

STRENGTHENING VASSAR



Vassar College is committed to working toward a more just, diverse, egalitarian, and inclusive college community where all members feel valued and are fully empowered to claim a place in—and responsibility for—our shared working, living, and learning. The College affirms the inherent value of a diverse campus and curriculum reflective of our lives as members of multiple local and global communities.

—*Vassar College Statement of Diversity*

To support Vassar's goals of diversity and inclusion, the college has taken important steps to bolster its commitments through increased personnel, programming, and services. This work is ongoing and areas will be continually reviewed for improvement. The following steps have been completed and others are ongoing or slated to be done in the near-term. Comments, questions, and additional ideas can be sent to strengtheningvc@vassar.edu.

COMPLETED CAMPUS ACTIONS

- Convened in the spring of 2016 by the President's Office, the Campus Diversity Structures committee **reviewed and evaluated Vassar College's diversity, equity, and inclusion initiatives and structures**. Their work culminated in the report, [Campus Diversity Structures Committee Recommendations](#).
- For the 2016-17 academic year, The President's Office **appointed a tenured faculty member to serve as liaison to the president and the senior administration for race and inclusion**. The focus of this role is to facilitate ways for many voices—especially student voices—to be heard by the president and the senior administration on matters of diversity, race, inclusion, and belonging at Vassar.
- Responding to the [Campus Diversity Structures Committee Recommendations](#), the President's Office in fall 2016 **formed a new President's Council on Diversity and Inclusion** to complement the newly-renamed Committee on Inclusion + Equity (formerly the Committee on Inclusion and Excellence.) This group provides high-level leadership and coordination of diversity and inclusion efforts campus-wide.
- Responding to the [Committee on Inclusion + Equity 2015-2016 End-of-Year Report](#), the faculty chairs and directors of academic departments and programs in March 2017 endorsed a pilot project to ask candidates for all tenure-line positions to submit a diversity statement and for all search committees for tenure-line positions to include an extra-departmental –equity adviser– as part of their search processes.
- **Several positions that have been academic-year-only have been increased to full-year**, to strengthen planning and collaboration in support of diversity and inclusion. These positions in the Campus Life and Diversity area include the directors of the Jeh Vincent Johnson ALANA Cultural Center, the LGBTQ and Women's Centers, the Office of Health Education, the coordinator of the Support, Advocacy, & Violence Prevention (SAVP) program, and the Rose and Irving Rachlin Director for Jewish Student Life.
- The college now provides **bystander intervention and sexual assault prevention training for all students**, through additional resources at orientation and other programming throughout the academic year.
- The college completed a full review and will continue to review its Title IX policies and procedures, to **ensure a victim-centered approach aimed at eliminating sexual assault while protecting the rights of all parties** involved in formal proceedings.
- Mental health services are key to the well-being of our students. The college has established a **Mental Health and Wellness Support Fund** to eliminate financial barriers to accessing those services both on and off campus, including resources to cover transportation and co-pay expenses.

- The college **filled the position of assistant director of the Counseling Service, added one more counselor position and made permanent the post-doctoral fellow position** in order to expand group counseling opportunities and decrease the waiting time for appointments.
- Residential life is an extremely important part of students' experiences at Vassar. The college **hired an additional house advisor**, assuring that our house advisor team is able to focus more on supporting students in the houses. This has had implications for other areas of student services, so the Director of Residential Life continues to work with his colleagues to determine how best to allocate these resources. Senior staff also is working with Residential Life staff and with students on other proposals to improve student support, including the creation of additional community spaces for dialogue, study, and events.
- The Board of Trustees continues to follow events on campus closely, and is committed to addressing these issues. The Chair of the Board of Trustees, Bill Plapinger, and other **trustees met with students** and others to discuss and learn more about community concerns.
- The college contracted with Margolis Healy, a nationally noted professional services firm that specializes in higher education safety and security, to assist in **a thorough review of Vassar's safety and security policies and practices.**
- The college **filled the position of Director of Safety and Security** after a thorough search involving a committee that reflected the diversity of the Vassar College community.
- The college **created a Safety and Security Advisory Committee** comprised of a cross section of the campus. The committee should be charged with periodically meeting to address a wide range of campus security issues.
- The college **revised its policy against discrimination and harassment to include an explicit prohibition of racial profiling and the process by which complaints are to be filed.**
- The Safety and Security department in collaboration with the Office of Human Resources, the Dean of the College, and the Safety and Security Advisory Committee, has redoubled its efforts in identifying as diverse a pool of candidates as possible.

MARGOLIS HEALY REPORT AND RECOMMENDATIONS

In 2014 the college contracted with Margolis Healy, a nationally noted professional services firm that specializes in higher education safety and security, to assist in a thorough review of Vassar's safety and security policies and practices. This review considered the department's structure, procedures, and relationships with constituencies on campus, with alumnae/i and other visitors to campus.

Margolis Healy provided Vassar with a [Public Safety Management Study \(Preliminary Report\)](#). Included in the report is a list of their specific recommendations for actions they believed the college needed to take. Some of these recommended actions have been taken; others are in progress or ongoing.

Margolis Healy and Associates has continued to work with Vassar to ensure that these recommendations are implemented in full alignment with best practices in higher education safety and security management. Margolis Healy has provided specific assistance in the development of written directives, training needs assessments and expanded professional development opportunities in the area of diversity and inclusion for all safety and security personnel.

2016-17 Academic Year

- The college will pursue accreditation through the Commission on Accreditation for Law Enforcement Agencies (CALEA) or the International Association of Campus Law Enforcement Agencies (IACLEA).
- Work with internal and external partners to develop a strategic plan that aligns with the goals and objectives defined within the shared governance process of Vassar College. The strategic plan should be used to establish the operational direction for the Department.
- Develop criteria for establishing patrol sectors, memorialize these criteria in writing, and review them periodically.
- Develop benchmarks for success to determine the effectiveness of existing security operations.
- Ensure that data analysis and regular assessment of campus community safety concerns guide crime prevention programming.
 - Optimize current records management system to conduct regular analysis of crime trends on campus;
 - Obtain regular crime data from local police; and,
 - Use the information streams above to guide community safety awareness efforts.
- Develop template presentations easily adapted for special topics and quickly learned and delivered by any officer with the requisite training and certification.
- Expand opportunities, beyond the current offering, for in-service training.
- Develop a model officer profile and share it with those individuals involved in the selection process.

- Develop a recruitment program and focus on the following venues:
 - Career fairs;
 - Community organizations;
 - Local colleges, including community colleges; and
 - Local and regional non-profit organizations (who may have downsized due to the economy)
- Assess the current dispatch console and consider upgrading it to current technology.

Status update:

The Department is examining reorganization that may include the addition of a staff member to lead accreditation and other efforts in need of attention (i.e. Clery compliance, emergency management, event management, crime prevention, training coordination). A campus review was recently completed by MH on Clery compliance and we are awaiting recommendations which will be taken into consideration in this decision making process.

Benchmarks for security operations success would be encompassed within an accreditation manager's position and presentation template development would be encompassed within a crime prevention officer's position.

Patrol sectors are next on the supervisory meeting agenda. Officer input will be gathered and they are expected to be memorialized in writing by the end of the calendar year.

Assessment of the current dispatch console was included in the CRC Capitol Project Request.

2015-16 Academic Year

- The Department should revise, update, and/or develop written directives for the critical areas of Safety and Security operations.
- The college should require the department to collect data on citizen race/ethnicity as a means to analyze the nature of Safety and Security and citizen interactions; build accountability; and repair the relationship between the department and the campus community. This initiative should be appropriately managed to avoid unintended consequences.
- The college should consider the mandatory use of –body-worn cameras— for Safety and Security Department officers.
- Conduct a survey of faculty, staff, and students to better understand perceptions, attitudes, and opinions on campus safety and security. This survey could be conducted annually, but should be conducted at least every three years.
- The college should consider developing campus-wide education and programming that supports the goals of diversity and inclusion. New and continuing students should be immediately oriented to Vassar's core values regarding open-mindedness, respect and civility.
- Form a training committee to identify Safety and Security training needs by conducting a Training Needs Assessment. The committee should include members from the wider college community.

- Establish a formal field-training program for new officers. We encourage the department to rotate officers in the program through various campus stakeholders (e.g., students and administrators within the office of campus life and diversity, residential life, the student conduct system, etc.).
- Provide all supervisors with training and coaching.
- Consider creating a crime prevention officer position that can focus primarily on prevention programming and community engagement.
- Establish specific areas of responsibility assigned by either:
 - “Practice areas,” for example, different officers are subject matter experts in areas such as technology, Rape Aggression Defense (RAD), substance abuse prevention, sexual assault, intimate partner violence, stalking prevention, mental health, etc.; or
 - By community assignment with officers assigned to liaison with constituent groups such as the African-American and Latino students, LGBTQ community, international students, etc.
- Conduct a comprehensive job analysis and revise job descriptions to ensure they reflect the knowledge, skills, and abilities needed for a community-policing model. Position descriptions should highlight skills such as the ability to de-escalate violent situations, communicate with diverse groups of people, mediate disputes, and collaborate with other campus departments, and government and social service agencies to solve problems.
- Work with the Office of Human Resources to develop a selection process based on behavioral interviewing and which includes clear forms of assessing officer performance.
- Strongly consider involving campus community members, especially representatives from offices who work most closely (residential life, judicial affairs) with Safety and Security, and students in stages of the selection process.
- Involve the Office of Human Resources in training for selection members to ensure interviews and assessments are conducted efficiently and within legal parameters.
- Ensure that all selection and promotional processes include a final interview with the director of Safety and Security or his/her designee. The purpose of this final step is to ensure that the campus safety enforcement executive has final say in personnel selection and promotion.
- Explore adding the Town police radio frequency to the Safety and Security console to provide radio interoperability in emergencies. As an alternative, install a scanner to allow for monitoring the Town police frequency.
- Consider hiring additional personnel to serve as full time dispatchers for Safety and Security.
- Conduct an in-depth assessment of the dispatch component of Police-Pro to ensure it meets the functions and needs a campus safety and security response system. Consider replacing Police-Pro with a computer aided dispatch system.
- Explore adding the Town police radio frequency to the Safety and Security console to provide radio interoperability in emergencies. As an alternative, install a scanner to allow for monitoring the Town police frequency.
- Consider hiring additional personnel to serve as full time dispatchers for Safety and Security.

- Establish a formal training program for newly appointed CRC personnel, that consists of written training objectives, provides benchmarks, timelines, performance expectations, etc. Ensure the training program meets state and/or national standards for dispatchers.
- Implement improved security procedures for the Campus Response Center to include limiting access strictly to authorized personnel.

Status Update

Training/hiring standards were implemented for new employees. Human Resource participated in the officer search process; behavioral based interviews were conducted; the director interviewed final candidates; a field training program for all new officers was implemented; in-service trainings for all officers were conducted (topics such as Title IX, Mental Health, Emergency Response were covered); and regular supervisory meetings and trainings were established. Supervisory development was seen as a priority due to the 24/7 nature of the operation. Shift supervisors need to be well trained in order to ensure compliance with polices, etc. To accomplish this, regular supervisory meetings were held which focused on operational issues, policy/procedure development, and standards. In addition formal training was provided on the topics such as leadership, team building, accountability, results, sexual assault response and emergency management. All of this has been absorbed into the operations of the department and will continue in perpetuity.

Technology updates include the submission of a capital project request for upgrades to the Campus Response Center (CRC). Voice recording software is currently being reviewed for compatibility with CRC center emergency phones. Body cameras were put on hold due to differences of opinion throughout the campus community on this issue and expense/maintenance issues. The Town Police radio frequency was added to a scanner in the Sgts office.

Safety & Security established relationships with the Student Newspaper and Student Association; attended various group and faculty meetings/forums (topics related to sexual assault/title IX, campus /community relations, specific safety concerns, diversity & inclusion events, Alana Center meet and greets); held bike registration events; spoke at orientation; presented at Parent Advisory council and Board of Trustee meetings; and increased transparency through the issuance of safety and crime alerts/notices. A dedicated crime prevention officer position remains under consideration. At this time staffing levels have not permitted reassignment to this type of position.

Other areas of work include:

- the addition of Active Shooter Response education to the Safety and Security website; the creation of a campus emergency guide (which is being reviewed by communications for publication at this time);
- and a first of its kind Incident Action Plan was created for Commencement.
- The college developed campus-wide education and programming that supports the goals of diversity and inclusion.

Updated September 2016

2014-15 Academic Year

The college will complete the search for the new Director of Safety and Security involving a search committee that reflects the diversity of the Vassar College community.

Status: Complete

Overview

Chris Roellke, Dean of the College and Professor of Education, is chairing the search committee, which has the following members:

- Ja'Wanda Grant, Director of Quantitative Reasoning Center
- David Bradley, Associate Professor of Physics
- April Beisaw, Assistant Professor of Anthropology
- Ed Pittman, Associate Dean of the College for Campus Life and Diversity
- Abigail Kohn, Vassar College Class of 2017
- Anveshi Guha, Vassar College Class of 2015
- Julian Williams, Director of Equal Opportunity and Affirmative Action
- Ruth Spencer, Associate Vice President for Human Resources
- DB Brown, Dean of Students

The college has secured the services of Spelman & Johnson, an executive search firm to assist us in this search. The position will be posted with a full marketing plan the week of February 9th. Semi-finalists will be identified by the middle of March and finalist visits to campus will be scheduled the week of April 27th. Members of the community, including students, faculty, staff, members of the safety and security department and local law enforcement partners will have the opportunity to meet with finalists and supply feedback to the search committee. Consistent updates on this search, including a full position specification, marketing plan and interview schedules will be provided on this website.

August 2015 Update

[Arlene Sabo was hired as the new director of Safety and Security.](#) She brings a wealth of experience to the position having been chief of university police at SUNY Plattsburgh, and also served as director of the equity commission at SUNY Plattsburgh and advised Clinton County, New York, on the Violence Intervention Project (VIP). Sabo comes to Vassar with extensive experience in Title IX, CLERY disclosure, and emergency management.

April 2015 Update

The search for Vassar's new director of safety and security is progressing as planned and the candidate pool is very strong. The College received 128 applications for this position. With the assistance of the Spelman Johnson Group, the search committee identified twelve semi-finalists on March 30. We have since narrowed the pool to eight candidates. Phone interviews will be conducted with these eight semi-finalists over the next two weeks. Campus visits by three or four finalists will take place in early May.

Steven Healy, the principal consultant for our safety and security management study, returned to campus on March 26 and 27. In addition to meeting with safety and security personnel to advance written protocols and professional development

initiatives, Steven met with the safety and security advisory committee, with human resources and with senior administration.

The Safety & Security Department is also very excited to introduce two new staff members.

Ms. Heidi Hunsberger was hired on March 23rd as a Safety & Security Sergeant. She will be working the third shift, 11pm-7am. Ms. Hunsberger comes to Vassar with an extensive background both as a supervisor and instructor. She had been employed by the New York State Department of Corrections and Community Supervisor for over 14 years. Ms. Hunsberger has been a member in a statewide speciality unit that deals with all types of emergency situations. She has also been an instructor for new recruits within the New York State Corrections Academy. In addition to her New York State Corrections Academy education she also attended Westchester Community College majoring in Criminal Justice.

Mr. Freddie Ramos was hired as a Safety & Security Officer and will be starting early April, working the third shift, 11pm-7am. Mr. Ramos comes to Vassar with an extensive background in Law Enforcement, working most recently for the transit system. In addition Mr. Ramos has been employed by Rutgers University as a Security Officer, working large scale events. He received his B.A. in International Business Management and Accounting from Northwood University.

February 2015 Update

[View announcement.](#)

Arlene Sabo was hired as the new director of Safety and Security. She brings a wealth of experience to the position having been chief of university police at SUNY Plattsburgh, and also served as director of the equity commission at SUNY Plattsburgh and advised Clinton County, New York, on the Violence Intervention Project (VIP). Sabo comes to Vassar with extensive experience in Title IX, CLERY disclosure, and emergency management.

The college will create a Safety and Security Advisory Committee comprised of a cross section of the campus. The committee should be charged with periodically meeting to address a wide range of campus security issues.

Status: Committee Development Complete/Work is Ongoing as recommended.

Vassar Response: The Safety and Security Advisory Committee (SSAC) has been created to advise the college on issues related to current campus security policies and procedures and make recommendations for their improvement relating to:

- Listening to and responding to inquiries from concerned persons and referring complaints to appropriate campus authorities;
- Educating the campus community, including security personnel and those who advise or supervise students, about sexual assault;
- Reviewing protocols and practices to ensure they are inclusive and equitable to all members of the campus community;
- Educating the campus community about personal safety and crime prevention;
- Reporting sexual assaults, domestic violence and stalking incidents and assisting victims during investigations;

- Reviewing current campus security policies and procedures and making immediate recommendations for their improvement; and
- Analysis of statistical data and anecdotal information concerning racial profiling complaints filed with Office of Equal Opportunity and Affirmative Action (EOAA).

SSAC membership will consist of a minimum of six members of the Vassar College community, to be drawn equally among the faculty, students, and administrators.

At least half of the committee membership will be female. The Director of Equal Opportunity/Title IX Officer serves as SSAC chair. The SSAC will hold no fewer than six (6) meetings each year. The SSAC may accept appropriate assignments delegated by the President or his/her designee.

