

Compendium of President's Report to the Antiracism Accountability and Advancement Group  
Parts I and II

Part I  
July 9, 2022

As the Antiracism Accountability and Advancement Group (AAAG) prepares its August update for the Haverford community, we have taken stock of the most salient themes that mark our progress since the August 2021 AAAG report was disseminated. In framing the information that follows, it is important to note that we come to our collective diversity, equity, inclusion, and antiracism (DEIA) work with full understanding that we are on a journey with no final point of arrival. We have made—and fully intend to continue making—progress toward becoming an antiracist institution. Like any other institution, we do this work in the context of a *VUCA* environment: a world full of volatility, uncertainty, complexity, and ambiguity that places daily and long-term pressures on Haverford's internal and external environments, bearing on issues of in/justice, in/equities, inclusion/exclusion, and harm/healing.

It is also important to note our collective realization that Haverford's response to the 2020 student-led strike for racial equity underscores a history of unmet needs over time. To avoid repeating that history, College leadership has taken responsibility for both tracking progress toward meeting 45 commitments emerging from the strike as well as ongoing necessary structural change to provide a more equitable experience for future generations of Haverford students, faculty, and staff. The College's [draft strategic plan](#) prioritizes progress around structural change toward equity and inclusivity such that faculty, students, staff, and alumni experience the College as a space where they see themselves reflected in our approach to teaching and learning, community engagement, and the way we articulate the College's role in a global society.

This report is organized around activity and progress in three principal areas: infrastructure, deepening the community's capacity for dialogue as DEI pedagogy, and addressing equity (and specifically, racial equity) as a dimension distinct from diversity and inclusion.

### Infrastructure

The establishment of organizational infrastructure is critical to sustainable DEIA work. Over the course of the last year, Interim Chief Diversity Officer Norm Jones established the [Office of Institutional Diversity, Equity, and Access \(IDEA\)](#) as a mechanism to convene, advance, and track critical conversations around equity and inclusion in the Haverford experience. We situate this work as a full community across faculty, student, staff, and alumni domains. We value distributed models of leadership that engage and empower many different stakeholders across the College to steward and advance the work of DEIA. We also understand that there are those who must have, as their primary roles, day-to-day focus on—and accountability for—diversity, equity, inclusion and antiracism work. IDEA centralizes [a staff and budget](#) that support the

Office as an independent administrative entity and also makes possible innovative collaborations and partnerships with other individuals, groups, offices, and departments who are enhancing their DEIA programs and initiatives.

A close examination of budgets dedicated to DEIA work has allowed us to calibrate resource allocations such that important DEIA programs can be offered annually (e.g., the Challenge Habit, LACRELA eConvenings, A Long Talk). Such an approach avoids continual proposal processes and overreliance on soft funding. Though we welcome and pursue donor funding where appropriate, we also understand the need for the College to provide dedicated resources that make day-to-day DEIA work possible throughout the College. By way of example, the following ongoing investments are incorporated into the FY23 operating budget:

- New positions in the Office of Institutional Diversity, Equity, and Access and Human Resources to build upon last year's addition of a standing chief diversity officer role (VP for institutional equity and access) and an administrative support position
- A reorganization of relevant areas of the Student Life division including a dedicated associate dean of the College for student diversity, equity and inclusion and an expanded role for the director of the Center for Gender Resources and Sexual Education (GRASE)
- Dedicated program funds for Black History Month and related DEI programming
- Additional paid student Customs positions to enhance access to this important developmental role
- New faculty positions in Gender and Sexuality Studies and African and Africana Studies
- Long-term development of data and benchmarking capacities to support institutional self-evaluation and monitoring of student success, including membership in COFHE and an IITS position dedicated to enhancing Haverford's own data infrastructure

Every division of the College now has [DEI goals](#)—all of which are measurable and connected to both annual planning goals and the College's emerging strategic plan. Eighty-three goals will guide the DEI work of nine divisions, with every Senior Staff member carrying the responsibility of infusing the work of DEIA within the context of their respective areas of focus and, where there are areas of connection, across divisions. The Senior Staff will continue to be advised and supported by the vice president for institutional diversity, equity, and access in pursuing divisional goals. The importance of these goals cannot be overstated, for our progress toward them ensures comprehensive engagement with the most pressing priorities, from policy and institutional practice to granular dimensions of student, staff, and faculty-facing programs. Much like our compilation of antiracism commitments, we will build a website that allows community members to track progress of all intra- and inter-divisional DEI goals. Further, these DEI goals influence and are incorporated into the creation of the Senior Staff's annual leadership goals.

Progress toward goals across the College includes multiple antiracism actions in Admission. First, Admission is far along toward making the test-optional policy a permanent one. Led by analysis and recommendations from Admission, discussion has occurred throughout this year at the Senior Staff level, accompanied by close engagement with faculty and the Board of Managers. There is strong recognition and support for the ways a test-optional admission policy

is more equitable and reduces barriers of access to outstanding students. Second, in partnership with Institutional Advancement and a generous benefactor, the Indigenous Communities Scholarship Fund was established to provide financial aid support with preference given to members of federally or state-recognized Indian tribes and/or students with demonstrated commitment to or track record working with federally or state-recognized Indian tribes. Third, Admission has established a formal and active relationship with the national organization College Horizons, a group dedicated to advancing Native students' pathways into and through higher education.

