

Wendy Raymond:

Good afternoon, everyone. This is Wendy Raymond speaking. Welcome.

I see 10 pages on Zoom here and 237 and counting participants. Thank you so much to everyone for joining us. I'm going to begin, just to open up with some thanks and initial remarks and turn them to Charley Beever, the chair of the board of managers, for Charley to turn to any leaders of the Haverford College student groups who are leading the students' strike. And then we'll go into the agenda, which begins with a review of the agenda and goals for the meeting and clarifying questions.

Thank you to our students in Women of Color House, Black Students Refusing Further Inaction, Black Student League, and whole networks of the BIPOC community who have contributed to the Haverford College Strike and Demands document and result in campus work and anti-racism.

On behalf of the College as president of Haverford College, I begin with an apology for the college's failure throughout its history to provide an equitable educational environment for BIPOC students. Historically, and today for BIPOC students and alumni, we have fallen short of our stated principles of equity, integrity, trust, concern, and respect.

This is about systemic racism at Haverford College and all the ways that it plays out. To be clear, this is about Haverford's shortcomings. As the current president of the college, I am accountable for real impactful change that BIPOC students will see and feel now. I am also accountable for establishing ways forward that will sustain our anti-racist actions for future generations of Haverfordians.

I take that accountability in the context of many who share in the work. Those are our students, our faculty, our staff, and our alumni. The strike has been impactful and galvanizing us to focus on the work we can and must do to advance Haverford's promise of inclusive excellence. I thank our student leaders for your important and influential work.

I'd just like to let you know at the start that there is work far beyond what is in the demands document and our recent response to the demands document that we are ready to tell the community about and I wanted to lead with this, simply to provide a larger framework and context and I hope indication of the good faith in which we are doing this work. The we being many, many people.

As of tomorrow, I will step down as Chief Diversity Officer as has been requested by our group of student leaders. And we welcome Linda Strong-Leek, our Provost, as Interim Chief Diversity Officer for a short time with a plan to move to an Interim Co-Chief Diversity Officer structure that is two people sharing the Chief Diversity Officer responsibility as of December 1st. The second person will be a staff member of color in the dean's office with the intentional design of having these two individuals, one in academics and one in student life. So that second person has to be named.

Second, we will implement an Anti-Racism Inclusive Accountability Group. That is a group of students, staff, faculty, alumni, board members charged with verifying and assessing institutional progress towards stated goals.

Third, we will designate a student living and learning space for BIPOC and FGLI students no later than next academic year.

Fourth, a wholesale reorganization within the dean's office is underway of the diversity, equity, and inclusion work that's done in that office. This reorganization will be complete by the end of this academic year.

And fifth, \$10,000 of the fund allocated to the Dean's office in response to last summer's letter from Black Students Refusing Further inaction will be immediately allocated to the Co-Chief Diversity officers and or to Linda Strong-Leek in this month as Interim Chief Diversity Officers for use toward BIPOC and FGLI initiatives.

Happy to talk about those more, and those will be included in our updated document that will go out soon, but I just wanted to offer those as ways to illustrate some of the work that is ongoing. And with that, I turn to Charley Beever.

Charley Beever:

Thank you, Wendy, and welcome to everyone. I am here and I'm joined by my board, vice chair, Gary Jenkins. We are both here as representatives of the board recognizing the critical importance of the issues to Haverford and to the community that have been raised by the students. And we also recognize the role of the board in ensuring that actions are defined, pursued, and that both the board itself and the administration is accountable for the commitments that are made as part of this activity. So, you know, in our role as having final accountability for the health and well-being of the college, we are of course, very interested in understanding and listening to this discussion and playing the role that we will play in ensuring that the actions that are defined are followed through in the interest of Haverford's ongoing excellence in providing an education for all students, and in particular addressing the failures that Wendy has acknowledged to do so in the case of BIPOC students.

So, with that, I will turn it over to others on the call, but we are as members of the board, extremely interested in the important and resolving and understanding of the resolution and following up on the resolution of the issues that have been raised. And so, I guess now the agenda back to Students.

Henry Drinker:

Hello everyone that's on the call. Rather than identify yourselves publicly, everyone that is speaking on this call has made the decision as a collective unit to name ourselves after some of the old white men who have made Haverford the racist institution that it is today.

Some students, parents, and administrators have attempted to paint are legitimate calls for change at Haverford as an act of bullying because they're uncomfortable with the conflict necessary for radical transformation and unfortunately, some of these calls have been bolstered by the threat of legal action against student organizers.

While administrators were aware of the study and students, their preferred way of dealing with it was to limit the transparency of the event and limited to a small circle of people, we wanted to make sure that is open to as many people in the Bi-Co community as possible and so for that

reason we've anonymized ourselves and turned off our cameras. Maybe if people are looking up our names, they'll learn something about Herefords history.

While Jesse Lytle posted an agenda that meant the most minimal of qualifications, we will be working through our own demands in the ways that we think will be most productive.

We've also added two demands that, while not explicitly outlined in our initial statement, have been called for by BIPOC students on this campus for decades.

So, you'll begin with our first demand and I think from there, we'll settle on that demand before we move on to the next.

Pliny Early Chase:

Demand one, moving beyond the acknowledgement and following the work of Megan Red Shirt-Shaw, a Lakota person on what institutions of higher education should do respective of the land back movement. We demand at Haverford College return institutional land back to native nations. If institutional land cannot be returned to native nations, Haverford College should provide free higher education to native students on the traditional homelands as land-based reparations. Currently, less than 1% of the student body identifies as native and the college lacks any indigenous studies courses or faculty. Haverford cannot continue erasing the existence of indigenous communities of the past or the present.

James Magill:

In terms of response, there was not much response or any response really to this in the letter we received from administration and President Raymond. We do acknowledge that this was not part of the official list of demands, but it was very clearly highlighted in the intro. So, in response to that, we just want to talk about the acronym BIPOC and the I in BIPOC stands for indigenous.

In light of the stolen land Haverford is built on and continues to illegally occupy, Haverford College will establish a reparations program for any descendants of native peoples original to Pennsylvania state territories. This includes folks displaced in New Jersey, Delaware, and federally recognized Lenape descendant native nations in the US and some First Nations in Canada. The college continues to profit off of the romanticized story of the Penn Treaty Elm and their admissions programming and through on campus tours. Following the model of Georgetown University's descendants reparations program, I'll drop a link [<https://uadmissions.georgetown.edu/applying/descendants/>], no later than January 29, 2021 Haverford College will officially announce that any Lenape individual, or descendant of native peoples original to PA state territories heritage, and as mentioned above, will be given preferential admission consideration at Haverford College. Upon admission said individuals will receive a full tuition scholarship, including room and board, full cost of attendance, for the duration of their undergraduate career at the college. This ordinance will go into effect, beginning with the 2023 to 2024 admission cycle before May 1 2022. The college will fundraise and set aside a budget of \$300,000 for this program, which is approximately the full cost of four years at Haverford College for one individual. Members of the college will actively reach out to Georgetown or other institutions with comparable scholarships to research how best to create structures to endow and maintain this program financially and in perpetuity. We welcome your thoughts on this at this moment.

Wendy Raymond:

This is Wendy, thank you very much for articulating that I am happy to have us include our response to that in our written document that we will get to you by Sunday evening as you've requested and I think at this point. I don't have any other questions about it. I will look forward to seeing that in writing, maybe you said you loaded that in the chat. And so, we have it. I don't know, but I know that part of that is already in writing, as you said in the documentation from last week. Is there anything else you would like to clarify to us about that? That seemed very clear to me. I'm not suggesting it wasn't.

Henry Drinker:

We can move on to the second demand if there are no more questions and we look forward to seeing your response on Sunday.

Our second demand something that you've already spoken to the immediate resignation of President Raymond as the Chief of Diversity, Equity, and Inclusion. However, we oppose the appointment of Linda Strong-Leek as the Chief of Diversity, Equity, and Inclusion on the grounds that in our initial demands we stated very clearly that we wanted somebody who would be held accountable to the student body rather than to the administrators and who would fight to protect the student body rather than the administrators and get any confirmation on that unless students themselves are actively involved in the role of hiring deciding who this person will be.