Upon the completion of our national search, the new director of safety and security will be added to the committee membership.

Status Update

Committee Development Complete/Work is Ongoing as recommended.

The committee met three (3) times this past year (the Chair of the committee was on medical leave for the first semester and an alternate Chair was solicited) and worked with the Director of Safety Security and the African American Alumni Association of Vassar College to develop an Anti-Bias Based & Anti-Racial Profiling Policy specific to the Safety & Security Department. Included in this policy were standards and procedures for:

- Officer training and education/professional development regarding bias-based profiling;
- Internal Department investigations of bias-based profiling complaints made against officers; and
- Compliance monitoring.

In addition they reviewed Safety & Security Department practices, policies, data and other polices such as security video camera and missing student.

The college must develop a policy prohibiting biased policing and a process and related written directive for citizen complaints against officers.

Status: Complete

Vassar Response: In July 2014, the college revised its policy against discrimination and harassment to include an explicit prohibition of racial profiling and the process by which complaints are to be filed:

- Vassar College's Office of Equal Opportunity and Affirmative Action (EOAA) shall accept complaints from any person who believes he or she has been stopped or searched based on racial, ethnic or national origin profiling. No person shall be discouraged, intimidated or coerced from filing a complaint, nor discriminated against because he or she filed such a complaint.
- Such complaints shall be in writing, or the college employee, officer, or official receiving the complaint should reduce the same to writing, and should include the time, place, and details of the incident of alleged racial profiling, the identity or description of the security officer or officers involved, and the identity and manner of contacting the complainant.

- When applicable, findings and/or suggestions for disciplinary action, re-training, or changes in policy shall be filed with the Director of Safety and Security, and/or appropriate college administrator.
- If a racial profiling complaint is sustained against an officer, it will result in appropriate corrective and/or disciplinary action, up to and including termination. (Vassar College Policy Against Discrimination and Harassment, 2014).

The department should review its current recruitment and hiring processes to ensure it is making earnest efforts to identify a diverse hiring pool and selecting diverse candidates when possible.

Vassar Response: In collaboration with the Office of Human Resources, the Dean of the College, and the Safety and Security Advisory Committee, the Department has redoubled its efforts in identifying as diverse a pool of candidates as possible. When personnel openings occur within the Department of Safety and Security, at a minimum outreach is now made to the following organizations:

- NAWLEE (National Association of Women Law Enforcement Officers)
- HAPCOA (Hispanic American Police Command Officers Association)
- NOBLE (National Organization of Black Law Enforcement Executives)
- CALEA (Commission on Accreditation for Law Enforcement Agencies)
- Outreach to local community and civic organizations and colleges.

In addition to creating as diverse a pool of candidates as possible, whenever openings occur, the college is committed to its affirmative action employment policies.

Status: In progress/continuing as recommended.

Five positions were filled last year. Three (3) of the five officers hired were black males. Note: Given that these are entry level, hourly, union regulated, shift work positions, turnover in staff is experienced on a fairly regular basis. A search committee with representatives from various departments on campus makes recommendations to the director on preferred candidates. Diversifying the work force continues to be a priority. Behavioral based interview questions are utilized by the search committee and the successful completion of a background investigation is required prior to permanent appointment. A Field Training Program for all new officers was developed and implemented this past spring semester.

The college should ensure that the Safety and Security Department receives ongoing and consistent diversity and inclusion training. The college should invest in initial orientation and ongoing training programs for the Safety and Security Department to build stronger awareness, knowledge, skills and sensitivities around issues of race, diversity, and inclusion.

Vassar Response: The college has committed to consistent diversity and inclusion training for all members of the Safety and Security Department. This training is to occur every year and will be coordinated collaboratively between the Office of Campus Life and Diversity, the Office of Equal Opportunity and Affirmative Action, the Sexual Assault and Violence Prevention Program; and the Office of Human Resources. In addition, all new hires in Safety and Security will receive diversity and inclusion training prior to commencing employment.

Training around diversity and campus safety, facilitated by the Office of Campus Life and Diversity and the Office of Equal Opportunity and Affirmative Action have already

occurred this year and will be conducted at least annually. These conversations include case study scenarios, self-reflection and small group exercises, and group dialogues centered on promoting diversity and inclusion. Each of these workshops includes participant evaluations to promote continuous improvement.

Status: In progress/continuing as recommended.

Safety & Security partnered w/ Director of the ALANA Center and mandatory Cultural Diversity Trainings were presented on October 15 &16

Safety & Security Department partnered with the President's Office to provide Communicating Across Differences mandatory training to the department. A consulting firm was hired to provide this training. The training was opened up to accommodate officers from neighboring colleges.

Please keep in mind that every training session has to be conducted twice to accommodate the 24 hour operations of the department. In addition to the diversity specific training two department wide meetings were held and a Director's Forum was instituted which is held every other month.

The Department should revise, update, and/or develop written directives for the critical areas of Safety and Security operations.

Vassar Response: Revising and updating written directives to be aligned with best practices in higher education safety and security is a top priority. Toward this end, the college has retained Margolis Healy and Associates to continue its work with Vassar's safety and security department to ensure that these written directives and associated trainings are completed no later than May, 2015.

Status: In progress/continuing as recommended.

This will be an on-going process. Basic operational issues were identified as a priority area this past year and five policies/procedures were developed and implemented to address those.

The college should reach consensus on what it means to be an "open campus," and develop guidelines on what that means regarding campus community members and authorized guests traversing the campus when the campus is "closed."

Vassar Response: As indicated in the Margolis Healy report, the lack of consensus and clarity on the concept of an "open campus" has led to confusion, misunderstanding and unintended outcomes. As this is such an important concept that requires multiple venues for feedback and consultation, the following committees will be addressing this issue during the Spring, 2015 semester.

- The Committee on College Life
- The Committee on Inclusion and Excellence
- The Safety and Security Advisory Committee

Each of these committees will make a set of recommendations to the President at the conclusion of the Spring, 2015 semester so that the broader campus community will have a greater understanding of when the campus is open, which buildings are accessible and on what dates/times, etc.

Status: Completed.

The Anti-Bias Based and Anti-Racial Profiling Policy addresses this issue through its guidelines on contact and questioning regarding actual or suspected unlawful, unsafe, or prohibited activities. The guidelines indicate that, “after 11:00 p.m., guests/invitees to campus not in the presence of their campus host and not at a public event, or not simply traversing campus to travel to an off-campus location, should possess a guest pass as required in the Vassar College Student Handbook.”

Campus Diversity Structures Committee Recommendation

Introduction and Background

On December 10, 2014, President Hill and Board of Trustees Chair Bill Plapinger responded to campus climates crises by issuing a public statement. They stated a willingness to redesign institutional diversity and inclusion structures. Further details can be found on the President's "Strengthening Vassar" website <president.vassar.edu/strengthening-vassar>. In that statement, they said the following:

“We are committed to adding a senior-officer-level position for institutional diversity and inclusion. The person in this role will be responsible for, and empowered to, coordinate the work of ensuring that our campus is inclusive and welcoming, and free of discrimination and harassment for everyone. There are many different models for such positions across higher education. We will be asking our community to think through the ideal goals for and structure of such a position at Vassar. We intend to develop a recommendation for the position early in the [2015] spring semester, and immediately commence the search to fill this position.”

In 2015, there was considerable exploration of the Chief Diversity Officer (CDO) model. For example, disciplinary literature has been made available on faculty moodle sites and informational sessions were held to introduce the CDO position to Vassar College. In the Spring of 2015, two diversity officers (Mr. Michael Reed and Dr. Crystal Williams) visited Vassar College and held information sessions for Vassar's senior officers, faculty, Campus Life & Diversity staff and administrators, department chairs and program directors, and all interested administrators. Vassar hosted Crystal Williams (Bates College) and Michael Reed (Dickinson College) for two days during which they met with these constituencies. After their visit, a survey was conducted to gain feedback from colleagues regarding their thoughts on the appropriateness of the CDO model for Vassar College. The survey feedback demonstrated a consensus for action. Respondents mostly agreed that Vassar needs to implement some changes, but reservations were expressed about the officer model.

During their visit, we learned that many of our peer institutions have some variation of a Chief Diversity Officer (i.e., Bates College, Bucknell, Connecticut College, Davidson College, Gettysburg College, Hamilton College, Hampshire, Middlebury College, Mt Holyoke College, Oberlin, Wesleyan University, etc.). All of the aforementioned belong to the Liberal Arts Diversity Officers (LADO) networking consortium, which has a sister organization in the National Association of Diversity Officers in Higher Education (NADOHE).

After this information regarding CDOs was collected and analyzed, it was unclear that the CDO model was suitable for Vassar. To explore this model further, and to evaluate alternative models and approaches, President Hill convened the Campus Diversity Structures committee in the spring of 2016 to review and evaluate Vassar College's diversity, equity, and inclusion initiatives and structures. The committee was asked to examine and consider the College's existing structures, policies, and practices for achieving equity and inclusion. The charge of the committee was to present President Hill, and the larger

community, with a set of recommendations regarding how Vassar should develop, evolve, and strengthen institutional practices to achieve heterogeneity, develop equity, and support the infrastructure for inclusivity. We envisioned what would be possible at Vassar with a CDO or the resources that would have been used to hire and institutionalize a CDO. Below are our recommendations toward this end.

Members of the committee met six times over the course of the semester, on February 5, February 19, March 4, April 15, April 29, and May 16th. Meetings were typically two hours in length. Committee members included: Professor Bert Lott (co-chair), Professor Mia Mask (co-chair), Associate Professor Carlos Alamo, Associate Professor David T. Bradley, Associate Professor Maria Hantzopoulos, Associate Professor Zachariah Mampilly, Associate Professor Molly McGlennen, Associate Dean of the College Ed Pittman, Dean Art Rodriguez, and student representatives Ramy Abbady '16 and Joshua Temprow '16. Subcommittees were formed to discuss particular parts of the recommendation as detailed below.

Summary of Recommendations

As a result of the process described above, we recognized that the College needs to thoroughly connect, integrate, and rethink some aspects of the current administrative offices and roles that are currently devoted to diversity, equity, and inclusion issues to ensure better institutional support, communication, and collaboration across the campus. We recommend that Vassar College expand and strengthen its infrastructure for diversity, equity, and inclusion work by:

1. Replacing the current Committee on Inclusion and Excellence (CIE) with a new dual, collaborative structure composed of two groups, the *Committee on Diversity & Inclusion* and the *President's Council on Diversity & Inclusion*;
2. Creating a *Center for Decolonial Research and Practice*;
3. Increasing support and commitment to hiring and retaining a diverse faculty and supporting the related intellectual work and community engagement.

The recommendations represent a general consensus of the group rather than the unanimous agreement of everyone on each point. This is not surprising, given the difficulty of issues raised by the topic at hand and the diverse perspectives of committee members. Nevertheless, our recommendations are a fair representation of our work and discussions.

We recommend that the current administration seriously consider this report, evaluate its feasibility, and implement all or some parts of the recommendations as soon as possible. These recommendations should not be postponed until the new President has been hired. Since the initial statement by President Hill and Bill Plapinger was made in 2014 this report is time-sensitive and should be considered and acted upon with urgency.

Detailed Recommendations

Recommendation 1: Restructuring Diversity Leadership and Collaboration

We considered the overall organization of the various offices and administrators that initiate, support, and oversee diversity and inclusion related initiatives. Although the committee decided against recommending the creation of a Chief Diversity Officer position, we do recommend the creation of two new campus structures: a Committee on Diversity & Inclusion (hereafter “Committee”)¹ and a new President’s Council on Diversity & Inclusion (hereafter “Council”). These two groups will replace the current Committee on Inclusion and Excellence (CIE).

Currently, administrators and offices responsible for supporting diversity and inclusion related work are organized into the broader administrative structures of the College across the various divisions (e.g. Dean of the College, Dean of the Faculty, Dean of Strategic Planning and Academic Resources). On the one hand, this distributed structure allows work related to diversity and inclusion to be integrated into the overall work and mission of the College rather than having it exist as a stand-alone enterprise. On the other hand, this distribution and integration into the broader administrative work of the College hinders what could be valuable coordination, communication, and sharing among the various administrators and offices. While we do not recommend the creation of a new senior officer with a portfolio dedicated solely to matters of diversity and inclusion, we do believe that better coordination and awareness of ongoing work across the College is necessary.

We envision the new dual-structure as providing an opportunity to create greater awareness and collaboration across offices and prevent the “silo-ization” that can undermine the impact of diversity work on campus. The Council and Committee are meant to be complementary and collaborative structures with distinct roles to play in ensuring that Vassar moves to the forefront of confronting and transforming issues of equity and inclusion on campus and beyond.

Committee on Diversity & Inclusion (“the Committee”)

The Committee will bring together leaders from administrative offices concerned with diversity issues and elected and appointed faculty members and students (see Table 1 for a full list of membership). The Committee will be tasked with monitoring and evaluating campus climate, proposing timely remedies to specific issues, advocating broad policy changes, and ensuring implementation of diversity and inclusion related recommendations.

The new Committee should be included among the Faculty Governance Committees. This will position it as an integrated part of the College’s policy and decision making process rather than an ad hoc or extra. The Committee should have a modest budget (approximately \$10,000 per year) to be used for committee work, campus events related to diversity and inclusion work, and other events designed to publicize the work of the committee and gather feedback from the campus community. In addition, the Committee will monitor and advocate for existing administrative offices to be adequately funded to implement key priorities.

¹ We do not have consensus as to the name of this committee, although we agree on its function and purpose. Some of us felt strongly that the name “Committee on Inclusion and Excellence” should be maintained. Another possibility was “Committee on Inclusion and Equity.” We refer to it as “the Committee” throughout this document.

Two faculty co-chairs of the Committee will be selected by the President in consultation with the outgoing co-chairs with preference given to faculty who have previously served on the Committee. Each will receive a course release per year for their service. Two additional faculty members will be elected for two year terms, one from the tenured faculty ranks and the other a non-tenured faculty member (Assistant or Lecturer) on a staggered basis. Two student members will be selected in accordance with the internal procedures of the Vassar Students Association. The remaining Committee members will be drawn from the various campus offices related to diversity work. Participation on the Committee should be included in the job descriptions and understood as part of the core duties of these members.

Additional, ad-hoc members may be appointed for specific terms at the discretion of the Committee co-chairs. Such ad-hoc members might include representatives from Campus Security, Computing and Information Services, the Library, the Writing Center, the Quantitative Reasoning Center, Campus Dining, and faculty and/or students that have particular expertise or represent particular issues of concern. The full list of recommended Committee members is given in Table 1.

Table 1: Proposed Membership for New Diversity Structures

President's Council	Committee	Center
President	Faculty Co-Chairs (2)	Faculty Director
Dean of Faculty	Dean of Students	Associate Director
Dean of College	Dean of Admissions	Institutional Research
Associate Dean of Campus Life	Dean of Studies	Postdoctoral Fellow
Committee Co-Chairs	Associate Dean of Campus Life	Postbaccalaureate Fellow
VSA President	Director of Human Resources	Student Intern(s)
	Equal Opportunity Officer	Administrative Assistant
	Resident Life	
	ALANA Director	
	LGBTQ/Women's Center	
	Director	
	Religious & Spiritual Life	
	Director	
	International Students Director	
	Alumni Relations	
	Faculty Director of Center	
	Affirmative Action Faculty	
	Director	
	Faculty (Tenured)	
	Faculty (Untenured)	
	VSA Chair of Equity and	
	Inclusion	
	VSA Elected	

President's Council on Diversity & Inclusion

The Council will work to ensure and enable coordination of diversity and inclusion efforts across different areas of the College. The President, Dean of the Faculty, Dean of the College, Associate Dean of the College for Campus Life and Diversity, the Co-Chairs of the Committee, and the VSA President comprise the Council, which will meet regularly (~four times a year) to discuss the work of the Committee and other issues of diversity, equity and inclusion. The Council will create a strong link between the work of Committee, the proposed Center, and campus leaders, including the senior officers, so that diversity and inclusion work is an integral part of the College. The Committee will focus on guiding the direction of campus diversity work while the Council will focus on linking that work to the rest of campus. The Council will also consider and advise proposals from the Committee that require additional financial outlays beyond those already allocated to the Committee specifically and to the offices represented on the Committee generally.

General Administrative Structures

We recognize that adapting to the new structure will take adjustment and that old challenges will continue to evolve and new ones emerge. Hence we recommend that Committee and the Council meet regularly to consider and review the College's processes and structures to identify organizational changes that could enhance the work in this area.

In addition to these new structures, some of us also thought that serious reform of the administrative offices dealing with diversity and inclusion will be required to adequately address campus climate concerns. However, without additional information, time, and resources, we could not develop a sufficient reform model. Therefore, these members recommend that the College's senior officers evaluate these administrative offices and reform as necessary and possible.

Recommendation 2: Center for Decolonial Research and Practice

We recommend that the College devote resources to support collaborative research and programming on issues of racial and social justice, including institutional research to engage in self-study of the campus climate specific to these issues. Around the world and across institutions, students are rightfully demanding that their colleges and universities rethink curricular offerings, transform their broader campus cultures, and wrestle more explicitly with the enduring legacies produced by racialized and settler colonial logics. In particular, the liberal multicultural projects taken up by institutions, including Vassar, to address changing demographic shifts in the student and faculty population have failed to address the fraught underlying principles that govern them. While initiatives framed solely by concepts like diversity, inclusion, and equity are certainly worthwhile, we believe that these types of projects cannot be decoupled from the colonial origins that undergird our institution and our society. We feel it is incumbent on Vassar College to take the lead among institutions of higher education in developing new approaches rooted in decolonial research and practice.

