In the Fall of 2020, following the murders of George Floyd, Breonna Taylor, Walter Wallace Jr., (and numerous other Black Americans) by law enforcement officers, and based on dissatisfaction with the response of the College to these incidents as well as the larger context of the experiences of the Black, Indigenous and People of Color (BIPOC) communities at the College, a group of students organized a march and strike demanding formal action by the College on a broad range of issues and concerns.

Student grievances included (but were not limited to) issues with classroom climate, too few faculty of color, punitive efforts of the Honor Council, and a range of challenges experienced by students of color, students from the LGBTQI+ community, and students with disabilities as identified in the 2018-2019 Clearness Committee Report. Black student demands reflected many of the same issues cited in a call to action by Black and Puerto Rican Haverford students nearly 50 years ago.

Recognizing the need for ongoing accountability by the College for its commitments to responding to these concerns, (and in acknowledgement of past efforts to address these issues that the College failed to monitor and evaluate), the Board of Managers established the Antiracism Accountability and Advancement Group (AAAG). The AAAG has been specifically tasked to:

Formally review, assess, and help accelerate the College’s on-going racial equity work, through the Group’s diverse knowledge, expertise, and perspectives, while providing an additional measure of accountability for Haverford to reach its anti-racism goals and commitments.

The AAAG includes members of the Haverford Board of Managers (3 representatives), students (2 representatives), faculty (2 representatives), staff (2 representatives), and outside professionals (4 representatives) with unique interest and investment in anti-racism work. The AAAG has been meeting regularly to achieve the tasks we have been assigned.

This report is a summary of our findings to date. The AAAG is charged to continue to meet on a regular basis for at least the next eighteen months to monitor and report on progress in all of these issue areas.

To preserve the readability of this document, the committee has decided to highlight major accomplishments, as well as the challenges that have been encountered to date and the work that must be completed moving forward. We summarize key projects in progress, and list...
challenges and aspirations. Additional details can be made available upon request to the AAAG co-chairs, Gregory Vincent and Benjamin Le.

**#1 HAVERTOWN COLLEGE HAS HIRED AN INTERIM CHIEF DIVERSITY OFFICER (CDO)**

Norm Jones, formerly the Chief Equity and Inclusion Officer of Amherst College, has been named Haverford College’s Interim Chief Diversity Officer. He will report to the President, be a member of Senior Staff, and staff the new Board of Managers’ standing committee on Antiracism, Diversity, Equity, and Inclusion. A national search for permanent CDO will begin in the fall of 2021; the AAAG fully expects that the search committee will include student representation and solicit student input throughout the process.

Read more:

In addition, Haverford has also hired John F. McKnight as next Dean of the College. In his previous position, he served as Dean of Institutional Equity and Inclusion at Connecticut College.

Read more:

**#2 A REPARATIONS FUND HAS BEEN ESTABLISHED**

The AAAG recommends that before the end of the Fall 2021 semester, the Dean of the College empanel a committee that includes strike leaders, members of Black Students Refusing Further Inaction (BSRFI) and the wider BIPOC community to weigh in on how the funds might be used, the criteria, and the application mechanism. We encourage that continuity in student representation in this work be sustained over time.

**#3 CAMPUS SAFETY IS PARTICIPATING IN TRAINING RELATED TO EQUITY AND INCLUSION**

The Campus Safety leadership team regularly discusses the full slate of routine training programs undergone by the Department, including CPR/AED, dispatcher, Title IX, Campus Security Authority, and more. Additional training topics are drawn from identified issues, emerging best practices, or suggestions from other community members and the Campus Safety Student Advisory Committee. A sampling of trainings, particularly those that touch on any aspect of diversity, equity, or inclusion is publicly listed on the Campus Safety website. Following each training, the Campus Safety leadership team actively seeks out and invites direct feedback from participants, and uses that feedback to inform any necessary changes, as well as any additional training or follow-up needed. Training is often conducted with Bryn Mawr and Swarthmore Colleges.
The AAAG strongly recommends that the Campus Safety leadership team continue to engage their teams in training and related activities that increase awareness of best practices that specifically address antiracism, diversity, equity and inclusion. This work is essential to the goal of achieving an experience of campus safety for everyone in the College community. This work must address how campus safety activities incorporate an understanding of and response to the specific interests and concerns of the BIPOC communities. Campus Safety leadership must report back to the College community about the content and results and effectiveness of these activities.

