

HANOVER COLLEGE



A PLACE TO BELONG

A Strategy for Equity and Diversity at Hanover College





A History of Diversity at Hanover College

On the Point and in the Valleys

The history of equity and diversity at Hanover is complex and not always proud. In 1823, John Finley Crowe described Hanover, Indiana, as “the land of civil and religious liberty.” Crowe had just fled Kentucky, where his work as an anti-slavery preacher and publisher had caused his friends and neighbors to turn against him. On the northern bank of the Ohio, Crowe believed he would be free to educate both whites and Blacks for the ministry and to help erase the “foul stain” of slavery from the world. The Preparatory Department at Hanover Academy took a step toward realizing this dream in 1832 when it admitted Benjamin Templeton, a free Black man who came to Indiana after he was driven out of a less progressive Ohio college, and who went on to serve as a minister in Pittsburgh and Philadelphia.

Crowe’s record on slavery, however, is less honorable than appears at first glance. He favored the repatriation of African Americans to Liberia rather than their full citizenship. And by 1836, the College’s voice for racial justice had gone silent. In the face of financial strain and fears that Southern students would leave in protest of abolitionist rhetoric, Crowe and the College’s trustees banned any discussion of slavery on the Hanover campus. The decision mirrored a similar prohibition in the U.S. Congress, but silenced debate at a time when it was needed most. Templeton left campus that year without finishing his studies and without ever actually being officially enrolled in the college. In 1857, the College turned away Moses Broiles and voted to return a scholarship earmarked for him and other Black students.

While Hanover welcomed other diverse elements to campus – opening to women starting in 1880 and hosting international students starting in the early 20th century – it would be 112 years before Hanover admitted another American student of color. Alma Gene Prince arrived in 1948, long after most other Indiana colleges began enrolling Black students. She was welcomed by many faculty and students, who strongly supported desegregation of the College, but at the trustee level, some worked behind the scenes to discourage her attendance. Several board members opposed Prince’s presence and discussed helping her to “move along to another school.” Prince graduated in 1951 with the help of Katharine Parker and other supporters, and in 1952 the Board of Trustees voted officially to remove any remaining barriers to African American admission to the College.



Change, however, came slowly. A 1954 survey of racial attitudes in the Triangle found that the vast majority of Hanoverians said they were ready to live and learn with Black students. In the 1960s, students worked to start a local chapter of the NAACP and participated in the Selma to Montgomery March. The innovative Hanover Plan, which created Spring Term, also added the requirement that all juniors take one course each in World Literature and Non-Western Studies.

The 1962-63 Hanover College Catalog reads, "Education must liberate men from dislike of each other based on ignorance of different cultural patterns and prejudices against them. It is essential today that Western nations study other cultures."

However, at a 1969 group interview conducted by the student newspaper, Hanover's 13 African American students reported that the College's acceptance and understanding were conditional at best. Anyone who did not conform to white expectations or expressed strong opinions faced administrative censure or social isolation. White students were naïve about the Black experience, and the African Americans said they felt like tokens, there only to help educate the majority. They also bemoaned the lack of Black faculty role models who could help navigate or mitigate the experience. "It seems like to come here, you have to pay the price to be part of the system," one student said ("Hanover: Negroes are here really as tokens").

The Fall of 1969 saw the arrival of Anwarul and Mythili Haq. A sociologist, Mythili had received her Ph.D. from the University of Bombay in 1959, a time in which few women were awarded advanced degrees anywhere on the globe. The Haqs used the newly created Spring Term to take students to India, Afghanistan, and Hawaii. A scholar of Asian Studies, Anwarul helped found Hanover's Cross-Cultural Studies major in 1973 and, as the primary instructor of the Non-Western Studies requirement, helped shape the worldview of generations of Hanover students. After the Haqs' deaths in the early 1990s, gifts from their family and the Haq estate helped develop the multi-cultural center that now bears their name.

By 1993, there were 55 international and BIPOC students on Hanover's campus, comprising 5.3 percent of the student body. While residence halls and classrooms appeared slightly more diverse, they still did not match the U.S. population as a whole. The College "seems to be progressing" toward inclusion, one Triangle editor wrote, despite continuing "cross-cultural ineptitude." That year, the campus Multi-Cultural Center, the Chaplain's Office, and Student Life sponsored a series of workshops called "Disunity to Community." Conducted by the Indiana Interreligious Commission on Human Equality, the workshops featured interactive sessions



designed to promote cultural awareness and develop skills for cross-cultural communication. That year, Black students founded the group Positive Image to reach across racial boundaries and decrease prejudice, but then pulled their women's intramural team out of competition because of tensions over football. The only Black team in the league had been accused of rough play and violating the rules. The Positive Image women said the real problem was the lack of multi-cultural understanding.

As the 20th century ended, LGBTQ+ students and their allies also began to advocate for acceptance. Seniors Maggie Clifton and January Simpson were crowned members of the Fall 1997 Homecoming court, but most LGBTQ+ students on campus were deeply closeted. Harassment was common and pervasive. Clifton approached President Russell Nichols that year with a request to start a group for gay and lesbian students. Nichols deemed the campus "unready" for an official PFLAG organization but agreed to a group advocating diversity – including sexual orientation.

Love Out Loud quickly made its real intentions clear, sponsoring the annual National Freedom to Marry Day, a week-long installation of the National AIDS quilt in Lynn Gym, and the College's first-ever drag performance. Ten years later, LOL celebrated its first decade by hoisting a rainbow flag in the tailgate lot and sponsoring its own tent at Homecoming.

Despite a number of initiatives, Hanover continued to struggle in the early 2000s to effectively recruit, support, and retain students from diverse racial, ethnic, and national backgrounds. In 2001-2003, the Haq Center and Student Life partnered with Central High School in Louisville to host summer programs for economically disadvantaged and BIPOC students and to send faculty to the Louisville school for lectures and workshops.

In 2011, however, Hanover recalled its roots and found a path forward, launching a scholarship program named after its first Black student and aimed at recruiting and retaining undergraduates with a commitment to social justice and campus change. The Benjamin Templeton Scholarship offers full tuition to 10 first-year students per year based on their strong academic backgrounds and work in high school to build bridges among socially, economically, and racially diverse groups.

President Sue DeWine inaugurated the Templeton Scholarship and authorized the creation of Hanover's first Disability Services program. Until that time, there was no coordinated effort to



provide accommodations for students with physical or learning differences. Eight students received DS accommodations that fall. During the 2010s, concerned members of the College community also launched the Community Alliance and Resource Team (previously known as the “Bias Incident Response Team” [BIRT]), a group of faculty and staff from all branches of the College who serve as allies to support those who have experienced bias incidents and who work to provide education and training to faculty, staff, and students.