Currently, Vassar College does not have the capacity to research and develop new pedagogical and research approaches for reckoning with these needs. In addition, the College has not gone far enough to grapple with the varying forms of cultural, social, economic, and political privileges and exclusions, rooted in settler colonial logics, that define the institution. We therefore propose that the College establish a *Center for Decolonial Research and Practice* (hereafter, Center).

We envision the Center as serving four main purposes.

1. Support for applied research
2. Support for applied pedagogical projects
3. Programming including public lectures, performances, workshops and symposia
4. Community engagement with Poughkeepsie and the broader Hudson Valley region

These four purposes will be centered on a pressing social theme established annually or bi-annually on a rotating basis around which the Center will gear its various activities. The goal will be to identify themes that allow novel collaboration across the College (e.g., climate change, environmental justice, food justice and security, global migration, political and social violence, popular protest, technology and media, etc.).

Why Decolonial Research and Practice?

Decolonial frameworks have emerged worldwide to question the colonial origins of knowledge production and the role of institutions in sustaining them. These movements depart from liberal and reformist models by demanding a fundamental rethinking of every aspect of the institution. Any meaningful attempt to do this requires substantive and sustained interrogation of the production and dissemination of knowledge, the lived experiences of all community members, and the structural and cultural forces that produce the social position of the institution, as well as its role in reproducing these dynamics at the local, national and international levels.

Decolonial approaches have been said to be rooted in the “social liberation from all power organized as inequality, discrimination, exploitation, and domination” (Quijano 2007).² As such, they go beyond questioning the power structures associated with colonialism, because they provide rich frameworks through which a variety of research, pedagogical, and program activities can be established. Decolonial frameworks bring to light totalizing master discourses that have insulated disciplinary scholarship and practice as protected and pure. In this way, the work of the Center will allow faculty and students to break open these “vaults of authority” that have historically obfuscated Indigenous, women's, and people of color's knowledges.

The Center will serve as an integral component of the broader effort to transform Vassar into an accountable, responsive, and progressive institution. The Center will inform and support the intellectual work across the five divisions of the College as well as the types of experiential and community based learning the College encourages. Because decolonial analytics address, challenge, and nurture a broad

² Quijano, Aníbal 2007: Coloniality and Modernity/Rationality. *Cultural Studies* 21(2-3): 168-178.

range of research interests, the intellectual and experiential work of the Center will be attentive to and benefit the Sciences, Social Sciences, Humanities and the Arts, Languages, and Multidisciplinary Studies.

Among other benefits, we expect the Center to enhance academic and campus life in the following ways:

First, decolonial approaches are attentive to the local and the global; they contend with the unique nature of specific lived experiences and issues, yet acknowledge the interplay of these phenomena with the larger macro-forces that often frame and shape them. Moreover, as decolonial frameworks are informed by local, regional, hemispheric, and global metrics, the Center is poised to support work that relates across space, context, and time.

Second, decolonial frameworks inform and support a critical ethnic studies that link the Multidisciplinary Programs and several Departments across campus in crucial ways, and in particular, encourage the types of interdisciplinary work that many faculty and students are already engaging. In addition, traditionally under-supported but quickly growing correlates and fields like Queer and Transgender Studies, Native American Studies, Prison Studies, and Science, Technology and Society will benefit from their engagement with the Center.

Third, the Center will keep us vigilant about the College's stance on diversity and inclusion as it requires reckoning with past injustices. Additionally, our specific history in Poughkeepsie includes the settler occupation of Wappingers and other Indigenous peoples' lands, as well as the legacy of the enslavement and disenfranchisement of Black people in the Americas. Decolonial research and practice recognizes Vassar's implicit ties to and direct benefits from inheriting these colonial privileges.

Structure and Funding of the Center

To create and run the Center, the College will need to seed the project with funding. We recommend that a start-up fund (similar to how the Dean of the Faculty supported the Media Studies Development Project) be made available for a development project and planning. In general, we believe the Center and its work will be an attractive funding opportunity to donors and grantmakers; thus, the Center's leadership will also focus on seeking external grants to support research and pedagogical projects as well as other related programming. As the College continues to develop its Campus Master Plan, this will be a good opportunity to find an appropriate physical space for the Center. The forthcoming reconfiguration of Blodgett Hall as a hub for the social sciences possibly provides an ideal home for the Center. In the meantime, temporary office space for the Center could be found.

While exact structures for the Center would be developed by a dedicated planning group, the Center could be structured as follows, and we believe the overall level of staffing and support we suggest is appropriate.

The Center will be headed by a **Faculty Director**. The director sets overall priorities and represents the Center publically, working with the offices of Communications and Donor Relations. They will be

appointed to a two-year term with the possibility of a single renewal. The faculty member who fills the position should receive 3 course releases annually plus summer pay.

The Faculty Director will report to the **Faculty Advisory Committee** and the Dean of the Faculty. The Advisory Committee sets the overall direction of the Center and advises the Director on annual themes. It is premature to specify the exact size and function of the Advisory Committee; however, faculty from all five academic divisions must be represented on the Advisory Committee and members will be selected in a manner consistent with existing faculty governance principles. The Faculty Director will also consult regularly with a **Student Advisory Committee**.

Similarly, the Faculty Director will consult regularly with the Committee on Diversity & Inclusion and the various offices concerned with student life at the College to explore possibilities for collaboration and support. We recognize that substantive efforts to institutionalize programs targeting historically underrepresented students made by different offices on campus such as the College's Transitions program are already underway. We believe the Center can support and deepen existing efforts to institutionalize such initiatives and it will be the Faculty Director's responsibility to work with other groups and offices to ensure that this is happening.

The Associate Director is a twelve-month full-time non-faculty position that supports the Faculty Director and the work of the Center in the following ways: 1. Oversee the day to day functioning of the Center including programming and community outreach; 2. Oversee budgetary and personnel management; 3. Support for the Faculty Director in all fundraising initiatives; 4. Liaise to other offices, programs, and organizations on campus.

Finally, a full-time **Administrative Assistant** will report to the Associate Director. The AA will function in a manner consistent with how this position is usually deployed at Vassar.

The Center will house a **Post-Doctoral Fellow** chosen through an annual competitive process overseen by the Faculty Advisory Committee. A **Post-Baccalaureate** fellow, preferably a recent Vassar graduate, will help staff the Center along with at least one current student intern. The candidates who fill the post-doc and the post-bac positions will both have the possibility of renewal, per the discretion of the Center Faculty Director.

The Center will designate Affiliated Faculty who will receive support for related research or pedagogical projects. The exact terms for appointing Affiliated Faculty will be determined at a later point by the Faculty Director in consultation with the Faculty Advisory Committee.

Recommendation 3: Faculty Hiring and Support

We recommend that the College continue to focus on its commitment to diversity in faculty hiring and also on hiring faculty whose work relates directly to decolonial research and practice. Such faculty help the College critically study, reckon with, and respond to the persisting legacies of injustice on campus and work towards building a more positive campus climate. Having a critical number of faculty focused on

this work is key to creating a vibrant and supportive intellectual community. There are several ways to pursue the recruitment and retention of a heterogeneous faculty, as well as commit to hiring faculty that would enhance the Center. These are not mutually exclusive and we recommend considering them all.

First, we recommend that the College begin using the practice of cluster hiring. Many colleges and universities, including peer institutions, grappling with the systemic issues articulated in earlier sections of this report have made cluster hires of several faculty in and across different disciplines, but with related scholarly interests, at one time. There is emerging agreement about best practices for successful cluster hiring that suggests it can promote more robust interdisciplinary research initiatives and enhance teaching and community engagement on campuses and contribute to faculty diversity and a healthier institutional climate. Cluster hires may also ultimately bring additional revenue to the institution by encouraging the engaging collaborations. Finally, cluster hires are most successful when they have a shared academic space, which, in this case, could be the proposed *Center for Decolonial Research and Practice*.³

There are several ways to pursue thematic cluster hires. For example, a group of departments and programs could work together to describe in their tenure track proposals how their proposed positions relate to each other. The scholars brought in by this approach could then form a core group around that related intellectual theme (e.g., climate change, environmental justice, food justice and security, global migration, political and social violence, popular protest, technology and media, etc.). While we cannot foresee exactly the shape such a cohort would take, the faculty involved could together provide stronger mentorship and support for each other and for those students who can be the most marginalized on campus.

Second, we recommend the use of “opportunity hiring” to proactively identify and recruit faculty from underrepresented groups in order to increase overall faculty diversity. This approach could be undertaken as part of, or separately from, the regular tenure track proposal process. Existing programs such as the Consortium for Faculty Diversity are one way to identify potential recruits, but other options should be explored as well, such as establishing a cross-disciplinary hiring group to work with individual departments or programs to identify and recruit candidates. We acknowledge that this could require a substantial commitment of resources. We note that many schools are currently dedicating large sums specifically to diversifying their faculty (for example, Yale recently launched a five-year, \$50 million initiative to increase faculty diversity). Without appropriate funding, we worry that Vassar will be at a distinct disadvantage in recruiting and maintaining a diverse faculty.

Third, we recommend adopting the proposed modifications to the faculty hiring procedure that were recommended by the 2015-2016 Acting Faculty Director of Affirmative Action, developed in consultation

³ Recent reporting on cluster hiring to support our recommendation includes:

- <https://www.insidehighered.com/advice/2013/09/30/essay-how-colleges-can-engage-cluster-hiring>
- <https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increase-d-faculty-diversity>
- <https://www.insidehighered.com/advice/2013/09/30/essay-how-colleges-can-engage-cluster-hiring>
- http://usucoalition.org/images/Faculty_Cluster_Hiring_Report.pdf

with the Dean of Faculty (a summary of these recommendations can be found in the 2016 end-of-year report of the Committee on Inclusion and Excellence). In general, we want to acknowledge and support the current work being done by the Dean of the Faculty to improve our regular faculty hiring processes, so that we become better at the vital task of hiring and retaining a heterogeneous faculty. We also note the institution's commitment to continually offering training for faculty across all disciplines and divisions in inclusive pedagogy. None of our recommendations should be taken to lessen the importance of this work to ensure that we work to recruit and retain a diverse faculty through all our hiring practices.

VASSAR COLLEGE
COMMITTEE ON INCLUSION + EXCELLENCE
END-OF-YEAR REPORT:

2015-2016

SUBMITTED TO:

CATHERINE HILL, PRESIDENT
JONATHAN CHENETTE, DEAN OF THE FACULTY
CHRIS ROELLKE, DEAN OF THE COLLEGE

PREPARED BY:

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1. Introduction

The charge of the Committee on Inclusion and Excellence (CIE) is to make recommendations for institutional change to the President, Dean of the Faculty, and Dean of the College to assure that members of all groups in the student body enjoy the fullest promise of a Vassar education. In practice, the work of CIE goes much further than this advisory role. We often serve as a support system for Vassar students and other members of the college who are from historically underrepresented and underserved populations. We work independently and in collaboration with other campus offices and departments to implement programming, enact change, and develop policy that shapes the experiences of students and other community members on campus. We also provide a place for various campus entities who are engaged in diversity and inclusion efforts to work synergistically in developing solutions to the contemporary challenges faced by the College and its members.

Through these various avenues, the work of CIE has addressed an array of diversity and inclusion issues during the 2015-2016 academic year. This work has been primarily organized according to, but not limited to, five subcommittees:

- Campus-Wide Climate Study
- Diversity Statement
- Historically Underrepresented Students
- International Students
- Social Justice Requirement

Work has also continued for CIE subcommittees from 2014-2015 that were not reconstituted this year. These subcommittee topics include:

- Gender and Sexuality
- Financial Aid and Transfers
- Faculty Development

Additionally, CIE has worked on the following issues outside of its subcommittee structure and in collaboration with key offices and relevant administrators:

- Campus Diversity Structures
- Diversity + Inclusion Conversation Café
- Faculty Recruitment and Retention
- Israel-Palestine Conflict / Boycott, Divestment, and Sanction (BDS) Movement

2. Executive Summary

2.1. Accomplishments

Below is a list of the primary accomplishments of CIE for the 2015-2016 academic year:

Campus-Wide Climate Study

- CIE, in partnership with the Office of Institutional Research, has begun using institutional data to document and track trends among the student and faculty populations as they pertain to diversity, inclusion, and equity.

Diversity Statement

- CIE drafted a new College-wide Statement of Diversity and Inclusion, which has been officially recommended by the Vassar Student Association to the Board of Trustees to adopt this statement in the Governance.

Historically Underrepresented Students

- CIE has started to expand the Transitions Program beyond a pre-matriculation program that focuses on the transition to college, to a program that provides students with resources and support systems from pre-matriculation to graduation.

Campus Diversity Structures

- CIE worked within the Campus Diversity Structures committee to create a publicly available report with a set of recommendations regarding how Vassar should develop, evolve, and strengthen institutional practices to achieve heterogeneity, develop equity, and support the infrastructure for inclusivity.

Diversity + Inclusion Conversation Café

- CIE hosted a diversity and inclusion conversation café, attended by over 60 students, faculty, staff, and administrators, to solicit collaborative feedback from campus members to help shape the direction of diversity and inclusion work.

Faculty Diversity/Recruitment + Retention

- CIE worked with the Dean of the Faculty, the Director of Human Resources, the Assistant Director of Employment, the Director of Title IX and Equal Opportunity, and the Faculty Affirmative Action Officer to begin articulating necessary changes to the recruitment, hiring, and retention of faculty with a specific emphasis on prioritizing faculty diversity.

2.2. Primary Recommendations

The full set of CIE's recommendations can be found in Appendix A of this report. Below is a list of the primary recommendations to the Administration for 2016-2017. These recommendations are detailed and contextualized in the main body of this report.

Campus-Wide Climate Study

- The **President** and the **Dean of Faculty** should identify key faculty and staff to engage in the analysis of institutional survey data during the 2016-2017 academic year. The synthesis of these data should be made a priority of OIR.

Diversity Statement

- The **President** and the **Board** should review and consider the recommendation for the adoption of a new Statement on Diversity and Inclusion, as approved by the VSA Council.

Historically Underrepresented Students

- The **Office of Communications** should update the language on-line and in the catalog to accurately reflect the practice for admitting and funding undocumented students.

International Students Subcommittee

- The **College** should designate some FWS sections as focusing on writing mechanics fundamentals and provide faculty additional training on ESL-related issues.

Social Justice Requirement Subcommittee

- The **Dean of Faculty** and **CCP** should form a group of interested faculty to work with CIE starting Fall 2016 to develop an SJR pilot structure to be implemented in Spring 2017 and/or during the 2017/2018 academic year, with a report to the faculty with a concrete SJR proposal to follow.

Gender and Sexuality

- The **DoSPAR** should follow up on implementing the work Gender Neutral Bathroom Working Group to ensure that there are an equitable and accessible number of gender neutral bathrooms in all campus buildings.

Campus Diversity Structures

- The **current Administration** should seriously consider the report put forth by the Campus Diversity Structures committee, evaluate its feasibility, and implement all or some parts of the recommendations as soon as possible. We feel that these recommendations should not be postponed until the new President has been hired. Since the initial statement on campus climate issues by President Hill and Bill Plapinger was made in 2014, this report is time-sensitive and should be considered and acted upon with urgency.

Diversity + Inclusion Conversation Café

- The **Dean of Studies** and **Dean of Freshmen** should include the Navigating Vassar document in the materials that are handed out during the pre-major advising process. The College should work with the Deans to identify appropriate funding for the printing of this document.

Faculty Diversity/Recruitment + Retention

- The **Dean of the Faculty** should adopt the following faculty hiring practices
 - develop a Vassar handbook for faculty searches
 - modify the search committee composition, including the addition of an equity advocate
 - strengthen the language of the college's statement on diversity for all job ads
 - increase training for departments/programs, search committees, and FASC
 - increase the distribution of job ads
 - increase the number of approval stations in the faculty search process

3. Subcommittee Reports

The bulk of the work of CIE is completed by subcommittees, which are formed at the beginning of the year based on priorities identified by the committee as a whole. These subcommittees are made up, primarily, of CIE members, with non-CIE members added to the subcommittees as specific areas of expertise and perspectives are required.

3.1. Campus-Wide Climate Study Subcommittee

Coordinators: Ed Pittman and Eréndira Rueda

CIE Subcommittee Members: Kelly Grab, Christie Honore, Luis Inoa, Neena McBaer, B. Nathan, and Rachel Pereira.

Non-CIE subcommittee members: Carlos Alamo, David Davis-Van Atta, Dara Greenwood, Sarah Pearlman, and Michelle Tugade.

At the end of the 2014-2015 academic year, the campus-wide climate study subcommittee made two primary recommendations: 1) that a comprehensive, campus-wide assessment of the campus climate be undertaken in conjunction with independent campus climate researchers and 2) that a review of existing institutional data be undertaken to ensure that a new campus-wide assessment does not replicate already-existing data.