Wendy Raymond:

Thank you for that. And I hope we can discuss that a bit here. My intention in stepping down immediately and, our intention, of my stepping down immediately at your request. And it makes complete sense in many, many ways that I do so. And then in appointing Provost Strong-Leek immediately beginning effective tomorrow on an interim basis is to have someone besides me as president be our interim CDO. So, we're doing that for the objective of removing that responsibility from me and to someone else. I do hear you say that you would like to have student oversight of this. And so, I'm not addressing that right yet. But let's pause for a moment. let's just, I just like to remember that will get there. And then that the other person will be co-Chief Diversity Officer will be in Student Life and that's on an interim basis as well that we will have this co-Chief Diversity Officer model on an interim basis. And we've proposed that then there be a student, faculty, staff group that will determine what the best model for Chief Diversity Officer is for Haverford College. There are many models out there and many are highly unsuccessful. Few are successful. The literature is clear on this and experience is really clear on this. So, I want student leaders, perhaps you, many on this call, who would like to be involved to help decide. I won't be involved in that. What is the right model for future Chief Diversity Officer at Haverford College once we're past this interim stage? Now the design of the interim stage is intentional to have, as I said, someone from Student Life because of the centrality of our work in the dean's office to student thriving. And someone from the academic side in this case the provost because of the dual centrality of academics and Student Life in a student's experience. That is not necessarily the best model in the world. There is no clarity on what the best model in the world is. What we'd like to figure out is the best model for Haverford College, and I understand that your proposal is what you think is the best model for having for college right now. So, I hope that the interim model, which we've designed, which is temporary. Hence interim will be satisfactory as we work as a community to design the best model going forward for Chief Diversity Officer and then we implement that model. I'm not yet convinced that the model you offer is the best model. And I don't wish to judge that for Haverford College. I simply

want the college to go through a process while we have an interim Chief Diversity Officer model in place to determine what the best model is for Haverford College and then move into that model.

Gilbert White:

Um, can you speak again to the funding that's either being moved or cut. Can you please clarify what amount of money is being moved for this initiative?

Wendt Raymond:

I don't have dollar amount today and we will put that in our documentation to you before Sunday. So, thank you for that question we'll clarify that. May also add that we will provide on a structure of support also for the co-Chief Diversity Officer, that is the interim co-Chief Diversity officers again on an interim basis. And by that support I mean people at the college who are involved in diversity, equity inclusion thriving and anti-racism work, who will work in concert with the co-Chief Diversity officers in addition to the work that they're already doing at the college

Founders Hall:

Um, yeah, I guess, speaking back to the CDO I think we just want to reiterate that as students. We really want somebody who's coming from the outside. Someone who won't serve administration's desires, but will be working towards on true diversity inclusion and that at the moment we prefer no one than someone who can cause more damage on this campus.

John Coleman:

I'm also interested further in the model you've created and if they are found in any written format. If you can share that.

Wendy Raymond:

Sure. And just, just to share that today. In writing to you as a as a draft form of this proposal, I'd be happy to do that.

John Coleman:

If they already created, we would love to have them as soon as possible, but I just, yeah.

Wendy Raymond:

Great happy to do that.

Gilbert White:

If there is nothing else on point two demand three has been met in terms of election day, and having that off. And holiday pay for staff who continue to work on that day. So, we will move to demand four.

We demand academic leniency for BIPOC and or first-gen low-income students who are traumatized by the effects of COVID and constant police violence in their communities.

William Comfort:

Um, Wendy in your response you mentioned the OAR, CAPS, Writing Center, Customs, and Chesicks, and Horizons as systems in place and we would like to talk more about to the

educational policy heads, provost Linda Strong-Leek, and chairman of the board. We ask that you guys give full transparency to the community on the actions of reform taken by FACP and CSSP and we expect this to be released before Thanksgiving break and openly admit that the CSSP put people on academic warning as a result of the spring semester and acknowledge that this decision does not reflect trust, concern, and respect.

Wendy Raymond:

Thank you could you, I'm sorry, could you repeat that last part about that was that? So the first part full transparency around the work of FACP and EPC and to get that before Thanksgiving break and then the second part was about students placed on academic warning from spring of 2020, is that correct? Did I hear you correctly?

William Comfort:

Yes, we want to put in place a framework within CSSP so our academic flexibility petition, or similar petition for unforeseen events, or trauma in a student's life to be taking into account when the student is up for review before the close of this semester. Once you provide guidelines to counselor with CAPS to encourage and assist students throughout this process rather than enacting unnecessary and onerous penalties on students struggling academically, have them work with their dean or other trusted staff members to develop an academic plan related to their specific situation.

Wendy Raymond:

Thank you for that. If you would provide that in writing, just as you have it there, that would be terrific. Thank you. So that we can focus on your clarity there.

Henry Drinker:

We also want to reiterate that we've spoken with the FACP about some of the issues that came out of the spring semester with placing people on academic warning. It's our understanding from our conversations with them that faculty were not aware that grades would be uncovered and students would be put on academic warning as a result of the spring semester that was ended abruptly due to a global pandemic. It was an incredible breach of trust, both on the part of faculty and students those taking part of by the administration and we need an apology from the administration and a revocation of all of those academic warnings as well.

Wendy Raymond:

Thank you. I have also spoken with faculty about this. I have spoken with the faculty, the FACP. I have not yet spoken with the CSSP. It doesn't need to be me, but I'm aware of this breach of trust and acknowledge it.

James Magill:

Additionally, we'll share our written responses with you after this meeting, so that you can look at them.

Wendy Raymond:

Thank you so much. I appreciate that. I'm also happy to give you the draft, at least the bullet points of what I laid out in the beginning of the additional work that that we are committed to. Which I'll also include in our more formal response to you by Sunday.

James Magill:

Thank you.

Wendy Raymond:

I don't want to interrupt. I don't know who else might be speaking, but I wanted to also say something about demand three when there's time.

William Comfort:

You can speak now.

Wendy Raymond:

Thank you. This is an area that the faculty are investing in and this is an area that they have responsibility over in in collaboration with other people when we are talking about academic quote unquote leniency. I don't mean to use quote unquote, I mean to just use your words, specifically. And the provost is working in collaboration with relevant faculty and Dean's leadership and I am in that collaboration as well to develop, implement and promulgated best practices in this area and we are looking for, even as faculty do so much in this area and we're hearing from you, not enough or not systemically enough. We understand that systemic approaches that are built into academic administration would help make such support consistent and regular as part of the faculty student experience and I hear in what you're saying, yes, yes, you want some systemic changes and improvements in this and we are aligned with that with that as well. So that work is happening and I hope to have an update for you by Sunday and. And yet, there may not be specifics about that, but we will give this general statement about our support with an understanding that this is an ongoing process with faculty, committees, and the dean's office, and the Provost Office.

Gilbert White:

We have also had complaints from both faculty and parents about academic leniency for traumatized students would be soft bigotry of low expectations. And we would like to publicly state that soft bigotry of low expectations is assuming that we cannot learn on the level of our white peers. What we are asking is an acknowledgement that this institution was built for our white peers and it needs to change how it was built in order to function for everybody.

Wendy Raymond:

I acknowledge the that. Yes. Haverford College needs to change. And I know that's extremely brief, I simply want to acknowledge that strongly and to say that I hear you in that request for acknowledgement and I offer it.

Henry Drinker:

There's only so much that you can continue to acknowledge without changing anything when you're the president of Haverford College, rather than nothing specific like you're saying on Sunday we do request that you have specific guidelines and like Magill said earlier, we will make sure to send you the things that we've included already, but we will need specific guidelines for how you plan to implement these changes.

Wendy Raymond:

Thank you for stating that. If I may add, I'd like to take an opportunity to converse about how, although I totally understand and appreciate and accept that this process is working through me

as president because I am the Chief Executive Officer of Haverford College, there are many things that I do not have purview over. That I do not have purview over and in the formal sense that much of what we're just talking about now is in faculty purview. And faculty have that role and shared governance, I sometimes am not able to provide you with or anyone with an articulation of specific guidelines, because it's in the purview of the faculty and so I'm not trying to move away from my accountability, which I have, as the President. I will work with faculty who have that preview toward getting those specific guidelines created, articulated, and legibly communicated. It is a process that I don't have a timeline. I can't, I'm not respond. Oh, let's see. I can't enforce that, exactly. I can encourage it and collaborate in it. So, it's just what I, what I really want to get across there as you. I think as you know that, but what I really want to get across there as I think you know is simply that although I'm President, I cannot offer answers of specific timelines and guidelines for every single thing in an honest manner because I truly do not have that responsibility at the college. Yes, I have overall responsibility for the college but in shared governance that particular area is in faculty shared governance. Now I want to also tell you the faculty are fully on board and working on these demands and their responses to these demands. Which is a good thing.

Founders Hall:

Yeah, we just wanted to reiterate a point from earlier is that we did meet with FAPC and we do know that they are in control of some of our demands, specifically, we're talking about problematic professors when we're talking about academic leniency. However, what we're trying to push forward is that you do have an active role in working with them along with the board of managers, along with the deans of this college and just to be clear that, you know, a lot of the accountability is not just on President Wendy Raymond, it is on the board of managers, it is on our team that is on our administration. And lastly, that yes, we recognize the role of faculty. However, there needs to be a communication and there needs to be worked on both ends.

Wendy Raymond:

Agreed. Thank you.

Pliny Early Chase:

Moving on to our next demand.

Henry Drinker:

Demand five.

We demand that the school encourage and protect student participation in supporting direct action. And President Raymond's response. She pointed to the CPGC and the Philadelphia justice and Equity Fellows Program as a tool that the college can use to support direct action in Philadelphia. However, this is not suitable the CPGC is an organization that's structured to help Haverford students find a career not to actually help people on the ground and Philadelphia. A lot of times these interests are not aligned and we have outlined ways specifically that the college, rather than formulating it through this channel of just like careerism essentially, in terms of actually getting out institutional resources, people that need it most we've outlined ways that we can do that.