Strategic DEI work, particularly as it relates to antiracism initiatives, relies heavily upon robust data systems (e.g., Workday, Colleague, Slate) that can help us better understand demographic information. Effective policies of data governance, along with our ability to organize data itself, will guide our approach to more rigorous forms of analysis, shaping operational activities, including everything from admission and enrollment to alumni engagement. An intentional research agenda supported by better data and analytics, and in service of our antiracist actions, will shape the questions we should ask and answer in order to understand how community members experience Haverford and whether the College is meeting its goals. Our 2022 Campus Climate Survey (discussed below) is one example of our emerging research and data-based agenda.

Our workforce constantly shifts as individuals enter and separate from our community. In light of this dynamism, Human Resources, IDEA, and the Provost's Office have been particularly focused on understanding, as well as offering professional development opportunities in, what it takes to run equitable and inclusive searches and to provide equitable onboarding and ongoing support to new employees. Diverse candidate pools that are both wide and deep with respect to representation of a range of social identities are achieved in part by hiring managers thinking critically about how job ads are written, interviews are conducted, and negotiations and onboarding processes unfold. The College continues to evaluate and adjust its processes to be more fair and equitable. A newly-created [Director of Talent Acquisition and Workforce Development](#) position will guide our design and implementation of best practices for running inclusive searches.

Our incoming [Vice President for Institutional Equity and Access \(VPIEA\) Thelathia \(Nikki\) Young](#) will join us August 15, 2022 to build upon the founding structural work of Interim Chief Diversity Officer Norm Jones. The search committee was composed of two students (Angela Zhang-Xu and Amolina Bhat, nominated by Students' Council), two staff members (Charles Young and Georgia Davidis, nominated by the Staff Council Executive Committee), two faculty members (Terrance Wiley and Ryan Lei, appointed by Academic Council), and co-chairs Dean of the College John McKnight and me; the committee's national search was supported by Storbeck Search of Diversified Search Group. Nikki's comprehensive institutional experiences at Bucknell University and her intersecting professional identities—including as ethicist, scholar, and professor—provide strong springboards for her entrance into Haverford. The Haverford Board of Managers recently granted Nikki tenure, effective upon her appointment, with the title of full professor of Gender and Sexuality Studies and Religion; this followed a recommendation for

tenure and full professor emanating from an extended consultation and consensus process I held with multiple faculty shared governance groups (Academic Council, Strategic Curriculum and Personnel Committee (SCPC), Department of Religion, and Program in Gender and Sexuality Studies, with a more limited consultation with the Faculty Affairs and Planning Committee (FAPC)). Norm, others, and I have already begun Nikki's onboarding and have an intentional plan for her continued onboarding prior to and following her arrival, building upon our robust onboarding process used in 2021-22 for a cohort of three new Senior Staff members.

### Dialogue as DEI Pedagogy

The importance of dialogue cannot be overstated when it comes to building strong relationships between individuals and groups, small and large. There are many curricular and co-curricular dialogic models circulating within higher education—including intra/intergroup dialogue, difficult dialogues, and dialogue across differences. Though there are slight variations in theoretical frames, formats, and approaches, a shared goal across these models is to distinguish between everyday conversation and the kind of dialogic engagement that takes into account historic inequities, centers active and empathetic listening, acknowledges various forms of power and positionality, and aims for deeper understanding among individuals or groups, but not necessarily agreement.

Perhaps understandably, it is taking some time for the student, staff, and faculty community to acculturate to dialogue as a DEI teaching and learning method given our significantly changed landscape: vestiges of the student-led strike along with shifting dynamics around work location, Zoom meetings, and hybrid gatherings have all added complexity to what it means to engage in dialogue on a campus. The interim CDO and collaborative partners across campus learned in 2021 through a few relatively poorly-attended events that students were perhaps not interested in gathering for large, town-hall-like Zoom meetings. We continue to look for creative ways to get students engaged in conversations, with the greatest success coming within smaller groups—both homogeneous and intersectional—across a variety of identities. This same challenge holds true for faculty and staff.

Over the course of the last academic year, we introduced three dialogic programs to campus: [Thinking Together](#), [The Challenge Habit](#), and [A Long Talk](#). Each of these programs, through multiple modalities, allows cross-sections of faculty, students, and staff to engage in thoughtfully designed and artfully facilitated conversation about how we can best relate to one another in the context of race and build our collective capacities for antiracist work, in spite of the inadequate attention to this work out in the world. Based on numbers of and engagement by participants, as well as successes for both internally-guided and externally-led programs, we seem to have struck the right balance of synchronous and asynchronous opportunities for immersive dialogue and will continue to expand our repertoire of in-person and remote opportunities for mutual learning and exchange.

