 15

²⁹ See appendix A

students were implemented, specific pamphlets (such as the Black and Gold brochure) were sent to multicultural prospective students and their families, and an increase in meaningful partnerships with community organizations and agencies that focus on multicultural student education and recruiting were formed. While documenting the historical initiatives and strides in the admission effort, the 2007-2008 task force report also identified areas in which the admission effort could continue to grow. These recommendations include creating an official statement on the importance of diversity to the university, having the entire admission process reviewed by outside consultants, requiring or at least offering a question for prospective student applicants as to the importance of diversity.³⁰ While this task force report was significant for marking the improvements made by President Bottoms, the faculty meeting minutes provide another piece of the story.

Upon reading the past ten years of faculty reports, it is evident that the relationship between faculty and admissions is two fold. The first relationship that arises from a sense of curiosity on the part of faculty members as to the students that will be in their classrooms. Therefore, it is not unusual for the *Remarks from the President* section of the faculty meetings to often include an update on the admission process and numbers. These remarks often were provided in the September or October meetings of each year, with an occasional update in the early spring semester. An important element of these reports is that the framework essentially always stays the same and just the numbers change. An example of this report is,

“The class of 2017 is larger, 675 vs. the class of 2016 which had 614 entering students. The class of 2017 includes 212 multicultural students and 147 domestic students of color. This is a significant improvement over previous years thanks to concerted efforts that bore a lot of fruit.”³¹

³⁰ 2007-2008-dpu-task-force pg. 33

³¹ “Faculty Meeting Minutes: Remarks from the President” last modified September 9th, 2013, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

The common elements here are the overall size of the class, the number of domestic students of color, number of multicultural students, and a statement that this is better than last year. While these reports are a positive move to increasing the overall percentage of students of color, this kind of focus limits the university at the same time. It allows for the administration and faculty to believe that progress is being made, when it is the same pattern year after year. Additionally, since the university does not have a clear university definition of what makes up a multicultural student the numbers could be misunderstood.

The second key relationship between faculty and admissions is through the ability of the faculty committees, CAPP and the Admissions Advisory Committee, to work with Admissions to make sure faculty and academic life are a key part of the recruiting of prospective students. Often these committees' announcements were updates pertaining to the committee's effort to work with the admission office and occasionally they will provide an update on the recruitment process of the incoming class. An example of the reports these committees tend to make is:

“Among the agenda items for this year are: identifying faculty to help with the selection of Rector Scholars, briefing the Academic Affairs committee of the Board of Trustees on the quality and diversity of the Student body and examining how faculty can provide Admissions with information about prospective students.”³²

Through this report it is possible to see that often the committees have many items on their plate, but that they are responsible for collecting information and understanding how the diversity of the student body can relate to the Board of Trustees and Admission's plan to better recruit students. In addition to these types of reports, CAPP often works to coordinate faculty volunteers to attend admission events, meet with prospective students, and provide feedback on

³² “Faculty Meeting Minutes: Admissions Advisory Committee (Caroline Jetton),” last modified October 10th, 2005, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

the academic life message of the student body. This coordination was not apparent in the later half of the 2000s, but at the turn of the century the recommendations of both the 1987 and 2007-2008 diversity reports started to be fulfilled, as CAPP worked diligently with Dan Meyer, Vice President of Admissions at the time, to improve admission efforts. An example of these efforts can be seen in the following report made by CAPP in 2011:

“Once Dan Meyer was hired in that capacity, they helped him in ways he requested, worked on the Diversity Statement, discussed how faculty can help the Admission office directly, and began to address the issue of test-optional admissions.”³³

The final information this thesis will provide to support the trend that *Students of Color serving as the Sole Representative on Campus* comes from the last six DEC reports. (For clarification on why only these reports are being used please see the beginning of Part 3 of this thesis.) In relation to the DEC reports the following information for this trend is primarily derived from information provided by students of color in relation to experiences they have faced in the classroom. It is significant to note that the information regarding this trend primarily comes from the DEC report for the 2013-2014 academic year. The other five reports have a greater focus on the other trends, and thus they will be used in other sections.

The chief theme behind the various reported statements of concern³⁴ from students of color is the argument that they are treated differently than the domestic white student. Indeed, many of the concerns relate to this trend as the report states “Students of color reported being asked or expected to speak for their entire identity group when professors are looking for additional

³³ “Committee on Academic Policy and Planning (CAPP)” last modified May 9th, 2011, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-academic-policy-a/>

³⁴ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix II” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

perspective on topics that involve race.”³⁵ This statement relates to this section of this thesis as it demonstrates the fact that despite the increasing total percentage of students of color, DePauw was still creating an environment in which a number of students continued to report experiences in which there were only one or two students of color per class. Therefore, assessed under the notion that DePauw wants to create a diverse student body to challenge majority perspectives in academic debate, the University has failed.

Summary of Trend 1: Inadequate student diversity and the relation to students of color serving as the token representative of their identity group for DePauw

- Admitting and effectively recruiting students of color are not the same thing. At the time when both Dr. Julian and Mr. Jordan were admitted, they had no or very few student of color peers.
- Looking at the numbers it is possible to see that “during the 1980s, domestic students of color made up less than 2% of the student population.”³⁶
- While working with the high school counselors is an important first step in increasing the number of students of color, DePauw continued to operate on an inadequate and incomplete plan for diversity admission efforts.
- The percentage of domestic students of color saw an increase to 10% in the 1990s, and then to a full 15% of the campus community at the completion of the 2007-2008 report.³⁷
- Despite these gains, the DEC 2013-2014 report states that “Students of color reported being asked or expected to speak for their entire identity group when professors are looking for additional perspective on topics that involve race.”³⁸
- To the extent that DePauw wants to create a diverse student body to offer multiple perspectives in the classroom for academic debate, it has failed.

Trend 2: A stable focus on diversity in campus life from the Administration

“Homophobia, racism, and anti-Semitism are very real and very present in our culture.”

- DePauw 19th President Casey, Faculty Meeting March 1st, 2010

³⁵ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix II” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

³⁶ 2007-2008-dpu-task-force pg. 2

³⁷ 2007-2008-dpu-task-force pg. 15

³⁸ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix II” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

As the previous trend suggested, DePauw University has a history of gradually adjusting to becoming a more diverse student body. However, as the last couple of years have demonstrated, and as outlined in the DEC reports, this slow progress has often been looked at by the institution as an accomplishment, when in reality the *slow* increase in the percentage of students of color has created frustration, hurt feelings, and a campus classified by the 2007-2008 task force report as a “Tale of Two Cities.”³⁹ This classification is as accurate today as it was almost ten years ago because the university appears to believe that by increasing the number of students of color and multicultural students, that it is creating a campus community that promotes discussion and cohesiveness fueled by challenging diverse perspectives. In reality, the institution is creating a campus community that is disorganized and often preoccupied with campus climate issues after they are brought to the attention of the institution. Therefore, this section of the thesis will track the rate at which DePauw responds to issues of campus climate and how this sporadic approach prevents the institution from having a stable focus on diversity.

The 1987 task force will be the starting point for this thesis in documenting the information relating to this trend. Significantly, at the creation of the report, DePauw was in the midst of several discussions pertaining to the increase of recruitment and retention efforts of diverse students. Therefore, one limitation of the report is that it does not present information about administration response to diversity issues in the campus community. However, it does supply the following message.

Essentially, the 1987 task force report presented a cautionary warning that the path to become a more diverse community would not be easy. An example of this warning is “Including persons of diverse background and perspective in the DePauw community will not necessarily be

³⁹ 2007-2008-dpu-task-force pg. 3

an easy task for those here now. The move toward genuine diversity must not include tokenism as one of its goals.”⁴⁰ Expanding on this statement, it can be understood that the 1987 task force members believed that DePauw in the 1980s was too homogeneous and that any adjustments to change this reality would require concentrated effort to shift the community. The future readers and administration charged with carrying out the recommendations of the task force report were warned against falling into the trap of allowing ‘tokenism’ to occur. However, as the 2007-2008 report will show, those administrators under President Bottoms were not successful. Before this thesis examines that report, it is important to note the following advice that the 1987 task force offered for creating the necessary change. The report states that the University would need to have a faculty more willing to experiment with intellectual experiences, that there should be controversial and outspoken convocation speakers and programs, and that faculty and administration should not stick to the traditional approaches to offerings in education.

After twenty-one years of diversity initiatives, the 2007-2008 Campus Climate task force contributes the following information to this trend. First, the Campus Climate Task Force Report states, “In that time, our institution has made great strides to weave students, faculty members and staff members of historically underrepresented communities into the fabric of our institution.”⁴¹ (The time the quote is referring to is during the presidency of Bottoms, but it is not certain what the ‘great strides’ were.) Further analysis of the report reveals the growth of student organizations, a rise in the number of historically black and Latina/o Greek letter organizations, special events like the International Bazaar, and initiatives by the Alumni Relations office to engage Alumni of color. Additionally, not only did the administration dedicate resources to the creation of these initiatives, but it also dedicated time to listening to the students and responding

⁴⁰ 1987-Diversity-Report pg. 2

⁴¹ 2007-2008-dpu-task-force pg. 13

to their concerns. One example of this dedication was when “Dr. Bottoms was the first University president to respond comprehensively to black student concerns”⁴² when he worked with the Association of African-American Students.⁴³ Dr. Bottoms’s successes were largely credited to his efforts to meet “many of the demands of the original association 1969 manifesto.”⁴⁴

Observations from the 2007-2008 report explain that despite the dedication of resources and energy, the administration was unable to maintain a stable stream of improvement. Two key observations that reveal a difference between the perception that enough was being done by the administration and the insufficiency of their efforts from the perspective of concerned students come from summarized testimony from students at the time the report was written. The first testimony reveals that despite student focus groups believing that the administration had a strong commitment to diversity demonstrated through recruitment and marketing efforts, many students still questioned the legitimacy of these efforts. Indeed the reports states, “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.”⁴⁵ This quote is supported by the second key observation, which is, “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.”⁴⁶ Looking at these two key observations it is possible to understand that despite concentrated efforts to

⁴² 2007-2008-dpu-task-force pg.49

⁴³ See Appendix A.