Read more including a full list of equity-related trainings:
https://www.haverford.edu/campus-safety/training

#4 CAMPUS SAFETY OFFICERS WILL CREATE AN INCIDENT REPORT IF ID IS REQUESTED

With the return to a “new” normal environment as the COVID crisis evolves, Campus Safety leadership has confirmed that every incident in which a Campus Safety officer asks for ID (other than a residential lockout, which students must request themselves) is, and will be, documented in an incident report. We expect Campus Safety to create a more transparent procedure for ID requests that allows for scrutiny of the policy and enforcement practices. Campus Safety must ensure a process for receiving feedback on these practices from the CDO and other campus constituencies, including students, faculty and staff.

#5 CAMPUS SAFETY IS SEARCHING FOR ITS NEXT BI-CO EXECUTIVE DIRECTOR

Haverford College is currently in the final stages of the search for the next Bi-Co Executive Director of Campus Safety. The AAAG was encouraged to hear that student representatives were included on the search committee, and that the newly hired Interim CDO was a part of finalist interviews.

It is our understanding that, for the first time, the job description includes requirements for the successful candidate “to have an understanding and sensitivity to racial equity and restorative justice, experience with behavioral/mental health crises, as well as a demonstrated commitment to community development.” It also states “The executive director will have a deep commitment to and demonstrated experience fostering diversity, equity, and inclusion; an ability to interact professionally with a wide range of people and to work in a shared decision-making environment...”

Following their appointment, Campus Safety will review its practices and policies and implement adjustments in order to align our approach with best practices.

Read more:
#6 RENOVATIONS ARE UNDERWAY AT THE IRA DE AUGUSTINE REID HOUSE.

The Ira De Augustine Reid House was dedicated in 1993 as a Black Cultural Center. Students have called for renovations to the building named for Dr. Reid, who chaired Haverford’s Departments of Sociology and Anthropology from 1948 until 1966. According to President Raymond’s report dated August 17, 2021, initial renovations have been completed. It is our understanding that the College will continue discussions about the long-term future of the House with students, and define a path forward for this work.

In addition, members of the Haverford community are now working on a documentary about Dr. Reid, who was the school’s first Black professor.

Read more: https://www.haverford.edu/alumni/news/we-want-hear-you-professor-ira-reid-documentary-project

#7 THE COLLEGE WAS ABLE TO SECURE A LATINX CENTER

There have been discussions over many years about the need for a space dedicated specifically to the interests of Latinx students. The Alliance for Latin American Students (ALAS) has been working specifically toward having a Latinx Center since 2019. A location has been identified at 5 College Circle. The Office of the Dean of the College has been working with students to develop the program and supports needed for this.

As the Latinx Center’s activities move forward, we expect the Dean of the College to issue a report based on solicited feedback from students using the space related to progress, challenges, and next steps in this work by the end of the academic year.

Read more:
https://bicollegenews.com/2020/02/29/alas-calls-for-latinx-center/

#8 QUAKER AND SPECIAL COLLECTIONS STAFF REMOVED OBJECTS ON DISPLAY AT MARIAN E. KOSHLAND INTEGRATED NATURAL SCIENCES CENTER (KINSC)

In their letter of June 2020, BRFSI students called out the lack of context or history of African artifacts being displayed and requested the College “recognize the history and ongoing colonial racism that the existence” of such collections perpetuates and “requires that the college engage in active, dedicated, research toward finding the specific origins of each item, and above all, create an action plan toward repatriation of these items to the fullest extent possible.”
All seven items were removed from display, and forty-six objects were identified within the collection holdings that would benefit from further research. Quaker & Special Collections staff have been conducting further study and research about these materials, and engaging an expert to help fill in the remaining gaps. We expect the findings from this expert will be shared with the campus community by the Head of Special Collections. [Note as of October 18, 2021: the original report published in August mistakenly noted the progress made by the Libraries staff. All seven items were removed from display in the spring, and research was already underway on the forty-six additional items. A link to the Fall 2021 report is now included below.]