During the 2015-2016 academic year, the subcommittee worked with the Office of Institutional Research (OIR) to begin the work of reviewing existing institutional data relating to diversity, equity, and campus climate and to begin identifying the types of information that an additional campus-wide climate survey should gather. In an attempt to draw from the expertise of the faculty, President Hill extended an invitation to a group of faculty with the methodological and content area expertise necessary to engage in this work. Since the 2015/2016 subcommittee was comprised of almost entirely new members, including members who were not part of CIE and were new to the work of the subcommittee, it was necessary for OIR to provide a summary of the types of available data that can be compiled for review. In November, the subcommittee met so that OIR could introduce the five main surveys at our disposal--the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP) Freshman Survey, the Consortium on Financing Higher Education (COFHE) Senior Survey, the Higher Education Research Institute (HERI) Faculty Survey, and the Consortium for High Achievement and Success (CHAS) survey--as well as the types of data provided by these surveys.

At the first meeting, subcommittee members agreed to initiate a review of institutional data compiled by OIR, which was based on the design of Vassar's 2005 Equity Scorecard Report. The Equity Scorecard, developed by researchers at the University of California, is an instrument for measuring equity of outcomes, particularly around variables like race/ethnicity, gender, and socioeconomic background. The Equity Scorecard outcomes provide data on measures of access, retention, excellence, and institutional receptivity. The subcommittee's initial goal was to examine data over the last ten years to establish how far the College has come on improving outcomes for a range of measures over the last decade and compare 2015 data to the data provided in the 2005 Scorecard.

At the beginning of Spring 2016, OIR provided the subcommittee with data on Admissions, Enrollment, Financial Aid Measures, Retention and Graduation Rates, Faculty Profiles, and Employee Profiles, in an effort to provide the subcommittee with comparable data to what was provided in the 2005 Equity Scorecard. The data also included the 2015-2016 Vassar Fact Book. A summary of the data the subcommittee was able to examine is provided in Appendix B. More work is needed to continue examining the data and summarizing trends over a ten year period, as well as establishing what kinds of questions emerge from outcome data and figuring out

which pieces of data from the various surveys at our disposal can answer questions about process and experience.

In late May, the subcommittee co-chairs met with OIR to discuss a plan for continued data review, with a particular focus on finding ways to use data from available institutional and national surveys to help us understand some of the processes that are shaping trends related to diversity, inclusion, equity, and community members' experiences on campus (i.e. understanding the processes that produce outcomes like the ones detailed in Appendix B). Informal feedback from offices like Campus Life and Diversity and Counseling Services suggests that having OIR provide interested campus offices with a summary of relevant data from surveys like the CIRP Freshman Survey and/or the COFHE Senior Survey is one potential way of making regular use of the data collected by OIR. The work of other CIE subcommittees may also find institutional data useful for shaping future recommendations and designing programming to address diversity and inclusion efforts. For example, the members of the Historically Underrepresented Students subcommittee would benefit from seeing the CIRP Freshman Survey data that is disaggregated by first generation status and family income brackets, and members of the International Students subcommittee may benefit from CIRP data that indicates what percentage of non-U.S. citizen students indicate a need for remedial work in English, reading, and writing (see discussion in Section 3.4.2 of this report). To these ends, we recommend that OIR work with CIE to establish which offices on campus and which CIE subcommittees can benefit from specific survey findings and find a way to maintain regular communication and updates from OIR (e.g. by way of a mechanism like "monitoring reports" on key survey findings relevant to the work of interested offices and subcommittees).

During the summer months, the subcommittee co-chairs will work with OIR to establish which questions from the various surveys are of particular interest to CIE so that OIR can provide data for the subcommittee to examine next year. To that end, as a start, OIR has agreed to pull together disaggregated data from the Senior Survey, as well as data on campus climate questions from a variety of surveys.

The analysis of these data is beyond the scope of CIE; therefore, we recommend that the President and the Dean of Faculty identify key faculty and staff to engage in this analysis during the 2016-2017 academic year. CIE can assist in identifying pertinent issues of diversity and inclusion that can be addressed by these data. Additionally, we recommend that the synthesis of these data be a made a priority of OIR.

Recommendations

- OIR should provide the following data to CIE this summer:
 - senior student survey data disaggregated by measures such as race/ethnicity, SES, gender, and first generation status;
 - data pertinent to campus climate issues from HERI, Senior Survey, and CHAS;
 - data for Pell Grant recipients extending further back than 2012;
 - data for faculty demographic characteristics extending further back than 2012.
- The President and the Dean of Faculty should identify key faculty and staff to engage in the analysis of these data during the 2016-2017 academic year. The synthesis of these data should be made a priority of OIR.
- OIR should work with CIE to establish which offices on campus can benefit from regular monitoring reports on institutional data relevant to the mission and tasks of those offices.
- OIR should consider the feasibility of producing regular monitoring reports for interested campus offices and communicate to the administration the resources needed to provide these reports.

3.2. Diversity Statement Subcommittee

Coordinator: David Bradley

Subcommittee Members: Chris Brown, Michael Cato, Rachel Pereira, Jose Perillan, Ed Pittman, Steve Rock

This year, the Diversity Statement subcommittee drafted a new Statement on Diversity and Inclusion. Based on the work of last year's Diversity Statement subcommittee, this year's subcommittee began with a review of similar statements from a variety of institutions, along with a study of the history of related language in Vassar's governance documents and communications media. Vassar currently does not have an official diversity statement. Diversity-related language was included in our mission statement prior to a major revision aimed at reducing its length. After that revision, a separate "Statement of and Commitment to Diversity" existed, composed of a collection of quotes from the 1998 version of the mission statement and a report to the president, along with associated commentary. This previous diversity statement was included in the Student Handbook and posted on the College website for several years. However, the statement was removed from the handbook in 2013 and the webpage was not ported over to the new College website. The College along with the larger society have grown and changed tremendously since 1998, and the new diversity statement created by CIE reflects that growth and change.

The subcommittee established two primary goals for the new statement: 1) to define the meaning of diversity and inclusion in the Vassar College context and 2) to serve as a vision for said work on campus. Without a common understanding of diversity and inclusion, it is difficult to assess whether or not efforts across Vassar reflect our commitment to these principles and if sufficient progress is being made. A more concrete articulation of what this work entails will help ensure that members of the College engage in efforts that are appropriate and worthwhile. An official statement also lends legitimacy to Vassar's current diversity and inclusion initiatives.

The subcommittee iteratively drafted the statement with feedback from the larger CIE committee, as well as feedback from the President, the Dean of the College, the Dean of the Faculty, and the president of the Vassar Student Association (VSA). CIE then disseminated a draft of the new statement to faculty, students, staff, and administrators in early March, and set up a dedicated website and phone number to solicit feedback. Members of the subcommittee also met with several groups, including the Chairs and Directors of departments and programs, respectively, the VSA Executive Council, and the Faculty Club. The committee carefully considered the feedback received and incorporated it into a new version of the statement.

CIE decided that writing the statement into the Governance was the best course of action to protect the new statement from suffering the same fate as the previous "Statement of and Commitment to Diversity." In particular, putting the statement in the Governance enables the language to be owned by the College in a meaningful way, differently than including it on an ephemeral webpage or in a handbook that can easily be edited once a year. The section of The Governance (Part 2: Mission Statement, Shared Governance, and Indemnification) was chosen because this part of the Governance contains other guiding principles for the College, which is appropriate since the new statement would become a guiding principle for all diversity and inclusion work on campus.

The adoption of this new statement is only one piece of the work undertaken by CIE and other offices, and it is not meant to supplant any of the initiatives currently underway. After the incorporation of the statement into the Governance, CIE would work alongside other campus offices to implement the new statement in meaningful and useful ways. To help bring the new diversity statement to life, CIE is also drafting a Working Document of High-Impact Diversity and Inclusion Practices, which will detail mechanisms for all members of the College to commit to in order to implement this guiding principle. The high-impact practices document will also include an explicit list of protected classes and other social groups (e.g. race, sex, gender identity and expression) that

contribute to a diverse community. The committee decided to maintain the list of social groups in the high-impact practices document—rather than include them in the diversity statement—so that the list can be updated on a regular basis and remain as inclusive as possible. Additionally, upon adoption of the new statement into the Governance, CIE would work with the Office of Communications to launch a full plan to position the new statement properly in the College’s online and print media.

The final statement endorsed by CIE is given below:

Vassar College is committed to fostering diversity and inclusion as essential components of a welcoming and rich intellectual and cultural environment. Our vision of community is one in which all members are valued and empowered to thrive. It specifically includes the genuine participation of people from historically underrepresented and disadvantaged groups, for we recognize the current and past injustices that have systematically marginalized and excluded members of these groups. We must continue to recognize and address these injustices and the associated privileges afforded to some groups to provide the full potential for open and inclusive intellectual inquiry. Therefore, we respect and embrace the polyphony arising from the perspectives and experiences of all members of our community. We affirm that such diversity and the difficult, but essential, exchanges that accompany it are vital to our educational mission. At Vassar, differences are explored and challenged, while members of the College are expected to engage in these conversations in a mutually constructive manner. We are committed to integrating equity and diversity concerns into our key decision-making processes. Our community members and leaders are expected to develop and implement practices across the campus that create an inclusive community diverse in background and experience, as articulated in the mission of the College.

On April 10, CIE made the motion to the VSA Council to recommend to the Board of Trustees that the statement be incorporated into The Governance in Part 2: Mission Statement, Shared Governance, and Indemnification, and that this section be renamed “Mission Statement, Diversity Statement, Shared Governance, and Indemnification.” The VSA Council voted to approve the motion of recommending this statement to the Board.

On May 11, CIE made the same motion at the last faculty meeting of the year. However, the faculty voted to table the motion for further discussion in the fall. CIE will bring the motion to the faculty floor again in Fall 2016 with the plan to provide the faculty with more contextualization on concepts like intersectionality, overlapping systems of privilege and marginality, systemic racism, and other forms of institutional oppression. Additionally, CIE will clarify the process of adopting a diversity statement, which would likely include modifications to the language by the Board, rendering discussions of particular wording and grammar, such as the ones during the May 11th faculty meeting, less relevant.

Recommendations

- The President and the Board should review and consider the recommendation for the adoption of a new Statement on Diversity and Inclusion, as approved by the VSA Council.

3.3. Historically Underrepresented Students Subcommittee

Coordinator: Luis Inoa

CIE Subcommittee Members: Chris Brown, Diane Eshelman, Zachariah Mampilly, Neena McBaer, and Eréndira Rueda.

MEChA Members: In keeping with the principles of a student organization that operates non-hierarchically, MEChA sent different members of the organizing team to the subcommittee meetings. Students felt that this approach would ensure that most of their members could participate in the work of the subcommittee. At least two MEChA students rotated in and out of the subcommittee meetings throughout the year.

Student Independent Research Team: Jessica Cervantes, Stephanie Muñoz, Cristian Perez, Yessenia Pitones, and Giselle Sanchez-Huerta.

What was formerly named the “Transitions Subcommittee” was renamed during the 2015-2016 academic year to expand the work of the subcommittee beyond the needs of first generation and low-income students. The renamed “Historically Underrepresented Students Subcommittee” now also addresses issues pertaining to the needs and experiences of undocumented students.

3.3.1. Expansion of the Transitions Program

At the end of the 2014-2015 academic year, the subcommittee recommended the formal expansion of the Transitions Program beyond pre-orientation and first year programming. To that end, the subcommittee worked this year to articulate what that expansion would entail. Where noted, a portion of the award from the Jack Kent Cooke Foundation (JKCF) will go towards funding particular proposals.

Modeled after Brown University’s First Generation Center, the subcommittee proposes evolving the Transitions Program to the Transitions Center. This would allow for the Transitions Center to serve as a resource to all first generation, low income, and undocumented students at Vassar and families in the Hudson Valley area. Elements of the program’s expansion that are already underway include the following:

- The Transitions Senior Summit and the Transitions Senior Reception have been added to the series of programs offered to students throughout the year. Both programs are collaborative efforts with the Career Development Office. Approximately \$3000 (\$1500 per program) of the JKCF would be used to support the programs in 2016-2017.
- Transitions Too: This is an expansion of the Transitions program that incorporates Vassar employees (staff, administrators, and faculty) who identify, or have identified, with one or all of the three qualifiers for Transitions students: having grown up in a family with members of mixed legal status (e.g. citizens, legal permanent residents, undocumented), having grown up in a low-income family, and/or being the first generation of college graduates in the family. The goal of the Transitions Too Program is to have Vassar employees identify themselves as part of the Transitions Family and thereby create a broader network of campus members who can identify with the experiences of Transitions students and support students. Approximately \$500 of the JKCF would be used to support this program.
- Transitions Website: A Transitions WordPress site is currently under construction, which will provide a model for the kind of information that the College can provide to first generation and low-income students. The site includes FAQ information regarding admissions to Vassar, as well as other administrative and support services information tailored specifically to first generation and low-income students. The subcommittee plans to complete the WordPress site and make it visible during the 2016-2017 academic year. The subcommittee recommends that the Office of Communications adopt and develop this site as part of the official College website.

- The Transitions Program has also begun participating formally in regional networks for first generation college students. This year, a group of six students attended the 4th Annual First Gen Conference at Williams College in early April. The summit was hosted by Class Action and is held at a different university every year. Our hope is to submit an application to host a First Gen conference in the future.

Future expansion efforts include:

- Utilization of a currently unused room in Josselyn House to create the Transitions' Living Room. The concept of a "Living Room" is inspired by the work of the late June Jordan, whose collection of poetry encourages us to be concerned with the quality of life of people everywhere. We imagine the Living Room to be a space, not unlike the current Campus Life Centers (e.g. ALANA and LGBTQ Centers) but one whose foundation, by virtue of its name, is based on comfort and conversation. Approximately \$5000 of the JKCF would be used to purchase items like furniture for the space.
- Creation of the HermanX Program ("hermanx" is the gender-neutral form of "hermano/hermana", Spanish for brother or sister), a one-on-one peer-mentoring program that will allow us to expand the Transitions Program to students who were not able to participate in the pre-matriculation program. The HermanX Program will include Fall and Spring retreats to create intentional opportunities for mentors and mentees to connect. Approximately \$7000 (\$3500 per retreat) of the JKCF would be used to support the retreats.
- Creation of the Transitions Advisory Board. The board will consist of two representatives from each graduating class. The representatives will be charged with keeping their cohorts informed about opportunities (e.g. fellowship opportunities) and engaged with activities pertinent to their respective cohorts.

The subcommittee will continue to work on articulating mechanisms that can provide support and resources for the college-to-career transition for historically underrepresented students, which was a recommendation from last year's report.

While it will not be in place for Fall 2016, the subcommittee believes that it is important to incorporate a Faculty Director into the Transitions Center. The Faculty Director would oversee research on first generation, low-income, and mixed residency status students. The Director would also oversee work of the Academic and Internship Resource Student Coordinators. Lastly, the Faculty Director would help faculty who participate in the Transitions pre-matriculation program stay connected to students throughout the year. Part of this work could entail training a group of Transitions students to help conduct interviews with first generation and low-income students. This could be done for independent credit. This kind of work would provide students with invaluable research experience that would improve their eligibility for graduate study and other careers (e.g. interview methods training, experience collecting original empirical data, possibly attending conferences, etc.). This work could also provide Transitions students with the opportunity to be directly involved in the work of CIE and in efforts to shape decision-making on campus related to diversity, inclusion, and equity. The subcommittee will work on developing this idea into a formal recommendation for next year.

3.3.2. *DREAMers Website and DREAM Act support*

During the Spring 2016 semester, five MEChA students undertook research on undocumented student access to higher education for independent credit under the supervision of Professor Eréndira Rueda. In collaboration with these students, the subcommittee has begun drafting content for a DREAMers WordPress site that will provide a model for the kind of information the College can provide to undocumented students. The site includes FAQ information regarding admissions to Vassar, as well as other administrative and support services information pertinent to undocumented students. The site includes links to local and regional resources and organizations that can provide support for undocumented students and families. The subcommittee plans to

work on the WordPress site during the 2016-2017 academic year. The subcommittee recommends that the Office of Communications adopt and develop this site as part of the official College website.

Students doing research for independent credit also surveyed student services offices (e.g. CDO, Admissions, JYA, Health Services, International Services) to gain a sense of how well-positioned each office is to welcome and serve undocumented students. Across offices, there was a consensus about the need to have access to funds and high-quality lawyers. Most offices did have some knowledge about working with undocumented students, and have had prior experience working with them, but do not have this information readily available on their websites. Moreover, these offices indicated wanting to be better trained about issues pertaining to undocumented students and expressed a desire to be in consistent contact with the CIE subcommittee in the future in order to build a progressive relationship. CIE will work on developing this training and communication next year.

To help with these efforts, the subcommittee recommends that the College President publicly support the New York State DREAM Act <<http://www.nydreamact.org/>>.

The subcommittee also noted that the current Admissions website FAQ page¹ for prospective students does not clarify if undocumented students are considered as domestic students or international students during the admissions process. The current FAQ information also does not reflect the process that is used to grant financial aid to undocumented students. The subcommittee recommends that the FAQ language on the Admissions website be modified to reflect these processes more accurately. Specifically, the subcommittee recommends that the answer to the question “What is Vassar’s policy on admitting undocumented students?” be changed to language similar to the following:

Vassar College does not classify undocumented or DACAmented students who graduate from a U.S. high school as international students and does not distinguish them from domestic students when reviewing their application. According to College policy, financial need does not affect admission decisions for U.S. citizens or students graduating from a U.S. high school, including undocumented students. The College is committed to meeting the full financial need of admitted undocumented and DACA students.