⁴⁴ 2007-2008-dpu-task-force pg. 50

⁴⁵ 2007-2008-dpu-task-force pg. 22

⁴⁶ 2007-2008-dpu-task-force pg. 25

provide resources to greatly improve the recruitment of students of colors, the University had not shown the same high level of dedication for creating an interwoven campus community. Instead the efforts they did make, such as meeting the demands of the AAAS original manifesto, created opportunities for problem of self-segregation and a high risk for students to fall to the problems brought on by the high stress competitive environment.

Shifting to the minutes of the monthly faculty meetings for the last ten years it is possible to provide concrete examples of how campus events shifted the focus of the campus community away from creating an interwoven diverse community. The examples from the faculty meeting minutes were taken from the *report from SLAAC* and *Remarks from the President* sections. From time to time, especially under the presidency of Dr. Casey, cabinet level administrators would also provide a report on large issues pertaining to the campus community. Looking at each of the last ten years, the efforts pertaining to addressing matters of multicultural community were only brought up a couple of times. More frequently, the reports about the campus community were about the formation of a Greek Fact-finding commission (2006), the Delta Zeta incident (2007), academic integrity (looked into every year or every other year by SLAAC), student social spaces (2008), and a yearlong commission looking into ‘how we live?’ (2009-2010). Then for the next couple of years there was an increase in SLAAC meetings with student groups, particularly international student groups, in efforts to look for ways to better support the student community. However, it is not until recently that the faculty meeting minutes began to reflect incidents in the community as they relate to marginalized students. Most recently, a focus has been on government mandated Title IX training and incidents of micro-aggressions against students of historically underrepresented groups. Christopher Wells, VP of Student life, reported one such incident in the fall of 2014 on behalf of President Casey at the November 3rd faculty meeting. He

reported an incident between employees of the food service company, Bon Appetit, and students from the Lambda Sigma Upsilon⁴⁷ Fraternity, Inc. The incident concerned related to negative comments made by the employees towards the students of the LSU fraternity. The comment outlined next steps, such as meeting with the manager of Bon Appetit, and students affected by the incident. Dr. Wells concluded the statement by saying, “The Office of Student Life is focused on student life issues. The needs of the students are paramount. We are committed to further training, further education, and further commitment to inclusiveness.”⁴⁸

While the monthly faculty minutes do not reveal campus climate incidents pertaining to diversity, the annual reports from the Diversity and Equity Committee attempt to fill this void. The last six reports suggest that it is possible that the DEC has worked “to collect information from all departments and programs so that [they] can have a full sense of diversity efforts across campus,”⁴⁹ while trying to produce an overview of diversity issues at DePauw. One major issue of the DEC reports, however, is that they do not explain solutions but rather document issues that have been brought to their attention. Each report differs, in the emphasis it places on one of the various marginalized student groups. However, it is the most recent report that best documents the trials and tribulations of the campus climate as it relates to students of color. The 2013-2014 DEC report is the best, because it documents the messages sent out by the administration, responses from the students, articles in the student newspaper, *The DePauw*, and even provides a timetable of responses the administration will take to follow through on the promises made to

⁴⁷ See Appendix A.

⁴⁸ “Faculty Meeting Minutes: Remarks of President (Christopher Wells),” last modified November 3rd, 2014 <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

⁴⁹ “Diversity and Equity Committee (DEC): September 10th, 2007 DEC letter to VPAA Neal Abraham” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

address the student concerns. However, despite the strength of the report it does not demonstrate accountability or follow through, as it is the first one of its kind. Additionally, everything in the report was framed in response to students raising awareness of these issues, not the administration actively seeking them out. Rather, the report was a response to a large blowup of issues that had gone unnoticed for far too long. These unnoticed issues were a result of the DePauw Administration allowing themselves to get distracted by pressing matters, like those shared in the Faculty minutes, and of a failure to return to having a high level of focus on weaving together of diverse individuals into a strong campus community.

Summary of Trend 2: Lack of a stable focus on Diversity from the Administration

- Essentially, the 1987 task force report presented a cautionary warning that the path to becoming a more diverse community would not be easy.
- An example of this warning is “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.”⁵⁰
- Further analysis of the 2007-2008 task force report reveals growth of student organizations, a rise in the number of historically black and Latina/o Greek letter organizations, special events like the International Bazaar, and initiatives by the Alumni Relations office to connect Alumni of color.
- Indeed the reports states, “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.”⁵¹
- The minutes of the monthly faculty meetings for the last ten years demonstrate that it is possible to provide concrete examples of how campus events shifted the focus of the campus community away from creating an interwoven diverse community.
- Periodic statements in support of diversity but failing to offer concrete detail suggest the inconsistent focus on effective diversity. For example, the report from Dr. Wells, VP of Student Life, concluded the report by saying that “The Office of Student Life is focused on student life issues. The needs of the students are paramount. We are committed to further training, further education, and further commitment to inclusiveness.”⁵²
- The 2013-2014 DEC report is the most valuable, because it documents the messages sent out by the administration, responses from the students, articles in the student newspaper,

⁵⁰ 1987-Diversity-Report pg. 2

⁵¹ 2007-2008-dpu-task-force pg. 22

⁵² “Faculty Meeting Minutes: Remarks of President (Christopher Wells),” last modified November 3rd, 2014 <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

The DePauw, and even provides a timetable of responses the administration will take to follow through on the promises made to address the student concerns.

- These issues raised by students were a result from the DePauw Administration allowing themselves to get distracted from diversity issues by perceived more pressing matters.

Trend 3: Lack of consistent, required diversity training for students, administration, and faculty

“The president approached the podium brandishing a machete, stating that it had been given to him by faculty member Jeane Pope. Jeane took the floor and explained that the machete was a gift to DePauw from a farmer in Costa Rica named Don Juan that she had met during a winter term trip. The machete was a symbol for “El Jefe,” and Jeane had thought it should be given to DePauw’s “El Jefe.”

-DePauw 19th President Casey, Faculty Meeting May 4th, 2009

Another key result of the increased percentage of students of color was a desire to provide training for students, administration, and faculty. As the desire for this training has risen over the years, it is important to state why the training has been seen as necessary. The desire for training has resulted from a belief that the Caucasian members of the DePauw community must be taught about cultures that are different from their own. Significantly, these privileged individuals must realize how their actions can limit and hurt members of historically underrepresented groups. More conversation on this topic will be expressed at the beginning of part 3 of this thesis. This section of the thesis is focused on the consistent calls for required diversity training for students, administration and faculty; while documenting the handful of times in which training occurred.

According to the records used for this thesis, the 1987 task force report does not recommend ‘diversity training.’ Instead the report’s recommendations are to adjust the curriculum in order to make it more diverse, including advice to have an increase in workshops, departmental luncheons, summer seminars, and library resources devoted to assisting faculty with understanding diversity and adjusting their classes to better support all students. While these aren’t exactly deemed as ‘diversity training’ it can be seen that these early roots are

recommendations that when lumped together represent diversity training. However, as these topics better align with the final trend that will be discussed in this part of the thesis, the discussion of the 1987 ‘diversity training’ will be postponed until that section.

Fast-forwarding twenty years, the 2007-2008 task force report reveals official recommendations for diversity training. Given that the task force report is a summary and recommendations for further work, this thesis will not claim that the campus climate task force report is the first mention of diversity training. Rather results from the task force administered campus climate student survey reveals that “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.”⁵³ From this survey result the 2007-2008 task force was able to make four separate recommendations for diversity training. The first addresses the overall observations and states, “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.”⁵⁴ Here the focus of the recommendation is for a campus wide statement supporting a positive campus climate. The next two recommendations from the task force are for specific administrative areas of the community and are more geared towards the logistics of carrying out diversity training. The first recommendation of this sort is for the Office of the President, advising that a member of the cabinet should be responsible for providing materials and working to incorporate diversity training for the Board of Trustees, the Alumni Board, and the Board of Visitors.⁵⁵ Shifting to

⁵³ 2007-2008-dpu-task-force pg. 21

⁵⁴ 2007-2008-dpu-task-force pg. 25

⁵⁵ 2007-2008-dpu-task-force pg. 32

DePauw's campus, the next recommendation is for the Human Resources office is to "implement on-going training programs for new and current staff members which includes institutional strategic initiatives for diversity and internationalism."⁵⁶ Focusing on DePauw employees is the key element human resources should provide to the diversity training. Finally it is left to the Student Life Office to provide and require Greek organizations to have "a minimum of two programs per year related to issues of diversity and inclusion," and for the campus life division to "provide training and incentives for collaborative multicultural programming."⁵⁷

Analysis of the last segment of this trend relies on an overlap of the DEC reports and monthly faculty minutes. While the faculty minutes have several committees providing written announcements pertaining to support training, it is the DEC reports that make continued recommendations for diversity training to be provided. Before diving into the DEC reports however, it is important to mention one instance in which the faculty minutes reflect a committee providing resources to faculty members as it serves as one of the few times in the past ten years that this was done. The example is, "Beginning with faculty resources, please visit *Tips and Resources for Teaching in a Cross Cultural Community*, found at:

[www.depauw.edu/admin/acadaffairs/facdev/About Teaching.asp](http://www.depauw.edu/admin/acadaffairs/facdev/About_Teaching.asp) that offer you pedagogical tools for your classrooms, as well as research articles and books for your professional development."⁵⁸

Shifting to the DEC reports only the 2013-2014 DEC report mentions diversity training. In a similar fashion to the 2007-2008 task force report, the 2013-2014 DEC report supplies detailed recommendations for what each university office should do in response to the call for diversity training. For example, in the April 16, 2014 Message from the DEC to the University

⁵⁶ 2007-2008-dpu-task-force pg. 35

⁵⁷ 2007-2008-dpu-task-force pg. 35

⁵⁸ "Faculty Meeting Minutes" last modified September 14th 2009

<http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

(provided in appendix VIII of the 2013-2014 DEC report), it is recommended that the Academic Affairs Office provide “diversity-and equity-related continuing education opportunities for the Dean of Faculty,”⁵⁹ that the Dean of the Faculty and Human Resources collaborate to implement a required faculty and staff diversity training program,⁶⁰ and that the Student Life Office should “provide diversity training for all students with special attention to individual communities of support (i.e., Greek organizations, athletic teams, mentors, and Resident Assistants.”⁶¹ Going one step further, however, the 2013-2014 DEC report follows up these recommendations with a university email from Terri Bonebright, then Dean of Faculty, and Dorian Shager, then Dean of Student Life (available in Appendix IX of the 2013-2014 DEC report). In this email a timeline for the recommendations is provided in which Fall 2014 will see RA and Mentor training being enhanced to better work “effectively with students from diverse backgrounds and facilitating intercultural dialogue”⁶² with a deadline of August 23rd, 2014. Additionally, the email states that the “Dean of Faculty will organize training for all faculty and staff on issues of cultural sensitivity and classroom climate”⁶³ by September 31st, 2014. Throughout the rest of the email other responses to the DEC recommendations are made.