Read more:
Spring 2021 Report on African and Pacific Artifacts
Fall 2021 Report on African and Pacific Artifacts in Quaker & Special Collections

#9 PROVOST HAS STARTED MEETING WITH FACULTY OF COLOR

Although not a specific strike demand, the Provost has been engaging in one-on-one meetings with BIPOC faculty of the College. The goal of these meetings, as we understand them, has been to gain insight into the experiences and concerns of faculty of color, and to ensure that these faculty have access to the resources and support necessary for their individual and collective success at the College.

We have learned that many faculty of color experience additional responsibilities and work related to supporting BIPOC students at the College. We expect that the Provost, working with Academic Council and the faculty, will continue to address and resolve the issues of equity and the “faculty of color tax” that is part of the experience of working at the College. We encourage the College’s CDO, in conjunction with Human Resources, to undertake similar conversations about relevant issues with staff of color at the College.

#10 COMMITTEE ON STUDENT STANDING AND PROGRAMS PROCEDURES ARE BEING UPDATED

AAAG recognizes the reform efforts made by CSSP. For instance, academic warning no longer exists, as this system has been replaced with the Academic Support system. The academic support system does not automatically trigger a discussion at an end-of-semester review meeting. Past constraints on credits and extensions (part of the Academic Warning system) no longer exist.

We appreciated the student-support approach to assist students in the new Committee on Student Standing and Programs (CSSP) procedures. More information can be found on the new CSSP webpage, including the new anonymous feedback form. AAAG plans to follow up after the fall semester to understand the impact of CSSP’s reform efforts.

#11 FORMAL LAND ACKNOWLEDGEMENTS ARE BEING MADE
A new, large sign was installed in front of the Penn Treaty Elm. This includes a sense of context, as well as the college’s formal land acknowledgment. There is now a land acknowledgment link in the footer of the college website which links to the history page, where the land acknowledgment is located. The 2021 commencement ceremony included an acknowledgment. Per the President’s Interim Report of August 17, 2021, on Antiracism and DEI Activities, the Arboretum will have increased programming related to this topic, including the installation of a natural reflection area on Woods Road between the Haverford College Apartments and the main campus, and a future tour that will address indigenous community concerns and formal land acknowledgement. We expect a progress report on deployment of the land acknowledgement by the end of the academic year.

#12 THE COLLEGE IS WORKING WITH ACCESSIBILITY EXPERTS

The College recognizes that accessibility is a core civil rights issue and a challenge on the Haverford campus. The College is working with external experts to better understand and address these issues, in order to create a more accessible and welcoming campus for all students.

We anticipate that this work will be completed and a campus plan for needed actions and improvements will be in place by the end of the Fall semester.

#13 ROBUST TRAINING CONTINUES FOR THE COUNSELING AND PSYCHOLOGICAL SERVICES STAFF

Staff participate in weekly meetings and ongoing professional development related to better addressing the needs of all students, and to improvements that are still needed related to service models and staffing related to the needs of BIPOC and LGBTQI+ students.

We recommend that CAPS work with the Dean of the College and the CDO to revisit the most recent external review of CAPS services, and help CAPS develop a plan to update the assessment of their services. This assessment may need to include a review of the overall staffing configuration and skill sets, and a plan to identify and correct gaps and deficiencies. The use of outside experts on these issues may be required.

We also encourage CAPS to continue to work with Campus Safety and representatives of the College community and external experts to review and enhance responses to members of the College community who are experiencing mental health concerns and related challenges.