Throughout its history, Hanover also has made it a priority to educate first-generation college students. John Finley Crowe established the college to educate the young men of the frontier for the ministry. Today, 22 percent of students identify as first-generation and 34 percent are Pell Grant recipients, coming from families earning less than \$50,000 per year.

Both DeWine and current President Lake Lambert have made diversity and inclusion pillars of their strategic plans as well as their aspirational goals. Hanover should be a place where all are welcome and feel at home. In the last 10 years, there have been some notable successes:

- African American student enrollment tripled from 12 to 36 between 2008 and 2010, and since then African American enrollment has averaged 51, though that number dipped to 46 in Fall 2020.
- In Fall 2020, more than 160 international and BIPOC students live and learn here, making up 15.7 percent of the student body.
- Thanks to student initiatives, student groups on campus now include Black Student Union, Sister-2-Sister, the drag group Hanover Queens and Kings, and the Latinx Student Union, as well as long-standing organizations like Kaleidoscope (formerly Positive Image), Love Out Loud and the International Club.
- The College hosts a LGBTQ+ Center in Lynn Hall as well as the Haq Multi-Cultural Center in the J. Graham Brown Campus Center.
- In classrooms and residence halls, the College meets the accessibility needs of more than 150 students per year.
- In 2019, students, faculty, and staff sporting “I’m First!” buttons gathered in the Campus Center lobby to celebrate Hanover’s inaugural first-generation student day.
- In 2019, the Art and Design Department, along with the Office of Multicultural Affairs, International Club and Kaleidoscope, hosted a celebration of Diné (a Native American tribe most commonly known as “Navajo”) culture. Family members of a current Diné



student came from the Navajo Nation and shared several of their traditions, such as music, prayers, jewelry, and philosophies about nature, with our campus community.

- In 2020, Templeton Scholars established the Rainbow Supply Closet and Fund to assist students in accessing gender-affirming items.

At the same time, this progress falls short of the goals set forth by President Lambert in the Hanover 2020 Clear Vision Strategic Plan.

A series of focus groups found that students of color still echo some of the same concerns voiced by the 13 interviewed by the Triangle in 1969. While many students say they have found a home here and the campus appears more diverse, sometimes appearance does not equal reality. Microaggressions continue to be a problem, and the campus continues to need multi-cultural education.

While Hanover has made strides in hiring more international faculty and those from the LGBTQ+ community, focus group participants noted that the College still has no African American faculty.

Beyond the Point, America itself continues to struggle to make everyone feel welcome. National politics has turned rancorous, and bias incidents are on the upswing. Hanover students have often encountered bias, both implicit and explicit, in the surrounding community. Ku Klux Klan rallies have occurred in Jefferson County, Indiana for the last four years. Hanover is committed to working with community leaders to address bias incidents off campus as well as those that happen on its 650 acres.

As Hanover looks ahead to its third century, it cannot forget the past. Our work is far from done. The College must remember both its successes and its failures and use the lessons learned to meet the long-term needs of an increasingly diverse world. The 2020 Equity and Diversity Plan contains long-standing goals, and yet has a short enough timeframe to ensure we remain engaged and focused on our continuing mission. In developing plans for improvement, the College will solicit guidance from all members of the campus community, paying attention to campus members who are most impacted by these accommodations. This commitment aligns with our Hanover College Principles:



As members of the Hanover College community, we will make decisions in conversations with those who will be most affected by them, we will seek the greatest amount of relevant input possible to our decision-making, and to the extent possible, we will encourage decision-making on rules and procedures by those who will be most affected by them.

We set these goals to hold ourselves accountable for becoming the place we have always wanted to be: A place to belong for everyone.



“A Place to Belong” – Goals

- One: Fostering Employee and Student Appreciation of a Diverse and Equitable World
- Two: Recruiting and Retaining a Diverse Student Body
- Three: Hiring, Developing and Retaining Diverse Employees
- Four: Becoming a Community Leader on Equity Issues



Goal One: Fostering Employee and Student Appreciation of a Diverse World

Fostering knowledge and appreciation of a diverse American society and the world's peoples and cultures is a central task of a liberal arts education, and it must continue to have a prominent role at Hanover College. The College does this now through coursework across academic departments, in the required Cultural Perspectives course, in semester-long study abroad opportunities and in the College's Spring Term courses that include domestic and international travel. Faculty are also leaders in bringing opportunities to explore equity, diversity and inclusion through speakers, film series, theatre, music, and other artistic expressions. Co-curricular events on campus are created by student groups, academic departments, and institutional offices and each of these plays a vital role in programming for the campus and the wider community. These events showcase cultural, academic, and religious diversity; in addition, the College fosters appreciation of a diverse world through student-leader trainings (i.e., RA and PA training, the Benjamin Templeton Scholars Program, and the Leadership Challenge for First Year Students). More structured efforts and greater coordination between curricular and co-curricular events managed by faculty and staff are needed to amplify new and existing programs.

Current Initiatives

Appointed Cultural Perspective (CP) Coordinators

With the adoption of a new general education plan in 2016, the Hanover faculty reimagined diversity education, changing from an "other cultures" requirement to a "cultural perspectives" requirement. The change in name also indicated a change in scope, expanding the courses that might meet the requirement to include those involving cultural diversity in the United States.

In 2019, the College also appointed faculty leadership to support this requirement and the faculty who teach it. Their work includes recruiting faculty to offer CP courses, development of new courses and making connections with co-curricular leaders and programs. The new Cultural Perspectives Coordinators are and will be important leaders in the College's efforts toward diversity education.



Developed Cultural Perspectives Assessment Plan

The Cultural Perspective Coordinators have developed a Cultural Perspectives Assessment Plan, which seeks to answer whether and to what degree the College's instructional efforts are meeting the stated outcomes for the courses. The assessment plan also has the potential to identify where additional co-curricular programming might complement the curricular program. The CP Assessment Plan outlines a multi-year assessment process that will review one key outcome per year.

Education for Religious Pluralism

As an institution affiliated with the Presbyterian Church (USA), the College exercises a special responsibility to educate students, employees and the community about religious pluralism and the different roles of religions in public life around the world. This is an important responsibility of both the College Chaplain and the Theological Studies Department and is regularly carried out in the classroom and in co-curricular events involving students, faculty, staff, and community. The College must continue to focus in this area and identify issues and opportunities to explore the intersectionality of religion and other issues of equity, diversity, and inclusion.

In addition, the College needs to work to make the campus more hospitable to students of diverse religions and to those who have no religion. This includes offering spaces where students can practice their religious traditions alone or in community (in addition to having the interfaith space currently housed in the Brown Chapel), meeting the daily dietary needs of students, and, where appropriate, offering opportunities for religious services.