⁵⁹ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix VIII” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

⁶⁰ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix VIII” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

⁶¹ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix VIII” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

⁶² “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix IX” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

⁶³ “Diversity and Equity Committee (DEC): 2013-2014 DEC Report, Appendix IX” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

Despite the detailed recommendations from the 2007-2008 Campus Climate Task Force and the 2013-2014 DEC report DePauw still lacks the ability to have consistently required diversity training for students, administration, and faculty. The biggest reason for this failure is the time span between recommendations, which means that diversity training stopped or it never happened in the first place.

Summary of Trend 3: Lack of consistent, required diversity training for students, administration, and faculty

- According to the records used for this thesis, the 1987 task force report does not recommend ‘diversity training.’
- In the task force report, results from the task force administered campus climate student survey reveals that “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.”⁶⁴
- The first recommendation falls under overall observations and states, “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.”⁶⁵
- Concrete support for faculty wanting to support diversity in their classrooms is infrequently seen in the documents, but examples do exist.
- The biggest reason for failure is the time span between recommendations, which means it either stopped happening or it never happened in the first place.

Trend 4: The lack of a concerted effort to hire faculty of color

“The loss of African/African American tenure-track Hispanic/Latino/Latina faculty members has been particularly severe: we had two and now have three, but lost four over the intervening years...”

-DePauw 2006 VPAA at October 9th, 2006 Faculty Meeting

The common practice for hundred of years is that an educator is suppose to be a mentor and a friend whom the students trust to push them academically. However, only in the last few decades has a notion arisen noting that educators must not only be able to be trusted by their students, but also the students must feel they can relate to their educators. As this notion has gathered acceptance, institutions have realized that they need a wide array of educators to help

⁶⁴ 2007-2008-dpu-task-force pg. 21

⁶⁵ 2007-2008-dpu-task-force pg. 25

everyone in their diverse student body have an educator they can relate to. Therefore, as DePauw University has worked to steadily increase their percentage of students of color, so too has it worked to increase their percentage of faculty of color.

Before continuing it is important to acknowledge that the diversification of the faculty has been concentrated in an overall increase in the percentage of non-Caucasian male professors. However, given the focus of this thesis it is important to note that this trend will be focused on the increased percentage of the faculty of color. Both men and women will be focused on. (Readers who would like to follow-up on other areas of diversity faculty hiring are encouraged to check out the bibliography of this thesis, as it offers sources that contain this information. Additionally, the hiring of women has also been a point of emphasis and the bibliography offers sources documenting the trend; interested readers might also examine the 2002 *Task force on the Status of Women at DePauw University*.)

From the beginning, at least from the 1987 task force report, an increase of faculty of color has been discussed and recommended. Looking at this report the recruitment of minority and women faculty is one of its top three recommendations for growth in the area of diversity for DePauw. In fact, the report starts its first section with “Attracting minority and women scholars to the DePauw faculty is a university priority.”⁶⁶ The report explains that historically academic departments, particularly in the natural sciences, have no diversity or the standard one faculty member ‘token’ representation. Based on this statistic, 1987 task force report recommends new creative approaches to increase the representation of diverse faculty. A few of these suggestions include assigning “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

⁶⁶ 1987-Diversity-Report pg. 3

from a competitive position in its recruitment,”⁶⁷ having search committees try different informal networks for hiring faculty of color because the traditional methods do not work. The final recommendation is for the university to make sure they are focusing on the needs of the minority candidate. Elaborating on this final point, the report states that “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.”⁶⁸ Additionally, the task force report offers two concrete recommendations for the administration that pertain to hiring diverse faculty. The first recommendation is for the administration to be prepared to reward departments with the ability to hire more faculty outside of the RAS restricted limits. The second recommendation was for the administration to be prepared to pay higher salaries to minority faculty who are being recruited to historically under-diverse departments. Together these recommendations cover several elements of the academic life of DePauw, as the ultimate goal is that, for faculty members from historically underrepresented groups, “satisfactory progress toward promotion and tenure will be the end result.”⁶⁹

Looking to the 2007-2008 Campus Climate task force report it is possible to track the successes of President Bottoms in relation to the hiring of faculty and staff of color as well as articulate recommendations for future success in this area of diversity. Speaking first to the accomplishments the table below charts the growth in faculty of color from 1988 to 2008.

Faculty of Color Statistics 1988-2008⁷⁰

Year	Tenure Tracked	Permanent Position	Total
1988	5 (3.8%)	2	7 (3.4%)
1998	15 (10.5%)	7	22 (12%)
2008	35 (17.6 %)	17	45 (19%)

⁶⁷ 1987-Diversity-Report pg. 3

⁶⁸ 1987-Diversity-Report pg. 3

⁶⁹ 1987-Diversity-Report pg. 4

⁷⁰ 2007-2008-dpu-task-force pg. 37

In regard to this chart it is important to note that the percentage given for tenure tracked column is the percentage of faculty of color on tenure track compared to the entire number of faculty on the tenure track. Additionally, the total column percentage is taken from the total number of tenure tracked and permanent position faculty. Analyzing this chart, it is possible to see that despite a steady growth of faculty, the percentage of faculty of color still remained well under 25%.

In terms of the hiring of staff from 1998 to 2008 the task force reports a lower improvement as the full-time staff members of color have “increased from 6% to 9% of the total number of full-time staff members.”⁷¹ Given the percentage of Greencastle residents who are of African American decent, and that staff positions are less frequently filled by national searches than faculty positions, the low increase in the number of staff of color is perhaps understandable, however it is still remarkably low compared to other institutions.

Based on these issues the 2007-2008 task force report advised DePauw to take the following recommendations into account. First, in a similar fashion as the 1987 task force report, the 2007-2008 task force recommends that the university should adjust its introduction and orientation programs in order to help with the overall fit and transition of persons of color. However, the task force report takes this one step further and recommends creating/strengthening mentoring programs to help persons of color connect to the university earlier. Just as the 1987 task force report speaks to recommendation that candidates should know they have the ability to pursue scholarly and social interests, the next recommendation the 2007-2008 report recommends to DePauw is to “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

⁷¹ 2007-2008-dpu-task-force pg. 37

campus in recruiting and hiring and in programming for retention.”⁷²

Finally, the 2007-2008 Campus Climate task force report states that despite the increase in a diverse faculty, that permanent, and most term faculty of color, speak of feeling treated as the token representative for their community at the university. The responses the task force collected from staff and faculty states that the staff “in general reported having positive experiences,”⁷³ while the faculty’s “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.”⁷⁴ Finally, the responses of faculty and staff members reveal their “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.”⁷⁵

In order to better understand the meaning behind the responses of faculty members in the 2007-2008 report, the monthly faculty meeting minutes must be examined. Upon looking at the last ten years it is important to note that the Vice President of Academic Affairs’ report at the beginning of each semester speaks to the demographics of the faculty. At least since 2006 the VPAA has been responsible for stating the total faculty, number of new faculty, and then the male/female/person of color percentages. Additionally, the VPAA provides projections on how he sees the numbers growing. This report is similar to that the President often makes each year on behalf of admissions in relation to the incoming class.

More times than not these numbers are not questioned however occasionally a faculty member will rise to the podium and ask the VPAA for clarification. One exchange of this kind is

⁷² 2007-2008-dpu-task-force pg. 26

⁷³ 2007-2008-dpu-task-force pg. 23

⁷⁴ 2007-2008-dpu-task-force pg. 23

⁷⁵ 2007-2008-dpu-task-force pg. 23

worth noting:

- “Question: Why is the regular process for hiring faculty members not working when it comes to hiring faculty of color?
- Answer: We have placed increased expectations on search committees to seek a more diverse pool of candidates without much success. However, it is persistent contact that leads to an image that DePauw is a welcoming institution. Contacts developed over time may yield a more diverse pool of candidates outside of the normal search process.
- Question: Will there be a formal report on the attrition of faculty of color and will it include an analysis of why they are leaving DePauw?
- Answer: We do have some information from interviews with those who have left and the VPAA often has direct knowledge from personal discussions with them. Many of the reasons are personal and cannot be made broadly available. The administration can discuss these reasons confidentially with a few committees in an effort to find ways to condense the details into useful information that can be shared more broadly. Issues such as housing, schools, and community atmosphere and culture are likely to be important.”⁷⁶

This evidence is significant to this trend as it demonstrates a faculty member raising awareness before their peers on the issue of diversity. Additionally, it provides examples of efforts made by the VPAA and his administrative staff to improve the numbers of diverse hires. Finally, the last question provides an additional area of opportunity, which is to better collect and use exit data from those faculty members of color who do not desire to remain and become permanent faculty members at DePauw.

