

LOCK HAVEN UNIVERSITY 2019-2020

President's Task Force on Inclusion, Diversity, Civility, and Freedom of Expression

Scope and Charge

The Lock Haven University Mission Statement commits our university to challenging students, in a supportive and inclusive environment, to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society. Inclusion, diversity, civility, and freedom of expression are, taken together, necessary conditions for this intellectual work, as they are for responsible citizenship in a democratic society. Yet, the articulation among these values, their complex relationship in the practice of our campus community and of our democracy, can be elusive and in the recent past a national site of deep contention and division. With the view toward fostering robust and respectful dialog leading to actionable recommendations that advance meaningful change in our campus climate for inclusion, civility, and free expression, the President is convening a University Task Force on Inclusion, Diversity, Civility, and Freedom of Expression. The Task Force is charged to deliberate within the scope of the following areas and questions, and to deliver a report containing actionable recommendations as described below:

SCOPE

Campus Experience

Goal: Inform improvements in student, employee, and visitor experiences in a welcoming campus climate (*Strategic Plan Core Themes and Goals I.2, III.1, III.2 and Self-Study Institutional Priority 3).

Strategies: Considering the salient outcomes of the Climate Study and recent campus discussions and activities around inclusion and freedom of speech:

1. What are we currently doing to promote freedom of speech and rigorous intellectual debate within a climate of diversity, inclusion, civility, and respect?
2. What are the barriers to full participation in and benefit of our mission as a University?
3. Do our approaches align with the University mission and vision? With established best practices?
4. How should we measure and improve the effectiveness of our practices? Of their effect on key measures of student success, including retention and completion?
5. What more can and should we do to sustain an environment conducive to diversity, inclusion, civility, and freedom of expression?

Academic Resources

Goal: Inform development of deliberate and transformative curricular and co-curricular learning around inclusion, diversity, civility, and freedom of expression (*Strategic Plan Core Theme and Goals I.1, I.3, III.2, and Self-Study Institutional Priority 3).

Strategies: Considering our curricular and co-curricular resources for achieving our education mission:

1. What resources do we devote to advancing understanding and practice of the articulation of diversity, inclusion, civility, and freedom of expression?
2. How do these issues fit within our curriculum, co-curriculum, and scholarship? How can we improve integration into the curriculum, co-curriculum, and scholarship?
3. What more can and should we do to model and create opportunities to learn and practice meaningful engagement of diverse viewpoints around contentious issues?

Organization and Administration

Goal: Identify policies and procedures that present obstacles to inclusion and freedom of expression and inform improvements in policy and infrastructure with a view to strengthen our climate for inclusion, diversity, civility, and freedom of expression (*Strategic Plan Core Themes and Goals III.1, III.2, III.3 and Self-Study Institutional Priority 3).

Strategies: Considering our policies, procedures, organizations directly related to diversity, inclusion and freedom of expression, practice of shared governance, and the structural organization of the University:

1. What University policies and procedures address freedom of expression in the context of nondiscrimination, civility, and inclusion? How should we measure and improve the effectiveness of policies and procedures to advance inclusion and freedom of expression?
2. Has the University defined an aspirational vision for diversity, inclusion, civility, and freedom of expression as necessary and complementary conditions for academic excellence? If not, what does the Task Force recommend in this regard?
3. Is the University organized – both in its administrative structure and in the relationship of multiple organizations with particular interest in diversity, inclusion and freedom of expression – to achieve the intellectual work and academic excellence that these values underpin? How should we measure the effectiveness of our organization and facilitate a more collaborative and effective approach to robust and respectful engagement across differences.

Task Force Membership

The Task Force was selected from those expressing interest and nominations from constituencies that were submitted to the President. The President has appointed Amy Downes to chair the Task Force. Members include:

- 3 faculty at large, one from each college:
 - Poorman College – [Debbie Mills](#)
 - Liberal Arts and Education – [Lisette Schillig](#)
 - Natural, Behavioral, and Health Sciences – [Jennifer Taylor](#)
- 2 staff at large – [Kenny Hall](#) and [Amy Downes](#)
- 1 senior manager – [Stephen Lee](#)
- 4 students – [Jasmine Wei](#), [Maia Mash](#), [Taydum Rhodes](#), and [Justin White](#)
- 1 member from the Commission on LGBTQ Affairs – [John Gradel](#)
- 1 member from the Commission on the Status of Women – [Nicole Burkholder-Mosco](#)
- 1 member from the Institute for the Study of Free Speech – [Eddie Severn](#)
- 1 member from the Council of Trustees – [Mary Coploff](#)
- Additional faculty at large – [Jennifer Deitloff](#), [Rick Lilla](#), and [Dwayne Marshall](#)

Deliverable

Five- to eight-page report and recommendations, with appendices as needed to document findings and recommendations.

Related Strategic Plan Goals and Self-Study Institutional Priorities

Core Theme I: Academic Excellence

- 1.1 Sustain, assess, and improve.
- 1.2 Attract, retain, and develop diverse, highly qualified, committed faculty and staff.
- 1.3 Assure the development of creativity, responsible global citizenship, and employability of graduates.

Core Theme III: Responsibility

- III.1 Foster an inclusive and welcoming environment that advances the rights, safety, dignity, and values of every individual.
- III.2 Cultivate awareness of social, political, and environmental issues among the faculty, staff, students, and administrators in order to promote responsible citizenship in local and global communities.

Self-Study Institutional Priorities

- 3. Address results of the climate survey to improve diversity, inclusion, freedom of expression, civility, and opportunities for all constituencies' engagement, participation in the process, and opportunities for growth, development, and success.