Key Next Steps

Create a Second CP Course Requirement

Developing cultural perspectives requires an understanding of cultures both near and far. The current CP requirement allows students to choose from a broad set of cultural perspective courses. No core curriculum can teach everything, but an additional CP ACE, embedded in existing general education and departmental courses, will engage students in a deeper understanding that they can then use for lifelong learning.



The CP coordinators will propose a second CP course requirement and assess how feasible and desirable it would be to designate current and future CP courses as domestic or international in their cultural focus. After that assessment is complete, the CP coordinators may offer a recommendation about making further changes to the CP requirement.

Support Professional Development for Faculty to Create New CP Courses

To create additional CP courses for an additional requirement, the College will need to make faculty development a priority, including reallocation of existing resources and the addition of new resources. For the next three years, the College will devote Spring Term administrative leaves to the development of new or redesigned courses eligible to meet a new CP requirement. The College will also allocate financial resources each year during this same period for summer stipends for those unable to take Spring Term leaves and to support materials, travel and conferences leading to the development of new CP courses.

Faculty members who receive leaves and/or stipends to develop new CP courses will consult with the CP coordinators and complete the workshop on Discussing Privilege, Race and Racism in the Classroom before submitting their new course proposals to the Curriculum Committee.

Require Attention to Equity and Inclusion in Learning Outcomes for all Academic Departments

Through the College's assessment plans and program review policies, all academic departments maintain and regularly assess learning outcomes for their academic majors and programs. By Fall 2021 all academic departments will be required to review and, if necessary, amend their learning outcomes to include attention to equity and inclusion in the content, methodology, application and/or history of the discipline.

To support this goal, the Associate Provost for Learning Assessment and Program Review and the Committee for Learning and Teaching will develop expectations and standards for including diverse voices in classroom curriculum. As part of their regular assessment practices, departments will be asked to explore questions about diversity and equity in their curricular offerings. These questions might include: 1. In what ways do your syllabi reflect the diversity of voices contributing to knowledge production in your field? 2. In what ways did your class topics and discussions address religious, racial, socio-economic, and LGBTQ+ diversity? 3. In what



ways does your attention to these issues need to improve, and how do you plan to implement those changes?

Revise and Supplement Co-Curricular Programming on Equity Issues

At Hanover, learning extends beyond the classroom. By Fall 2021, the Office of Student Life will lead the development of a “co-curricular road map” of when, where and how a student can take advantage of co-curricular programming on equity, diversity, and inclusion. This road map will include clear learning outcomes for co-curricular programming, identify points of potential interaction with the CP requirement, consider the role of the Haq Center, the Chaplain’s Office, First-Year Experience, Hanover Enrichment Series, Greek Life, Athletics, Residence Life, and student organizations. OSL will also present a budget to the President describing the need for additional resources to implement and sustain the needed co-curricular programming.

Recruit, Develop and Train Diverse Student Leaders

Effective student leadership is critical to the success of the College’s efforts to be a more equitable and inclusive campus. The College relies on these leaders, in both paid and unpaid positions, to carry out its mission. Beginning immediately the College will take steps to ensure that all paid student leadership positions are selected from applicant pools with a robust presence of underrepresented students. Selection of paid student leaders will be postponed when the opportunity to hire underrepresented students is not available; the departments that oversee these roles must articulate and execute additional measures to ensure that the search was inclusive and purposeful. All student workers will undergo additional training beyond what is required for all students and appropriate for their assigned responsibilities. All leadership development programs at the College will reflect that equity, diversity and inclusion are at the heart of Hanover’s definition of “leadership.”

Training to Be an Inclusive Ally

In addition to widespread training and education, the College has a responsibility to offer advanced training and study for students to be campus and community leaders of equity and inclusion as inclusive allies. Recognizing that the expertise for this training may be outside the College, the President will seek funding sources and identify faculty and staff to lead these efforts.

Continue Support of Study Abroad Programs

For an appreciation of a diverse world and of cultural difference to remain an integral part of the College as an institution, it needs to be not just sustained but strengthened. Cross-cultural competence should be a goal across the curriculum, both on and off campus, both in the classroom and outside of it. It needs to be taught, practiced, and modeled in a variety of contexts and through a variety of methods. Study abroad uniquely combines academic and experiential learning, empowers students to practice global citizenship, fosters an appreciation (and even celebration) of diversity, adds different perspectives to the campus culture, and enhances the quality and richness of learning outcomes for students. In doing all this, it delivers and realizes essential aspects of a Hanover education.

Therefore, Hanover pledges to remain invested in our existing programs and to support their expansion and diversification. Hanover also pledges to diminish barriers to students' international learning by offering additional study abroad scholarships, as financial challenges often affect underserved^[1] groups disproportionately and thus exacerbate inequalities. The Director of Study Abroad and Scholarships is also working with the Administration and the Office of Advancement to maintain, and ideally expand, the current level of funding so that no student is left behind. Additional programs will be developed through alliances and partnerships with academic departments to address curricular and cross-cultural learning needs. Discussions and potential affiliations will begin in the WS 2021 as well to generate a roster of opportunities by December 2021.

The Office of Study Abroad and Scholarships is in the process of developing a "Study Abroad 101" course that aims to strengthen students' preparation for semester-long study abroad experiences, to provide opportunities for reflection, and to integrate the international dimension of a Hanover education more intentionally into their life and career trajectories. Such a course will also create opportunities for additional diversification and internationalization of the campus community, as returning students contribute to the wealth of cultural perspectives present. The proposal will be introduced in the WS 2021.

^[1] The definition of underserved for the purpose of this document includes the following: A group of individuals who face barriers, hostility, or other disenfranchisement due to their age, race, color, disability, gender, gender expression, gender identity, national origin, ethnicity, marital status, religion, sex, sexual identity, socioeconomic status, veteran status, or immediate family educational history.



Goal Two: Recruiting and Retaining a Diverse Student Body

For more than 50 years, Hanover has sought to recruit a more diverse student body, but its record in recruitment has been uneven, broad support for those students has not always been present, and the rates of success (seen most notably in rates of retention and graduation) have never met the rates for all students. While increased recruitment can build cohorts that reduce a sense of isolation, as the College moves forward, the focus cannot be exclusively on student recruitment. It must be primarily on support and success. We must demonstrate that the College is a good place for all students by the self-described experience of those students and by the success of those students at Hanover and as alumni serving in the broader world.