John Coleman:

And so, to the board of managers. We ask that you commit to opening institutional funds to student groups for providing needed resources to students in the Bi-Co and residents in Philadelphia. An example being Bi-Co mutual aid. Commit to providing student groups who engage with activism in Philadelphia funds available to support people on the ground in Philadelphia. John Coleman (they/them): And provide these groups access to campus vehicles and supplies, such as vans for transportation, tents, blankets, etc. and do this by January 29, 2021.

Charley Beaver:

I, you know, I acknowledge the demand; you know, this is not the place to make statements, one way or the other. But we hear you and will as consistent with responding in general these demands we will respond.

Pliny Early Chase:

We've said it before we don't want you to hear us. There's a difference between hearing and listening. Listening is actually processing analyzing and taking into account what we're saying. And our statements.

Carrying on

Founders Hall:

So, our next demand is we demand the institution recognized and resolve that the increased surveillance and policing amongst students in regards to COVID-19 primarily affects students of color who have always been more prominently surveilled by the campus community. And in your response. You said that you do not currently have data that points to bias against BIPOC students in regards to surveillance. Well, profiling has always existed on this campus, but especially as someone who stayed on this campus during the quarantine period and now is on campus with these tip lines. There's more people of color on campus who were stopped and reported, so it is disrespectful for the President to maintain the position that the college does not have data pointing to bias against BIPOC students when BIPOC students have been profiled by Campus Safety for decades, working with Tom King, we expect to college will make COVID-19 reporting data publicly available by Thanksgiving break. We also expect Tom king to order campus safety officers to end profiling on black residents of Ardmore and preventing them from using the campus while white residents are given the benefit of the doubt, especially considering the amount of wealthy DelCo residents routinely breaking the nature trails restrictions throughout this pandemic. Or exacerbated by the COVID-19 restrictions on campus. The practice of profiling black residents of Ardmore has long been an issue.

Thomas Chase:

Versions Planning Group needs to release and the detailed extensive report by no later than the end of the semester, December 18, 2020 and made available to the entire campus. BIPOC students have been carded to prove they are student. Carded. BIPOC students again have been carded to prove they are students. This practice must end immediately. And should Campus Safety officers refuse to comply they must be removed effective immediately.

Robert B. Stevens:

I would like to add that in many of the documents that we've been circulating throughout the strike. We have been paying homage to the class of 1972. We had the opportunity to meet with several members of the class of 1972 earlier this week, and it is disheartening to hear that what they were dealing with 50 years ago or the same exact stories, we're telling today. Not just the experiences on campus, the timelines of their actions, the responses of the institution. Is really sad that people who are my grandparents age are talking about the same issues that I'm talking about in 2020. So when we say that surveillance is an issue data is necessary to drive some change, but we don't need data to prove our claims and it is really disheartening that the campus community would wait to take action.

Pliny Early Chase:

Your response?

Wendy Raymond:

I really appreciate this. additional, these additional words to describe your response to my response. And I will. Think about it. I am trying to absorb it now. I appreciate and agree that we don't need to specifically wait for data to act upon our understanding as I acknowledged in the response that surveillance of BIPOC people in the United States, and thus at Haverford College, happens all the time and I regret this so much. And I mean that's, I don't mean to make such a meaningless statement that I regret this. So much so surveillance happens, I, this is not. So, I will work with Tom King. Mitch Wein and I will work with Tom King on this and I need to figure out ways forward that, in addition to what you suggested or in the frame of what you suggested, to improve this environment for you for all of our BIPOC students, for our Ardmore neighbors. And it's something that I don't know as much about as I look forward to knowing in the future.

And I will just add that it was helpful for me to hear that BIPOC students have been carded to prove they are students I did not know that. And thank you for sharing that information. This is very helpful to me, conversation about your experiences, which are not reflected in data or evidence that I have access to are very helpful to me and would be helpful to others as well. As we as we make change positive change in this area.

Gilbert White:

I would also like to reiterate a point earlier made. We had a meeting earlier today with the class of '72 and it is not just the carding that is repeating it is getting a response that has no timelines, that has no concrete action taken, and then knowing that they were under the same threats that they were under threat of being accused of forcing the campus to lose their accreditation. They were under the threats of not being able to complete their entire coursework. And so, they were going to fail that semester. And then when they see their boycott, they acknowledged that nothing was done. And here we are. It was 72 and it is now 2020 and a lot of members of that class we have lost or are getting to the age where they're in, where we are close to losing them and they will not see change at a campus that they attended.

Wendy Raymond:

Yes. We are here in 2020 experiencing concerns that, as you have said, I'm simply repeating. We have had at Haverford College since black students were admitted to Haverford College and BIPOC students. And yet, yes, we see that the cycle of history repeating and I am, as president of Harvard College, now working to provide foundational work that will help sustain anti-racism gains that we make into the future. There have been times in between 1972 and now when

there have been significant gains in, for example, the percentage of black faculty on the Haverford faculty. And that hasn't been sustained and it's an example of progress, which was applauded and highly valued on this campus and for many reasons was not sustained. We don't see that same high percentage of black faculty now and that's a conversation we could have, but I cite, just as an example of where I am very aware of us needing to and we are working on changes for now, for you, for all of our black, indigenous, people of color students, as well as staff and faculty. So we're working on those changes for now and we're working on changes that Implemented now will provide for sustainable change for Haverford College, because I'm so aware of our past, not only what you've articulated, which is that we overall appear to have made little progress in many areas or no progress. But we were, we have sometimes made progress, we've also sometimes lost that progress. And so, where we can create foundations in this work that provide for sustainable change. That will be an advance compared to what Haverford has been able to do in the past. So, for example, to have the governing bodies. The two governing bodies of the college, the corporate Corporation and the board of managers, are working on their own anti-racism work towards sustainable change and governance at Haverford College and that's, those are examples of work that aims to get us to a different future as well as a different current setting.

So, thank you for articulating for all of us here and what are our elders and the class of 1972 have long articulated what where is the change?

Why isn't it happening? And those are incredible leaders for us at Haverford College and I'm really glad that you are working with them.

James Magill:

Additionally, I'm wondering if any other Senior Staff or individuals on the board of managers have any action steps that they can commit to during this conversation in this regard.

Charley Beaver:

We're, I'll, I'll speak for the board, you know, the, the purpose of our presence in this conversation is to listen and understand better, not to make commitments and Gary and I frankly couldn't make commitments on behalf of the Board. In any event, we operate by consensus. We have to build consensus about any actions that we support or take, I think at this point there is clear commitment on the board as Wendy articulated to address our own shortcomings with respect to anti-racism but to make commitments at this point I'm that that's not what we're here to do. We are here to listen and learn. Thank you for providing us that opportunity.

James Magill:

I'll quickly bump what's going on in the chat. Just so that everyone can take a peek at it.

Pliny Early Chase:

Students states, what has the board been doing this whole week?

John Coleman states why isn't there a consensus for anti-racist work?

Pliny Early Chase:

And I want to re-emphasize articulate that it is not a we as president Raymond said. It's an us. Y'all have not experienced this, it is BIPOC individuals, is us. Haverford has clearly made a division between us, has othered us on this campus to the point that individuals do not look at us when we pass by them, our white peers don't look at us when we walk by them to go to class. That is the division we're talking about.

William Comfort:

And I also want to reiterate that we're not just talking to Mr. Beever over there, were also talking to the rest of the senior staff who has been here long before Wendy and who have let these interesting says go on for too long and are sitting silent during this call. We would also like to hear from you, who are supposed to be leaders on this institution.

Garry W Jenkins:

Well, before the senior staff jump in, I'd like to jump in and just say that, you know, from the board perspective I actually do think that there is consensus around the importance of this work. And I think that, you know, as President Wendy said, you know, in my experience with Haverford like any organization, there is an arc of history that things move up and down, and I think that was a great example of, you know, faculty, you know, numbers that were once extraordinarily high impact the highest of any small liberal arts college and then those numbers have fallen. And so, I think it's really, I think now that we're certainly engaged in conversations about how do we learn from that. And how do we create long term sustainable change at the college. And, you know, I think that there's, you know, interest among the board, including the board members of color who represent a range of classes and a range of experiences and a range of backgrounds who are deeply committed and including me. You know who feel who feel this personally from our own experience. And I don't know if you can hear it in my voice but hearing some of what I'm, you know, hearing some of the stories that even today, you know about students being carted and things that's stuff that i that is new to me. That is the first time that I've heard that about Haverford today and it's certainly upsetting. And I think that, you know, I think that what we're trying to do is to listen and learn and help change together. That's what we're interested in doing.

Robert B. Stevens:

So, in the interest of time, I think we're going to move on to demand seven which is a continuation of this conversation, which is an action items that you can take.