Haverford is also a member of the Liberal Arts Colleges Racial Equity Leadership Alliance (LACRELA), which provides opportunities for any member of the Haverford staff and faculty

community—and the communities of nearly 70 schools—to engage with a structured curriculum around vital aspects of DEIA activity, including DEIA leadership and decision making; race as a social construction and the history of race in America; how to run equitable and inclusive searches; emerging research around the recruitment and retention of racially diverse faculty; and many other salient topics. More than 20 community members—from support staff to senior staff—are engaged in these conversations, which are advanced through virtual discussions as well as individual readings and study questions supported by a portal into which learners can post responses and reflections.

True antiracism work also involves bold affirmations of particular forms of homogeneity. At Haverford, we do not and must not shame students, faculty, staff or alumni for convening themselves based on shared identities. This includes, for example, the Multicultural Alumni Action Group (MAAG), Athletes of Color Coalition (AOCC), Black Students League (BSL), and Alliance of Latin American Students (ALAS). We celebrate the fact that the spaces provided by various forms of homogeneity allow all of us to be “in community” in a way that is not possible when we are overly or prematurely preoccupied with dialogue across differences. This “both/and” approach to DEIA work is critical to the establishment and sustainability of trust and transparency with and among one another.

We have also experimented with ways that audience members can follow up with one another after appearances by outside speakers who have come to campus. Such an approach helps facilitate consideration of theory and practice of external DEI scholars in the context of our DEIA plans at Haverford College. We are leaning into the scholarship and practices of cluster hiring, inclusive faculty searches and hiring, compensating students for various forms of service, the future of work as it relates to remote teams, leading in a *VUCA* culture, and many other topics that continually center the role of DEIA in the way we shape the world of work and the world of teaching and learning.

#### Focus on Racial Equity/Antiracism

Haverford’s [45 Commitments](#) around DEI and antiracism represent and expand upon a range of concerns that were elevated by students in 2020-21. As we continue to track our progress in these institutional areas, we are also preparing to create more sophisticated mechanisms within our data systems that will allow us to re-survey the community in service of antiracism and DEI action informed by more precise and accurate demographic data, particularly as it relates to race, gender, disability, and veteran status. Having reliable data will give us a better sense of Haverford demographics at any given moment and how we might introduce more programming that calls us into community with one another in meaningful ways. Our inaugural director of talent acquisition and workforce development—a new position for which we are currently searching—will work with campus partners to develop effective ways to create cohesive identity and affinity groups that place faculty and staff in closer proximity to one another as members of the Haverford community.

Our recently conducted climate survey of students, staff, and faculty (composed of more than 100 questions about inclusion and belonging) also positions us to delve into a rich data set that describes the lived experiences of various demographic groups in our shared community. As we engage with the results in August and September, we will convene both department-specific and cross-sectional groups so that we can reflect on what the data say about climate and culture at the College. It is our intention to conduct the survey every three to four years in order to assemble a long-term data set for iterative analysis and resultant action. Haverford is also looking beyond itself through membership in organizations such as the [Consortium on Financing Higher Education](#) (COFHE; our membership, by invitation, began in 2022), [Consortium on High Achievement and Success](#) (CHAS; Haverford joined in 2021-22; Dean John McKnight serves as CHAS Steering Board President), and LACRELA, all of which offer opportunities to compare data across institutions. Haverford shares the challenge of antiracism work with other institutions committed to transparently reflecting on our collective pasts and futures with the goal of creating stronger and more equitable learning communities.

Our Provost leads the Antiracism Curriculum Initiatives Working Group, which is dedicated to examining antiracism education in the curriculum. To be clear, this work moves the College well beyond conversations regarding critical race theory. We are being intentional about engaging important topics of Settler Colonialism, the Black Arts Movement, Black Lives Matter, and much more. This examination allows us to move across the curriculum from the social sciences to the humanities to the natural sciences. The Working Group continues its development of a guiding rubric, and this summer, the group is preparing a proposal for three pathways to meet the College's commitment to create a required course or an alternative curricular innovation yielding a similar goal that will examine Blackness, white privilege, and related issues. In these efforts, the Working Group seeks to learn from the College's experience with the previous Social Justice curricular requirement, including issues that arose that significantly inhibited that requirement's capacity to meet desired educational goals for students and faculty.

We continue to hold ourselves accountable for designing and repurposing physical spaces to allow more of our students to see themselves reflected in the ecology of campus. Examples of this include the successes of the first year of the LatinX Cultural Center as a student residence and meeting space, and physical improvements to the Black Cultural Center/Ira De A. Reid House including new exterior painting, landscaping, and addition of a covered patio co-designed with students. We also dream with an eye toward universal design, centering the salience of intersectionality as a core value that informs our campus aesthetic just as much as cultural climate and program design. The design of a truly sustainable Haverford campus must move us toward racial justice just as much as it supports a healthy relationship between humans and their ecosystems.