Current Initiatives

Changes in Academic Support for BIPOC Students

The College is committed to providing academic and social support to all students, with a particular focus on academic advising for BIPOC students. In 2018, the college redefined the position of Associate Director of Multicultural Affairs to include academic support and success of BIPOC students, making this campus official a secondary advisor to all underserved students. Students may opt out of this advising relationship, but its otherwise automatic enactment recognizes that academic success of underserved students often involves more than the classroom. The new advising role also complements the Associate Director's membership on the Early Alert Team (EAT) and as international student advisor, responsible for providing specialized student support, immigration advising services, new student orientation, and serving as a DSO (Designated School Official) in the maintenance of the Student and Exchange Visitor Information System (SEVIS). Opportunities to improve this relationship include greater communication among the Office of Multicultural Affairs, faculty advisors, and EAT as well as increased training for all academic advising across the College.

In addition to support from the Associate Director of Multicultural Affairs, the Gladish Center for Teaching and Learning and Associate Provost of Student Success collaborate with campus EAT representatives to provide intentional support services based on academic needs of individual students. The EAT team monitors academic concerns and provides a range of services and resources for student academic success.



Working to Charter a Historically Black Greek Letter Organization

Greek life is an important part of the Hanover experience for many students (55% of men and 45% of women). The benefits of the organizations impact student life in college and afterward, including higher GPAs and rates of retention. Historically Black Greek letter organizations have become an increasing interest of African American students at the College, especially with Black women. The College is actively supporting efforts to recruit a new sorority to campus and has invited two national organizations to consider Hanover College for a new chapter.

Student Training on Microaggressions

In Fall of 2018, the Office of Student Life launched an in-person training program on microaggression for resident advisors, and this is now being expanded to all paid student leadership positions (e.g., peer advisors and I-Pals), leaders of student organizations and athletic team captains. This training directly touches more than 100 student leaders. Topics of the training include cultural competency, privilege, types of microaggressions, the differences between micro-aggressions and macro-aggressions, and resources for students who wish to report bias incidents. While the actual training is scheduled at the start of each school year, student leaders in each of these groups can request additional training for their teams if they feel additional training or information is necessary based on matters, they have addressed in their leadership roles on campus. Additional training for students will be offered each academic year.

Bias Reporting

The Community Alliance and Resource Team (CART) continues to offer support for all students who experience discrimination or bias. Two changes in CART have been enacted in 2020-2021 to better align with our institutional priorities. CART now openly reports bias-related incidents to the entire campus community on My Hanover. Further, the reporting features of bias events includes three options for reporters: an incident report, which allows victims of bias to report incidents; an advocate report, which allows reports on witnessed events where the reporter may be a witness but not the victim; and an anonymous reporting feature.



Established a New Student Mentoring Program for Underrepresented Students

Modeled after the successful I-Pals program for new international students, in Fall 2020 the Office of Multicultural Affairs established a mentoring program for new students from underrepresented racial and ethnic groups. The goal of the program is to establish relationships with upper-class students, supporting student adjustment and success at Hanover. In its first year 9 new students are participating in the program.

Established Gender-Neutral Housing

At the request of students, Residence Life now provides gender-neutral housing options, in addition to its traditional binary-gendered housing. This affords students more choices based on their gender identity and can create safe spaces for living and learning. This space currently has the capacity to house 28 students and has the potential to be expanded further as needed. The College is now studying options for gender neutral housing in first-year residence halls.

Collected Retention and Graduation Data

For many years, the College has tracked the retention and graduation rates of many underrepresented students. Data collection has primarily focused on African American, Latinx, Asian, Native-American, first-generation, individuals with disabilities, and low-income (identified via Pell Grant eligibility) students. These data have been regularly used to measure the success of the College's equity and inclusion efforts, but it needs to be expanded to include international students, LGBTQ+ students, neurodiversity, among others. Even more, this information needs to be regularly communicated to trustees, faculty, and staff as an important measure of success. It matters little if a student can be recruited to come to Hanover if the College does not provide the support, policies, procedures, and people to ensure the student's success, graduation, and post-graduate outcomes.

Completing a Review of the Templeton Scholars Program

The Benjamin Templeton Scholars Program is the College's social justice honors program and includes 40-45 students every year. These students play an important role in making Hanover a more welcoming and inclusive environment as they serve as advocates for underrepresented groups among students, faculty, and staff. The Office of Student Life is now completing a



comprehensive program review in collaboration with alumni partners on the Benjamin Templeton Scholars Alumni Advisory Board to ensure its ongoing success. This process will take place through the 2020-2021 academic year. The review will involve the articulation of a clear purpose statement for the program to inform learning outcomes, improved systems of accountability, and adjustments to the sequencing of program elements. The program's qualifications and membership inclusion criteria will be clearly stated to include all students from diverse backgrounds whose interests align with the mission of the BTS program. To ensure diverse applicant pools in program membership, the Templeton Scholars program and scholarship will be promoted widely, with particular attention to underserved populations. These strategies should identify pathways that make the selection process more equitable for all candidates, including low income and international students. These program adjustments will improve the quality of scholar-led projects designed to improve services and spread awareness of social justice, diversity and human rights issues among the campus and local community.

Key Next Steps

Implement Gender-Neutral Language in College Publications and Communications

Language that emphasizes binary gender identity is an important issue for many students and employees because it implies outsider status to those who self-identify outside traditional, binary genders. Effective immediately, in official publications, website, social media, and announcements the College will implement gender-neutral language whenever possible — for instance, replacing “freshmen” with “first-year.” Additional steps are needed to identify and correct instances where gendered titles and dead names are used in official correspondence. In some cases, this may not be immediately possible (e.g., “women’s basketball” or “alumnus”), but the College is committed to being more hospitable in its descriptive language and pronouns describing students, employees, and alumni.

Provide Professional Development on Supporting Underrepresented Students

Hanover College employees are committed to the success of all students but may not recognize the distinctive needs of underrepresented students. Building on the good will and student-centered focus of employees to ensure the success of BIPOC, first generation, LGBTQ+, international, neurologically diverse, individuals with disabilities, and low-income students as



well as issues in intersectionality will require significant investments in professional development, as well as significant investments of time by all employees. Beginning in September 2020, the College will add mandatory online module training and an in-person exercise for all employees. The online training, offered through SafeColleges, includes “Diversity and Inclusion” and “Implicit Bias & Microaggression Awareness.” Additional training focused on privilege will be conducted during departmental meetings by the Office of Human Resources in conjunction with Student Life/Office of Multicultural Affairs. The Office of Human Resources will work with each department to select a date/time for the exercise to occur, meeting with all departments no later May 31, 2022. A regular schedule of training will also be implemented. Staff supervisors and the Faculty Evaluation Committee will also expect all employees to include plans for professional development in the area of equity and inclusion as part of existing requirements for professional development plans and reporting.