Looking next to the DEC reports it can be seen that the committee has dealt with hiring of faculty of color in all six reports. While each report places different levels of emphasis on the matter of a diverse faculty, every report states actions taken in relation to faculty of color hiring. In similar fashion as the 2007-2008 task force reports, much of the remarks from the DEC reports are a call for better recruitment efforts, consistent exit interviews, and a desire to increase the number of faculty members of color. The trend of these remarks is consistent, suggesting that

⁷⁶ “Faculty Meeting Minutes: VPAA Report,” last modified November 6th, 2006, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

there has been a lack of a concerted and effective effort to hire faculty of color.

Looking at the documentation provided in the thesis for this trend, it is possible to see how the same advice occurred year after year. Throughout President Bottoms's term the number of faculty and staff of color hired in the university steadily increased. Persons of color held higher ranking administrative positions and despite departments still only having one or no diverse representatives there was a notion that the administration were working to improve these numbers. However, over the last seven years of President Casey's term, these numbers have not seen the same consistent growth. Therefore, despite the reasons behind the nearly stunted growth, the university has been unable to demonstrate a concerted effort to increase the number of full time faculty members of color.

Summary of Trend 4: The lack of a concerted effort to hire faculty of color

- The 1987 task force report starts its first section with “Attracting minority and women scholars to the DePauw faculty is a university priority.”⁷⁷
- The report explains that historically academic departments, particularly in the natural sciences, have had no diversity or the standard one ‘token’ representation. Based on this statistic, the 1987 task force report recommends new creative approaches to increase the representation of diverse faculty.
- In terms of the hiring of staff from 1998 to 2008 the task force reports a lower improvement as the full-time staff members of color have “increased from 6% to 9% of the total number of full-time staff members.”⁷⁸
- Like the 1987 task force report, the 2007-2008 task force recommends that the university should adjust its introduction and orientation programs in order to help with the overall fit and transition of persons of color. However, the task force report takes this one step further and recommends creating/strengthening mentoring programs to help persons of color connect to the university earlier.
- Despite signs of occasional effort, the university has been unable to demonstrate a concerted and effective effort to increase the number of full time staff and faculty members of color.

Trend 5: The Lack of a multicultural element of 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.”

-1987 Diversity at DePauw University Task Force Report

⁷⁷ 1987-Diversity-Report pg. 3

⁷⁸ 2007-2008-dpu-task-force pg. 37

From the beginning of the multicultural initiatives at DePauw in 1987 an abundant number of recommendations have been provided to the institution in regards to creating a more diverse curriculum. These recommendations have taken multiple forms, such as an ‘M’ competency to demonstrate mastery in the basic building blocks to understanding diversity, creating departments devoted to historically underrepresented groups, reforming courses to represent elements of diversity that relate to the subject, and to providing additional financial support for individuals to attend conferences with other leaders trying to make their curriculum more diverse. Therefore, throughout the last section of this thesis, the consistent pattern in which the institution has chosen to ignore recommendations for a multicultural element and focus to be placed on the curriculum will be discussed. Particular focus will be placed on the concept of an ‘M’ requirement as it has been recommended the most and still nothing has been done.

While the ‘M’ requirement has the longest track record among the sources I have used to research this trend, the 1987 task force report does not state a recommendation for it anywhere in the report. Instead, the task force’s report suggests, “adding a requirement (perhaps a group requirement) that would enable students to become intellectually familiar with problems of racism and sexism in our society.”⁷⁹ This quote argues that some element of the curriculum in 1987 should be adjusted to include a diversity requirement. Additionally, rather than suggesting a workshop devoted to multiculturalism or diversity the report suggests that “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.”⁸⁰ Therefore, by looking at these two quotes it is possible to see that the 1987 task force report established two

⁷⁹ 1987-Diversity-Report pg. 1

⁸⁰ 1987-Diversity-Report pg. 9

recommendations that laid the ground work for later reports to combine these two notions and make a recommendation for the 'M' requirement.

In addition to laying the foundation for the 'M' requirement recommendation, the 1987 task force report made recommendations for departmental changes and financial adjustments for resources to further learn how to engage with diversity. In terms of the departmental recommendations, the task force report advises a stronger focus be placed on re-developing the Black Studies Program, Women's Studies Program, and the general Area Studies/ Interdisciplinary majors and minors. For these programs the recommendation is "to re-develop an interdisciplinary program with a budget, recruit faculty to teach in the area, and establish a minor."⁸¹ Essentially, the report allows us to understand that these departments have not been a focus of the institution and that the University now needs to make them a priority. By securing the success of these departments and the general education provided to all DePauw students, the report believes that the students will be able to have a foundation in which to contribute to a pluralistic society.

The final piece of support the 1987 task force report is encouragement to the administration to provide financial incentives for those students and faculty members who would like to attend conferences and conventions to expand their knowledge of diversity issues. The three conferences mentioned in the report are the GLCA Development Conferences on issues of racism, sexism, etc., Curriculum Development Conferences on issues of racism, sexism, homophobia, etc., and summer seminars. For each conference it is recommended that DePauw offer competitive grants for any and all individuals interested in attending these events. Additionally, the report recommends providing financial support for course development and a

⁸¹ 1987-Diversity-Report pg. 8

center for Syllabus Exchange/Curriculum Material Resources. Finally, the report recommends that the University Bookstore and Library better stock literature resources for how to better enhance efforts towards diversity on campus. Therefore, by making these recommendations the report is stating that there are multiple ways in which different constituents of the university can provide curricular elements. As the rest of the sources this thesis will use to document the inability for the university to provide substantial curricular elements of diversity demonstrate, it takes administration, faculty, and staff to make a complete pluralistic campus community.

Over the next thirteen years President Bottom's made significant strides towards increasing diversity. While his efforts were broad and aggressive, in 2000 a group of students was not satisfied. During the 1998 academic year a group of students formed the Student Coalition for Awareness, Revolution, and Education (SCARE)⁸². This organization brought together students from major student affinity organizations in an attempt to raise awareness pertaining to diversity issues. While this group raised awareness among its fellow students, the major factor they add to this trend is an M Requirement Proposal in 2000. This proposal was their formal endorsement of the implementation of such a requirement. This group of students believed that "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."⁸³ Most of this proposal mirrors the language used in the 1987 task force report. However, the difference is that the SCARE proposal was arguing that the requirement would guarantee "an interactive learning experience and ensure that students will gain and perhaps

⁸² See Appendix A

⁸³ "SCARE M Requirement Proposal 2000" accessed April 13th, 2015, <http://www.depauw.edu/files/resources/2007-2008-dpu-task-force.PDF>

come to respect the diversity of other cultures.”⁸⁴ Finally, as the rest of the sources this thesis will use to document the years since 2000 show, the proposal did not lead to a M requirement despite SCARE being “willing to work in conjunction with faculty, staff, and administration to develop the ‘M’ requirement on this campus.”⁸⁵ Perhaps one of the major reasons the 2000 proposal was not implemented was that the central argument had been that the “M” certification would apply to already existing classes. As discussions continued, this would be the element of the debate that would shift.

Looking ahead seven years to the 2007-2008 Campus Climate Task Force report it is possible to see the large number of initiatives through which the administration attempted to create a curriculum around diversity. In relation to the recommendations made by the 1987 task force report, the 2007-2008 task force report states, “These recommendations have, with some critical exceptions, been largely met.”⁸⁶ Based on this statement this thesis will first examine the large-scale successes of President Bottoms’ term, and then focus on the work still left to be done. The first success is the rise of the interdisciplinary programs, such as Women’s Studies and Black Studies. The level of success made by these programs can be seen by the fact that the faculty members in these programs had the resources to host summer seminars with faculty members from other disciplines. At these summer sessions it was possible for the faculty to “discuss teaching strategies, research, collaboration and capacity building with other departments.”⁸⁷ The success even allowed for the seminars to reach other GLCA schools and the local Greencastle school system. Following the summer sessions, teaching roundtables began talking about topics such as “Problems with Authority in the Classroom, Especially as it Affects

⁸⁴ SCARE M Requirement Proposal

⁸⁵ SCARE M Requirement Proposal

⁸⁶ 2007-2008-dpu-task-force pg. 46

⁸⁷ 2007-2008-dpu-task-force pg. 46

Minority Faculty,” and “LGBT Issues in the Classroom and Curriculum.”

In relation to the recommendations for better financial incentives to attend and host conferences related to curriculum development and diversity there were also some successes. In response to these recommendations from 1999 to 2007 eleven domestic and international faculty members of color won faculty fellowships, seven won Fisher Time-Out grants, and at least twenty-five received faculty summer stipends. While these awards helped the faculty attend and develop materials for lectures, DePauw also worked to host two GLCA Black Studies conferences, a GLCA Women’s studies conference, and two GLCA Students of Color Leadership Conferences. These advancements met the 1987 task force recommendations, however the lack of a set plan has led to these events being held more by chance rather than as a consistent feature of the University’s intellectual life. It is important to note that financial commitments also allowed for a steady growth in the diversity material found in the library and university bookstore.

Shifting the focus now to the shortcomings, which President Bottoms’ term left for President Casey, it is possible to see that much of the text in available reports is centered on the inclusion of a formal marker of diversity within the curriculum and updating the courses offered. Speaking first to the marker of diversity the task force report states that there should be a “Multicultural Certificate option for students and Multicultural Competency for faculty members similar to S, Q, and W.”⁸⁸ This recommendation is made, as it will allow for acknowledgment for those trying to develop diversity related courses. It is hoped that such acknowledgement would lead to increased focus and more faculty members wanting to develop appropriate courses to obtain this certification. Recognition on student transcripts should be provided for each student

⁸⁸ 2007-2008-dpu-task-force pg. 10

who takes a course with this certification.