### In closing

Our opportunity to situate Haverford as a leader in DEIA is dependent on our willingness to live at the edges of our comfort zones and to push ourselves into new ways of being and learning together. Creating an inclusive community requires a focus on the *impact* of our choices over

their *intent*. It is not enough to not be blatantly racist, though this is not yet comprehended across our campus; we must affirmatively remake structures and systems we understand to have racist impacts. We hold ourselves accountable for discerning that which is meaningful versus performative. We welcome both internal and external feedback to focus on Haverford's history with race, our institutional structures and practices, our current programming and initiatives for students, faculty, staff, and alumni, and our future goals and aspirations to realize antiracism throughout Haverford.

Part II of President's Report to Antiracism Accountability and Advancement Group (AAAG):  
Addressing specific expectations listed in AAAG's August 2021 report

August 4, 2022

This second part of my 2022 report to AAAG supplements the July 9, 2022 campus summary I provided, which we discussed in our July 18 meeting.

I look forward to continued discussion with you about the antiracism actions we at Haverford have taken and supported, and those we have committed to undertaking in the 2022-23 academic year. I equally look forward to continued discussion about your assessment of what is missing, needs more or different attention, and demands our prioritization.

(Formatting notes: Sections 1 through 14 refer to the same numbered sections of the 2021 AAAG report; sections 15 through 20 refer to additional, unnumbered expectations excerpted from the 2021 AAAG report. For each number, I copied full or partial titles (red) and relevant excerpts from the 2021 AAAG report (black, non-italicized). Each excerpt is followed by my response (italics).)

**1. HAVERFORD COLLEGE HAS HIRED AN INTERIM CHIEF DIVERSITY OFFICER (CDO)**

A national search for permanent CDO will begin in the fall of 2021; the AAAG fully expects that the search committee will include student representation and solicit student input throughout the process

*Completed; reported in Part I:*

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

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

*The Dean's Office has not yet established a "reparations fund" committee, but plans to do so in the 2022-23 academic year through structures established in 2021-22 to support this work. These structures were achieved through significant reorganization within the Dean's Office, hiring into multiple new positions, and filling vacant positions or those held on an interim basis. The committee will consist of students, staff, and ideally, local community members and will advise the Dean's Office on the best use of funding to support programming for students and the local community. The committee will consider whether to name the fund in tribute to Osmond Pitter 1926 and Enid Appo Cook 1931, the first Black students to graduate from Haverford College and Bryn Mawr College, respectively (e.g., as the "3126" or "2631" fund, in keeping with a suggestion made by BSRFI in their 2020 Open Letter).*

*Expanding upon the goals of this fund, Dean of the College John McKnight has expressed an overarching goal for the Division of Student Life to engage regularly in comprehensive reviews of financial barriers that exist for BIPOC and first-generation low income (FLI) students. In the past academic year, actions included:*

- *Significantly increased the number of students being compensated for their work and service to the College, which expanded opportunities for BIPOC participation in the life of the College;*
- *Shifting oversight of the [LIFTFAR fund](#), intended to provide financial assistance to BIPOC and FLI students, to the recently expanded [Chesick Scholars program](#);*
- *Planning with student leaders who oversee The Nest, the College's food pantry program, to provide additional institutional staffing (Chesick Program Coordinator) and financial support;*
- *Recognizing the efforts of and directly communicating with the [Bi-Co Mutual Aid Fund](#) (an independent, student-led initiative for redistributing financial resources) as a means of understanding any patterns of need demonstrated by underrepresented members of the College community;*
- *Engaging in conversations with the Dean of Admission and Financial Aid regarding efforts to make more visible the "hidden" costs of College for BIPOC and FLI students;*

- *Creating a new staff position in the Center for Career and Professional Advising (CCPA), the Assistant Director of Experiential Learning and Diversity Initiatives, which focuses on identifying new resources to support BIPOC and FLI students with internships and other professional development opportunities, and appointing [Drew Adair](#) into the role.*

### **3. CAMPUS SAFETY TRAINING**

The AAAG strongly recommends that the Campus Safety leadership team continue to engage their teams in training and related activities that increase awareness of best practices that specifically address antiracism, diversity, equity and inclusion. This work is essential to the goal of achieving an experience of campus safety for everyone in the College community. This work must address how campus safety activities incorporate an understanding of and response to the specific interests and concerns of the BIPOC communities. Campus Safety leadership must report back to the College community about the content and results and effectiveness of these activities.