#14 ANTI-RACIST 21-DAY RACIAL CHALLENGE WAS SUCCESSFULLY COMPLETED

Participation in the 21-Day Racial Challenge was initiated by Human Resources, working together with College faculty and staff. The challenge (see link, below), concluded on May 25, 2021, with 178 faculty and staff participants of which 98% completed the challenge. This was
16% above average for the platform vendor, ProHabits. ProHabits provided an engagement analysis, which indicated that our community is highly likely to continue their commitment towards anti-racist behavior. Given the significant level of engagement in the program, we would like to hear what recommendations have emerged related to next steps.


Projects in process:

- The school will immediately reach out to establish a formal relationship with College Horizons, a nationally known organization supporting Native students in their path to higher education.

- **The Office of Admission will articulate admission preference for students from the Lenni-Lenape nation** and students descending from Native peoples original to Pennsylvania state territories. Haverford College will do the necessary research, such as reaching out to institutions like Georgetown, to fully understand how to structure such a program, including financially, and to make sure we are in compliance with any legal obligations. Admission will welcome input and engagement with any interested students on the further development of such a program and will consider the frames of existing models like the Padín Scholarship program.

- There have been extensive discussions and planning related to concerns about problematic faculty who manifest insensitive and intolerant behaviors that manifest racism, sexism, homophobia, classism, elitism, transphobia, able-bodied-ism or sexual predation. An update on this work was presented to the faculty at the May 2021 Faculty Meeting, and a formal process to address these issues will be put in place no later than October 2022. The AAAG requests a progress report on this work no later than that date.

Remaining Challenges

- The appropriate approach to hiring diverse faculty at Haverford is complex and contested. To navigate the best way forward, a clear plan of action must be developed before the end of the 2021-22 academic year.

- While Haverford does not require that faculty include any specific language related to diversity, equity and inclusion on their course evaluations, the Provost has shared options for questions they may wish to include on their end-of-year course evaluations related to antiracism and DEI issues.
• Many in the campus community do not yet understand that most principles of Universal Design for Learning (UDL) actually allow for better engagement and outcomes for all students, particularly those with either “hidden” disabilities or other issues they may not be willing to share with their professors. Many also believe that this means much more work for them, and do not yet know about all of the resources available both on campus and through organizations like AHEAD and our campus partners. The College must do a better job of sharing that information and providing opportunities for faculty to work together to make these adjustments to their course syllabi.

Conclusion and Next Steps

This report has provided a set of specific updates related to the progress being made on issues of racial equity at Haverford College. While AAAG will be continuing our work, we believe it is essential to provide these updates to coincide with the beginning of the 2021-22 academic year. Accountability for the goals that the College has established in its antiracism efforts, as well as new goals and objectives that will emerge over time, will be essential moving forward. The College must also ensure that the ongoing work remains a collaborative effort that reaches across all of the College’s constituencies and produces tangible, measurable results.

We recognize the progress that has been made to date, but also acknowledge that creating an increasingly antiracist institution will require a long and complex set of activities and actions, with multiple twists and turns along the way. It will be essential to continue to establish and track concrete, measurable goals for each area being addressed, and processes for measurement of these goals that move beyond more traditional tools such as basic surveys of attitudes and practices.

This work is made more complex by Haverford’s status as a highly selective, elite institution. Haverford’s history over almost two centuries is replete with examples of how the College’s demographics, curriculum and practices have done more to reinforce core inequities than to address them. One example of these challenges was the failure of the College to sustain advances through the decades since the student strike of 1972. The AAAG considers that part of its role is to help ensure that this error is not repeated as the College responds to the student strike of 2020.

The AAAG will seek to remain aligned with the antiracism and DEI aspirations that all constituencies at the College -- students, faculty, staff and alumni -- articulate for the institution. These aspirations may take many different shapes and forms, including increasing the number of DEI goals integrated into classes across the curriculum, promoting a 21-Day Anti-Racist Challenge specific to students, ensuring a formal, recognized process for providing access to supportive professors for BIPOC students, highlighting professors and courses that provide exemplary models for teaching and learning about DEI issues, and other issues that have yet to be identified and defined.
We look forward to our continued work with the College over the next 18 months, and assisting in supporting the work of defining the shape and goals of these efforts well into the future.