So, demand seven reads we demand that Hereford college honor and credit the work of black women driving institutional change instead of taking credit for their continued labor and erasing their contributions. So, I'd first like to acknowledge that it wasn't until the late 70s, early 80s, I'm not recalling the exact year that Haverford opened the institution to women. So, this legacy all those short has left incredible impact on the institution and it is not honored and memorialized in the same way that it is for our white and male peers.

We'd also like to acknowledge that today, November 5 of 2020 is exactly three months from the date that we met last met with senior staff to discuss the demands from the Black Students Refusing Inaction, many of which have not been completely met. So when talking about the three pronged approach to making Haverford an anti-racist institution you should cite your

sources, because time and time again President Raymond among the senior staff have used our demands outline and Black Students Refusing Inactions open letter as a platform for promoting anti-racism for the college but fails to acknowledge the majority black women as part of [inaudible] necessary demands that change the institution.

Isaac Sharpless:

Right and President Raymond also focused on the wounds that BIPOC alumni could be remembered at Haverford but you know did very little to explicitly recognize the groups of organizers doing the actual work. She didn't really say thank you and wishing and being mindful is just not enough it's being a black woman going back to this demand, you know, Dean Bylander and Provost Linda Strong-Leek, who Linda for many of us, is our first time seeing and appeared to be multitasking while eating on this call, despite the seriousness of this meeting, which we don't appreciate, but we call on the black women leaders of this campus to step up. Please stop weighing administrative interests over black students. I think we really need you to step up to the plate for black woman.

Robert B. Stevens:

Request that there'd be direct collaboration with Haverford library archivists to ensure institutional memory exists. A project timeline must be set no later than December 18 of this year and a set digital archive must be in existence by the end of the academic year.

Founders Hall:

And just for the record that have already been so many student-led projects for Haverford sponsored internships or senior thesis about the work that black women and BIPOCs have done with very little institutional support. These projects have gotten lost and disregarded and brushed off in the past few years alone there been so many efforts, just for the institutions actively ignore them. So, look back in your records and just please site black women, please organizers.

Wendy Raymond:

This is Wendy, I will, and I am sorry for my lack of doing so in the past, when I should have and I commit to that. And I also think that all of the recommendations, you've made here sound spot on, and are excellent and we do those and go beyond them.

William Comfort:

Do we have any words from Joyce Bylander or Linda Strong-Leek?

Joyce Bylander:

I continue to listen and learn and try and understand the ways in which the college has failed you, and how I have failed you, and continue to be committed to trying to work to change and improve the experience for BIPOC students at Haverford.

Thomas Tritton:

We have [inaudible] listen and learn like the same white man that is on the board. You have continued to stand as an individual that seems to turn a blind eye to the stuff that's going on as a black woman that is in administration. As a first-year that came to this institution, I expect you out of any of us to stand up and be the icon for black women on this campus, yet, I've been disappointed by the amount of isolation that I've received basically. The lack of support that

we've received from you as a black woman on this board so I'm not trying to hear anything that you have to say regarding that due to the fact that you haven't stood up for us. You never have and I doubt you ever will.

Linda Strong-Leek:

I'll just share that I hear your pain and I know that's something that doesn't ring hollow for you, but I am a black woman who has lived in a black body for 56 years in the United States of America. My husband is black. My children are black. Every day I worry about them and myself. Every day I confront racism, every day of my life. I understand your experience. I am not in your immediate shoes, but every day I live as a proud black woman. And I am, I am here in my third month looking forward to working with you and looking forward to making Haverford a better place.

Student:

I'm going to highlight something that's been sent to the chat. This is from a Bryn Mawr student, "Interjecting here as a BMC student, going back to your previous point Mr. Jenkins, it doesn't matter- and most importantly, it **should not** matter- the percentage of BIPOC students at an institution to display an act of "progress". Aligning with the sentiments of Gloria Anzaldúa," excuse me, "it does not matter who is in the room if the structures and systems that create the room continue to keep who is in the room oppressed. If the structures and systems at Haverford College have yet to change, and continue to remain the same, then not only is the institution going to continue to marginalize and perpetuate violence onto its BIPOC students, it will continue to uphold white supremacy. Please stop using BIPOC students as tokens to demonstrate acts of "progression" and "diversity". It is exhausting and disrespectful."

Garry W Jenkins:

I know you're not looking for a response. But I just want to say that I agree with that. And I misspoke. If I, if that was what you heard from what I said. What I was talking about was an initiative around faculty, but I agree with you that what's important around students is belonging, and that was, but I was talking about an initiative that I was involved in when I was a student, but around faculty, but I agree with you, 100% around students and really what we're interested in is that everyone at Haverford should have an outstanding experience. And a sense of belonging and the sense that this institution is as much yours as it is anybody else's.

William Comfort:

I would also like to bring attention to the chat. We have a message that says, "this meeting has been on the docket all week and I think it is quite interesting how little you have to say. this does not feel like a conversation." And I just want to bring up the fact that student organizers were painted as not wanting to meet with faculty, not wanting to meet with administration. This is the exact reason why we have put so much work and so much effort into preparing these responses that the college should have done already, just for us to come and tell you what you need to do and have no comprehension of action, no real responses from the staff from administration.

Wendy Raymond:

Part of the purpose that I understood in this conversation it was for us to gain more clarity with one another, and I am sorry that that that we're, I'm not contributing to that if that is that's a way to interpret what's just been said. Part of a conversation is also to provide

connection and I, connection in the sense of being at Haverford together and working separately and or together toward I believe a common goal of moving this institution and our practices, our systems, our structures, our policies, our culture and our norms toward anti-racism. I believe that's a shared goal. And I, I am struggling with to make connect, I'm struggling to make connection in ways that may feel meaningful to others because I'm not even, I mean, I'm only able to look at one screen at a time and this is a very formal format. So those are some of the limitations. And maybe another part of the limitation is certainly the challenge of connecting emotionally and connecting with my incredible openness and open-heartedness, although you don't know, many of you don't know me, many of you don't know me well, so you may not believe that are here that I understand. I accept that. But my open-hearted journey with Haverford and of Haverford and in Haverford shared with many toward this common goal and in that common goal for those that I share it with his humanity connecting with each of us as human beings recognizing that I will never understand what it means to be a person of color or be black or be indigenous in the United States. I am a white woman with considerable unearned privilege...

Founders Hall:

Um, so moving on.

Wendy Raymond:

Ok.

Founders Hall:

The next demand that's really, really important is that we demand that the school create a framework to deal with problematic professors and generate spaces of accountability, the Honor Code is not enough and never has been. And I think this is where we can start creating these timelines and where you all can, you know, help us out with this one. And so, you proposed, you know, the provost will do a lot of these planning committees and all these things. But what will the provost to all of this? We need to hear from Linda and Rob specifically you've provided know timelines regarding these redundant and effective committees and drawn out conversations. Additionally, this response only really discusses issues between faculty not student interactions with faculty.

James Magill:

Finishing that out. Students are bound to the social honor code, whereas professors are allowed to get away with discriminatory and harmful behavior, have been for years, because there's no serious process for students to hold them accountable. This is a model just to preface that and can be worked on between faculty and the administration. The college will put in place a formal direct process intended to hold professors accountable for specific incidents of discrimination, as well as for cultivating a generally discriminatory classroom atmosphere, including but not limited to, a racist, sexist, homophobic, classist, elitist, transphobic, or sexually predatory environment. The reporting process will specifically allow students the option to identify themselves or remain anonymous. But in either case, each submission will be reviewed and considered. A body will be formed to receive these reports elected entirely by the student body and composed of 50% students, 25% faculty, and 25% administrators. Students will be compensated for this work. This body will not be punitive but will instead communicate concerns to a given professor, make concrete recommendations, and provide resources for how they might change their thinking or behavior moving forward. Should there be multiple reports

across multiple semesters, however, with few changes on the professor's behalf. A formal report will be made to the provost new Diversity Officer and department head for that Professor. In addition to receiving and reviewing reports his body will also conduct anonymous course feedback at the end of each quarter with questions specifically asking about the inclusive nature of each Haverford course. A summary of the feedback will then be given to each professor and they will address any concerns with their class. A timeline and budget will be made and released to the Haverford community for the creation of this process, no later than January 29, 2021 beginning of the spring semester. And initial report made on its progress by March 1, 2021. Elections for the positions will be concluded by October 15, 2021 and the process will go into effect in the spring semester 2022. The time between the elections and the formal enactment of the process will not be idle. The body will spend time designing their organizational structure, establishing guidelines, and preparing the necessary documents forms and procedures for their function to go smoothly in the spring. Again, this is a model that can be reworked with faculty and with administration. Thank you.