Encourage Additional International Engagement for Campus Community

At the same time as it supports students’ cross-cultural learning and engagement, the College will increase its efforts to enhance international dimensions of the curriculum and our campus culture. By bringing international speakers and visiting professors to campus, the College can offer unusual, diverse, and far-reaching learning opportunities. Such endeavors will help the College integrate diversity, equity, inclusion, and justice more thoroughly into the lives and experiences of its students and community members. The Director of Study Abroad and Scholarships is renewing her advocacy for proceeding with applications to the Fulbright’s three flagship programs for scholars and teachers: the Outreach Lecturer Fund, the Foreign Language Teaching Assistantship, and the Scholar in Residence Programs. We will explore additional programs to generate further opportunities to hear from and host scholars from diverse cultures.

Create Specific Development for Faculty

Because of the role of faculty in cultivating the intellectual development of students and their unique responsibility for facilitating this development in the classroom, additional professional development is needed. The classroom is a special place for all students to explore new, controversial, and challenging ideas. Careful facilitation of this dynamic environment is at the heart of the Hanover mission to be both challenging and supportive, and faculty require special skills to do both successfully. It is unacceptable for faculty to ignore important questions about race, gender, sexuality, class, culture, disability, and their relationship to the academic disciplines, but it is equally unacceptable for faculty to allow engagement that silences,



humiliates or disparages students and/or propagates stereotypes and bias. Under the direction of the Provost and beginning no later than Summer 2021, the College will develop and implement regular, face-to-face, and required development programs for all faculty.

Privilege Federal Work-Study Eligible Students in Campus Employment

Students from low-income families are often designated through the financial aid process as eligible for Federal work-study, but this is no guarantee that these students will be able to find campus employment. Since 2016, fewer than half of Federal work-study eligible students have worked on campus. Many colleges and universities “privilege” work-study students through their hiring and budgeting process. By Fall 2021, Hanover will adopt new policies and procedures to ensure that 90% of Federal work-study eligible students are employed on campus.

Identified New Spaces for the Haq Center and the LGBTQ+ Center

Student leaders have asked the College to identify new spaces for both the Haq Center and the LGBTQ+ Center. New, larger, more easily identified spaces for gatherings and meetings affirm the College’s commitment to serving underrepresented students and the college community’s excitement about a growing student population. A new location for the LGBTQ+ Center has been identified; a portion of the Haq Center has been moved to the recently renovated and centrally located former Alumni Lounge.

Increase Diversity in Paid Student Leadership Positions

In the same way that greater attention is needed in recruiting underrepresented faculty and staff, the College must ensure that underrepresented students are encouraged to seek and are hired for paid student leadership positions (e.g., RAs, PAs, Learning Center Tutors). These student leaders play an important role in the success of students, and it is vital that students see the full diversity of campus in these key positions. By Fall 2021, the College will begin tracking applicant pools and hiring of underrepresented students for these positions, and the College will develop new procedures to advertise and recruit students to seek these roles.



Develop Facility Accommodation Priorities

The College is not easily accessible for students or employees with limited mobility disabilities. In many cases, this is the result of the age of facilities, and accessibility problems are clear with existing sidewalks, parking, lack of ramp access and elevators in several buildings. While the College has sought to provide all-gender restrooms in most buildings, a comprehensive review of restroom facilities is necessary to determine how to be more hospitable to all students and employees. The College will complete a study of building accessibility and develop facility accommodation priorities in 2020-2021 as part of its master plan, incorporating it into its long-term facilities plan.

Develop an Assessment Plan for Disability Accommodations

The College offers many accommodations for individuals with disabilities and is required to do so by Federal law. However, there is not a comprehensive list of the accommodations offered nor is there a regular cycle for their assessment to determine the College's conformity with current law and best practices. In 2021-2022, the College will review the best practices for disability accommodations, identify areas requiring immediate action, and develop a regular plan for the assessment of all accommodations across the College.

Strengthen Support Services for Students with Accessibility Accommodations

At the same time, the College will identify and provide needed information and training for faculty and staff regarding neurodiversity, mental health issues, temporary disabilities, chronic and physical disabilities, and other accessibility challenges. The College will develop a more robust and inter-connected support system in order to strengthen these students' learning and experiential outcomes. This would ideally include expanding the scope and variety of accessibility services as well as establishing a more integrated communication network among the offices involved. In developing further plans for improvement, the College will solicit guidance from all members of the campus community, paying attention to campus members who are most impacted by these accommodations.



Respond Quickly and Publicly to Discriminatory Actions and Violations of Community Standards

Actions, behaviors, and comments that seek to discriminate, intimidate, or otherwise violate Hanover College Principles must be rapidly addressed. For faculty and staff, that requires responses by supervisors and peers, and for students that requires responses by the Office of Student Life. In some cases, the sources of graffiti or other actions may be unknown. Although employee and student disciplinary action are confidential, the College will immediately develop procedures and practices to communicate with the entire community about acts of bias, slurs, and injustice. The failure to communicate implies – whether correct or not – a failure to acknowledge, condemn and respond. This active response began in Fall 2020.

Availability and Communication of Resources

By Winter 2021, the College will offer a robust, comprehensive website of resources and opportunities related to diversity, equity, accommodations, and multicultural education. This will be publicly available for current students and employees as well as alumni, members of the community and prospective students. The College will also develop a communication plan for how information about current and emerging resources are advertised to stakeholders.

Clear and Decisive Action on International Student Support

For the last 30 years, through the work of several committees and reports on the issue of enhancing cultural diversity, Hanover College has identified immediate and pressing needs of international students but few of the recommendations have been acted upon and essential needs remain unmet. Student focus groups have consistently revealed over time that there is an urgent need for greater action and support of international students who often experience the campus atmosphere as unwelcoming and unsupportive. International students' needs are pressing because they involve legal matters. Lack of information and resources can lead to visa violations, which can result in deportation. To support international students, guarantee their wellbeing, and increase retention rates, Hanover College will create a new position with responsibilities including, but not limited to: supporting international students with appropriate instruction on how to maintain their visa status, work in the United States, filing taxes, and applying for CPT and OPT; arranging transportation to and from campus, and arranging adequate insurance coverage and transportation to receive medical assistance when needed.



International students deserve to feel safe while away from their home countries and by creating this new position, Hanover would be more adequately taking care of the legal and personal needs of international students.

Develop Professional and Holistic Support for Students with Different Immigration Status

Due to the increasing number of students carrying different immigration statuses (including, but not limited to, undocumented, Dreamer, DACA, first generation immigrant, and students recently obtaining residency or citizenship in the US), it is imperative that the College more explicitly and pro-actively support these students and their families. These students are not supported by established structures and thus, often get overlooked and underserved. Challenges for these students start with the availability and obtainability of documentation. They do not have access to the privileges or resources other students can take for granted; thus, necessary accommodations must be made to support these students financially, socially, and academically. The strategic and logical place to develop resources would be in offices which create first points of contact with prospective students and families. In addition, resources should be maintained in offices that oversee current students under different immigration statuses to provide equitable information regarding all immigration types. It is crucial that the College develops professional mindfulness regarding issues related to FERPA and immigration status when it comes to advising and working with these students. It is also crucial that the College educates stakeholders, such as advisors, offices, and leadership, on the different legal and institutional resources for which each immigration status qualifies.