*Campus Safety welcomes feedback from all Community members. The Department is evolving to emphasize listening and a willingness to grow, and to demonstrate its commitment to antiracism, diversity, and inclusion. Campus Safety will also continue to work with other campus partners to increase awareness of the positive changes Campus Safety has made and challenges being addressed.*

*Members of the Campus Safety (CS) leadership team - the Executive Director, Associate Director, and Officer Supervisor - participated in Haverford's [Challenge Habit](#), a voluntary program of opportunity for staff and faculty to support each other in deepening the knowledge, understanding, and practice of antiracism on campus. CS will encourage all of its team members to participate in future Challenge Habit programming, formally offered at the start of each semester, over the next two (2) academic years. To encourage this effort, staff will participate on paid time, similar to other CS trainings. The Director will develop options for night duty staff to participate in the full program. Meanwhile, the CS Executive Director will alert all team members to the Three Microaction Primer Series which is available to the community at any time.*

*Evaluation of effectiveness will be measured by the number of staff who volunteer to participate in the Challenge Habit and by feedback received in the debriefing sessions. These sessions, which follow all training activities, focus on sharing "lessons learned" and provide an opportunity to identify changes in practice which may have been seeded by the subject program(s).*

*Campus Safety continues to engage its teams in other [DEI-focused training](#). The CS website has been updated to report past trainings and to announce upcoming events, including a continuation of the DEI - Blind Spots - Bias workshop, to be offered on three separate dates in August, 2022.*

*Campus Safety is also training its team on its service standards, focused on themes of welcome, care, and inclusion that reflect Haverford's values. Examples of these efforts include call-taker training, designed to let callers know their call is welcome and that CS is "here to help," and a change in the officer uniform, to remove the badge and add a name tag.*

*Campus Safety Student Advisory Committee meetings were resurrected following the COVID disruptions of regular campus events. At six (6) meetings during academic year 2021/2022, the Committee raised, discussed, and clarified specific matters of concern to the community, including:*

- *CS surveillance and policing practices, a zero-tolerance activity*
- *Singling out Ardmore's Black residents for profiling during the COVID shutdown, when trails and the campus were closed to visitors*
- *Singling out BIPOC individuals to show their student ID cards*

*Agendas of prior meetings will be posted on the CS website before the Fall 2022 semester. Committee actions and recommendations will be posted following each meeting held during academic year 2022-2023 and thereafter.*

#### **4. CAMPUS SAFETY INCIDENT REPORTS**

We expect Campus Safety to create a more transparent procedure for ID requests that allows for scrutiny of the policy and enforcement practices. Campus Safety must ensure a process for receiving feedback on these practices from the CDO and other campus constituencies, including students, faculty and staff.

*Currently, the only written policy for Campus Safety requests for IDs is for [room lockouts](#). We currently do not yet have a written policy for other circumstances in which Campus Safety asks for IDs, which are always tied to Campus Safety's responsibilities for a person's or group's physical safety, motivated by their concern for the overall well-being of students and everyone on our campus. For example, Campus Safety asks for IDs when responding to medical emergencies (including alcohol misuse situations), disturbances, thefts, auto accidents, people not evacuating a building during a fire alarm, students hosting a social event that is not going well, domestic situations that have been called in to Campus Safety, and unusual campus situations when we ask individuals for an ID to determine campus affiliation.*

*Our lack of a comprehensive written ID-request policy compromises the transparency with which Campus Safety and the full campus wish to operate. The department is currently undergoing a general review of its policies and procedures. As part of this review, Campus Safety is creating an ID-request policy; this policy and attendant materials will include the reasons for Campus Safety's requests for identification. While developing and finalizing this policy, Campus Safety will consult with our incoming VPIEA Nikki Young and the Campus Safety Student Advisory Committee.*

*Prompted by discussion during Campus Safety Student Advisory Committee meetings, Campus Safety has been inviting feedback on any topic through the ["Share Feedback"](#) feature that was added to the Campus Safety (CS) website in April 2021. The form*

*collects feedback on any topic from any member of the community, who may choose to remain anonymous. The form has been used frequently, primarily to report matters outside of CS. CS refers these to the appropriate department for handling. When a CS matter is reported, it is handled by the CS Executive Director.*

*Campus Safety is developing a strategy for creating and posting a list of matters reported on the Share Feedback form. This would be at the categorical level to protect the user's anonymity, e.g., 10 reports of erroneously issued parking tickets, or 4 reports of meeting room conflicts.*

*Campus Safety has begun work with Haverford Communications to evaluate and recommend changes to the CS website and to develop strategies for enhanced communications with students using social media tools.*

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

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

*Campus Safety is reviewing and updating its policies and procedures. The Director has reached out to, and will continue to pursue, ideas from other CS offices that are known to be reforming their approach to Campus Safety and Security within the framework of diversity, equity, and inclusion. The purpose is to create a portfolio of best practices that could work to advance Haverford's work toward antiracism.*

*Campus Safety has adopted new policies and practices to improve visibility, approachability, and care to the Haverford Community. These include our new Park & Walk policy (July 2022), established to move Campus Safety officers out of their vehicles to increase their approachability and visibility, and the reinstatement of the daylight bike patrol, scheduled to begin Fall 2022 semester.*

## **6. IRA DE AUGUSTINE REID HOUSE**

It is our understanding that the College will continue discussions about the long-term future of the House with students, and define a path forward for this work.