Archibald MacIntosh:

We also want to say that we are offended by the paternalistic suggestion that BIPOC faculty are in need of mentorship, that they do not understand the kind of work that they must do in order to succeed at Haverford or as teacher scholars, is not an adequate response. We demand, in line with the demands made by Black Students Resisting Further Inaction and they're open letter, the reevaluation of tenure and promotion guidelines to center this specific and exceptional kind of work done by BIPOC faculty. This includes both the affirmation shadow work, but also the adequate valuing of non-traditional forms of scholarship and areas of interest, almost always be valued in traditional institutional policies.

Linda Strong-Leek:

Is, is that that's a new piece of the demands. Am I understanding that?

James Magill:

Not necessarily new but a revision, something that we would have hoped for the administration to provide but they did not. So, doing the work that we thought needed to be done in the first place.

Linda Strong-Leek:

Thank you. We are FAPC has also working on this issue as well with faculty there have been three emergency meetings for a FAPC call tomorrow to address these issues. So, we will respond.

Black Squirrel 2:

Alright, so I'm going to move on to number nine. We demand that the school continue to pay the students who are participating in the strike. In your response you said that, "students who elect not to work will be eligible to receive up to 20 hours of compensation for scheduled lost work. We just want to reiterate in that in our response we need a firm commitment that students who refused to show up for work through the duration of this strike will continue to be paid and, again, if you reach our attainable demands you will not hold up students pay.

Felix Morley:

Prior to the strike, students have been working emotionally, physically, and mentally. They should be compensated for this work that they have done.

Henry Drinker:

Should we take your silence as a commitment to pay students strikers for the duration of the strike?

Wendy Raymond:

And sorry, I was waiting to be sure. Then I wasn't interrupting. No, I didn't know you should not. That is not something we will do pay students for time invested during the strike.

Henry Drinker:

You're saying if all other demands are met, you will hold back on ending the strike because you do not want to pay Student workers?

Wendy Raymond:

I don't think I have complete control at the moment on ending the strike, and I thought we were not going to talk about the strike that was a condition. I'm not calling you on this. I don't want to talk about the strike because that was a condition that I agreed to when we went into this meeting.

Thomas Tritton:

I'm pretty sure that if you agree to admit the fact that you're not willing to speak, that you're not willing to pay strikers then you should be able to explain why and give, like, you should be able to discuss the entire situation if you're willing to go ahead and say that. Then you stand as a representative for that case. So now we're going to go ahead and as you. What is your reasoning behind that? And if you really feel like you're going to gain anything from that. Period.

Wendy Raymond:

I'm happy to continue to engage. There was a note in the chat from Clyde Daly saying, "Wendy may have misunderstood the question she already committed to 20 hours per week." We already committed to 20 hours, period. And I think that's the nature of the question, part of the nature of the question, but I also understood, in addition, there's a call from students leaders here to pay you for the work you've done during the strike, which isn't related to any campus work that you also do. Am I correct in that that you're asking for continuation of, I think this is a request for two things, continuation of being paid for work you've missed and campus jobs? Is that the only part? I thought there was a second part, and maybe I did misunderstand. So, first, is that a request beyond the 20 hours that we've already committed to.

Henry Drinker:

I think you may have misinterpreted the demand. It's to pay Student workers who've missed campus hours as part of their on-campus jobs due to the strike.

Wendy Raymond:

Oh, thank you for clarifying. I did misinterpret. I'm sorry. My apologies. We're committed to paying the 20 hours. I'm hoping that through the work that you are doing we are doing in this conversation and the work and the document that will provide with updated timelines and

budget information and better. I hope more clarity about the concrete nature of what we've committed to that we will get to a point where those 20 hours will cover what has been lost for our student workers during the strike.

I'm having trouble keeping track and I don't know if others are of the chat, this has been very helpful for people to read from the chat and I'd appreciate that folks would do that.

Pliny Early Chase:

On emphasize Carolyn and Liana, "You have to understand that majority FGLI students are committed to this strike, and by not paying us throughout this strike you are making a statement - you are not supporting your students." And with that we will be carrying on.

Felix Morley:

Demand ten. We stated we demand that no student, staff, or faculty partaking in the strike face financial, academic, or professional retribution or penalties of any kind. Your response was students who missed work shifts and compensating them after 20 hours talks about how this, yeah, you said students who miss work and compensating them up to 20 hours. And our response was, we need a firm commitment not up to individual faculty, many of whom have already weaponized unruly bias powers against BIPOC FGLI students in their classrooms, as we've previously addressed, we need a firm commitment that students who have been participating in the strike will not receive any academic penalties. The senior staff should hold themselves directly accountable for this fallout as a consequence for routinely disrespecting black and brown students and is entirely preventable. The strike will not end until President Raymond has a clear commitment on this issue. Saying that the repercussions that Haverford will dole out are rooted in restorative justice ignores that the academic penalties they've enacted on BIPOC students in the past appalling completely shore up the goal.

Wendy Raymond:

I'm sorry to hear that. In that context, you say the strike will not. I think there is incredible work being done in response, not only to your demands and well beyond the demands, in anti-racist work. I also acknowledge that you may not be satisfied with that work and that is everyone's right and privilege to have satisfaction or dissatisfaction. As President of Harvard College. I have a dual responsibility first to your formal education so that you will receive that education with faculty in the classroom, laboratory, student, excuse me, studio, and field. So, we do need to get back to the classroom. And I also have a responsibility for this investment and anti-racism work and we can do them both simultaneously and we must do them both simultaneously.

Thomas Tritton:

There's no point in having \$70,000 dollars being paid for an education if we cannot continue to have that education as equally just and as important as everyone else. So, there's, you're expecting us to bust, like, our necks out here to try and educate ourselves, but you're not giving us the proper resources for it. And then when we go ahead and protest that you're not giving us the opportunity in the environment in order to do so. So, you can't see here and expect us to just accept the fact that we're going to protest our unjust education and then risk getting kicked out for it. That's not, that makes no sense. If his is about an environment of trust, concern, and respect, then you should respect us enough to understand what we're saying and have concern for our situation enough to see that what we're going through and accommodate in order to make it better and more disparate for every single person involved and trust that we know what

we're saying when we say that this is an unjust environment, and we want better for ourselves. So, you can't, you're not making any sense in the statement right here.

Wendy Raymond:

I apologize for not making sense. I do understand that there are many unjust aspects of the environment that we are in at Haverford College. I also understand that you are here to get a formal education in the classes that you're enrolled in toward your full education as a human being here at Haverford and beyond. And that is the institutions role and goal and we are all here for that. If you choose to not participate in your classes, then you are not and we are not engaging in your education and that means that there are consequences to your choices. I'm not speaking just to you, but to everyone is to a student's choice to be engaged in the formal part of this education or not. And so far, we have committed to no repercussions about this, about students not being in classes during the strike because this has been a very productive time. And faculty have made lots of different choices about whether to continue to hold classes, not hold classes in support of the strike and hold alternative ways of being an education with you and that has been fine and it cannot go on indefinitely. It cannot go on very much longer without an enormous impact on our, an enormous negative impact on our ability to provide you with a formal college education, which is the mission of Haverford College. It is the central mission of Haverford College. And so, I am looking forward to ways of engaging all of us in that formal education as we are right now and have been all week, even during the strike and moving the anti-racism agenda forward with accountability, we must do both.

Founders Hall:

Just want to clarify on one thing, especially about when we talk about formal education and about sort of the stop the halt of education during the strike. Education has continued in fact I would argue that it's increased during this time, the amount of resources that have been spreading across the Community. The teacher sit-ins that are occurring that are talking about racial justice and how they have to do with people's majors, with a focus on history action is done planning for abolition at Haverford. Education has continued. It just has centered around anti-racist work and to claim that that is not formal education, I think, is not only disrespectful to faculty who are working on the sit ins were a part of them, but also disrespectful to anti-racist education, which is so critical, and which is often not the focus at Haverford. And so, I just want to be very clear that education hasn't necessarily halted the syllabus that were in place, perhaps, yes, but not education.

Henry Drinker:

That we, sorry. We've also wanted to say that in our meeting with FAPC they expressed their support for these teachings. As people have mentioned in the comments over fourth of the student body have attended some teachings today and today's the first day of these teachings. We're getting faculty support for these teachings and there's talks about faculty sending their students to these teachings, rather than their classes in order to satisfy credit hours. All of this is beside the point because I think that you've latched on to this idea about the strike being indefinite without acknowledging that this demand all it's asking is that you do not punish students academically for missed class time throughout this time. So, I don't know, the fact that you're saying that education is not happening at all, it's just incorrect, like, blatantly incorrect. And we've already laid out ground works and steps. We also want to point to something that was forwarded by the FAPC, an article entitled "How to count to 42 instructional hours reflecting on Spring 2020 and looking ahead to fall 2020" which outlines all of the various ways that faculty

can get to 42 credit hours in ways that are not traditional to a classroom environment as this pandemic has obviously lent classroom environments obsolete, traditional classroom environments.