Shifting to the classes themselves, the task force report recommends an “annual review of classroom climate for acceptance, tolerance and inclusion of diverse topics relating to gender, race, religion, sexual identity, etc.”⁸⁹ While the recommendation is meant to increase the accountability of faculty when it comes to their classroom environment it also recommends incentives be established for faculty who devote time and energy to researching and adapting their courses to make them more in line with the best practices for diverse teaching.

In reaction to the areas of diversity curriculum reforms students would once again rise to the occasion to place a focus on creating an M requirement. On April 22nd, 2012 three students representing Student Government listened to their fellow students and wrote a white paper⁹⁰ to ask for some form of a Multicultural Requirement at DePauw. To demonstrate the work that these three individuals placed in hearing the concerns of their peers, the DSG White Paper states, “a diverse group of student organizations and almost all DePauw Greek houses were surveyed and polled to gather how students felt about the idea of implementing a multicultural requirement at DePauw University.”⁹¹ The results of these surveys and conversations were mixed and ultimately the following suggestions were recommended. First, a segment of the first-year seminar should focus on issues pertaining to diversity. Specifically these adjustments should not increase the requirements students currently have, but should reform and enhance existing requirements. Another option presented is to have a series of punch card events that relate to issues of diversity. This is an attempt to bridge the gap between the academic segments and student life segments of campus. The final recommendation, and perhaps the most congruent

⁸⁹ 2007-2008-dpu-task-force pg. 33

⁹⁰ See Appendix A.

⁹¹ “Updates: Official documents of DePauw Student Government-DSG 2012 White Paper pg. 3” accessed April 13th, 2015, <http://www.depauw.edu/orgs/dsg/updates/>

with past reports, is that student academic records should include a diversity component that would involve “Fulfilling one class within their four years at DePauw University in traditional departments and/or interdisciplinary departments. Allowing students who spend a semester abroad or a winter term abroad to have this requirement filled.”⁹² This recommendation is significant as it speaks directly to past calls of creating a lasting mark of diversity in the curriculum.

Unlike other diversity and multicultural initiatives lead by President Bottoms this trend was discussed a great deal in faculty committees. Therefore, looking at the last ten years of faculty monthly meeting minutes as well as in the committee reports of CAPP and SLAAC for that period, it is possible to track the faculty conversations regarding the 2012 DSG White Paper. Upon the beginning of the 2012-2013 academic year, reports about the White Paper begin to surface. First, at the CAPP meeting on August 27th, 2012 the chair acknowledges that President Casey had seen the paper, responded, and asked CAPP to follow up on the advice in the paper⁹³. Therefore CAPP put the White Paper on the agenda for its September 24th, 2012 meeting. After searching the available CAPP committee minutes the next mention of the 2012 White Paper was on October 22nd, 2012, where the following was stated:

“We discussed the Student White Paper (Spring 2012) calling for a ‘multicultural requirement.’ It could be done as an out of course ‘punch card’ program if not as a required course or as part of the FYS. Diversity is addressed in the mentor program at the start of the first year. The student Academic Affairs Committee support the punch card idea, or a WT project, rather than a course. Another idea is to list multicultural courses and to encourage advisors to promote these courses. But there’s a pattern of disturbing incidents on campus that suggest we all need to think more carefully about diversity. The goal of the White Paper is to generate

⁹² “Updates: Official documents of DePauw Student Government-DSG 2012 White Paper pg. 3” accessed April 13th, 2015, <http://www.depauw.edu/orgs/dsg/updates/>

⁹³ “Committee on Academic Policy and Planning (CAPP)” last modified August 27th, 2012, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-academic-policy-a/>

some action, not simply to institute a new course. We may need to rethink the way we frame our requirements: for example, the language requirement speaks of ‘mastery’ and technical skill but ignores other potential goals, such as learning about ethnicities and cultures.”⁹⁴

While this section of the minutes recaps the overall conversation the committee had about the white paper, the next section states the clear rationale behind CAPP’s motivation to consider the white paper.

“Much of the White Paper proposal seems to fall under the purview of DEC, but there is a curricular piece: are we doing enough—in the courses we offer and in our graduation requirements – to promote international and cross-cultural understanding? We could ask the Registrar about numbers of students taking a course that addresses diversity, both domestically and internationally.”⁹⁵

Based on this rationale and listening to the student members who served on CAPP at the time, it was determined that the next steps would be to gather data about the various options presented in the 2012 DSG White Paper and to take the White Paper to the Faculty Governance Steering Committee in order to better clarify what can and should be done by each committee. A week later at the CAPP meeting the following update on the White Paper was given,

“The Faculty Governance Steering Committee has discussed the student White Paper asking for a multicultural requirement and will decide which faculty committee should follow up with its recommendations.”⁹⁶

Following this report, there was no further report made pertaining to the decision reached in regards to who and what should be done with the 2012 DSG White Paper asking for an M requirement.

⁹⁴ “Committee on Academic Policy and Planning (CAPP)” last modified October 22th, 2012 <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-academic-policy-a/>

⁹⁵ “Committee on Academic Policy and Planning (CAPP)” last modified October 22th, 2012 <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-academic-policy-a/>

⁹⁶ “Committee on Academic Policy and Planning (CAPP)” last modified October 29th, 2012 <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/committee-on-academic-policy-a/>

For the next two years there is little to no documented evidence about an M requirement. However, in spring 2014 campus incidents and letters in The DePauw newspaper motivated DePauw Student Government to write a Resolution in support of “the implementation of a multicultural competency component to DePauw’s Liberal Arts education.”⁹⁷ This resolution served as a step-by-step argument urging the faculty to work with the student body and be transparent about the creation of an M requirement. In response to this resolution and feedback received from students at a campus climate forum, President Casey made the following statement about an ‘M’ designation in the curriculum on the floor of the faculty meeting on April 7th, 2014:

“There have been various calls for DePauw to consider adding a Diversity or Multicultural Requirement in our curriculum, modeled on the S, W, or Q requirement. I would like to work through the faculty governance process to consider such a possibility and, through the Office of Academic Affairs, bring this to CAPP. We would need carefully considered exactly what we would mean by having an M requirement, what would be covered, and how it would be managed and administered.”⁹⁸

Following this statement President Casey explains that DEC will begin working in the meantime with faculty to address diversity issues as they pertain to the classroom. Additionally, he states that the Office for Academic Affairs plans to begin collecting data in regards to how many current students take courses that have some element of multiculturalism currently in the course’s framework. At the next monthly faculty meeting, and the last of the semester, VPAA Larry Stimpert stated, “Regarding the multicultural course designation, we plan to proceed with this even as CAPP will consider putting together a formal proposal.”⁹⁹ Upon this statement the

⁹⁷ “Updates: Official documents of DePauw Student Government-DSG Resolution No. 3 2014 White Paper pg. 3” accessed April 13th, 2015, <http://www.depauw.edu/orgs/dsg/updates/>

⁹⁸ “Faculty Meeting Minute,” last modified April 7th, 2014, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

⁹⁹ “Faculty Meeting Minutes: VPAA Remarks (Larry Stimpert),” last modified May 5th, 2014, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

minutes reflect the Dean of the Faculty, Terri Bonebright clarifying the work that will be done by saying,

“President Casey, at the last faculty meeting, asked us to look at the courses we currently teach to consider which courses fit the model of a potential “M” requirement. We also looked at other liberal arts colleges. We will share these data with everyone. We will work on this with department chairs. We have a set of categories for the types of course: Race and Ethnicity, Sex, Religious and Spiritual Diversity, etc. We don’t want the list of courses to be too broad or too narrow. I will send some information to department chairs later this week so that we can begin putting this in place next year.”¹⁰⁰

As this was the last faculty meeting of the 2013-2014 academic year, the year came to an end with no M requirement in place, but the promise of President Brian Casey and VPAA Larry Stimpert that CAPP would be addressing it at the start of the 2014-2015 academic year.

Therefore based on this promise this thesis examined the few records that have been produced at this point this year. It has found that at the moment no proposal has come before the floor of the faculty regarding an M requirement but that John Caraher, the current chair of CAPP, has been working on collecting feedback from the faculty and that a proposal is on the horizon.

Summary of Trend 5: The Lack of a multicultural element of the Curriculum

- From the beginning of the multicultural initiatives at DePauw in 1987 an abundant number of recommendations have been provided to the institution in regards to creating a more diverse curriculum.
- The 1987 task force’s report suggests, “adding a requirement (perhaps a group requirement) that would enable students to become intellectually familiar with problems of racism and sexism in our society.”¹⁰¹
- SCARE raised awareness among its fellow students, and the major factor they can add to this trend is an M Requirement Proposal in 2000.
- In relation to the recommendations made by the 1987 task force report the 2007-2008 task force report states, “These recommendations have, with some critical exceptions, been largely met.”¹⁰²

¹⁰⁰ “Faculty Meeting Minutes: Comment from Terri Bonebright, Dean of Faculty,” last modified May 5th, 2014, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

¹⁰¹ 1987-Diversity-Report pg. 1

¹⁰² 2007-2008-dpu-task-force pg. 46

- On April 22nd, 2012 three students representing Student Government listened to their fellow students and wrote a white paper to ask for some form of a Multicultural Requirement at DePauw.
- Following this report, there was no further report made pertaining to the decision reached in regards to who and what should be done with the 2012 DSG White Paper asking for an M requirement.
- The 2013-2014 Academic year came to an end with no M requirement in place, but the promise of President Brian Casey and VPAA Larry Stimpert that CAPP would be addressing it at the start of the 2014-2015 academic year.
- As of March 31st, 2015 no proposal has come before the floor of the faculty regarding an M requirement but John Caraher, the current chair of CAPP, has been working on collecting feedback from the faculty and has indicated that a proposal is on the horizon.