*The Dean's Office has established a new unit called [Student Diversity, Equity, and Inclusion](#), led by Associate Dean of the College Raquel Estevez-Joyce, which includes the following: Chesick Scholars Program, Multicultural Affairs, Gender Resources and Sexual Education, Religious and Spiritual Life, International Student Services, and the Marilou Allen Office for Service and Community Collaboration. These offices are working collaboratively with the Office of Residential Education and Student Engagement to evaluate programs, services, and physical spaces designed to support BIPOC, FLI, International, LGBTQIA+, and other historically underrepresented students. Specifically, informal conversations with students are underway regarding utilization of Ira Reid, the Latinx Center, and Q-House, all currently functioning primarily as residences, toward increasing their capacity to serve as social gathering spaces for identity-based groups. The Dean's Office will work with student leaders to initiate a broader study and formal review of cultural center spaces during the 2022-23 academic year.*

## **7. LATINX CENTER**

We expect the Dean of the College to issue a report based on solicited feedback from students using the space related to progress, challenges, and next steps in this work by the end of the academic year.

*See above in #6: A comprehensive report regarding future directions for the Latinx Center and the Ira Reid House, along with other identity-based centers and spaces, will be produced in the 2022-23 academic year.*

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

Forty-six objects were identified that would benefit from further research. This summer an expert in this area will help fill in the remaining gaps. We expect the findings from this expert will be shared with the campus community by the Head of Special Collections.

*After our engagement with Maura Kropke, an accredited member of the International Society of Appraisers and member of Charles Jones African Art, Head of Quaker and Special Collections Sarah Horowitz generated an update on the 42 African and Pacific artifacts in [August 2021](#). She shared this report with AAAG on September 7; she also shared it with all members of BSRFI. Sarah's report includes Kropke's report, which states that 39 of 42 objects are 20th Century (the other three lack period delineation) and many of the items were designed for the marketplace or "produced for sale." Kropke's report describes others as "later carving in traditional style."*

*Sarah then consulted with two other experts in Oceanic art, who found the materials to be mediocre or "marginally authentic," and lacking museum quality; further, they found no basis for concerns regarding cultural patrimony or a need for repatriation. In November 2021, Sarah and Librarian of the College Terry Snyder held two community conversations to solicit input on next steps. They subsequently consulted with Provost Linda Strong-Leek. The College will keep the objects at Haverford for three years for possible use in teaching, and then revisit the question of ongoing retention. Sarah and Terry updated the September report in [December 2021](#), and provided a summary of this work to all staff and faculty via the Daily Digest and email, respectively, in July 2022.*

*We think we have completed and exhausted any and all avenues toward understanding the provenance, monetary value, and historic and/or commercial context of these objects.*

## **9. THE PROVOST HAS STARTED MEETING WITH FACULTY OF COLOR**

We expect that the provost, working with Academic Council and the faculty, will continue to address and resolve the issues of equity and the "faculty of color tax" that is part of the experience of working at the College. We encourage the College's CDO, in

conjunction with Human Resources, to undertake similar conversations about relevant issues with staff of color at the College.

*The provost continues to work with Academic Council, FAPC, and other faculty to resolve the issues of equity and the "faculty of color tax." One part of this plan is to update the language in the Faculty Handbook focusing on "shadow work," so that the work may become completely visible and, thus, accounted for in the tenure and promotion process. The provost has reached out to all pre-tenure faculty of color and some have indicated that they feel supported and valued at the college, while others report the additional workloads that often come with being faculty of color. Individual accommodations are being made for faculty with concerns while we work through faculty governance structures and the full faculty to update the Faculty Handbook.*

## **10. COMMITTEE ON STUDENT STANDING AND PROGRAMS**

AAAG plans to follow up after the fall semester to understand the impact of CSSP's reform efforts.

*Committee on Student Standing and Programs (CSSP) actively engages in conversations as a committee about learnings from the student-led strike. While there has not been additional AAAG follow-up to date, the CSSP continues to prioritize seeking student feedback on ensuring greater attention to equity and antiracism in its policies and practices.*

## **11. FORMAL LAND ACKNOWLEDGEMENTS ARE BEING MADE**

We expect a progress report on deployment of the land acknowledgement by the end of the academic year.

*This text of the College's land acknowledgement was added to the website last year, linked from the footer of every page:*

*We at the College recognize that we live and work on Lenape land, and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Haverford of today and Lenape peoples.*

*It lives [here](#). The acknowledgement is also delivered in formal ceremonies, including commencements and the most recent presidential inauguration.*

## **12. THE COLLEGE IS WORKING WITH ACCESSIBILITY EXPERTS**

The College recognizes that accessibility is a core civil rights issue and a challenge on the Haverford campus. The College is working with external experts to better understand

and address these issues, in order to create a more accessible and welcoming campus for all students.