Wendy Raymond:

I'm sorry that I didn't, if I, I did not mean to state that education wasn't happening during the strike, and I'm sorry if I did state that that would have been a misstatement. What I meant to emphasize is the formal education as some as you said the classroom education that we must deliver here at Haverford College to give you course credit toward graduation and toward a bachelor's degree. The incredible learning that you and so many others are encountering both in the teach ins, which I also agree are terrific. I have not participated, because I wasn't invited but I've read about them and all of the incredible learning that has been done informally and organically and organized by black student leaders has been fantastic this week. That's different than and in addition to what we do in a formal education here and I as President must also get us back to formal education you have through your leadership and through faculty work as you've cited through teachings and otherwise instigated faculty and students together, thinking about how they will change their pedagogy, their syllabi, their methodologies, now and going into the future. That work is happening and will change courses, formal courses when we get back into those that have been suspended during the strike. And will change formal courses that have been continuing during the strike. So, there is an intersection between the new educational opportunities that you have experienced and others have experienced at Haverford College and the formal educational experience that was already in place and will continue, some of which will be changed, and some of it will perhaps not be changed.

James Magill:

So, what are the administration's thoughts on a pass/fail semester? We need to move on, it's 3:32PM, so I'm going to ask this question, and I'm going to keep going. Because the conditions regarding COVID-19 that created the need for a pass/fail last semester are the same, if not worse this semester. So that completely aside from the strike and what has been going on is reason enough to consider a pass/fail semester, we'd like a response about that.

Linda Strong-Leek:

Would you like for me to respond Wendy? Yes, FAPC and I actually discussed this today. This is another one of the things that they will be discussing tomorrow as with the with the full faculty and EPC.

Wendy Raymond:

I'll add that one of the limitations that has already been raised in that conversation with FAPC is, just as a point of information, not to say this isn't where the faculty will go, but that in the COVID semester of spring 2020 many many institutions were doing pass/fail. And so, there isn't any negative impact for an institution that does pass/fail when that's generic and as you go out into the world no one will worry that you don't have grades for spring 2020. In this environment and fall 2020 that has not been the case. And so, there's just express the concern that some have said and that if Haverford College goes to pass/fail that when you are applying to graduate school, when you are applying for positions that there could be a differential negative impact on that. So, we just want to take that possibility into consideration.

Gilbert White:

But would the pass/fail option not have the same option as last semester where we could uncover it.

Wendy Raymond:

Would it would. It would. And so, so that could be that could just be fine. Yet for those. Yes.

To the student who just wrote with that is that a commitment. No, it's not. This is in faculty purview. So, as provost Strong-Leek said this is going through the educational policy committee to the full faculty.

Henry Drinker:

Moving on to demand 11. We demanded the Bi-Co stop its violence against disabled students. In Wendy's original response you spoke about ADS and facilities, their conduction of an accessibility deficiency survey, and you talked about CAPS mandated reporting laws, as well as campus safety reviewing mental health history emergency explorations. But we have a variety of responses to this beginning with our demand for a more representative CAPS staff, whose practice is informed by the racial and economic origins of mental illness and the acknowledgement of structural disparities in diagnosis and healing services. By the beginning of fall 2021, the entire center must begin recurring culturally responsive therapy or similar trainings and consultations, as has been recommended by previous counselors and professors at the college. Potential people and organizations to provide this training can include Join Justice Collaborative, Fireweed Collective, IDHA beam, Subtly Russia Water, Elliot Fuque, MAD Queer Organizing Strategies, Harriet's Apothecary, and more. There are many options. Henry Drinker: At the beginning of the spring 2021 semester the college should place eight student representatives on the hiring committee for, CAPS, CAPS counselors and increased transparency between students and administration through every step of the CAPS hiring process.

Kim Benston:

Also reiterating our demand that for the abolition of mandated reporting of mental health details to police, CPS, and or administrative authorities. So, abolition here means rendering obsolete. So, by spring semester 2021 we want specific guidelines for what is subject to mandated reporting at Haverford College and we'd like that for that to be publicized. There should be separate workshops for both mandated reporters and students on what mandatory reporting entails to prevent over reporting and reporting without consent. Students should also be informed of their right to use hypotheticals in avoiding mandatory reporting and students should also be given over 24 hours prior notice before a report is made.

Gilbert White:

Further requirements for verification or documentation from a licensed professional for academic and housing accommodations must be eliminated or worked around for this is exclusionary to low-income and BIPOC students for whom barriers, these barriers are most prevalent. However, it should completely provide completely free access to diagnostic assessments and subsequently necessary resources for those seeking accommodations from a health service provider of the students choice beginning of spring 2021 and a knowledge of the severely damaging and exclusionary criteria for accommodations, even with financial support, accommodation should be provided for low-income and BIPOC students by increasing accessibility on campus across the board by the beginning of the fall semester 2021. This

acknowledgement should look like, but is not limited to free regular wheelchair accessible transportation from apartments to up campus; less strict attendance policies and like leniency for late assignments, this could be implemented by using mental health as a legitimate reason for absence or lateness; increased transparency and the results of the accessibility deficiency surveys; requirement of content warnings from professors for readings that include anti-blackness, slavery, rape, abuse, fat phobia and etc. Generally, more AEM, a widespread initiation of programming related to disability of culture on campus. More speakers and workshops on the topic of carceral ableism in the medical industrial complex led by those directly impacted. Deaf friendly recreational events and disability studies courses and faculty. Sign language course taught by those who are knowledgeable or in deaf culture. And significant measures towards accessibility at all large events scholarships specifically for disabled people that aren't determined by GPA, and financial support for those completely student run project let's chapter on campus. For further demands see, and we'll link this in the chat, the SW DCC SUAs demands.

William Comfort:

We also demand consequences for professors who neglect necessary accommodations for students. Once again, an acknowledgement of the severely damaging and exclusionary criteria for our academic accommodations. There should be an increase in consideration for accessibility buy all our free professors. There should be encouraged by recurring faculty training led by experts who embodied the diversity of experience held within the disability community beginning fall semester 2021. Furthermore, Campus Safety should never be called during a mental health crisis unless the student expressly consented prior. Mental health, mental illness is a health issue of police issue. Therefore, beginning spring 2021 Campus Safety should not be called during a mental health crisis without student consent. Instead, the college shall create a crisis intervention team composed of professional counselors, rather than law enforcement or Campus Safety.

Wendy Raymond:

Those many additional requests and specific requests and the timelines there, you know from some of my responses already that we cannot see to some of those demands because of legal requirements around CAPS and reporting. And, yeah, and so we will respond in detail to the original, to this. And I think there's still some areas where we won't be able to see overlap because of those legal responsibilities.

Gilbert White:

In terms of the legal responsibilities, can you read the outline for this discussion, which ones you cannot budge on?

Wendy Raymond:

You know, so that's about reporting in terms of some CAPS reporting that must be done, and that's the one that I can recall right now. If someone else can jump in there. I think they're two.

Joyce Bylander:

There's certainly some ADA requirements for Accommodations and Disability Services and the college does provide financial support for students who cannot afford to have the testing that is required to obtain these things. The college has that in place now.

Gilbert White:

On personal experience of requesting accommodations I was told that I would have to get the funding myself. I was not provided that funding. So, while that framework may be in place, it is not publicized to students that they can get financial aid and it is often misleading to students when they go into receive accommodations.

Joyce Bylander:

Thank you for sharing that with me. I didn't, I was told differently.

James Magill:

I have also received that response.

Henry Drinker:

With regard to the mandated reporting. We want to re-emphasize the demands that we've laid out are mostly to provide information both to counselors and to students about what their rights are so I can't understand how any sort of legal issues can arise from that.

Wendy Raymond:

Thank you. Thank you know that is not a problem at all. That clarity that accessibility to that information should be there and I'm hearing you that it's not. And that should be improved. We'll talk with Phil Rosenberg and work on that.

Gilbert White:

Moving to demand 12. We demand more robust aid and support for queer and trans students of color, which would include an increase of multiple CAPS therapists who are specialized in counseling queer and trans students on the senior staff no later by February first 2021. Additionally, there needs to be an annual CAPS survey sent out to students who access CAPS services in order to ensure ineffective and problematic counselors are not a part of CAPS. We approve of the measures taken to allow students to visit off campus therapists and the details that must be outlined and implemented by the start of the spring semester, no later than February 1. There must also be steps taken to ensure that counselors who specialize in counseling LGBTQ+ clients and BIPOC clients are included in this network.

Archibald MacIntosh:

We also demand reserved hours for LGBTQ+s students with therapists who specialize with LGBTQ folks and this should be instituted by no later than Thanksgiving break. We also demand holding both professors and the Committee on Students Standing in Programs accountable to providing academic leniency when students come forward about working through trauma.

Wendy Raymond:

Thank you again. I will talk to Phil about those. And I saw a question in the chat. When can we hear back from the conversation you'll be having with Phil? We'll have that conversation tonight, tomorrow, and it'll be part of what we send to you by Sunday.

Gilbert White:

Also, we need to place special emphasis on the removal of problematic CAPS therapists, because we had on staff a therapist who both actively laughed at a student who was going through a traumatic experience, they...