The Dean of Admission and Financial Aid is in the process of comparing this language to current practices. Therefore, CIE will work with the Admissions Office and the Communications Office to update the website as soon as possible.

3.3.3. *Multi-Disciplinary Living Learning Community (MLLC)*

In Fall of 2015, students approached the subcommittee coordinator for support in generating a proposal to pilot a project with Residential Life to reintroduce MLLCs to campus. The pilot MLLC will center on the experiences of first generation, low-income, and undocumented students, and will provide an intimate space where campus members can gather to discuss issues of relevance to these student populations. Residential Life and the CIE subcommittee will continue to work on this project next year.

Recommendations

- The JKCF funds should be used to support the expansion of the Transitions Program, including the creation of the Transitions’ Living Room, the HermanX Program, and a Transitions Advisory Board, which will allow it to serve as a resource to all first generation, low-income, and undocumented students at Vassar, as well as families in the Hudson Valley Area.

¹ <admissions.vassar.edu/apply/answers/>

- The Office of Communications should update the language on-line and in the catalog to accurately reflect the practice for admitting and funding undocumented students.
- The Office of Communications should adopt and develop the DREAMers WordPress site and the Transitions WordPress site as part of the official College website.
- The President should publicly support the New York State DREAM Act <<http://www.nydreamact.org/>>

3.4. International Students Subcommittee

Coordinator: Andrew Meade

CIE Subcommittee Members: Zachariah Mampilly, Art Rodriguez, and Sam Speers

3.4.1. Regaining lost diversity among international students

International student financial aid took a big hit during the 2008 recession. As a group, the international student population saw a reduction in the percentage receiving scholarship funds from 85% to 35%. This drop took Vassar's international student population from the greatest to the least funded as a percentage of the whole. On the one hand, aid to international students is more expensive since federal aid is not available to non-citizens of the United States. On the other hand, the drop in financial aid awards has meant a significant reduction in the geographic diversity of international students, particularly among students from Africa and South America. Vassar remains need-blind for domestic students but not international students. A strategy following the recession was to matriculate an increased number of full-pay international students. This strategy has continued and has resulted in a larger overall population of international students here at Vassar. Since the recovery of the economy, some peer institutions have adopted financial-aid policies that approach the pre-recession balance between international students and domestic students, such that a comparable percentage of each group is aid recipients. The subcommittee put forth a recommendation that Vassar adopt a similar policy last year and continues to advocate that we move in this direction.

This year, the subcommittee focused on how to return to a more geographically diverse international student population. One way to do this is to build the overall pool of international students. An increase in particular to the population of *full-pay* international students could pave the way for us to be able to offer more scholarships for other international students. For example, India and Brazil have been relatively untapped by Vassar resources for full-pay international students. This may be a promising direction since the international student class of 2020 is reported to be the largest international class on record, including the largest population ever of students from India in a Vassar class.

3.4.2. The needs of non-native speakers of English

The College's recent focus on access for underrepresented domestic students coupled with the strategy of increasing full-pay internationals during the same period has resulted in a large increase in the number of students who identify either as non-native English speakers or as fully bilingual students. According to Dean of Admissions and Financial Aid there were 153 such students in the Class of 2019 alone: nearly 25% of the class. Spanish and Chinese are the two most common languages, with 38 total languages represented.

A survey was conducted this spring of the international offices, programs, and resources of various liberal arts colleges. Complete responses were tallied from 18 schools. Survey results show that many schools have started to evolve their curriculum to better embrace the changing demographics of their students. Many schools have created sections of their freshman writing seminars that focus on writing skills; others have introduced coursework either during the summer or academic year that provides non-remedial methodologies for building writing skills. It is a strong recommendation of this subcommittee that Vassar follow suit. It is imperative, when enrolling and matriculating an increasingly diverse population of students, to make necessary institutional changes to provide equal access to the curriculum and to the campus for all students. The subcommittee strongly believes that authentically celebrating the addition of these new demographics to our student body requires the intentional evolution our curricular and co-curricular approach.

The work done by the campus-wide climate study subcommittee as they reviewed survey data this year also provides evidence to support this recommendation. The 2014 CIRP Freshman Survey administered to incoming students in August 2014, prior to matriculating at Vassar, indicates that 14% of non-U.S. citizen students

indicated a need for remedial work in English. Another 17% of these students indicated a need for remedial work in reading and 29% indicated a need for remedial work in writing.

Toward this end, the subcommittee recommends that Vassar keep the current theme-based Freshman Writing Seminar (FWS) model, but designate and effectively advertise some sections as focusing on writing mechanics fundamentals. The faculty teaching these sections would receive additional training in ESL-related issues. Additional pedagogical training in this area should be made to the faculty as a whole.

This coming fall, two faculty members are planning to offer FWS courses that focus on writing mechanics fundamentals. The Office of International Services will work with these faculty to monitor and develop these types of courses.

Some of the schools surveyed mentioned anecdotally a fear of stigmatization before introducing changes to their writing curriculum. Similar fears were voiced when Vassar was developing the Transitions program. It should be noted that, in both cases, no stigma has been reported in actual practice.

3.4.3. Vassar survey to determine resources needed for international students

In the near future, the Office of International Services will conduct a survey of the experience of non-native English speaking students with Vassar's Freshmen Writing Seminar. The Chinese Student Community (CSC) pre-org will translate the survey into Mandarin for the benefit of our students from China. The results of this survey will be used to help guide summer reach-outs and approaches during international orientation.

3.4.4. Funding for International Student Office

The survey of other liberal arts colleges international student offices revealed that international offices at peer institutions have programming budgets that are 25% or more above that at Vassar. With the exception of having access to the Sophonpanich endowment, which benefits programming around the transition of students from Asia to the US, our international office funding has decreased during a period that has seen a 40% increase in international enrollments.

Vassar has traditionally paid the \$200 SEVIS fee for all new international students. This was a common practice when these fees were first announced. The survey suggests that some of our peers now pay the fee for scholarship students, and others do not pay the fee at all. The subcommittee recommends, as a way to close the gap in funding for the international office, that the College continue to pay the SEVIS fee only for scholarship students. As a way to be as inclusive as possible, students would be offered the ability to apply for a waiver.

Recommendations

- The College should work toward returning to financial-aid policies that approach the pre-recession balance between international students and domestic students, such that a comparable percentage of each group is financial aid recipients.
- The College should explore the possibility of increasing the number of full-pay international students from previously untapped geographic areas both as a way to diversify the international student population and to offer financial aid support to international students from Latin America and Africa.
- The College should designate some FWS sections as focusing on writing mechanics fundamentals and provide faculty additional training on ESL-related issues
- The College should pay the SEVIS fees only for scholarship program students, and recoup the savings to increase the OIS programming budget to more closely match that of our peer institutions

3.5. Social Justice Requirement Subcommittee

Coordinator: Jonathon Kahn

CIE Subcommittee Members: Luis Inoa, Neena McBaer, B. Nathan, and Eréndira Rueda.

Non-CIE Subcommittee Members: Teresa Garrett, Dara Greenwood, Logan Hill, Samantha Hoher, and Candice Lowe-Swift.

During the curricular reform discussion of the faculty meetings last year, the idea of a Social Justice Requirement (SJR) was brought up with sufficient interest from faculty to warrant further exploration. The plan in Spring 2015 was for the Committee on Curricular Policies (CCP) to explore the issue of social justice and the curriculum as a priority in Fall 2015. It was later decided that CIE would form a subcommittee to discuss the issue, with representation from CCP.

The subcommittee met during the Spring 2016 semester to discuss the possibility of creating a first- or second-year required Vassar course on social justice. The subcommittee wrestled with the concept of social justice, thinking about what it is and how to define it. Our consensus is that social justice is nearly impossible to define, but it is precisely that instability that makes it such a rich site of inquiry. As the subcommittee sees it, the justification for the course is that Vassar College should be a place where contestations about the variability of social justice might thrive. Thriving means having a campus-wide conversation about these issues. It is important to the subcommittee that the SJR not be thought of as somehow “fixing” students—making them somehow morally improved agents. Instead, the SJR would serve to provide a type of fluency in a vocabulary that is critical to student life on campus, both in and out of the classroom. Information feedback from students suggests that it takes essentially two years from their arrival on campus to become conversant in how to talk about important social and political issues. This suggests that it takes two years before students feel able to join fully in campus conversations. The SJR would function to provide students with early exposure to the language that will enable them to enter into these conversations. The explicit purpose of the course is not to provide students mastery in either this language or the issues themselves. Rather, exposure and basic fluency would be the goals of a social justice requirement at Vassar.

The course we are conceiving would have a common set of faculty and a common curriculum. One possible model is the Art History introductory class where five or more faculty contribute to a once-a-week lecture and then also run weekly discussion sessions. The subcommittee also discussed the possibility of the SJR being a 6-week course.

Over the course of the year, the SJR subcommittee considered the possibility of simply tagging classes as “social justice classes” already taught by faculty. Data show that Vassar teaches a good number of classes that would receive this tag. While the subcommittee thinks that allowing tagged courses to serve as the SJR is undesirable—a single free-standing SJR is necessary, we do think that tagging classes could be a helpful tool for thinking about how to extend the SJR more fully into the curriculum. Mapping the whole curriculum in terms of social justice would give students a potential course for further study. Whether an actual correlate would emerge from this is uncertain.

The hope is that conversation and topics from class would then easily spill out into the dorms and other co- and extra-curricular spaces. The Director of Residential Life imagines being able to build programming around the SJR in the dorms. The subcommittee also envisions a year-long speaker series that would bring voices to campus that address social justice in any number of ways. Finally, the subcommittee is very interested in creating an applied or lived aspect to the class—some sort of work that ties the theoretical work to experience. This could be related to the *Multi-Disciplinary Living Learning Community* described earlier in this report (see Section 3.3.3 above).

The SJR subcommittee coordinator and the CIE co-chairs met with the Dean of the Faculty, as CCP chair, to discuss all of these ideas on the SJR and more. Based on that meeting, and subsequent discussion, the subcommittee proposes that interested faculty develop a plan for piloting an SJR course rather than proposing an untested theoretical model to faculty. The benefits of piloting such a course before bringing it to the faculty for discussion are many, including the ability to a) create a concrete syllabus and pedagogical approach and b) provide data that would allow involved faculty and students to answer questions about how such a course would work, as well as its challenges and its merits. The subcommittee recommends that the Dean of Faculty and CCP form a group of interested faculty to work with CIE starting Fall 2016 to develop an SJR pilot structure to be implemented in Spring 2017 and/or during the 2017/2018 academic year, with a report to the faculty with a concrete SJR proposal to follow.

Recommendations

- The Dean of Faculty and CCP should form a group of interested faculty to work with CIE starting Fall 2016 to develop an SJR pilot structure to be implemented in Spring 2017 and/or during the 2017/2018 academic year, with a report to the faculty with a concrete SJR proposal to follow.

4. Updates on Work from Previous CIE Subcommittees

Some subcommittees from 2014-2015 were not reconstituted this year primarily because CIE members decided that the work in these areas was progressing well or because other topics were designated as a priority. This section provides an update on the work related to these previous subcommittees.

4.1. Gender and Sexuality

The following is an update on the recommendations proposed by the Gender and Sexuality Subcommittee at the end of the 2014/2015 academic year.

Recommendations from 2014-2015:

- fund the Queer and Trans People of Color (QTPOC) Resource Allocation Committee through the Dean of the College discretionary budget until an endowed, expendable fund is secured
- provide a one-week residency for Sheltreese McCoy to provide focused trainings and dialogues for students, faculty, staff and administrators that address a variety of issues at the intersections of race, gender, and sexuality in higher education
- offer a workshop on transgender issues in the classroom targeted specifically to faculty
- implement of a web portal that allows students and employees to indicate their chosen first names and pronouns to the college community
- continue support for the efforts of the Gender Neutral Bathroom Working Group to ensure at least one accessible gender neutral bathroom in every academic and administrative building on campus
- expand health insurance to cover transition-related care for students and employees
- provide additional programming focused on notions of masculinity and intimate partner violence.

The Director of the LGBTQ and Women's Centers worked with the Queer and Trans People of Color Resource Allocation Committee to develop a fund for students to support conference and professional development interests. The fund has been initiated with the support of a gift from an alumna interested in furthering the goals of the LGBTQ Center. While the gift-supported grant totaled approximately \$1500 during the spring 2016 semester, sustaining the fund will require either additional gifts/endowments or institutional funding. CIE recommends that the Office of Alumnae/i Affairs and Development work with the new Director of the LGBTQ Center to develop this funding opportunity.

Sheltreese McCoy's one-week residency in November 2015 was made possible through collaborative work in the Campus Life LGBTQ Center, ALANA Center, and many co-sponsors, including the President's Fund. McCoy, president and founder of Change the Field, a Queer People of Color social justice development firm, conducted dialogues and public talks for students, faculty, staff, and administrators that addressed a variety of issues at the intersections of race, gender, and sexuality in higher education.

The Registrar's Office and Computing and Information Systems (CIS) are in conversation about the implementation of a web portal that allows students and employees to indicate their chosen first names and pronouns to the college community. CIE recommends that this work continue in 2016-2017.

Work continued with the Gender Neutral Bathroom Working Group, a committee of administrators, students and the Director of the LGBTQ and Women's Center. A major accomplishment for the working group was the creation of a pdf map of gender neutral bathroom locations linked from the LGBTQ Center webpage. Additional work is needed to ensure that there are an equitable and accessible number of gender neutral bathrooms in all campus buildings. There are still several buildings that have not been addressed according to

the agreement put forth by the Working Group. CIE recommends that the DoSPAR office follow up on implementing this work.

With the departure of the subcommittee chair in January 2016, the incoming Campus Life Director of LGBTQ and Gender Resources (to begin work on July 1, 2016), will provide leadership in working with various administrative offices, committees such as CIE, faculty and others to advance work and policies to support LGBTQ and non-binary individuals within the Vassar community, and will hopefully follow up on the other 2014-2015 recommendations listed above.

2016 Recommendations

- The Office of Alumnae/i Affairs and Development work with the new Director of the LGBTQ Center to develop long-term funding for the Queer and Trans People of Color Resource Allocation Committee.
- The Registrar's Office and Computing and Information Systems (CIS) should continue the work of implementing a web portal that allows students and employees to indicate their chosen first names and pronouns to the college community.
- The DoSPAR should follow up on implementing the work Gender Neutral Bathroom Working Group to ensure that there are an equitable and accessible number of gender neutral bathrooms in all campus buildings.

4.2. Financial Aid and Transfers

The following is an update on the work of last year's Financial Aid and Transfers Subcommittee.

Recommendations from 2014-2015

- modify the admissions and financial aid processes for undocumented students and the creation of staff and information resources to support undocumented Vassar students
- provide better and more widespread support for the Exploring Transfer Program
- reduce out-of-pocket expenses for low-income students
- eliminate the spring transfer option.

The Offices of Admission and Financial Aid have begun to review undocumented and DACA students separately from international students. Therefore, these students are not competing for the same financial aid support as international students, since the amount of financial aid Vassar has available for international students is limited. The Dean of Admission and Financial Aid is serving as the office resource for any prospective undocumented student who is applying to Vassar.

The Dean of Admission and Financial Aid has worked with the Exploring Transfer (ET) staff to better understand how we can support ET students through the admission process. He has attended an information session with ET students to share with them information about our process. He will continue to work with the ET program to provide support to ET students thinking about applying to Vassar.

The goal of reducing out-of-pocket expenses for low-income students is an ongoing discussion. However, the Dean of Admission and Financial Aid is interested in creating a task force to better understand how we can support low-income students as they make the transition to Vassar. He will seek the support from the President to create such a committee.

The spring transfer option has not been eliminated at this time. In part, this is because we receive ET students applying through the spring option. The Dean of Admission and Financial Aid plans to discuss this issue with the President to determine if we can phase the program out for the fall 2018 admission cycle.

4.3. Faculty Development

The following is an update on the work of last year's Faculty Development Subcommittee.

Recommendations from 2014-2015:

- provide on-going, year-round faculty development workshops that builds on the work of the 2015 Dean's Faculty Retreat
- provide an intensive one-to-two-day Pedagogy in Action workshop at the end of August 2015

This year, the Dean of the Faculty Office worked to support ongoing faculty development in relation to inclusive pedagogies. Peter Antelyes, faculty director of teaching development, devoted most of the monthly "Talking About Teaching" sessions to various aspects of inclusive pedagogy. At the final session in April, attendees discussed the "Toolkit of Inclusive Pedagogy" that faculty members put together at the Spring 2015 Faculty Retreat. This discussion was intended partly as a prelude to editing and expanding the document, as well as making it available to those outside of Vassar online, electronically, or in print.

This year's Faculty Retreat, held on May 13, 2016 followed up on last year's event and the "Talking About Teaching" sessions. Titled "Inclusive Teaching Today," the Retreat was led by Marcia Chatelain, Associate Professor of African American History at Georgetown University and a well-known scholar and practitioner of inclusive pedagogy. The Retreat Planning Group, which included members of CIE, worked with Dr. Chatelain in an effort to ensure that the event addressed diversity and inclusion along a number of dimensions, including, but not limited to, race and ethnicity, gender, gender identity and expression, sexual orientation, and physical and mental/emotional abilities.