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

*The College engaged Seiler & Drury Architects in 2014/2015 to study campus buildings for the purpose of identifying accessibility issues. The completed study formed the basis for developing a plan for improvements to address many of the identified issues. The completed study may be accessed through a request to Dave Harrower (dharrowe@haverford.edu). The plan has two points of focus:*

- a. *Ensure all capital projects address accessibility issues associated with the facility being renovated or constructed. To date, the projects for Sharpless, VCAM, Dining Center lower level, Lutnick Library and Music have been designed to be ADA compliant. Some other recently completed projects include:*
  - i. *Construction of a fully accessible dorm suite in Barclay, including an ADA-compliant restroom, for a student requiring a full-time aide*
  - ii. *Construction of a new fully accessible office suite for the Investment Office in the Whitehead Campus Center*
  - iii. *Providing accessibility to the first floor of Union Hall; complete accessibility to the building won't be possible until a complete renovation of the building is undertaken*
  - iv. *Providing accessibility to the first floor of the Strawbridge Observatory with a new exterior door with an automatic operator and a fully ADA-compliant restroom*
  - v. *Construction of a new fully accessible office suite for the Institutional Diversity, Equity, and Access Office in Founders Hall*
  - vi. *Construction of an accessible research lab for a new faculty member in Psychology*
  - vii. *Design and construction a fully accessible entrance and ADA-compliant restroom for the Meditation Room in Woodside Cottage in FY22/23*
  
- b. *Establish mechanisms to solicit and respond to accessibility concerns from the campus community. An Accessibility Committee, with representation from the Facilities department and the Dean's and President's Offices, was formed to evaluate known and newly-reported concerns and to:*
  - i. *Identify and prioritize solutions to those issues, and*
  - ii. *Ensure systematic funding for accessibility upgrades in each year's R&R budget, in amounts also sufficient to allow reasonable responsiveness to emergent requests.*

*We acknowledge that Haverford's work in addressing physical accessibility concerns will be incremental and limited to projects that are technically feasible. Many campus structures were built without regard to accessibility. The core foundations of these*

*structures present near-permanent obstruction to creating a barrier-free environment. In many cases, the structures would need to be razed and replaced to overcome those hurdles.*

*We also acknowledge accessibility is more than access to and within buildings, and that the Accessibility Committee could expand its scope and representation to incorporate discussion and resolution of other types of barriers affecting community members, such as those affecting persons with various sensory impairments.*

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

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

*The Dean's Office and CAPS have begun assessing the efficacy of the current CAPS model, staffing, resources, and approaches. This work will continue through the 2022-23 academic year and involve consultation with experts at peer institutions.*

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

*The Dean's Office has created two new positions called Residential Education Coordinators (REC) to assist Campus Safety in responding to student crises, particularly after hours in residence halls. One REC appointment has been made and the office will search for the other this fall. The Dean's Office is emphasizing the importance of the successful candidates possessing the ability to recognize mental health concerns and provide appropriate response and/or referral. This work is being implemented in partnership with Campus Safety and will continue in the 2022-23 academic year. CAPS has not yet been directly involved but can certainly provide resources and support as we implement this new approach to campus living.*

### **14. ANTI-RACIST 21-DAY RACIAL CHALLENGE.**

Given the significant level of engagement in the program, we would like to hear what recommendations have emerged related to next steps.

<https://www.haverford.edu/diversity-equity-and-inclusion/challenge-habit#challenge-habit-leadership-team>

*Building upon the work of [Dr. Eddie Moore, Jr.](#) and his 21-day Challenge framework, the Antiracist 21-Day Racial Challenge at Haverford has evolved through staff/faculty feedback and leadership into Haverford's [Challenge Habit](#). This evolution began in the summer and fall of 2021, when a few organizers and participants from the May 2021 21-Day Challenge worked together on a proposal to continue the effort in a sustainable and meaningful way. They sought to build upon feedback from the nearly 200 Haverford staff and faculty participants in the 21-Day Challenge of May 2021, which revealed widespread interest or excitement in finding additional ways to engage in continuing self-education and mutual support. With support from Interim CDO Norm Jones, Interim CDO, this new, simple, on-going version of the program was launched in the Spring of 2022. As the website states, "A new Challenge Habit series will begin each semester. Individuals may join at any time and may drop out whenever they need to. Anyone joining the Challenge for the very first time is encouraged to participate in our [three-microaction primer series](#)." The microaction primer series is available to anyone at any time.*

#### **From the AAAG report section "Projects in process"**

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

*Completed, and reported in Part I:*

*"Third, Admission has established a formal and active relationship with the national organization College Horizons, a group dedicated to advancing Native students' pathways into and through higher education."*

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

*Part 1 of this report explains that "... in partnership with Institutional Advancement and a generous benefactor, the Indigenous Communities Scholarship Fund was established to provide financial aid support with preference given to members of federally or state-recognized Indian tribes and/or students with demonstrated commitment to or track record working with federally or state-recognized Indian tribes."*