Wendy Raymond:

I lost audio with this person, Gilbert White's name.

Pliny Early Chase:

Continue over Gilbert was saying, they were just saying that there have been, I think, the person who's retired as a counselor for CAPS was actively telling LGBTQ+ queer individuals to stop being queer, basically, and to go through yeah, this is not being queer. And basically, there needs to be more vetting and there needs to be a better, there needs to be obviously a stronger system where there, were these types of counselors are not out here spewing out violence and causing even more trauma when they're supposed to be creating a space of healing. So.

James Magill:

The bump was being said in the chat this counselor actively supported conversion therapy and I, would you like to respond to that?

Wendy Raymond:

Yes. Not acceptable and I didn't know that until now I perhaps I don't know about how that was known and not dealt with and that is not acceptable. So here, as you know from at least one other conversation we had around surveillance, I and others are limited by what we don't know, and I realized that's a global statement and one can find fault with my not knowing. However, we will put in robust reporting opportunities so that that kind of situation is reported by students who are experiencing it with the I realize its trauma to do that. And I don't know how to get that information otherwise. And I commit to, certainly there are ways to do that. And that is the professional oversight that happens in CAPS. That is a way and that could be a way of catching these things, but students, please let me know lead Joyce know, someone know who will take an action.

Joyce Bylander:

I appreciate that one of your recommendations is that we will have an annual survey of from students who have worked in CAPS so that we can have. It's a user survey and it's important, and I really appreciated that being part of it. And certainly, since I've never heard this information.

Wendy Raymond:

I am so sorry to learn this and have that promulgation of harm on students, wherever that happened. I, I am so sorry to know that from you.

Henry Drinker:

To reiterate a comment from the chat, this is why students need input in the hiring process. And that's exactly [inaudible].

Wendy Raymond:

That sounds good to me. I will talk to Phil about that and move forward. Thank you.

Pliny Early Chase:

Carrying on violence that has been done on Black bodies, we demand that the college terminate all relationships with the Lower Merion police department LMP, Haverford Township police, and

any police department and actively work toward police and prison abolition. This demand was previously made by BSRFI in the open letter, and yet continues to be ignored by the administration. Therefore, in addition, the colleges will also divest both in and of themselves from any partnerships that may exist with companies that rely on prison labor.

Henry Drinker:

I want to clarify that the LMPD and all police department exists solely to protect capital and perpetuate terrorist violence against those whose trauma and oppression, the capitalist system profits from. The college truly supports the health of having heard students. Lower Merion and Philadelphia area citizens in the college continues to exploit on numerous fronts and it is in the best interest to end all relationships with LMPD and any other police departments that the Haverford College communicates with. This includes any police department that we have previously hired from as many Campus Safety officers are...

Students:

[crosstalk]

Wendy Raymond:

You've unmuted suddenly

Henry Drinker:

Sorry about that. Just to continue, as I said, Many Campus Safety officers are ex police officers and this practice of hiring ex police officers needs to end immediately. It's unacceptable that we are forced to repeat ourselves on this front, especially in light of the egregious harm that police officers have brought to Haverford students in recent weeks and long before. Part of crediting and honoring the work of BSRFI includes taking all of their demands seriously, including this one.

Wendy Raymond:

Thank you. I give credit to BSRFI for initially raising this request in the summer, and I did respond that we will not stop our relationship with the Haverford Township police department or the Lower Merion Township police department because of their role in important areas of campus safety, such as if there were an active shooter on campus. And so, we cannot sever those relationships and we will not sever those relationships. Yet I hear, I under, I do know about systemic police violence and that and I hear you in the concerns and the request of not hiring ex police officers in this in this regard and I will have that conversation and Mitch Wein will with Tom king who is retiring at the end of this year, and I think there are other aspects of our campus safety operation and considerations that we can think about, in addition to this, that will that can move us forward in a new framework for student care and well-being. That that may include some of what you're asking for explicitly and may be inclusive of other ways to move forward.

I'm not seeing all the chat, but I see this one, there is a clear difference between calling police for an active shooter and choosing to continuously hire former officers. Do you not see that difference?

Wendy Raymond:

I do see that difference I acknowledge that difference. I simply need to have more conversation about what's going on about hiring former officers and thinking broadly about what we're doing

with campus safety. I hear that we that you have and we have thus at Haverford College concerns about campus safety and we take that very seriously. Mitch Wein is the senior staff person who oversees Campus Safety and I will work with Mitch on these requests.

Henry Drinker:

Well, I don't have the exact stats on this I would bet pretty much my life savings that it's more likely a black person on this campus will be shot by police than shot by an active shooter. So your stance that we're having police on campus in order to protect from active shooters or people who'd want to shoot at the university, I think kind of underscores that you don't really understand the risk that police officers carry for black people, and two, that you're prioritizing the safety of white students or the safety of black students because statistically in almost every sense of the of that word, statistically, that's not true.

James Magill:

Additionally, briefly, it seems like students are having a hard time unmuting. Is that an issue on the host's half?

Pliny Early Chase:

I'm good. Thank you.

Pliny Early Chase:

If any other comments are done for this demand, we can carry on to a final one.

Franklyn Cantor:

If anybody's having a problem unmuting themselves, please let me know in the chat, there may have been a setting accidentally changed in the middle of this, but folks have been able to unmute themselves for the duration of the session. So, we'll make sure that that continues.

Pliny Early Chase:

Before we carry on to our demand, the reason why you gave us President Raymond was to an active shooter situation. So why are the police, the Haverford Township police called when, anytime BSL or ALAS throws parties but not when the boisterous lax team or baseball teams throw parties? These have happened every single night. So, these are some intentional profiling of the BIPOC students on campus when we're just trying to express our joy, and happiness, and Relax.

So, we're going to carry on to our final demand which is we demand for an entirely renewed Black Cultural Center. Again, we demand for an entirely renewed Black Cultural Center, the house's current state illuminates the neglect and lack of priority, the House faces, which is a direct reflection of how black students on campus are treated by the larger community. Black students as well as the House are seen as disposable and only have a purpose when the college wants to parade donors through the house or publicize your students. Black students on this campus need an entirely new building created with their best interest in mind, rather than building that was hastily constructed do to previous black students, our current elders from the 1972 boycott, in solidarity with our Latinx peers and the continued erasure of their work we also demand a Latinx center.

Founders Hall:

There have been various conversation conversations with members of the administration, most recently with President Raymond and Dean Bylander last week, promising to the center to be constructed. Time and time again, these conversations have been mismanaged by other members of the administration and yet another indication that the inclusion of and support for students of racial ethnic minority backgrounds is not a priority for the college. A timeline needs to be created and publicly posted to assure Haverford's commitment to black and Latinx communities on campus.

Henry Drinker:

It's also shameful that every single time these conversations come up the answer is that there's not enough money, and yet every single time that we come onto campus for the first time there's a new building be constructed up campus. So, it's not enough anymore for you to say there's not enough money, because clearly, you're building something.

Robert B. Stevens:

And just to highlight a few examples of the ways and the conditions of the Black Cultural Center. There are many times, we understand that facilities blips happen but there have been many times over the past three years where the BCC did not have heat in the winter, literally freezing overnight. There has been water damage. Just for context our shower is on the second floor above the staircase. Our shower is concave and there has been drywall damage on the steps below that has repeatedly been painted over and patched up without addressing the structural damage and facilities refuses to pay for a plumber to come and fix the building. There have been multiple incidences with kitchen appliances not working and just the loops and holes that we have to go through to apply for funds to fix these basic necessities of the house is just, it shows the lack, like said previously, it just shows the lack of care for the black students who live on campus.

James Magill:

Additionally, when two students did work extremely hard to receive funds to repair the house from the facilities fund one particular staff member who shall not be named here, but I'm more than happy to mention them in another circumstance, completely mismanaged these funds and did not allow for the full allocation of the money that was supposed to be given to us to be used. Did things without our permission. After two students did the entire amount of work to receive funds for it.

Additionally, about appliances not working. When the dishwasher broke, I believe, facilities came and took it and replaced it with cabinets, instead of just fixing the dishwasher. So, if we're talking about respect there has been absolutely none, including when the doors lock. Sometimes the doors won't lock. Sometimes they only lock. There have been multiple instances when leaves, dirt, etc. blows into the house because the doors won't close and stay closed. There are numerous, this happens consistently throughout the year. And there's been nothing done about it.

Joyce Bylander:

I can tell you that Denise Allison has been working with students and with Facilities has had a meeting with, has had several conversations and has a meeting scheduled with Don Campbell to

go over the list of repairs and things that the Ira Reid House needs and it is our expectation that we will move through that list and make the repairs that are on that list.

Pliny Early Chase:

On top of these conversations are talking about the repairs. We, as we said in the demand. We want conversations being held by you all, by the corporation, by the managers to start planning out the new construction of, the construction of a new building. We want the timeline.