Partly as a result of the efforts of the CIE, the Retreat Planning Group, and the Dean of the Faculty Office, Vassar is increasingly looked to for national leadership in the realm of inclusive pedagogy. At the June meeting of the Annapolis Group, Dean of the Faculty Jon Chenette's description of the 2015 Faculty Retreat generated much interest, as well as requests for materials from the event. The Dean also presented Vassar's work in this area in a panel presentation and discussion at the annual meeting of the Association of American Colleges and Universities in January 2016. Presently, the Dean of the Faculty Office and the Grants Office are preparing a proposal to the Mellon Foundation for a major grant that would enable the College to expand and institutionalize our campus training and programming in the areas of inclusive teaching and inclusive learning environments. We envision the possibility of a virtual (or perhaps physical) Vassar Center for Inclusive Pedagogy, leveraging the expertise of Vassar's faculty to build our capacity for inclusive teaching, while also facilitating collaborations in inclusive teaching strategies and techniques with faculty members from other institutions. (This Center could be envisioned in relation to the Center put forth by the Campus Diversity Structure Committee, as described in Section 5.1 below).

5. Additional Work

5.1. *Campus Diversity Structures*

In response to the campus climate crises of 2014, President Hill convened the Campus Diversity Structures (CDS) committee in the spring of 2016 to review and evaluate Vassar College's diversity, equity, and inclusion initiatives and structures. The charge of the committee was to present President Hill, and the larger community, with a set of recommendations regarding how Vassar should develop, evolve, and strengthen institutional practices to achieve heterogeneity, develop equity, and support the infrastructure for inclusivity. The committee included several CIE members, including the most recent past chair and one of the current co-chairs.

Many of the recommendations from the CDS committee are related to and in harmony with the recommendations in the present CIE report. If the CDS-recommended structures and programs are adopted, there would be additional coordination with the new structures. The full report of the CDS committee can be found in the publicly available report; below is a summary of the committee's recommendations.

“[The CDS committee] recognized that the College needs to thoroughly connect, integrate, and rethink some aspects of the current administrative offices and roles that are currently devoted to diversity, equity, and inclusion issues to ensure better institutional support, communication, and collaboration across the campus. We recommend that Vassar College expand and strengthen its infrastructure for diversity, equity, and inclusion work by:

- Replacing the current Committee on Inclusion and Excellence (CIE) with a new dual, collaborative structure composed of two groups, the Committee on Diversity & Inclusion and the President's Council on Diversity & Inclusion;
- Creating a Center for Decolonial Research and Practice;
- Increasing support and commitment to hiring and retaining a diverse faculty and supporting the related intellectual work and community engagement.

The recommendations represent a general consensus of the group rather than the unanimous agreement of everyone on each point. This is not surprising, given the difficulty of issues raised by the topic at hand. Nevertheless, our recommendations are a fair representation of our work and discussions. We recommend that the current administration seriously consider this report, evaluate its feasibility, and implement all or some parts of the recommendations as soon as possible. We feel that these recommendations should not be postponed until the new President has been hired. Since the initial statement by President Hill and Bill Plapinger was made in 2014 this report is time-sensitive and should be considered and acted upon with urgency...

In addition to these new structures, some of us also thought that serious reform of the administrative offices dealing with diversity and inclusion will be required to adequately address campus climate concerns. However, without additional information, time, and resources, we could not develop a sufficient reform model. Therefore, these members recommend that the College's senior officers evaluate these administrative offices and reform as necessary and possible.”

Recommendations

- The current Administration should seriously consider the report put forth by the Campus Diversity Structures committee, evaluate its feasibility, and implement all or some parts of the recommendations as soon as possible. We feel that these recommendations should not be postponed until the new President has been hired. Since the initial statement on campus climate issues by President Hill and Bill Plapinger was made in 2014 this report is time-sensitive and should be considered and acted upon with urgency.

5.2. Diversity + Inclusion Conversation Café

In February 2016, CIE hosted the Diversity and Inclusion Conversation Café as a part of Campus Life and Diversity's All College Days. The goal of this event was to bring various Vassar community members together to discuss diversity and inclusion work on campus, and to participate in articulating priorities for the future of this work. The event structure was based on the World Cafe model, with attendees collaboratively engaging in small groups through guided conversations to provide generative feedback on the work under the purview of CIE. The event focused on questions of diversity and inclusion related to the following areas:

- Access to Benefits, Resources, and Financial Aid
- Vassar-Poughkeepsie Relationships
- Dialogue and Collaboration Across Difference
- Infrastructure
- Learning at Vassar
- Safety and Well-Being

Over 60 students, faculty, staff, and administrators attended the event. The small group discussions resulted in a list of possible solutions to address the challenges facing Vassar in the areas listed above. Each participant was given 9 votes to divide amongst the solutions to identify which ones they felt should be prioritized by the College.

5.2.1. Conversation Café Results

This section provides descriptions of the work that has been, or will be, undertaken by CIE and various offices on campus to address the solutions that were identified during the Conversation Café. The number of votes that each solution received is given parenthetically. As explained during the Café, solutions that had significant overlap have been combined since the solutions were generated by different groups that may have had similar ideas. The solutions are color coded below as follows:

- Current CIE initiative (Red)
- Current initiative of another office/group (Purple)
- Planned initiative of another office/group (Blue)

5.2.1.1. Access to Benefits, Resources, and Financial Aid

- Update the Navigating Vassar document and increase transparency of opportunities for student funding (22): Members of CIE lent their support to the Students Class Issues Alliance (SCIA) during the Spring 2016 semester as SCIA updated the 2010 version of the *Navigating Vassar* document. Once updated, CIE recommends that the Dean of Studies Office work to include the document in the materials that are handed out during the pre-major advising process. (The Dean of Studies indicated that they had no budget to support printing this document, so CIE recommends that the College work with the Dean to identify appropriate funding). CIE also recommends that the Office of Communications make this document available on the Vassar website.
- Make modifications to student employment opportunities (12): CIE does not have details on what modifications are being requested. Any issues pertaining to student employment (e.g. opportunities, time commitment, wages) are handled by the Student Employment Task Force. CIE recommends that the Student Employment Task Force conducts a survey of students that particularly addresses questions that pertain to diversity, inclusion, and equity.
- Create an office area for Transitions that can, among other things, provide advice and referrals related to finances (3): CIE and the Office of Residential Life are working on creating a "Transitions Living Room" for first generation, low income, and undocumented student populations on campus.

- **Provide better access to transportation for off-campus needs (1):** The VSA submitted a proposal to the Dean of the College in November 2015 with a specific request that the College help students when they require off-campus transportation to access health services (e.g. trips to off-campus health appointments, pharmacies for prescription refills). CIE does not know the status of this proposal; however, we recommend that VSA and Dean continue to work together to provide adequate transportation options for students. The Navigating Vassar document also provides information on transportation options.

5.2.1.2. Vassar-Poughkeepsie Relationships

- **Provide orientation activities that include City of Poughkeepsie walking tours (26):** The current Dean of Freshmen, Susan Zlotnick, is looking into adding City of Poughkeepsie (not Arlington) activities to the New Student Orientation. CIE recommends that the new Dean of Freshmen continue to develop these opportunities. A portion of the Transitions Pre-Orientation program involves a tour of the City of Poughkeepsie.
- **Extend campus resources to the local community, including to undocumented students (13):** The Historically Underrepresented Students subcommittee of CIE is currently working to establish what kinds of resources and training are necessary on campus in order to serve undocumented Vassar students, as well as undocumented students in the local community. Additionally, the Vassar Transitions Program has been expanded to serve students who are first generation to college, low-income, and/or undocumented.
- **Foster engagement with local religious communities (2):** The Office of Religious and Spiritual Life connects individual students and student religious groups with local religious communities, and frequently works with the local interfaith council to support programming like Interfaith Story Circle.
- **Foster relationships between students and non-faculty staff (2):** The Office of International Services organizes the international host program, which includes faculty, administrators, staff, as well as members of the Poughkeepsie community. Campus Life and Diversity holds four Conversation Dinners a year on critical campus topics, inviting students, faculty, administrators and staff. The topics for 2015-16 included socioeconomic class at Vassar, globalization, ending violence and a retrospective look at campus issues.

5.2.1.3. Dialogue and Collaboration Across Difference

- **Provide frequent campus wide conversations/town halls (34):** The Residential Life Taskforce is currently working to develop a proposal for intentional living communities that could provide a cadre of trained students and staff prepared to lead conversations about specific topics and issues. CIE may also look into the option of hosting more frequent campus-wide conversations.
- **Provide an oral history of buildings from different perspectives, such as Africana Studies, ALANA Center, Urban Studies (2):** The ALANA Center is working with the house advisor from Main to bring back an alum from the Main 1990 takeover period. This will most likely happen in the Fall.
- **Offer other fun events (2):** The Office of International Services (OIS) hosts two big events, Kaleidoscope in the fall and an International Dance Festival in the spring, which seek to bring together students, non-students, and members of the Poughkeepsie community to explore aspects of culture. The OIS also organizes the Around the World series, which creates the space to experience and dialogue across cultural difference. These events happen four times a year, with each one focusing on a geographical region. The events aim to draw students from different countries, as well as students who are interested in visiting, or who have visited, or who are simply interested in learning more about those regions. ALANA FEST also took place on April 30th. This is a time on the quad where different cultures are represented through food, dance, and activity.
- **Engage with the diverse Poughkeepsie community (2):** The RSL and Campus Life offices generally engage the Poughkeepsie community through a range of initiatives, already noted above, including the

array of religious and spiritual institutions in the Hudson Valley and the Frances Fergusson Good Neighbors Partnerships.

- **Provide additional training/skill building (1):** The director of the ALANA Center can provide individualized and specialized trainings for faculty, administrators, and students. A number of such trainings have taken place this year, for example, the ALANA Center has worked with Campus Security, House Teams, and individual meetings with faculty.

5.2.1.4. Infrastructure

- **Revisit organizational chart of the College and create strategic plan for diversity and publicize it (64):** The Campus Diversity Structures committee, which includes several CIE members, has made recommendations to the President for changes to the College's diversity leadership and collaboration structure. The hope is that some or all of these recommendations will be implemented in the near future, which should address this concern, at least in part.
- **Create a special block of time (~90 minutes) each week that is reserved for college- directed activities. This time could be used to create a value-driven cultural shift to incorporate community-wide dialogue and other positive traditions (13):** CIE recommends that the Dean of Faculty and Dean of the College explore this possibility. There are several other institutions that have a similar structure, which could be used as a reference.

5.2.1.5. Learning at Vassar

- **Create a social justice requirement (37):** The Social Justice Requirement (SJR) Subcommittee of CIE has been meeting this year to discuss what an SJR would entail (e.g. intent, purpose, content, pedagogy, structure, credit, etc.) and has recommended that a pilot course be developed before proposing a model to the faculty for discussion.
- **Inventory what expertise people have and tap into broader expertise on diversity and inclusion (29):** The Campus Diversity Structures committee, which includes several CIE members, has made recommendations to the President for changes to the College's diversity leadership and collaboration structure. The hope is that some or all of these recommendations will be implemented in the near future, which should address this concern, at least in part.
- **Continue to develop support programs like SI (Supplemental Instruction) and Transitions (28):** A new director of the Quantitative Reasoning Center has been hired and will begin work on August 1st. They will continue to support SI. The Historically Underrepresented Students Subcommittee of CIE is currently developing a proposal to expand the Transitions program to a Transitions Center, which includes more programming across all four years, opportunities for students to remain involved with the program from freshman to senior year, and the inclusion of more faculty, staff, and administrators who identify with the Transitions Family.

5.2.1.6. Safety and Well-being

- **Offer workshops for faculty, administrators, and staff for continuing professional development on issues of identity, diversity, etc. (12):** These efforts are on-going in a variety of areas on campus, such as Dean of Faculty's Office, the LTRC, the Talking About Teaching series, Pedagogy in Action workshops, etc.
- **Find a way to include security and staff in these types of dialogues (7):** The Director of the ALANA Center met twice this year with Security and presented trainings and workshops. It is difficult to engage staff in all-campus discussions due to scheduling conflicts and bargaining unit regulations. However, CIE is in discussions with Human Resources regarding this issue.
- **Increase student access to off-campus resources (transportation, doctors, mental health) (5):** The VSA submitted a proposal to Dean of the College in November 2015 with a specific request that the College help students when they require off-campus transportation to access health services (e.g. trips to off-

campus health appointments, pharmacies for prescription refills). CIE does not know the status of this proposal; however, we recommend that VSA and Dean continue to work together to provide adequate transportation options for students. The Navigating Vassar document also provides information on transportation options.

5.2.2. *Conversation Café Participant Feedback*

CIE conducted a survey of participants to elicit feedback on the event. Seventeen individuals provided feedback for the event: students (9), administrators (5), and faculty (3).

Most individuals (58.8%) indicated they were “Quite Comfortable” discussing and asking questions at the event and 29.4% indicated they were “Moderately Comfortable”. A similar distribution was seen in response to the question asking how individuals felt about the time given by moderators for discussion: 52.9% indicated that “About the right amount of time” had been provided, while 35.3% selected the response “Slightly too little time”. For the question, “How well-structured was this event?” 47.1% selected “Extremely well-structured” and 35.3% felt the event was “Quite well-structured”. For the question, “How likely would you be to attend a future Diversity + Inclusion Conversation Cafe?” the majority (47.1%) indicated they were “Extremely likely” to attend again and 41.2% indicated they were “Quite likely”. Regarding how likely the participant was to recommend the event to a friend or colleague, 52.9% indicated they were “Quite likely” and 29.4% stated they were “Extremely likely”. Overall, satisfaction levels were moderately high, with 64.7% selecting “Somewhat satisfied” and 23.5% selecting “Extremely satisfied”.

The qualitative feedback highlighted different participant areas of interest. For things that participants liked best about the event, many answers converged around expressing appreciation for the highly organized nature of the event. It “kept the dialogue going” as one person expressed, and everyone was consistently given tasks that kept levels of engagement and inclusion high. Individuals were also happy to have the opportunity to collaborate with constituents across campus with whom they don’t typically engage.

Suggestions for things that could have been improved brought up largely logistical matters: difficulty in consolidating tables to compensate for low turn-out, poor hearing in the Villard room, and a learning curve in following the World Café model. Other areas of feedback included a desire to have a student-only discussion space, and more discussion on current events (e.g. BDS). A desire for higher turnout of staff and particularly students was strongly expressed. Other comments were enthusiastic and positive; many providing congratulations and thanks to those who worked on the event, as well as excitement for what comes next out of the event’s efforts. A desire to continue the conversations and work that goes into solving the problems discussed during the event was also expressed, perhaps with the engagement of more than just the student-body.

Recommendations

- The Dean of Studies and Dean of Freshmen should include the Navigating Vassar document in the materials that are handed out during the pre-major advising process. The College should work with the Deans to identify appropriate funding for the printing of this document.
- The Office of Communications should make the Navigating Vassar document available on the Vassar website in multiple places (e.g. under financial aid information and on the Transitions website once that is incorporated into the College’s website).
- The Student Employment Task Force should conduct a survey of students that particularly addresses questions that pertain to diversity, inclusion, and equity.
- The Dean of Freshmen should add City of Poughkeepsie (not Arlington) activities to the New Student Orientation.
- The VSA and the Dean of the College should continue to work together to develop initiatives to help students when they require off-campus transportation to access health services.

- The Dean of Faculty and Dean of the College explore the possibility of creating a special block of time (~90 minutes) each week that is reserved for college-wide activities. This time could be used to create a value-driven cultural shift to incorporate community-wide dialogue and other positive traditions.

5.3. Faculty Diversity / Recruitment + Retention

The co-chairs of CIE met on various occasions with the Dean of the Faculty, the Director of Human Resources, the Assistant Director of Employment, the Director of Title IX and Equal Opportunity, and the Faculty Affirmative Action Officer to discuss the College's current and future efforts in faculty recruitment and retention, specifically with regard to diversity and inclusion efforts.

In careful consultation with the Director of Title IX and Equal Opportunity and the Faculty Affirmative Action Officer, CIE recommends the following work in this area.

Develop a Vassar Handbook for Faculty Searches

This handbook would place all of the information regarding faculty searches in one place and would be available to all faculty (physical copies and online at the DoF website). It would demystify hiring practices by making this information available to all faculty members and off-campus entities at any time. It would create more informed search committees and ensure greater consistency in recruitment and hiring across departments and programs. It would send a stronger and more consistent message about the importance of diversity in faculty searches and would help in holding search committees more accountable and lead to a more diverse pool of faculty.

The handbook would include a statement on faculty diversity; a discussion of the merits and reasons for increasing faculty diversity that draws from scholarship in this area; a step-by-step overview of the search process from requesting positions (tenure-track lines, visiting, adjunct) through appointment/negotiation; the explanation of policies, expectations and best practices for recruiting a diverse pool of faculty; and forms for various stages of the search process.

CIE plans to form a Faculty Diversity / Recruitment and Retention subcommittee next year to work with the Faculty Affirmative Action Officer to develop this handbook.