Goal Three: Hiring, Developing and Retaining Diverse Employees

Hanover's idyllic location and great facilities are important to its identity, but the college's faculty and staff are the means by which the College achieves its mission. That faculty and staff should reflect the student body they serve, and they must be equipped with the skills, attitudes, and empathy necessary to help all students be successful and accomplish the College's goal of transformative learning.

Current Initiatives

Requiring Anti-Bias Training for All Search Committees

For the first time in Fall 2019, the College required anti-bias training for all faculty and staff search committees. Anti-bias training helps individuals identify, name, and avoid unconscious discrimination that can exclude applicants from full consideration. This includes assumptions like "this person won't come to Hanover, Indiana," or "this person won't stay."

Developed a New EEO Statement

In 2019, the College adopted a new Equal Employment Opportunity (EEO) statement that goes beyond minimal expectations about non-discrimination. It also emphasizes the College's commitment to be proactive in welcoming underserved groups into the faculty and staff. The new wording states:

"Hanover College is an Equal Opportunity Employer committed to providing an inclusive, welcoming, and diverse college environment. We seek candidates of all backgrounds regardless of age, race, color, disability, gender, gender expression, gender identity, national origin, marital status, religion, sex, sexual orientation, or veteran status. No person, on the basis of protected status, shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination, harassment, or retaliation under any College program or activity, including with respect to employment terms and conditions. We embrace diversity and encourage all who are interested to apply."



Enhancing Professional Development on Microaggressions

The College now requires all employees to complete the module on microaggression in the Safe Colleges system in annual online training. The College is also exploring other training opportunities, including ones on accessibility services.

Key Next Steps

Ensure the Diversity of Applicant Pools

The first step in hiring a more diverse faculty and staff is to ensure greater diversity in all applicant pools. Members of the Cabinet, search committees and Human Resources share the responsibility to recruit individuals from underserved groups, and all requests for new or replacement positions (faculty and staff) will require a “recruitment plan” that describes the planned methods for outreach to underserved groups. In the absence of a diverse applicant pool, a search committee, Vice President or Human Resources may require additional advertising before finalists are identified and brought to campus. All finalists must be approved by a Vice President before invitations for campus interviews are extended, and the Vice President may require a search committee, office or department to interview a fully qualified candidate from an underserved group to ensure diversity among position finalists. A full set of new policies will be implemented in academic year 2021-2022.

Seek Qualifications that Reflect Institutional Commitments

The College is especially interested in candidates who can advance the college-wide priority of equity and inclusion. Successful candidates must demonstrate in the application and interview process their commitment to these priorities and their ability to support and facilitate dialogue among diverse communities. Qualified applicants will also have experience working in diverse environments and/or with students from diverse backgrounds, and all position descriptions should include these priorities and commitments. A full set of new policies will be implemented in September 2021.



Create New Opportunities for Hiring Diverse Employees

At any time, academic departments and administrative offices may identify potential employees from underrepresented groups. If the individual's educational credentials and skills would fulfill an unmet departmental and/or college-wide need, a Vice President may recommend to the President that the individual be invited for a campus interview outside regular search and position approval procedures. In the case of a potential faculty appointment, the Provost shall also consult with the faculty's Position and Program Review Committee. Following a successful interview, the Vice President may recommend to the President that a position be created, and an offer extended to the individual. In hiring underserved faculty and staff, the College will make special effort to provide campus housing as part of its welcoming strategy.

Align Campus Housing Priorities with Recruitment Goals

The availability of college-owned housing for rental or purchase is a distinctive characteristic of the college community. It also has the potential to support the recruitment of underserved faculty and staff when used as an additional amenity and in recognition of potential discrimination that underrepresented employees may face in the surrounding community. Beginning in 2021-2022, the College will revise its policies and procedures for the allocation of college rental housing to prioritize its availability to underserved employees.

Increase Professional Development on Retention of Underserved Populations

To support the retention of BIPOC and international employees, all employees need training on how best to welcome, mentor and support underrepresented groups in the campus and broader community. In academic year 2020-2021, the College will launch a new mandatory professional development initiative for all faculty, administrators, professional staff, and hourly staff focusing on being an inclusive workplace. While current employees may offer some expertise for this type of training, the College will likely need to look to outside experts. This is also an area where collaboration with Ivy Tech, the Chamber of Commerce and other major employers may be effective. Training topics will include, but are not limited to, different expressions of privilege and unintentional bias, bystander training, social or religious customs, welcome and unwelcome support strategies, etc. While the needs of higher education can be



unique, we should look for opportunities that have a broader impact in the Jefferson County community.

Implement Restorative Practices

Hanover will not tolerate any derogatory, demeaning, defamatory or discriminatory behavior of any kind regarding any economic, emotional, gender, mental, physical, racial, sexual, or spiritual differences. While many processes to respond to unacceptable behavior by students and employees are in place (e.g., CART, harassment policy and procedures, disciplinary actions), the College will undertake a comprehensive review of these procedures in 2020-2021 to ensure that all derogatory, demeaning, defamatory or discriminatory behavior discrimination, including microaggression, are addressed quickly and, as a first step, in a spirit of restoration. When restorative practices fail to change behavior, disciplinary action up to and including dismissal is necessary. The entire campus community, including students, may be included in this process.



Goal Four: Becoming a Community Leader on Equity Issues

For Hanover College to achieve its goals of being a more diverse, welcoming, and inclusive community, it is clear our efforts require strong College leadership that cannot be confined to our campus. Our employees live in the surrounding community, and both our students and employees want to shop, eat, and enjoy all of the recreation opportunities that Madison and Jefferson County have to offer.

Jefferson County's history includes prominent people and places in the Underground Railroad like Eleutherian College that educated free African Americans alongside white students. But the home of Hanover College also has a negative history marked by discrimination of groups perceived as "different". What was once a large Black community in Madison has seen population decline even as the Latinx population has increased. A local cell of the Ku Klux Klan has become active, hosting annual rallies in the Madison area. African American and Latinx, as well as LGBTQ+ and employees have been harassed just a few miles from campus.