Conclusion and Recommendation

“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.”¹⁰³

In this final section of the thesis I will attempt to outline recommendations for responses to the problems that prevent students from engaging constructively with the challenges and opportunities of diversity during their four years at DePauw University. This lack of engagement is a significant concern because preparing students to engage with a complex world is among the chief purposes of the institution. Therefore, DePauw must make the necessary adjustments to adapt to the 21st century and create a community that prepares all students for the world after college. As the *History of Institutional Failure* has documented, diversity—of all forms not just in terms of race—is perhaps the one area in which DePauw has the ability to make the greatest improvement.

This section of the thesis is broken down in the following three parts 1) Recommendations drawn from my analysis of the prevailing trends in faculty and administrative discussions over the last decade 2) Additional recommendations drawn from student experience,

¹⁰³ 1987-Diveristy-Report pg. 2

including my own 3) Conclusion. In the first section I will establish the significance of the five recurring trends and recommendations draws on my analysis of the last ten years of University discussions, the second part of this final section is a compilation of recommendations I have arrived at. These recommendations are drawn from student experiences (including my own) over the past four years as well as from research from other GLCA institutions. And finally, the conclusion to this section and this thesis will offer a reminder of the importance of this paper's topic, and offer insight on future work pertaining to diversity at DePauw University.

Recommendations to the Prevailing University Trends

Looking at the five trends explored in the last section of this thesis it is possible to understand that certain institutional problems concerning diversity has been documented for more than thirty years. Acknowledging this fact requires recognition that the solutions provided in this section are not likely to create the necessary shift in the campus climate overnight. However, full consideration of student recommendations has not, unfortunately been a strong point in the University's history.

Therefore, the first recommendation this thesis will make is for the University to redefine the way in which it is held accountable. As higher education is constantly evolving, each year passes faster and faster, and students are only around for four years, it is safe to say that each year records are kept and campus matters are handed differently. One example of the standards for accountability shifting over time can be seen in the year-to-year DEC reports. The yearly reports of the Diversity and Equity Committee only exist for the 2006/07, 2007/08, and 2008/09 before taking a three-year break. In fact, only after an extreme incident involving a self-identified member of the LGBTQ community and individuals visiting the Phi Kappa Psi fraternity, a request by the 2011/12 Student Body President, and other formal requests did President Casey

attend to refocusing the DEC, which has produced reports for each of the years since. In addition to the lack of consistency suggested by the DEC's silent years, a comparison of the early yearly reports with more recent ones is compelling. For instances given that these reports are supposed to outline the entire year's work as it pertains to diversity, the 2006/07, 2007/08, and 2008/09 reports combined are roughly as long as the average faculty monthly meeting minutes. Most recently, the DEC reports from the last two years have increased in length with extra detail centered on campus climate reactions to diversity. Regardless of how substantial the last DEC report has been (and it was a chief source for the last section of this thesis), the history of DEC reports still demonstrates the significant difference each year in expectations of accountability.

One chief reason these reports differ each year is that DePauw has too many moving parts to easily manage complexly distributed diversity issues. Therefore, to address this problem, and the issues with holding each element of DePauw's infrastructure accountable, I recommend that DePauw create a university-working group charged with examining all elements of the university's roles. From academic life to student life, faculty to staff, each department needs to be reviewed and the purpose, chief responsibilities, and the method(s) for which they are held accountable needs to be compiled into a report and shared with the committee and entire university as a whole. The working group then needs to update the accountability measures and chain of command to not only fit the current status of DePauw, but also the vision for DePauw's future. To my knowledge each year to two years, individual divisions readjust personnel and resources based on budget constraints the upcoming year. While this procedure is productive and should continue to happen, it is time for the University to completely reexamine at how it conducts day-to-day business. In doing so the university will be able to improve the functions of the university by allowing the committee, in concert with the Office of the President, to set

university-wide accountability measures. These measures would include a timetable for completion, a way to better designate tasks, and a method through which accountability will be followed organized in the future. The remainder of these recommendations I offer here depend upon this foundation of accountability. This is crucial because without a reasonable belief that DePauw will fix the way in which it is held accountable none of the improvements this thesis argues for will be possible.

Shifting now to the first trend described in section two of this thesis (the inability to increase the percentage of students of color to avoid the perception that individual students are the token representatives for their identity groups on campus) my recommendation is to determine and then publicly state the demographic composition DePauw wants the student body to be and then to embrace this target. As I have argued above, President Bottoms made great strides in directing DePauw Admissions to step outside of the traditional reliance on alumni for recruiting and more towards increasing the recruitment of students from underrepresented populations. Each year the numbers steadily rose, to where today the percentage of students of color who make up each incoming DePauw class is nearly 20%. While this thesis applauds the efforts made over the last two decades by DePauw University to increase its multicultural admission efforts, the fact still remains that these numbers are not enough. In fact, the main problem with the inadequate recruiting solutions of student diversity is that the university has a perceived notion that they are doing enough, when in reality they are creating environments in which students of color are outnumbered by a ratio of roughly 5 to 1. This ratio results in educational settings in which a student of color is the only representative in groups that can vary significantly in size. As a result of these skewed ratios, students of color have gone on record stating that they feel as if they are expected to speak for their entire cultural identity, a problem

that appears to have surprised the administration when it has been brought to their attention during campus forums over the last two years. Therefore, to move forward in correcting this negative outcome, DePauw needs to determine how it is going to recruit a more diverse student body. Does the university need to determine the percentage of students per class that will be of a diverse background or are there other factors that contribute to diversity percentages? Again, the university needs to clearly defined targets. Once this definition is in place, the administration need to enhance its communication to students from underrepresented groups across the nation. If the University determines that a small proportion of the university's student body will be students of color, then it needs to explain why that is the case. Additionally, whatever target is set the university needs to embrace it, and then more effectively work with students to share their perspectives in ways that work for these students. If the targeted number is higher than 20%, then DePauw needs to go back to the drawing board and see an increase in diversity initiatives for recruiting that is similar to those that took place in the 1990s and early 2000s.

I shift now to the second trend described above, the inadequate focus on diversity in campus life from the administration. The central problem represented by this trend is that students have to raise awareness of a problem before the administration focuses on the issue. One example here is that during the Spring 2014 semester three students sent separate articles to *The DePauw* that sparked a debate that is still going strong today. The central argument of the articles was that individual privilege was often unrecognized and thus allowed problems to arise in day-to-day interactions. Campus has been rocked by conversations pertaining to power, privilege and diversity ever since. As a result DePauw's administration has worked with these students and many other student leaders to learn about these issues, and then to combat them on campus. Based on this track record it is my recommendation is that the university, particularly

administrators in student life, readjust a segment of their time and energy each week to conduct research that is beneficial to the campus. Administrators, particularly those in academic and student life should have consistent financial support that allows for mandated professional development on issues of diversity. This recommendation will help to provide future focus on the campus climate issues of diversity as it will allow the administration to have broader knowledge with which to work. Additionally, as individuals obtain more knowledge from their research, they will be able to create new initiatives that will hopefully serve to improve campus climate before student problems arise. The weakness of this recommendation is that it implies that everyone will use this time constructively and be able to turn their work into initiatives to improve DePauw. It is likely that administrators will not use this time productively and rather sees it as another chore on their ever growing to do list. However, if implemented correctly this recommendation could revitalize the over-worked administration by allowing them to work on their own self-growth that could benefit the campus as well.

There is a long-established need at the university for diversity training for students, staff, and faculty. The biggest problem outlined in this trend is that student leaders, staff, and faculty have not been equipped to handle matters of diversity and privilege. Based on the documentation of this trend, it is the recommendation of this thesis that the University leadership create a concentrated organized plan to develop and continually offer/require diversity training. This training needs to extend to every faculty member, staff member, and student leader (such as mentors, resident assistants, Greek leadership, and DSG recognized student organizations). Additionally, this training must not be a one and done aspect. Human Resources and the Office of Student Life need to work together to develop a three to five year plan for diversity training. The training needs to become a regular part of the yearly schedule and each year's sessions need

to interconnect. Additionally, the training needs to be so ingrained into the student body, that the information becomes second nature, just as alcohol training does. While each session will naturally adapt each year, there should be basic knowledge that does not change from year to year. Additionally, the trainings should be created so that there are measurable outcomes on what each student learns and how this relates to evolving campus climate issues. The only way this training will work is if it is proactive (to address potential student problems before they arise) and works to address needs in the campus community. We must have a definition and vision for what we want the DePauw community to be, and then work through the diversity training and other recommendations presented in this thesis to achieve the ideal campus community.

The next recommendation this thesis will make is that DePauw needs to establish a five-year plan outlining a plan for improving the University's record of recruiting faculty from historically underrepresented groups. This recommendation is in response to the fourth trend in section 2 of this thesis, the inability to establish a consistent effort to hire faculty of color. This plan should provide yearly goals, projections of available positions based on current tenured faculty, and the ways in which DePauw will continue to seek a diverse pool of applicants. Just as the chief reason this trend continues to exist is because the student of color percentage rose under presidency of Dr. Bottoms, just like the percentage of faculty of color. However, as this increase has tapered off as of late, a problem has arisen: each committee or task force seeks to be diverse in membership, and because the number faculty of color is low, it has resulted in these faculties having to serve at more consistent rates than their majority peer faculty. This extra service creates a disproportional amount of work and time for the faculty of color to serve the university. Therefore, an institutional focus on increasing the number of faculty of color to a point where the number is roughly 40% to 45% of the total number of faculty would be desirable. As part of this

plan the VPAA and his office should also adjust the RAS process and institute a policy in which candidate pools for tenure-track and term faculty hires must have a diverse pool before proceeding to the next step. The RAS process, this process is ineffective, inconsistent, and does not accurately allow transparency when it comes to hiring to fit the needs of the campus. The number of diverse applicants that have been successfully hired by the RAS process is shockingly low, and from the faculty minutes, and having served on CAPP for one year myself, I know that the statement of what to focus on in a search changes each year. This process takes up a substantial amount of time for CAPP that could be better allocated to fixing elements of the curriculum (such as adding a diversity element—see below). Also, allowing the VPAA to cancel a search that is not diverse would benefit the campus, as it would demonstrate to the world and the university that DePauw has a firm stance on diversity. Additionally, it would allow for faculty of color to have an equal chance in the hiring process at DePauw. Over the past two years, VPAA Larry Stimpert has worked to create policies and resources that departments can use when looking to hire. However, there is nothing in place that regulates how these sources should be used. Therefore, the VPAA should create a policy that prevents departments from hiring from a homogenous pool as part of the five-year plan for hiring diverse faculty. By creating this policy, departments will hopefully increase their efforts to seek a wide array of candidates, and to better determine their departmental needs and how diversity can help grow the department. Another element of the plan should be a section on why these changes are important to creating mentors for the student body, and a statement that goes to the Board of Trustees. Overall, this five-year plan should be the guiding force for the Office of Academic Life, and used by the faculty, Office of the President, and students to hold the university accountable.