Wendy Raymond:

That sounds good. I'm happy to provide that timeline. Ultimately, I don't, I don't know that we'll be able to do that between here and Sunday. And yet for the Latinx center that is that is correct that I've been, for the time that I've been here, I've been in those conversations, and I understand that has dragged off, dragged on for many years and we have made a commitment to establish a Latinx center, not to build one though that is an option down the road. And yet. And now I hear this second request, both in right now to, as Joyce such would happen, to maintain the BCC while we are looking toward the possibility of, and I'm not committing here yet to this, and yes I am hearing you and listening to this demand, this request for an entirely, this demand for an entirely renewed Black Cultural Center. For such a project we. Yes. So, I'll just, I think I'll leave it at that. And I'm sorry to hear about the state of disrepair of a BCC. I did not know about that.

Henry Drinker:

That is the end of the demands that we listed out. Are there any, anybody, oh, we have a question in the chat from Macintosh. To the other members of senior staff, Mike Casel, Ann West Figueredo, Megan Fitch, Jess Lord, Jesse Lytle, Chris Mills, Linda Strong-Leek or Mitchell Wein, have anything to offer in regards to the demands be made.

Chris Mills:

I do, Chris here class of '82. If things are wrong. They need to be fixed and when they're fixed the fixes need to stick. And if the fixes are not enough, they need to be remedied. And there's no end to the timeline for that. It needs to be a commitment and a priority and sustained and the college needs to be held accountable for the promises that are made. So, I hear you and I'm particularly touched, and I apologize if I sound like I'm getting worked up. When I hear this. Your story of the profiling. And talking about the class of 72 alumni, who were here a little bit before me. I know Jim, and Gabe, and Juan. And it is such great pain to hear that what they went through continues to this day. And that has to end. And when I say, when you talk in the chat about the story. I don't mean that to diminish what you're saying. I mean by the account. I'm a journalist. That's just how I talk. But it has to end. And it has to change.

Linda Strong-Leek:

I'll share with you that I came here to Haverford to do this, the work with Wendy and I still am committed. I am still committed to doing the work. I'm committed to getting to know the students. Committing to getting, committed to getting to know Haverford better. I was at my last institution for 18 years. So, I usually I stay around the bit and I'm looking forward to be here and doing the good work with you all.

Jesse Lytle:

Hi everybody this is Jesse Lytle. This has been moving and powerful. And I want to thank you all. I don't want to pile on empty words. But I do want to say I hear and feel the lack of trust you have towards the institution, deserved. And it's on us to repair that and so I again I don't have filled up with empty words but that's what I can do in a little black box on a screen. And so I commit to that. I also want to raise that one of my roles here is chief sustainability officer and I'm particularly concerned and this hasn't been part of the demands, but I hope it's part of our conversation moving forward, about environmental justice and the impact of the climate crisis on black and brown communities around the world, but here in Philadelphia. And that's something that really motivates my work and, I hope, I hope that can be part of our conversation moving forward to. Thank you.

Megan Fitch:

I can't add a lot of substance to what has already been said, Chris speaks my mind significantly more eloquently than I ever could. I have worked this afternoon and have been working to listen. From the heart in in to truly better my understanding of your experience and fully commit myself to everything that I can do to make this, Haverford, the best place it can be for you. I will leave it at that.

Chris Mills:

See a question in the chat from a BMC student. Can you commit to vacating your positions of effective change does not occur? If the accountability group sets that as a standard. And if I fail to deliver on that and they say that that's the standard. Absolutely. Absolutely. I think we can do this. I'm so sorry that we haven't. But yes, I will commit to that.

Mitchell Wein:

Yeah, this is Mitch Wein. Thank you, Chris, I agree. I learned an awful lot and very appreciative of the time that students and others have provided in this setting and agree with Chris's comments as well. In my role I get to be action oriented and I know that's absolutely where we are today and committed to seeing that happen. Thank you.

Thomas Tritton:

Wendy, are you willing to commit to the same precedent as your fellow board members have?

Wendy Raymond:

Absolutely. Yes. I am here for this work. And if I am an impediment. If I am not the way forward as president, and there are, there is a better way for Haverford College to do that. Absolutely.

Linda Strong Leek:

As do. I've been here three months, but should I yes, absolutely.

Michael Casel:

And just responding to some of the questions in the chat about the endowment and divestment we you know we communicated in their responses some information in terms of some of the exposures in the endowment and also put in timelines in there on collecting additional data and then having those ongoing discussions on these items with investment committee so you know this is something that is an ongoing topic. We're trying to provide the data with regard to what

you're asking. And these are ongoing discussions that we have with the committee and the investment firms with which we invest.

Jess Lord:

Hi everyone this is this is Jess Lord. And I just want to make a particular comment, which is to say that first of all thank you to all of you for the work that you have done and for what you've brought forward to us and for this community and particularly for BIPOC students. And to say that to really affirm that as part of listening and learning truly listening is also to really pull in that this isn't just about this list of demands that this is really calling on us to change the framework for how we are thinking about the work that we are doing. And that's happening across senior staff, I can't, I'm not speaking from my, my colleagues, but from what I'm observing and just affirming that an admission. We're certainly working that, to do that, which is to make sure to be way more aggressive and take responsibility so that it's not requiring you to always call up where there are issues in the institution. And there's been a lot of eye opening for all of us in this conversation and just wanting to take ownership over that and stating a commitment to taking that ownership in our areas of responsibility, such that it doesn't need to be brought up by all of you.

Wendy Raymond:

Are we ready to move on to talking about next steps? I don't mean to interrupt. If we're not. So next steps for me are to get you a revised response as you have asked in the conditions that you've asked so that includes timelines and budgets, additional clarity, and legibility, and really concrete actions. So, we will get that to you by Sunday night. Our goal is to get it to you before then to allow you to have time to look at it over this weekend. How does that sound good? As you have asked. So that's a next step and then. The other part I wanted to ask about is, is there a way that we can be in conversation, each day? With we meeting some myself and some members of senior staff and some part of the use black student leaders who would could be able to have clarifying conversation around the documents that will exchange today. Thank you for offering to provide some of the materials that you have spoken today so that we can have that not just in our memory. But in what you've already written. And as I said, I'll send you the list of aspects that we are committing to that I spoke about at the beginning, but I would appreciate being able to be in conversation with you over Zoom or by phone to be sure that we're I'm clear on questions that I have that you're able to express any aspects that you'd like to express verbally. Is there a way that we can set that up? Say once a day, Friday, Saturday, Sunday?

Henry Drinker:

We can send you an email that includes some of our written-out responses to demands that I've been met and maybe set up some of the guidelines. We were thinking you could send documents you've been working on at the end of each day and then you can send comments, revise things by the next day, sort of continue that until we can come to some kind of consensus by Sunday, hopefully.

Wendy Raymond:

Okay, I just want to make sure I understand that you would like you would welcome us to send daily the status of where we are and any documentation supporting that status for your review and commentary?

James Magill:

Through Sunday, yes?

Wendy Raymond:

Yeah, sorry, through Sunday. great that, that sounds terrific. Am I also hearing you would prefer to do it only that way and not have an opportunity to speak by phone or Zoom? Just to confirm.

Henry Drinker:

Yeah, I think written is the best way.

Wendy Raymond:

Yes.

Pliny Early Chase:

Also, who will be the point person from admins and the board of manager side of the email list?

Wendy Raymond:

Jesse Lytle for the President's Office on the on the senior staff.

Jesse Lytle:

And with whom should I work on your side, I've got a generic Gmail account I can keep sending to. But, you know, if things are time sensitive. Sometimes it's if I could. I don't want to put anybody on the spot, but sometimes it's helpful to be able to send a text or pick up a phone. I don't want to leave people hanging or having to check their inboxes all day, whatever works.

Pliny Early Chase:

Email attached below, disrupt.haverford@gmail.com will work well.

Jesse Lytle:

Okay, disrupt.haverford@gmail.com?

Pliny Early Chase:

Yes.

Jesse Lytle:

Okay. Right. Thank you

Wendy Raymond:

Any other next steps that people wish to clarify or add? Thank you all. Thank you, everyone. Thank you again to all of our student leaders I really, my gratitude to you is enormous and my acknowledgement of the labor that you've done and the ways in which you have invested in yourselves as Haverford students and for Haverford students in the future and reaching back through Haverford time to our elders from the class of 1972 and for all of the talents, and pain, and emotion, and intellect that you've brought to this work, and I'm very grateful. Thank you. So, I look forward to continuing to work with you tomorrow, Saturday, Sunday and looking forward to the future. Our anti-racist progress

Pliny Early Chase:

Also, to clarify, where will the who will be sending the recording of this whole zoom call and the transcript?

Student:

I have the recording.

Founders Hall:

Also, just want to do a final announcement to the community that we are having a sit in tonight. 9pm Founders Green. Please be socially distanced and where your mask. This is just so that we can recap the organizing of this past week, and also further organize ourselves as a community as yes, we're going to have to continue doing the work. So, yeah.

Wendy Raymond:

Thank you everyone. Take care. Bye bye.