Hanover College also has a difficult history of delayed and denied efforts for equity and inclusion. The College must continue to explore and confront that history even as leaders make changes that are long overdue. As one of the largest employers in Jefferson County and as a major economic engine for the region, Hanover College has the responsibility to make its institutional voice heard, and to be a leader for equity and inclusion in the broader community.

Current Initiatives

Partnering with the Community

The College has opportunities to work with many community partners that share our commitment to make Jefferson County a more welcoming and inclusive community, and we are seeking to enhance our relationships to work with them on both large and small projects. These groups include:

- **Casa Amiga**—As the leading service provider and advocate for Latinxs in our community, the College, students, and employees have actively supported the organization and its activities through volunteerism and sponsorship.

- **Chamber of Commerce**—As the leading association of businesses in our community, the Chamber shares our commitment to welcoming a more diverse workforce to the region. The College has a representative on the Chamber’s board of directors, and we are committed to supporting the Chamber’s strategic plan and its focus on equity and inclusion.
- **Ivy Tech**—As another institution of higher education in our county, Ivy Tech shares many of our goals and concerns for equity and inclusion. The College has partnered with Ivy Tech to bring the National Equity Project to Madison, and we envision more ways that we can partner to support the education of our students and the well-being of employees.
- **Madison PFLAG**— Hanover College student leaders and student organizations such as Love Out Loud and Queens and Kings (as well as the LGBTQ+ Center) support the local chapter of PFLAG by providing a safe place for LGBTQ+ teens in the community, including invitations to campus events of mutual interest.
- **Madison Ministerial Association**—An important advocate for justice and ecumenical understanding, the College has partnered with the Ministerial Association through the College Chaplain and President.
- **Madison Human Relations Commission**—Charged with eliminating housing discrimination in the City of Madison, the Human Relations Commission hears concerns about discrimination and harassment, seeking to address specific occurrences and educate the broader community. Although Hanover is outside their jurisdiction, the College seeks to partner with the commission whenever possible to address harassment of employees and students and educational efforts.

Increasing Efforts to Speak Out

The history of the College in the 20th Century included a self-imposed, institutional isolation. To avoid others “meddling” or seeking to control our educational mission, we chose isolation and silence. President Sue DeWine recognized that this strategy was not viable, and the College now engages with many public issues.

However, this is a difficult path. The College is not a social or political advocacy organization, and we must guard our voice so that, in speaking only occasionally, we speak forcefully on issues directly related to our educational mission and strategic priorities.



In the last five years, the College has made five major public statements.

- Unfortunately, the first statement denouncing the presence of the KKK in Madison had to be repeated, but that organization’s history of hate and violence must always be unmasked as it seeks to advance an alternative history.
- The second was a public statement in support of DACA students (Dreamers) being able to pursue educational opportunities at Hanover without fear or threat in the same way that U.S. citizens and international students can do so.
- The third was joining other private colleges to advocate for a strong hate crimes law in the State of Indiana.
- The fourth spoke out against racial injustice following protests calling for racial justice during the summer of 2020.
- The fifth spoke out against proposed COVID pandemic immigration policies that would have prevented many international students from continuing their education.

The College also engages in acts of “quiet advocacy” within the community and more broadly. These are instances when personal connections and persuasion can be most effective in bringing change or when people of good will need a better understanding of how their words and actions affect others. While not public, these are also an important means by which the College shows leadership in the community.

The Bill and June Rogers Peace and Justice Forum

The College has an existing asset for community leadership in the annual endowed Rogers Forum in Peace and Justice. A collaborative program with Hanover Presbyterian Church (USA), the Rogers family, and the Hanover College community, the forum brings community members, students, alumni, faculty, and staff together for discussion(s) and projects centered around a social justice issue identified primarily by Hanover's students, in collaboration with faculty, staff, and community members. The forum's committee is committed to fostering community with the greater Madison/Hanover area, as we identify partners to work towards a more inclusive and welcoming space both on campus and in our larger county. The committee that convenes to prepare this forum will be charged with exploring these more expansive goals and objectives. The Rogers family is a large part of this committee, in addition to Hanover's current students.



Key Next Steps

Launch a College Equity and Inclusion Committee

In the Fall of 2020, the College formed an institutional committee on equity and inclusion. Co-chaired by the Provost and Dean of Students, the Committee will listen regularly to underserved students and employees about their experiences at Hanover College; implement components of the Equity and Inclusion Plan assigned by the President, using a budget designated for those purposes; coordinate the work of different academic and co-curricular programs and administrative functions to maximize impact; serve as a campus advisory group to the Directors of Multicultural Affairs, Study Abroad Programs, Templeton Scholars Program, Human Resources, and the Cultural Perspectives ACE; and make recommendations to appropriate committees and offices as well as the President on policies and procedures regarding the College's efforts to promote equity, inclusion, and diversity education.

New Protocols for Incidents of Bias and Discrimination

In 2020-2021, the College will completely revise its policies and procedures for the reporting, investigation, resolution, and communication of incidents of bias and discrimination. The process will include options for reporting by victims and advocates as well as anonymous reporting. It will include how the information about the incident will be reported to different campus stakeholders, including the victim and the campus community, and it will include procedures for developing a response centered on the victim's needs and the assignment of support for the identified victims.

Honor the Martin Luther King, Jr. National Holiday

It is beyond time for Hanover College to formally recognize the Martin Luther King, Jr. National Holiday. In 2021, the College will honor the holiday on January 18 with no classes, but rather learning and service activities for students and employees. The College Equity and Inclusion Committee will develop a long-term plan for honoring the King Holiday in preparation for the 2021-2022 academic calendar.



Support Underrepresented Vendors, Artists and Performers

The College has recently begun to consider the diversity of its vendors and visiting performers and artists, but there is much room to improve. An equitable and inclusive Hanover includes these partners and contractors. By 2022, the College will develop new policies to ensure outreach to underrepresented vendors in this community and surrounding area. These policies will include spending by the College as an institution and any of the organizations it oversees. The College recognizes that our simultaneous desire to “buy local” and from environmentally sustainable vendors whenever possible can be in tension with this goal, but each are worthy and deserve the attention of employees when seeking and retaining outside services.

Engage Local Leaders and Law Enforcement

Many students and employees are wary of enjoying the amenities of the Madison community and fear being stopped by local law enforcement. When the College invites individuals to be part of our campus community, we must understand it is our responsibility to help create a surrounding community that is welcoming and inclusive. In Fall 2020, the College began frank, open and continued dialogue with our three local law enforcement agencies, involving students in that process. As the chief spokesperson for the College, it is the President’s responsibility to lead these efforts, being proactive and including direct engagement with the Hanover Town Council, the Mayor of Madison, and the Jefferson County Sheriff about these issues and support necessary changes to training and/or practices.