The final recommendation that will be presented in relation to the five trends discussed in section two of this thesis is for DePauw University to finally implement a diversity graduation requirement that is mandatory for all students. This recommendation is all the more emphatic given the fact that despite nearly thirty years of discussion, a multicultural requirement proposal has never been given fair and due process within the University's governing structure. Therefore, despite this trend having the most extensive history, the recommendation today is simple. Students want and DePauw needs a required multicultural element to the curriculum. This requirement needs to provide students with the basic foundations for understanding power, privilege, and diversity and for understanding how their personal culture and identity creates predisposed inequalities between themselves and the rest of the world. Often the university teaches something to a student in their first year and then, incorrectly, expects it to stick with them for life. In reality the best learning is revisited time and time again. Therefore, this requirement should be completed early in the academic career of the student and then upper level courses should have ties to this early foundation. Students should be able to see how this requirement connects to all other courses they take at DePauw and the world after DePauw. Additionally, students should have the requirement noted on their transcript for two purposes. First, if the university has to put it on the transcript this provides a certain level of priority in making sure the requirement is updated and accomplished each year. The second reason is that the transcript record will serve as a conversational element in job, graduate school, and fellowship interviews and applications. DePauw and the students applying for these opportunities will then have to articulate clearly what the requirement is and how it sets DePauw students apart. Additionally, for those post-DePauw interviews with programs that are outside the United States, students will be able to better adapt within the program because they know what they are

getting themselves into. Furthermore, DePauw needs to have elements to the requirement that allow those students who study abroad to have these experiences count towards the requirement count but only after they have also completed coursework pertaining to understanding of power, privilege, and diversity. Several GLCA schools, and school around the nation have this requirement, and after thirty years of being behind, DePauw needs to fully implement a diversity graduation requirement. As this section of the thesis has outlined the recommendations that have resulted from my analysis of the prevailing trends of diversity at DePauw, the next section will explain ten recommendations that are a result student experiences.

Recommendations to the Prevailing University Trends

This section of the final part of the thesis offers a series of recommendations that I have based on my personal observations of DePauw over the past four years. As I stated in the introduction I have been fortunate to hold several positions of student leadership that have allowed me to have detailed conversations about the inner workings of the institution. Therefore, I base these recommendations, upon information gathered in this context. Additionally, the following recommendations also derive from a series of observations based on research done on institutions similar to DePauw. Finally, this thesis does not claim that the recommendations presented here are the final word on enhancing diversity at DePauw, but rather that they should be considered as DePauw works to create a plan for diversity improvements at DePauw.

- I. Recommendation: The University should create a university-wide definition of diversity, and promote it so that it provides a uniform basis for planning and discussion.

DePauw University needs a formal definition of diversity. The board of trustees and office of the president need to work together to determine the University-wide definition and then use it to begin to market the university and recruit students. Without a definition the university cannot be said to have a coherent commitment at the institutional level, and hence it cannot be held

accountable. Instead, the absence of a shared definition allows for vague representations of diversity as the institution sees fit each year. Therefore, this thesis recommends that the first thing the University does in working towards a more inclusive and constructively diverse campus is to create the formal definition of diversity.

II. Recommendation: For President Casey and the Board of Trustees to develop marketable opportunities to raise money for Diversity resources and training; and then work to achieve these opportunities.

One element that has consistently hindered diversity initiatives over the last decade has been the inability of the university to fully dedicate the necessary resources to them. In 2007-2008, when President Casey took office DePauw was set to take the next step in diversity initiatives. President Casey appointed both Ray Burgman and Jeannette Johnson-Licon to matters of diversity as a first step in continuing diversity initiatives. However, at that time the world economy took a turn for the worse and he spent the next several years focused on the budget constraints while attempting to put DePauw on the world map. This set back created a shift in the focus of the university, a shift that further emphasized the transition marked by the arrival of the new president. However, now that the world's economy is starting to improve in recent years, DePauw has been able to turn the corner, starting with the Campaign for DePauw¹⁰⁴. Based on this recent success DePauw now needs to devote the funds necessary to provide the appropriate resources for diversity matters. Either a proportion of the Campaign for DePauw needs to go directly to these matters or there need to be targeted projects for raising funds created by DePauw's development office. President Casey needs to listen to students, faculty, and staff of color in order to fully understand the resources they need. Additionally, President Casey needs to meet with the Office of Student Life and Student Government to determine the resources campus

¹⁰⁴ See Appendix A

needs to raise the level of education on diversity matters available at the university, in and out of the classroom.

III. Recommendation: Create a central location for everything related to diversity at DePauw University, a repository that is intuitive in design and setup.

Perhaps the most frustrating element of constructing this thesis was tracking down the appropriate sources. The frustration arose from DePauw's inability to keep sources on diversity in one central location. After an exhaustive search, resources for this thesis were found under the faculty archives, on the DePauw website, in the archives of *The DePauw*, and scattered across the major administrative offices on campus. Despite laborious searching, it is still possible that I have missed records. Therefore, DePauw needs to work with Renee Madison¹⁰⁵, Senior Advisor to President for Diversity and Compliance, to develop a system designed to collect and categorize campus resources devoted to diversity. The categorization element must be intuitive and be linked to the website. In addition to the records, Madison needs to take inventory of resources currently allotted by the university for supporting diversity and work to integrate this information into the new intuitive framework. Only by compiling these resources will the coordination of diversity issues be centralized, and once this occurs it will allow DePauw to make diversity a central theme of the campus.

IV. Recommendation: Human Resources, Faculty Development, and the Office of the President should draft and consistently enforce a protocol on how to run a university committee.

While analyzing the various minutes and reports that make up the institutional records it is apparent that each individual who has chaired a committee has done so in a different way. One year's record consists of a single piece of paper that is supposed to highlight everything that

¹⁰⁵ "Renee Madison '95 Appointed Senior Advisor to President for Diversity and Compliance," accessed April 13th, 2015, <http://www.depauw.edu/news-media/latest-news/details/31160/>

occurred in the committee throughout the year, and the record for the next year contains a fifty-page document. Naturally, there are committees that do the same work year after year, and yet there are still wide differences between the processes reflected in committee minutes.

Additionally, I have sat in many university meetings that have had no official record kept or distributed. Therefore, this thesis recommends that HR and the Faculty Development committee develop a list of the university best practices when it comes to chairing a committee. This list should include how to take notes, set an agenda, and what documentation the university should have after each meeting. This information should then be provided to the faculty. Then, as the practices are implemented, these bodies should form a committee that works to review these records, ensure they are maintaining the appropriate information in the meeting, categorize them, and place them on the university website. By following this method, the University will ensure accountability for the university. Such accountability is exactly what is necessary to ensure diversity attempts are well documented for everyone to see.

- V. Recommendation: For President Casey, the Office of Student Life, Office of Academic Life, and DePauw Student Government to create an annual “State of the University” report open to all DePauw students.

The last organized State of the University event for the student community took place on October 8th, 2012. The event was a collaboration between DePauw Student Government and the Office of the President, and it allowed students to be treated in the same way that the President treats alumni, guest and visitors, and the Board of Trustees. The event offered some transparency on some of the campus’ pressing issues. Since that time President Casey has spent less and less time on campus, as he has been prepping and then executing the Campaign for DePauw. While the student body appreciates the president’s time and energy going toward accomplishing the 2020 campus plan, this thesis recommends that a ‘State of the University’ occur every year. This

will allow for more students to understand the decisions the university makes, and for a greater sense that the university wants students to be apart of the process. Additionally, the President already provides these updates to the faculty, administration, and Board of Trustees on a regularly basis. Finally, a ‘State of the University’ presentation will allow the students to continue to challenge him to hear diversity issues and other concerns students have to improve campus.

VI. Recommendation: The University should devote resources to holding campus community forums and DePauw’s Day of Dialogue on a consistent annual basis.

On January 28th, 2015 DePauw University canceled a day of classes for the first time in more than a hundred years in order to have a daylong discussion on diversity and inclusion. The significance of this event is that it provided the opportunity for the entire campus to come together as a community to learn from and challenge one another’s perspectives. This event needs to become a regular part of the second semester, as it would provide an opportunity for the entire campus to take a break from their busy lives and get on the same page. Making this daylong convocation a regular part of the school year allows for the institution to tackle issues that cannot be addressed within the confines of DePauw’s normal day-to-day schedule. In addition to the larger daylong conversation, DePauw should make an institutional commitment to hosting smaller forums before campus climate issues occur in order to actively seek out information and to update the campus to various initiatives. By having the balance between these smaller discussions and the larger day of dialogue, the campus will begin to work together in order to change the campus culture.

VII. Recommendation: Develop procedures and allocate resources in which students can miss class meetings.

Right now the process for allowing students to miss class is in the hands of each individual professor as there is no university standard that states what should be and should not be excused. Usually there are exceptions made for student athletes and most professors understand extreme case issues. However, as DePauw looks toward student achievement and attendance in programs that extend beyond the classroom, DePauw needs to develop a procedure to protect students who pursue these opportunities. President Bottoms increased the attendance at diversity conferences, and that same level of attendance needs to occur again. Conferences have the ability to educate students, provide them with fresh perspectives, and teach them how to teach others. They are a valuable element of student education, but until DePauw creates a policy that allows a better structure for students to work with their professors to be excused to attend conferences devoted to diversity.