Modify the Search Committee Composition

The Dean of Faculty should require the search committee chairs to ensure that search committees have diverse representation (rank, gender, race, ethnicity, etc.). The Dean of Faculty, in consultation with the Chair or Director, should also appoint a non-voting "equity advocate" to each search committee. This is current practice at institutions such as the University of Chicago, Clarke, Columbia, Johns Hopkins, Hamilton College, Hobart and William Smith Colleges, Ohio State, and Skidmore, among others. In some cases, this role is filled by a member of the department or program conducting the search; in other cases, this member comes from outside the department or program. This *trained* faculty member's task would help to ensure:

- that the search committee/department undertakes extensive efforts to diversify the candidate pool;
- that efforts are made to identify and consider all candidates;
- that the search committee/department is aware of implicit bias and makes efforts to reduce it
- that the search committee/department does not exclude candidates because of implicit bias

The faculty "equity advocate" would receive compensation for their work to ensure that faculty with experience in diversity and inclusion issues are not unduly burdened by this additional work, which is often the case. The planned CIE subcommittee on Faculty Diversity / Recruitment and Retention will also work with the Faculty Affirmative Action Officer on developing the "equity advocate" position and process.

Strengthen the Language of the College's Statement on Diversity for All Job Ads

The diversity and affirmative action language in Vassar's current job ad should be updated. It should be mandatory for ALL faculty job ads (including temporary positions) and no ads should be allowed to shorten or omit this language unless it is expressly prohibited by the advertising body. Proposed updated job ad language:

Vassar College is an affirmative action and equal opportunity employer with a strong commitment to increasing the diversity of the campus community and the curriculum, and to promoting an environment of equality, inclusion and respect for difference. Candidates who can contribute to that goal are encouraged to identify their strengths and experiences in this area. Applicants who have demonstrated commitment to diversity and inclusion are particularly encouraged to apply as are individuals who have memberships in one or more of the following groups whose underrepresentation in the American professoriate has been severe and longstanding, including, but not limited to: Native American Indians/Alaska Natives, Black/African Americans, Mexican American/Chicanas/Chicanos and Puerto Ricans, Asian American/Native Pacific Islanders (Hawaiian/Polynesian/ Micronesian), people with disabilities, first-generation college students, and lesbian, gay, bisexual, queer and transgender individuals.

The DoF office should immediately require that all job ads adopt this language.

Increase Training for Departments/Programs, Search Committees, and FASC

All participants in the faculty search process should receive specific training on diversity. This training should include topics such as: the importance of diversity to the College's mission, the necessary outreach efforts to diversify the candidate pool, the expectations for documenting affirmative action and diversity measures, the stages of the search process (including documentation and approval), reducing implicit bias, and interviewing (on-line, off-campus, and on-campus). The DoF office and the Faculty Affirmative Action Officer should develop this training and implement it in the near future.

Increase the Distribution of Job Ads

The distribution of faculty search job ads should be increased to promote further diversity in the faculty recruitment pool. The Dean of Faculty's office should also pay for up to two additional listings (beyond the current allotment) in minority-serving job advertisement sites, such as Latina/o Studies Association, Association of Asian American Studies, Association of Black Sociologists, etc. These sites would be suggested by the department/program. [Note: the Dean of Faculty office has agreed to investigate the estimated costs of additional postings this summer.] The DoF office should begin offering these additional listings in the Fall of 2016.

Increase the Number of Approval Stations in the Faculty Search Process

Current faculty searches include some points in the process where the DoF or Faculty Affirmative Action Officer must provide additional approval before the search can continue. These approval stations should be formalized and increased. The approval stations should include the following:

- **TT/Job Proposals:** The final proposal for a tenure-track position should include a self-assessment of the department/program's current diversity (i.e., diversity of department/program's faculty, diversity of curriculum, etc.), demonstrate an awareness of the discipline's own engagement with issues of diversity (key research topics, journals, etc.), and provide a statement on how this position (the teaching and research interests noted) could contribute to the College's mission on diversity. The proposal should also provide an initial plan for ensuring a broad pool of candidates, including a plan to incorporate an "equity advocate". A similar approach should also be pursued for full-time visiting and lecturer appointments.
- **Prior to Conducting Any Skype/Conference Interviews:** shortly after the stated date on which the review of applications will begin, the chair of the search committee should submit a report on the diversity

efforts that were undertaken and its short list of candidates for interviews at this stage. Before granting approval to proceed, the DoF and AA officer should approve that sufficient efforts were undertaken to attract a diverse pool of applicants and that the short list of candidates for Skype interviews, etc. represents this diversity.

- Prior to On-Campus Visits: The DoF and AA officer should approve that the final list of candidates is sufficiently excellent and diverse and that the search committee fairly weighed the diversity of the candidates that they interviewed at an earlier stage.
- Job Offer: as currently practiced, the final decision to make an offer to a particular candidate must obtain the approval of the DoF.

The DoF and the Faculty Director of Affirmative Action should develop and formalize these approval stations and implement them in the near future.

Recommendations

- The Dean of the Faculty should adopt the following faculty hiring practices
 - develop a Vassar handbook for faculty searches
 - modify the search committee composition, including the addition of an equity advocate
 - strengthen the language of the college's statement on diversity for all job ads
 - increase training for departments/programs, search committees, and FASC
 - increase the distribution of job ads
 - increase the number of approval stations in the faculty search process

5.4. Israel-Palestine Conflict / Boycott, Divestment, and Sanction (BDS) Movement

In November an ad-hoc group of administrators and faculty began meeting in response to issues surrounding an Israel-Palestine/BDS Movement on campus. President Hill convened a Proactive Response Group (PRG) whose central goals include ensuring that student well-being is centered, communicating across offices and departments to avoid silos, considering the multiplicity of constituencies (internal and external) involved, and promoting dialogue wherever possible to minimize conflicts and tensions. Although PRG was convened to consider proactive measures for addressing issues relating to Israel-Palestine and the BDS campaign at Vassar, the group acknowledged that intersecting issues of race, anti-Semitism, Islamophobia, gender, sexual identity and broader campus climate factors needed to be grounded in the group's work. In view of this context and that at least seven of its members, including the Chair, Ed Pittman, are also CIE members, a February meeting with CIE Co-Chairs was held to explore collaborations. To improve communication and connections, it was agreed that PRG would provide updates at CIE meetings in order to keep lines of communication open. We also discussed how the two committees could jointly advise, for example, the President's Fund for Dialogue and Engagement Across Difference on an agenda of speakers and workshops that address a range of campus climate issues relating to equity and inclusion. This collaboration will continue into the next academic year.

List of Committee Members

CIE Co-Chairs, Spring 2016-present

Bradley, David - Associate Professor of Physics

Rueda, Eréndira - Associate Professor of Sociology

Chair of CIE through Fall 2015

Mampilly, Zachariah - Associate Professor of Political Science

Members

Brown, Christopher - VSA VP for Student Life

Cato, Michael - Chief Information Officer

Chaplin, Kerry - Director of Jewish Student Life

Grab, Kelly - Title IX Investigator

Honore, Christie - Student

Inoa, Luis - Director of Residential Life

Kahn, Jonathon - Associate Professor of Religion

Lotto, Ben - Dean of Studies

McBaer, Neena - VSA member

Meade, Andrew - Director of International Services

Nathan, B. - Director of Campus Life, ALANA Center

Pereira, Rachel - Director of Equal Opportunity and Title IX

Perillan, Jose - Assistant Professor of Physics and STS

Pittman, Edward '82 - Associate Dean of the College, Campus Life and Diversity

Rock, Steve - Associate Dean of Faculty

Rodriguez, Art - Dean of Admissions and Financial Aid

Speers, Sam - Director of Religious and Spiritual Life

Zlotnick, Susan - Dean of Freshmen

Appendix A: Full Set of CIE Recommendations

Campus-Wide Climate Study Subcommittee Recommendations

- OIR should provide the following data to CIE this summer:
 - senior survey data disaggregated by measures such as race/ethnicity, SES, gender, and first generation status;
 - data pertinent to campus climate issues from HERI, Senior Survey, and CHAS.
 - data for Pell Grant recipients extending further back than 2012;
 - data for faculty demographic characteristics extending further back than 2012.
- The President and the Dean of Faculty should identify key faculty and staff to engage in the analysis of these data during the 2016-2017 academic year. The synthesis of these data should be made a priority of OIR.
- OIR should work with CIE to establish which offices on campus can benefit from regular monitoring reports on institutional data relevant to the mission and tasks of those offices.
- OIR should consider the feasibility of producing regular monitoring reports for interested campus offices and communicate to the administration the resources needed to provide these reports.

Diversity Statement Subcommittee Recommendations

- The President and the Board should review and consider the recommendation for the adoption of a new Statement on Diversity and Inclusion, as approved by the VSA Council.

Historically Underrepresented Students Subcommittee Recommendations

- The JKCF funds should be used to support the expansion of the Transitions Program, including the creation of the Transitions' Living Room, the HermanX Program, and a Transitions Advisory Board, which will allow it to serve as a resource to all first generation, low-income, and undocumented students at Vassar, as well as families in the Hudson Valley Area.
- The Office of Communications should update the language on-line and in the catalog to accurately reflect the practice for admitting and funding undocumented students.
- The Office of Communications should adopt and develop the DREAMers WordPress site and the Transitions WordPress site as part of the official College website.
- The President should publicly support the New York State DREAM Act <<http://www.nydreamact.org/>>

International Students Subcommittee Recommendations

- The College should work toward returning to financial-aid policies that approach the pre-recession balance between international students and domestic students, such that a comparable percentage of each group is financial aid recipients.
- The College should explore the possibility of increasing the number of full-pay international students from previously untapped geographic areas both as a way to diversify the international student population and to offer financial aid support to international students from Latin America and Africa.
- The College should designate some FWS sections as focusing on writing mechanics fundamentals and provide faculty additional training on ESL-related issues
- The College should pay the SEVIS fees only for scholarship program students, and recoup the savings to increase the OIS programming budget to more closely match that of our peer institutions

Social Justice Requirement Subcommittee Recommendations

- The Dean of Faculty and CCP should form a group of interested faculty to work with CIE starting Fall 2016 to develop an SJR pilot structure to be implemented in Spring 2017 and/or during the 2017/2018 academic year, with a report to the faculty with a concrete SJR proposal to follow

Gender and Sexuality Recommendations

- The Office of Alumnae/i Affairs and Development work with the new Director of the LGBTQ Center to develop long-term funding for the Queer and Trans People of Color Resource Allocation Committee.
- The Registrar's Office and Computing and Information Systems (CIS) should continue the work of implementing a web portal that allows students and employees to indicate their chosen first names and pronouns to the college community.
- The DoSPAR should follow up on implementing the work Gender Neutral Bathroom Working Group to ensure that there are an equitable and accessible number of gender neutral bathrooms in all campus buildings.

Campus Diversity Structures Recommendations

- The current **Administration** should seriously consider the report put forth by the Campus Diversity Structures committee, evaluate its feasibility, and implement all or some parts of the recommendations as soon as possible. We feel that these recommendations should not be postponed until the new President has been hired. Since the initial statement on campus climate issues by President Hill and Bill Plapinger was made in 2014 this report is time-sensitive and should be considered and acted upon with urgency.

CIE Conversation Café Recommendations

- The Dean of Studies and Dean of Freshmen should include the Navigating Vassar document in the materials that are handed out during the pre-major advising process. The College should work with the Deans to identify appropriate funding for the printing of this document.
- The Office of Communications should make the Navigating Vassar document available on the Vassar website.
- The Student Employment Task Force should conduct a survey of students that particularly addresses questions that pertain to diversity, inclusion, and equity.
- The Dean of Freshmen should add City of Poughkeepsie (not Arlington) activities to the New Student Orientation.
- The VSA and the Dean of the College should continue to work together to develop initiatives to help students when they require off-campus transportation to access health services.
- The Dean of Faculty and Dean of the College explore the possibility of creating a special block of time (~90 minutes) each week that is reserved for college-wide activities. This time could be used to create a value-driven cultural shift to incorporate community-wide dialogue and other positive traditions.

Faculty Diversity/Recruitment + Retention Recommendations

- The Dean of the Faculty should adopt the following faculty hiring practices
 - develop a Vassar handbook for faculty searches
 - modify the search committee composition, including the addition of an equity advocate
 - strengthen the language of the college's statement on diversity for all job ads

- increase training for departments/programs, search committees, and FASC
- increase the distribution of job ads
- increase the number of approval stations in the faculty search process

Appendix B: Campus Climate Data Trends and Questions

This Appendix contains a summary of data trends and questions that emerged in the institutional data provided by OIR. At the beginning of the spring 2016 term, 1-2 subcommittee members were assigned to six data areas: Admissions, Enrollment, Financial Aid, Retention and Graduation rates, Faculty Profiles, and Employee Profiles. Data teams met independently during the semester and reviewed various data provided by OIR. What follows is a summary of key trends noted by subcommittee members for particular measures, as well as some of the questions that emerged about the data and the trends.

Applicant, admission and enrollment data suggest that since 2008 more students of color are applying to the college, changing the applicant pool. While admission rates are higher for students of color than for white students, the enrollment rates for students of color are dramatically lower than for white students. (These trends are reflected across institutions nationally.) Despite a moderate increase post 2008, the enrollment rate for students of color is almost half as much as for white students. This suggests the College is losing these admitted students to other options, but it is unclear what kinds of factors are shaping these outcomes.

The 2014 CIRP Freshman Survey data suggest that students from different racial/ethnic backgrounds had different reasons for choosing Vassar:

- 89% of African American students and 76% of Hispanic students noted that financial aid offers were "very important" in their reasons for choosing to attend Vassar, compared to 41% of White students and 58% of Asian American students.
- Very low proportions of students in any racial/ethnic category indicated that they chose Vassar because they couldn't afford their first choice (17% of African American students, 10% of Asian American students, 6% of Hispanic students, and 3% of White students).

OIR has indicated that admissions does ask admitted students who decline to attend Vassar why they did so and has agreed to make that information available, although the caveat is that this survey has a very low response rate.

Enrollment data disaggregated by racial/ethnic background indicate that over a ten year period, enrollments for African American students remain just below 5%, although enrollments peaked in certain years and decline in more recent years. The data also reflect steady increases in the proportion of Asian American students (from 9.2% to 11.2%), Latinx students (6% to 11.2%), and foreign citizens/international students (5.4% to 7.4%) over the last decade.

Financial aid data indicate that the proportion of Pell Grant Recipients has increased over the last ten years, from 7% of entering freshmen during the 2006/07 academic year, to 22% of entering freshmen in 2015/16. The proportion of Pell Grant recipients in the entering freshman class peaked at 27% during the 2010/11 academic year.

A similar trend appears among all students, with 8% of all students in the 2006/07 academic year receiving Pell Grants to 23% of all students in 2015/16 receiving Pell Grants. It is worth noting that the majority of Pell Grant recipients in every cohort are White, but in every cohort, students of color are more likely to be Pell Grant recipients than are White students. The same is true for the student population as a whole.

- The 2014 CIRP Freshman Survey data suggest that African American students (14%) and Hispanic American students (15%) are more likely than White (7%) and Asian students (8%) to express "major" concerns about being able to finance a college education. First generation students (13%) are more likely than students whose parents have a college degree (8%) to express "major" concern over financing a college education as well. [Major concern = "not sure I will have enough funds to complete college"]

- What can the COFHE Senior Survey in particular (but also perhaps CHAS Campus Climate Survey and the National Survey of Student Engagement?) tell us about the kinds of financial stressors that students face, and their effects on achievement and persistence, over the course of their four years at Vassar?

Data on retention and graduation rates indicate that graduation rates remain the highest for Asian American and White students over the ten year period (over 90% in the majority of years) and remain lower for African American students (between 77% and 95%, but over 90% in most years) and lowest for Latinx students (between 72% and 94%, but mostly in the 81-88% range).

- What can the COFHE Senior Survey, CHAS Campus Climate Survey, and the National Survey of Student Engagement tell us about the academic and social experiences of students from different racial/ethnic backgrounds that might shed light on the lower graduation rates for African American and Latinx students?

We were not given data over a ten year period for Pell Grant recipients but from 2012-2014 the data indicate an increase in the graduation rates for Pell Grant recipients. In 2012, the graduation rate for Pell Grant recipients was 84.3% and in 2014 it was 92.9%. While the 2012 graduation rate for Pell Grant recipients was a bit lower than the graduation rate for students not receiving financial aid (84.3% vs 92.1%, respectively), by 2014 the graduation rate for Pell Grant recipients is slightly higher than the graduation rate for students not receiving financial aid (92.9% vs. 92.2%, respectively).

Faculty profile data did not provide a sense of how the faculty demographic has changed over the past decade. The data do indicate that in 2014/15, just over 70% of full-time faculty (all ranks) were White in comparison to 6% Latinx, 9% Asian American, and 6% Black. Disaggregated data for full-time tenured faculty and full-time tenure track faculty suggest a different demographic make-up, with larger proportions of White faculty among those who are tenured, but higher proportions of faculty of color among those who are tenure-track. Among the full-time tenured faculty in 2014/15, 79% are White, 5% are Latinx, 9% are Asian American, and 6% are Black. Among full-time tenure track faculty, 49% are White, 16% are Latinx, 16% are Asian American, and 8% are Black.