*An early step in investigating the possibility of establishing any preference for students from the Lenni-Lenape nation, including financial aid support, was to consult with legal counsel. The advice we received established a limited scope of what we understood we could do, and the terms of the Indigenous Communities Scholarship Fund reflect that scope by giving preference to “members of federally or state-recognized Indian tribes and/or students with demonstrated commitment to or track record working with federally or state-recognized Indian tribes.” We initially explored other formats for financial aid support but did not continue to pursue them given the advice of counsel. Prior to and during our process, we did not receive any outreach from interested students or other members of the community, and we did not proactively seek this given the constraints established by our legal counsel.*

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

*The Restorative Justice Working Group provided another update of its work to the faculty in the fall of 2021. Faculty agreed to a voluntary process for those who had been accused of "problematic behaviors," in which faculty would work with other faculty who have been trained in Restorative Justice practices to make amends and seek closure for all parties.*

*This fall (September 2022), faculty, staff and students will begin training in Restorative Justice practices, and will be identified campus-wide to respond to "problematic issues" that occur in the classroom. We are, ultimately, seeking culture change, so that all members of the community can feel safe and supported.*

### **From the AAAG report section “Remaining Challenges”**

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

*One of the major impediments to hiring and retaining faculty of color has been some longstanding history of not considering faculty who obtained their PhDs from institutions outside of the Ivy League. We began the important work this year of shifting faculty culture, and though the conversations were challenging, faculty now understand that we will begin the hiring process with discussions about implicit bias, bringing in nationally recognized speakers who work with faculty to change culture around hiring, and, ultimately, to update the language in the Faculty Handbook. Updating the language will begin with other conversations in fall 2022 as the faculty has the purview over any*

*changes in the Faculty Handbook. Updating the language in the Faculty Handbook begins with conversations with Academic Council, FAPC, Strategic Curriculum and Planning Committee (SCPC), and then with the full faculty once some agreed-upon draft language has been shared. The full faculty will then have the opportunity to revise the language presented to them, which must, in the end, receive affirmation from the faculty.*

- 19.** While Haverford does not require that faculty include any specific language related to diversity, equity and inclusion on their course evaluations, the provost has shared options for questions they may wish to include on their **end-of-year course evaluations** related to antiracism and DEI issues.

*Many faculty now include specific language related to diversity, equity, and inclusion on their course evaluations. We will continue to share this language with faculty as we work on culture change. Haverford College does not require that faculty complete end-of-year course evaluations, so we cannot require that classroom and teaching issues of diversity, equity, and inclusion be assessed by all of the faculty as there is significant faculty resistance to a requirement for end-of-year course evaluations.*

*Haverford College's faculty culture is autonomous, and within that culture of autonomy, many faculty **have** embraced end-of-semester evaluations—even in the absence of a requirement—as one of several ways to understand, evaluate, and improve their teaching effectiveness. Additional approaches taken by faculty include engagement with their students throughout the course, mid-semester evaluations, and working with the "[Students as Learners and Teachers](#)" model of the [Teaching and Learning Institute](#) at Bryn Mawr and Haverford Colleges. These alternative methods of engagement, [especially when combined](#), provide faculty, and students, with substantive information that one may not otherwise glean from regular end-of-the-year evaluations, which have been known to elicit harsh, biased criticism of marginalized faculty.*

- 20.** Many in the campus community do not yet understand that most principles of **Universal Design for Learning (UDL)** actually allow for better engagement and outcomes for all students, particularly those with either “hidden” disabilities or other issues they may not be willing to share with their professors. Many also believe that this means much more work for them, and do not yet know about all of the resources available both on campus and through organizations like AHEAD and our campus partners. The College must do a better job of sharing that information and providing opportunities for faculty to work together to make these **adjustments to their course syllabi**.

*The Office of Access and Disability Services website, in collaboration with staff in Instructional Design and Technology Services in IITS, offers a [compendium of UDL resources](#); this page is also linked to from the "[Teaching Resources](#)" section of the Office of Institutional Diversity, Equity and Access website.*

*Instructional Design and Technology Services has offered universal design workshops for faculty in the past and will be offering more in FY23. UDL concepts are and will continue to be woven throughout their teaching and learning workshops, including workshops on learning science and inclusive pedagogy.*

*New course proposals must address how universal design concepts are incorporated into the course, as part of the course approval process by the Existing Curriculum Committee (ECC).*

*We have found that many faculty do understand, and often embrace, the principles of Universal Design in their classrooms. Many classrooms practiced UDL well before the COVID-19 pandemic as a matter of course. Most faculty in the sciences, for instance, already record their lectures and share notes and other course materials with their students.*

*Faculty resistant to recording and posting classes can be found mainly among Humanities faculty who are rightly worried, based on national evidence, that students may post their lectures to the internet, leading to the possibility that they would become the focus of internet trolls who seek out faculty who teach "controversial topics."*

*The Provost's Office has asked faculty to be proactive in sharing their course designs with students early to make sure that students receive any accommodations that they need. The Provost's Office is working with the Dean's Office, and will continue to work with the (new) Director of Access and Disability Services to provide students with resources and information about accommodations, and address any issues when such accommodations are not being met.*