VIII. Recommendation: To add additional components to first-year orientation program

First-year orientation should involve an opportunity for the new class to meet and discuss a common book pertaining to diversity that the university provides to them over the summer. This book can connect the first-year class and provide opportunities for the University to schedule guest speakers and diversity trainers that can speak on the book. Additionally, the common experience allows for a closer campus community and demonstrates university commitment to diversity to students before they even arrive on campus. Another change to the orientation schedule I would recommend is that each student should be provided a list of the University's social media handles that they should follow. More and more offices of DePauw are using social media to get information out to students, but they have done a poor job of advertising these social media outlets. Therefore, the university should put together a resource guide and provide it to students during the first day of orientation just as they do with the public safety and safe ride

phone numbers. Finally, the university should continue to create awareness of diversity issues alongside those of sexual assault and alcohol.

IX. Recommendation: For the Office of the President to expand the cabinet to include a leader that has a focused role on the campus community.

After observing the history and accomplishments of both President Bottoms and President Casey it is evident that each one had their own strengths and weakness. President Bottoms had a quiet demeanor while President Casey has a personality that fills a room. Additionally, each president has focused on and created accomplishments in different aspects of the university. Broadly speaking, the focuses of the two presidents are mirror opposites. Therefore, DePauw needs to examine the weaknesses of the current president, Dr. Casey, and work to create a cabinet level position that better aligns with his weaknesses. In Dr. Casey's case it would be a member that only advises him on matters of the campus community. This individual would help oversee much of the day-to-day operations and help advise the President on which events he must attend. Additionally, after President Casey has served his time, the position can adapt to better help that president.

X. Recommendation: To create a full documented history of DePauw's diversity initiatives that encompasses all historically under-represented groups.

As the introduction of this thesis acknowledged, diversity and multiculturalism relates to many different aspects of identity not just race. These areas of focus should include gender, first-generation college students, LGBTQ, race, ethnicity, international students, the differently abled, and many other aspects of identity. Students, staff, and faculty from all of these identities have attended the university and worked to improve it, and so the history of the institution should reflect this history. Then the sources must be analyzed, patterns noted, and trends identified. These sources and histories should be made public for the world to see, as it will create

awareness of the issue and encourage other institutions to do the same. Only by developing these histories will DePauw be able to learn how to rectify the institutional mistakes it has made in regard to diversity.

Conclusion

On Monday November 4th, 2013 at the regularly scheduled faculty monthly meeting VPAA Larry Stimpert referenced an Andrew Grove book when he said, “The title of the book is ‘Only the Paranoid Survive.’” I think this is the kind of mentality we need to have with our teaching. How can we do it better?”¹⁰⁶ He made these comments during his VPAA remarks as he was talking to the faculty about how we can do better what development resources the faculty need and how can we can as a community work to reach every student. After providing a few of his ideas on how to move forward he stated, “President Casey challenged us to think about student culture. This is an important dialogue. Do we have a university culture that brings out the best in our students? Student culture is important from the perspective of winter term. Students say that we can tweak winter term but that we’re not going to change the student culture.”¹⁰⁷ While the VPAA’s notions of student culture encompassed much more than the isolated notion of diversity, his remarks are significant as they inadvertently provides insight into how DePauw should be approaching issues of diversity and multiculturalism. As Grove’s book puts it, “The Lesson is, we all need to expose ourselves to the winds of change.”¹⁰⁸ Applied directly to DePauw, this quote can be used to support the notion that the University must understand its

¹⁰⁶ “Faculty Meeting Minutes: Admissions Advisory Committee (Caroline Jetton),” last modified November 4th, 2013, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

¹⁰⁷ “Faculty Meeting Minutes: Admissions Advisory Committee (Caroline Jetton),” last modified November 4th, 2013, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/faculty-meeting-minutes/>

¹⁰⁸ “Only the Paranoid Survive Quotes” accessed April 15th, 2015, <https://www.goodreads.com/work/quotes/664484-only-the-paranoid-survive>

history in a way that allows it to navigate the changing culture of the 21st-century post-secondary education. One push back on this notion of adapting is that DePauw is an institution enriched with tradition. With notable traditions such as Monon, Little 5, and Greek Life, DePauw alumni are adamant that students should receive the same experiences they themselves once faced. While this attitude benefits the university in funding projects and raising the national reputation of the campus, it hurts the university because it creates a mindset of “This is the way we have always done it, so we are not going to change.” This mindset makes it difficult to change the university because members of every constituency can only be focus in on their likely timespan spent at DePauw (students 4 years, faculty a bulk of their careers, and administration varies varying length of time depending on where their careers take them) at DePauw. Therefore the University’s planning for diversity, like most of its planning, tends to follow a conservative path of minimizing change, and therefore it is perpetuating the “Tale of Two Cities” dynamic and thus diminishing the educational experience for both students from historically underrepresented cultures and for the campus as a whole.

As the introduction of this thesis demonstrated, the University that saw the contributions of Mr. Jordan and Dr. Julian had the same undertone of university-wide failure to support students of color as the time period since Dr. Bottoms’s presidential term. DePauw has continually worked to increase the numbers of historically underrepresented groups to meet the competition brought on by neighboring GLCA schools. DePauw is not attempting to make diversity a priority on their campus because it allows itself to be challenged when other schools raise the bar, rather than being the one who is doing the challenging.

Therefore, this thesis urges the university to take a lesson from its own history and work with a sense of anxiety and urgency. It must learn to adapt the traditions of the university to

include individuals from all cultures. Further, the university needs to accept the challenges of the 21st century and put in the work to become a truly diverse campus. At first heartache, hurt feelings, and potentially damaged alumni relations will ensue. However, once the university makes the switch to be fully inclusive, DePauw's diverse community will bring worldwide recognition. DePauw will provide leaders who truly have the complete skill set needed not only to succeed in the ever-adapting world, but more importantly to lead that change.

If I had more time to develop this thesis there are a few things I would do to further to demonstrate areas in which DePauw must change. First, I would expand the resources I used for this thesis to include every possible resource available on the institutional failure to support people of color. Using these resources I would be able to provide a more detailed year-by-year track record of failures. I would also read the faculty minutes throughout President Bottoms's term in order to see how the institution tracked diversity during the time of his initiatives. The second element I would pursue in relation to this thesis is an expansion to cover all historically underrepresented groups. I would like to track every form of diversity in order to create one central report on the history of DePauw's diversity initiatives. By having this report, DePauw would be able to look at its past to create a future. The report would indicate the pitfalls in DePauw's history of initiatives, and allow it to create plans to address these issues.

I would like to see this thesis used by DePauw to begin the long difficult process of fixing DePauw. DePauw should use this a contributing element to the foundation of the diversity initiatives moving forward. It should be updated and added to each year. In the future I can imagine this thesis taking on different forms, but the primary purpose is to continue to raise awareness and contribute to making DePauw a truly diverse community.

In conclusion, I firmly believe that DePauw University should continue to address campus climate issues at DePauw. Through my research I have learned that everyone has a degree of privilege, and are often unaware of it. On the flipside, everyone experience moments when they realize they are marginalized. These moments are inherent in the world we live in, but DePauw does not have to be that way. DePauw has the opportunity to create a campus culture that pushes students not only to succeed, but also to see how the world can be. DePauw University has the opportunity to improve before it; will it?

Appendix A

AAAS: Association of African American Students. For more information you can look on their website at <http://www.depauw.edu/orgs/aaas/>.

Campaign for DePauw: An effort by President Casey and the Board of Trustees to raise money for DePauw started Fall 2014. For more information you can look on its website at <http://www.depauw.edu/news-media/latest-news/details/31238/>

CAPP: Committee on Academic Policy and Planning is “responsible for general and long-range academic policy and planning, and it shall recommend to the faculty policies and programs relating to the academic interests of the University.”¹⁰⁹

DEC: Diversity and Equity Committee “advises the Administration and the faculty on policy, presents educational sessions for all employees, identifies issues regarding diversity and equality in campus life and refers them to the appropriate University office and/or committee(s) for action; and annually reviews and assess aspects of the University’s effort to attract and retain a diverse campus community.”¹¹⁰

DSG Legislation: DePauw Student Government has the ability to write legislation on behalf of the student body and take it to the administration/faculty/or Board of Trustees in order to help improve DePauw. For a complete list of the legislation passed by DePauw Student Government, please look on its website at <http://www.depauw.edu/orgs/dsg/updates/>

GLCA: Great Lake Colleges Association. For more information you can look on their website at <http://glca.org>

LSU: Lambda Sigma Upsilon Fraternity, Inc. For more information you can look on their website at <http://www.depauw.edu/studentlife/greek/councilschapters/depauwchapters/lambdasigmaupsilon/>.

SCARE: “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.”¹¹¹

SLAAC: Student Life and Academic Atmosphere Committee deals “with policies guidelines, and information on all factors affecting student life and campus-wide academic atmosphere.”¹¹²

¹⁰⁹ “Committee on Academic Policy and Planning (CAPP)” accessed April 13th, 2015, <http://www.depauw.edu/orgs/dsg/updates/>

¹¹⁰ “Diversity and Equity Committee (DEC)” accessed April 13th, 2015, <http://www.depauw.edu/offices/academic-affairs/faculty-governance/committees-and-contacts/diversity-and-equity-committee/>

¹¹¹ “SCARE M Requirement Proposal-2000” accessed April 13th, 2015, <http://www.depauw.edu/files/resources/2007-2008-dpu-task-force.PDF>

¹¹² “Student Life & Academic Atmosphere Committee (SLAAC) accessed April 13th, 2015, <http://www.depauw.edu/orgs/dsg/updates/>

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