Learn from and Respond to Our Institutional History

The College’s history of inclusion and equity is disappointing and our responses to these issues have been inconsistent; as students, alumni, and employees prepare for the College’s bicentennial, the College must acknowledge its ongoing complicity in sustaining white privilege, power, and systemic racism. The bicentennial will be a time of celebration—and it should be—but it is also an occasion to respond, correct and interpret wrong decisions and flawed decision-makers. The College’s Presbyterian roots compel confession, repentance, atonement, and thanksgiving. The College will do all of this by partnering with the Matthew 25 Presbyterian Church (USA) initiative to encourage more active engagement in the world through faith and by commissioning a new history of the College for publication by 2027. A new committee of the Board of Trustees will also review facility names and endowments, and the College will seek to



invest in scholarly representations of Black people and Black artists, and to offer a comprehensive look at portrayals of African American leaders from Benjamin Templeton to Alma Gene Prince and beyond. The College will also confront and challenge its complex history in relationship to slavery, white supremacy, racism, sexism, homophobia, accessibility, and religious intolerance. In collaboration with the Board of Trustees Ad hoc Committee on Equity and Diversity, the campus community will participate in developing responses to our history and its legacy on our campus.

Partner with Alumni on Equity Issues

Hanover alumni deeply love the College, and they have the potential to offer knowledge and experience that will advance the College's commitment to equity and inclusion. Recent BIPOC graduates have a unique perspective since they understand the College as it is today and may feel a greater sense of freedom in describing its weaknesses and failures. As part of its ongoing work to engage alumni, by Fall 2021 both the Alumni Office and the Alumni Leadership Council will develop plans to engage more BIPOC and LGBTQ+ alumni in the life of the College and strategies to diversify alumni advisory boards and volunteer groups.

Support the Active Citizenship of Employees

In addition to the College's role as an "institutional citizen," the College's employees are citizens too. College policies should actively encourage their participation in the democratic process, and involvement in organizations that strengthen the local community and are aligned with the College's values. By 2021, the College will develop policies on employee leave for political and community activity that allow for the modeling of active citizenship.

Review the Hanover College Principles

Developed over two decades ago, the Hanover College Principles describe our shared commitments as individuals and our commitments as a learning community. They are simple yet profound with meanings that can and should be mined deeply in conversation with others. At the same time, they should be looked at anew so that they respond to current concerns about our community life and address long-ignored issues related to equity and inclusion. It is only fitting that such a review should immediately occur in the context of preparing for the



College's bicentennial. Conducting this review will be the responsibility of the College Equity and Inclusion Committee and trustee committees.

Conduct Biennial Campus Climate Survey and Focus Groups

In 2018-2019, the College participated in a national survey on diversity and inclusion developed by the Higher Education Data Sharing (HEDS) Consortium, and results from this survey were used, in part, for campus focus groups to identify issues, problems and corrective actions. Continuing to collect data on the College's efforts towards equity and inclusion is essential, and the College will do so biennially using a national instrument from HEDS or another provider followed by on-campus focus groups. These data will be reported to the Equity and Inclusion Committee, the Board of Trustees, and the entire campus community. The data will be used for continuous assessment of and responses to how well the College addresses JEDI issues.

Incorporate Equity into Planning Processes

The College improves when it plans successfully at all levels of the institution. Beginning in 2020-2021, all annual work plans and goals for the President, Vice Presidents and Director-level appointments will include plans for improving equity and inclusion.

Hold Leaders More Accountable

Effective in 2020-2021, the evaluations for all supervisors (including all members of the President's Cabinet) will include questions about how the individual fosters equity and inclusion the specific operational area as well as college wide. The President will ask the Board of Trustees to use similar questions in his annual review.

Support International Resident Networking

Madison is home to many professionals with international roots, and some of these professionals are employees of the College. Scattered across multiple employers and neighborhoods in the region, there can be a sense of isolation. Hanover College will be a facilitator for networking international residents, and for networking our international students with international residents unaffiliated with the College. We seek to be a safe space but also a catalyst for celebrating the diverse cultures and experiences within our community. This is a benefit for our employees and our students.



Offer Community Resources for Multicultural Education

Through the Hanover Enrichment Series, the College already makes available to the community programs and events to learn more about important social issues and experience different cultural expressions of the arts, and the Queens and Kings Club invites the community's PFLAG organization to be part of its regular drag shows. Hanover College will be a resource to businesses, schools, government, non-profit organizations, and individuals, offering educational programs that benefit the community. We want to do even more by partnering with others in the community and elsewhere to implement new and expanded programming, and we look forward to those alliances.

Annual Report

As part of its work, the Committee on Equity, Inclusion, and Multicultural Education in collaboration with the Cabinet will issue an annual report on College actions in support of equity, inclusion, and multicultural education. The report will also include goals for the year ahead and assessment of the previous year's goals. This annual report will be available on the College's new equity and inclusion website, and its contents will also be reported as part of the assessment of progress on the College's new strategic plan.

APPENDIX 1

Committee on Equity, Inclusion, and Multicultural Education

Membership:

1. Vice President and Provost (co-chair)
2. Vice President and Dean of Students (co-chair)
3. Faculty Director(s) of the Cultural Perspectives ACE
4. Associate Director of the Multicultural Affairs Office & Haq Center
5. College's NCAA Diversity and Inclusion Designee
6. Director of Study Abroad
7. Director of Human Resources
8. Associate Dean for Faculty Development
9. Director of the Templeton Scholars Program
10. Four students nominated by Student Senate and representing the membership of the Black Student Union, Latinx Student Union, and/or Love Out Loud.

Duties:

1. Advises and makes recommendations to the President on all matters of campus equity, inclusion, and diversity education.
2. Maintains, monitors, and updates the College's Equity and Inclusion Plan.
3. Implements components of the Equity and Inclusion Plan assigned by the President, using a budget designated for those purposes, with special focus on campus-wide professional development.
4. Coordinates the work of different academic and co-curricular programs and administrative functions to maximize impact; serves as a campus advisory group

to the Directors of Multicultural Affairs, Study Abroad Programs, Templeton Scholars Program, Human Resources, and the Cultural Perspectives ACE.

5. Coordinates and reports to the President tactics and breakthroughs that support the strategic plan's KPIs for equity and inclusion.
6. Reviews and makes recommendations to appropriate committees and offices on policies and procedures regarding the College's efforts to promote equity, inclusion, and diversity education.

Membership of the Trustee Ad Hoc Committee on Equity and Inclusion

1. Lisa Fleming '82, Chair
2. Linda Baron '73
3. Isaac Fokuo, Jr. '98
4. Elizabeth Johnson '70
5. Wiley Kite '90
6. Felipe Martinez
7. John Trimble '77
8. Dominique DePriest '19
9. Immanuel Umoren '18