- Data we were given only go back as far as 2012/13 so it's not clear how much of a difference there is in the college's current faculty demographic in contrast to ten years ago, or how these figures have fluctuated over the years.
- Is it possible to see data that would give us a sense of longer standing trends in the college's efforts to diversify the faculty population?
- Having that data would help guide our approach to looking at HERI Faculty Survey data, which provides information on levels of faculty satisfaction with many aspects of teaching, professorship, college life, as well as information about stress levels, perceptions and experiences with general campus climate, and perceptions related to student and faculty diversity, among other things.
- Is it possible to access additional data about faculty demographic characteristics? For example: class background (i.e. what proportion of our faculty grew up in low income families?), first generation status (i.e. what proportion of faculty come from families where parents did not have a college degree?), and immigration background (e.g. what proportion of faculty grew up in immigrant families?). This kind of demographic data would serve the interests of expanding the Transitions Program into a Transitions Center, by giving historically underrepresented students an indication that there are faculty on campus who may share key background experiences.
 - If this data is not already collected somehow (e.g. Dean of Faculty?), this is the kind of additional data that could be asked in a future campus climate survey.

Appendix C: CIE Conversation Café Results

This Appendix contains the raw data collected from the Conversation Cafe held on February 24, 2016. The number of votes that participants assigned to each solution is given parenthetically.

Access to Benefits, Resources, Financial Aid

- Transparency in opportunities for student funding (19)
- Increase student employment opportunities & revisit the time commitment. Work more hours as class year goes up, but class workload goes up with each year too. (12)
- Office area for Transitions/First Year to provide or assist with providing services for finances for freshmen (3)
- Update Navigating Vassar Doc (1)
- Access to transportation increases (1)
- Better communication on campus about what is available or when new information changes (1)

Vassar-Poughkeepsie Relationship

- Orientation include city of Poughkeepsie and not just Arlington for walking tours (26)
- Extending campus resources to community (i.e. for undocumented students) (13)
- History of Poughkeepsie class/lesson (11)
- Admissions counselors going into city of Poughkeepsie classes (6)
- Fostering engagement with local religious communities (2)
- Fostering relationships between students and non-faculty staff (2)
- Creating space for equitable relationships rather than those of service (1)
- Learn what Marist or CIA does
- Faculty and staff housing in City of Poughkeepsie
- Within Vassar facilitating feelings of being welcome rather than intruding, to community members (i.e. racial profiling)

Dialogue & Collaboration Across Difference

- Frequent campus wide conversations/town halls (34)
- Make conversations more accessible by coordinating with professors, etc. (18)
- Post-lecture discussion—public setting for after lectures, groups discuss, and depending on ideas get funding to create action after lecture (15)
- Associate conversations with actions (7)
- Oral history of buildings from different perspectives, especially Africana studies, ALANA Center, urban studies (2)
- Central locations for email lists for campus conversations (2)
- Fun events (2)
- Engaging with diverse POK community (2)
- Training/skill building (1)
- Diversity requirement
- Different styles of discussion needed (e.g. facilitated, student-led, affinity groups, diverse group)

Infrastructure

- Revisit org charge of the college and is there a more seamless structure for accessing help? Include strategic plan for diversity and publicize it (64)
- Weekly college speaker series with food (reserved time slot) (23)
- Regular community service to take Vassar into community (9)
- “college time” 90 min reserved every week for college directed activity (7)
- Value driven cultural shift community wide dialog and top down initiative (creating positive traditions) (4)

- Co-location of campus life and diversity resources—possibly center? More opportunities for social interaction, physical space for gathering (2)
- Make every building ADA accessible (1)
- Increased emphasis on class issues and hidden cost

Learning at Vassar

- Inventory what expertise people have and tap into broader/untapped expertise on diversity and inclusion (29)
- Continue to develop support programs like SI, transitions (28)
- Social justice requirement- intent and purpose (24)
- Make the social justice requirement required, but not graded (11)
- Creating “danger zone” for learning (5)
- Course must connect historical context with current issues (2)
- Discussion-based course
- How would course be designated as meeting SJR?
- Other opportunities outside of traditional curriculum/course
- Find ways to include skills/experience of staff in above

Safety & Well-being

- Workshops for faculty/admin/staff continuing professional development for issues of identity, diversity, etc. (12)
- Find a way to include security and staff in these types of dialogues (7)
- Increased access to off-campus resources (transportation and services themselves—doctors and mental health) (5)
- More employees in student services (5)
- Resources for student-led training of employees—work study or honorarium
- Add live-in partners to emergency notification system (1)
- Find a more structured ways to continue alcohol/drug education like in the party class Peer support/dialogue facilitation for self-care
- Greater awareness of safety and security programs (1)



Vassar

MARGOLIS HEALY & ASSOCIATES

VASSAR COLLEGE

PUBLIC SAFETY MANAGEMENT STUDY

FEBRUARY 2015

FINAL REPORT

VASSAR COLLEGE
PUBLIC SAFETY MANAGEMENT STUDY
FEBRUARY 2015



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STATEMENT OF NEED

Founded in 1861, Vassar College is a highly selective, residential, coeducational liberal arts college. Consistently ranked among the top liberal arts colleges in the country, Vassar is renowned for pioneering achievements in education, for its long history of curricular innovation, and for the beauty of its campus.

Vassar College retained Margolis Healy & Associates, LLC (MHA or Margolis Healy) in July 2014 to conduct a Public Safety Management Study™ (PSMS™) of the Safety and Security Department by performing the necessary background research, document review, interviews, verification, and analysis to become familiar with the organization's orientation, operations, and related campus functions. Our assessment is intended to provide the College with a reasonable foundation from which to evaluate and make key decisions ranging from budgeting and resource allocation to operational strategy.

Our process involved interviews with members of the Safety and Security Department and campus stakeholders intended to elicit facts, opinions, and perceptions about Department operations and the tenor of relationships with the campus community. The assessment, in concert with College leadership, was an iterative process considering factors such as degree of risk, practicality, cost, disruption of campus life, and the educational mission and goals of Vassar College.

DISCLAIMER AND DISCLOSURE

Margolis Healy & Associates conducted this assessment and prepared this report at the request of Vassar College. The authors' opinions, findings, conclusions, and recommendations are provided solely for the use and benefit of Vassar College. Any warranties (expressed and/or implied) are specifically disclaimed. Any statements, allegations, and recommendations in this report should not be construed as a governing policy or decision unless so designated by other documentation. This report is based on the most accurate data gathered and available to Margolis Healy & Associates at the time of the assessment and presentation. Our recommendations may be subject to change in light of changes in such data.

SECTION I – METHODOLOGY

In accordance with Vassar College's wishes, MHA conducted a Public Safety Management Study of the College's Safety and Security Department and other related safety and security functions. The primary focus of this assessment was on the effectiveness of the Safety and Security Department's operations and an examination of allegations of racially biased security practices.

The team consisted of Team Leader MHA Managing Partner Steven J. Healy, MHA Senior Director Paul Verrecchia, MHA Manager Vicky Stormo, and MHA Associates Aaron Graves and Stacey Miller. We visited campus from Monday, Sept. 15 to Friday, Sept. 19, 2014. During our visit, we reviewed the areas under consideration and conducted interviews with a wide range of constituents, including students, faculty, staff, administration, and alumni. Our meetings with Vassar College community members included a mix of one-on-one and forum sessions. The forums were generally well attended and members of the community engaged in open dialogues with the MHA team about several issues of concern.

MHA assessed the College's public safety practices and programs against acceptable, promising, and reasonable practices in campus safety and security. MHA conducted substantive research, document review, site visits, interviews, verification, and analysis to become familiar with the various systems, procedures, and protocols in accordance with the MHA methodology described herein.

The information contained herein serves three general audiences and purposes. First, the observations and recommendations are organized to provide College leadership with a concise set of prioritized action items. Second, leadership can use the detailed information in the observations to understand specific areas of structure, policy and practice they should address. Third, the report provides the general campus community with an understanding of the orientation and functional success of the Safety and Security Department in relation to the outcomes of this review.

SECTION II – GENERAL OBSERVATIONS, ESSENTIAL CHALLENGES AND MASTER LIST OF RECOMMENDATIONS

We are confident, based on the interactions we've had with the Vassar College senior administration and the broader campus community, that the College is committed to creating a safe, secure, and respectful campus community. We believe there are several short and longer-term steps the College must take to enhance campus safety and security and improve overall campus climate.

We are extremely concerned about the state of the Vassar College Safety and Security Department. It was readily apparent during our time on campus that the Department does not have an appropriate infrastructure for effective strategic and operational management. Likewise, the Department does not have an effective written directive system to guide its officers in the daily conduct of their critical duties and responsibilities. It is this lack of up-to-date, effective policies, combined with several other factors, that likely contributes to the wide variation in performance and conduct among patrol officers. For example, some officers we interviewed stated that they are expected to stop individuals on campus after 10 p.m., but officers could not articulate the criteria for determining what to look for when making a decision to initiate some sort of contact. Other officers stated that they never stop individuals unless they observe suspicious or illegal activity. This type of complex legal decision and guidance must be formally articulated in written directives, constantly reinforced through training, and enforced through management and leadership.

While we were unable to definitively determine if Safety and Security officers purposely engage in biased-based policing due primarily to the lack of available data to analyze, we heard numerous anecdotal accounts from students, staff, faculty, and alumni who had experienced incidents in which they believe they were stopped because of their race. Interviewees relayed incidents on campus in which they were stopped while jogging, while walking at night, or leaving buildings or areas where they had legitimate access rights. Based on what we heard during our time on campus, it is obvious to us that there is a widespread perception that the Safety and Security Department engages in racial profiling. This perception is a significant dimension of the narrative regarding the Safety and Security Department's orientation. In our professional opinion, this perception is a reality that the College and the Department must address, regardless of whether or not the data exists to substantiate racial profiling.

In our professional opinion, the perception of racial profiling in the Safety and Security Department reflects larger campus climate issues related to diversity and inclusion. Vassar College has undertaken several well-considered

and effective initiatives to increase all types of diversity on campus and as a result, the campus has changed significantly over the past several years. However, it appears that the College has not implemented appropriate programming to orient students to their multicultural campus environment. This is problematic in several ways and several students of color expressed being treated disrespectfully by their peers. We believe it is important for the College to consider diversity and inclusion programming for the entire campus community. It is not uncommon for culture change to lag behind other forms of change. However, Vassar College should take steps now to build the culture change that will best support the diversity of its current campus community. These proactive steps will demonstrate the College's commitment to its diverse community. That commitment may be felt most strongly if the College seeks feedback from its community as to how the culture may be improved and allows community involvement in that effort.

Below, we identify the most critical issues uncovered during our review.

Department Leadership

The College is fortunate that it is in the position of selecting a new leader to manage the evolution and cultural change needed in Safety & Security. It is imperative that this new leader understands the contemporary challenges facing a campus public safety department and how to implement and manage this change. It is our understanding that the College has engaged a search firm to assist with this hire.

Recommendations

1. The College should continue the search process in earnest and ensure that the search committee reflects the diversity of the Vassar College community.

Written Directive System

The Department does not have a robust set of written directives capable of providing appropriate guidance to line-level officers and supervisors. A written directive system is a fundamental best practice for all campus public safety agencies, and is critical to mitigating the risks associated with providing security services to a campus community. In most cases, we found that the Safety and Security Department does not have policies addressing critical tasks or routine matters.

Recommendations

2. The College should consider pursuing accreditation through the Commission on Accreditation for Law Enforcement Agencies (CALEA) or the International Association of Campus Law Enforcement Agencies (IACLEA).

3. In the interim, the Department should revise, update, and/or develop written directives covering the 12 critical areas identified above.

Racial Profiling

There is absolutely no doubt that many members of the Vassar College community believe that members of the Safety and Security Department routinely engage in racial profiling. It is troubling to note that these complaints appear to be consistent over the years, which implies that the Department has not changed the way it engages with traditionally underrepresented groups and that the College has not held those responsible for enacting change accountable.

In our view, it does not matter whether officers actually engage in biased-based policing given the widespread perception that it does. Having said that, and absent more complete data, we cannot definitively state whether or not there is a pattern of biased-based policing in the Safety and Security Department. Regardless of the reality, the College must address both the perception of racial profiling and the managerial structures that would allow such a practice to persist over several decades. We make several recommendations to address these complex issues.

The Department leadership should immediately develop appropriate policies and procedures, including a policy addressing racial profiling.

Recommendations

4. The Department must develop a policy prohibiting biased policing.
5. The Department should review its current recruitment and hiring processes to ensure it is making earnest efforts to identify a diverse hiring pool and is selecting diverse candidates when possible.
6. The College should ensure that members of the Safety and Security Department receive ongoing and consistent diversity and inclusion training.
7. The College should require the Department to collect data on citizen race/ethnicity as a means to analyze the nature of Safety and Security and citizen interactions, build accountability, and repair the relationship between the Department and the campus community. This initiative should be appropriately managed to avoid unintended consequences.
8. The Department must develop a process and related written directives for citizen complaints against officers.
9. The College should consider the deployment and mandatory use of “body-worn cameras” for Safety and Security Department officers..

Consensus on “Open Campus” Concept

It was clear during our visit that there is much confusion about what it means to be an “open campus.” We believe the senior administration, along with the broader campus community, should engage in this dialogue to reach a consensus on what being an open campus means. They should consider the implications of an open campus for individuals (campus affiliated or not) traversing the campus during various times of the day and night and for Safety & Security officers, who are charged with enforcing the College’s policies in this area.

Recommendations

10. Vassar College leaders should reach a consensus on what it means to be an “open campus,” and develop guidelines on what that means regarding campus community members and authorized guests traversing the campus when the campus is “closed.”
11. Work with internal and external partners to develop a strategic plan that aligns with the goals and objectives defined within the shared governance process of Vassar College. The strategic plan should be used to establish the operational direction for the Department.
12. Develop criteria for establishing patrol sectors and put these criteria in writing, and review them periodically.
13. Develop benchmarks for success to determine the effectiveness of existing security operations.
14. Create a safety and security advisory committee composed of a cross section of the campus. The committee should be charged with meeting periodically to address a wide range of campus security issues.
15. Conduct a survey of faculty, staff, and student perceptions, attitudes, and opinions on campus safety and security. The survey should evaluate general department performance, the overall perception of the competency of department employees, perceptions of officers’ attitudes and behaviors, community concerns over campus safety and security, and community recommendations and suggestions for improvement. This survey could be conducted annually but should, at a minimum, be conducted every three years.

Engagement with the Vassar College Community

Although it appears that the Safety and Security Department has solid working relationships with most College departments, it does not appear to have an effective strategy for proactively and positively engaging with students and student organizations. We also noted that the Department lacks any substantive crime prevention and safety awareness programming. This lack of positive engagement tends to contribute to some people’s negative perceptions of the Department and its practices. We believe that members of

the Safety & Security Department should first and foremost be community educators. To realize this mission, the Department must have a proactive, consistent, evidence-based programming agenda.

Recommendations

16. Consider creating a crime prevention officer position that can focus primarily on crime prevention programming and community engagement.
17. Ensure crime prevention programming is guided by data analysis and regular assessment of campus community safety concerns .
 - a. Optimize the current records management system to conduct regular analysis of crime trends on campus.
 - b. Obtain regular crime data from local police.
 - c. Use the information streams above to guide community safety awareness efforts.
18. Develop template presentations that could be easily adapted for special topics and quickly learned and delivered by any officer with the requisite training and certification.
19. Establish collateral areas of responsibility for officers based on either:
 - a. “Practice areas,” for example, different officers who are subject matter experts in areas such as technology, rape aggression defense (RAD), substance abuse prevention, sexual assault, intimate partner violence, stalking prevention, mental health, etc.
 - b. Community assignments with officers assigned to liaison with constituent groups such as African-American and Latino students, the LGBTQIA community, international students, etc.

Campus Culture and Climate

During our time on campus, we noted palpable tensions regarding the College’s readiness to welcome diversity and provide appropriate support for members of traditionally underserved groups. These climate issues are germane to the scope of this assessment given that the perceptions of many people in the community of color regarding racial profiling and disparate treatment appears to reflect a general and pervasive sense of dissatisfaction with the way students of “difference” are experiencing life on campus.

We believe the College should undertake a formal effort to educate students and all employees regarding the College’s core values of acceptance, respect, and civility. We further recommend that the College’s leadership take the lead and be the first to commit to diversity and inclusion training to demonstrate to all members of the community the importance of a broad understanding of issues of diversity.

Recommendations

20. The College should invest in initial orientation and ongoing training programs for the Safety and Security Department to build stronger awareness, knowledge, skills, and sensitivities in Department members around issues of race, diversity, and inclusion.
21. The College should consider developing College-wide education and programming that supports the College's diversity and inclusion goals. New and continuing students should receive immediately orientations regarding the College's core values of open-mindedness, respect, and civility.

ADDITIONAL RECOMMENDATIONS

Career Development and Training

22. Establish a formal field training program for new officers. We encourage the Department to rotate officers in the program through various campus stakeholders (e.g., residential center, judicial affairs, diversity & inclusion, etc.). We recommend the model developed by the U.S. Department of Justice's Office of Community Oriented Policing that focuses on adult learning theory and problem-based learning models.
23. Expand opportunities beyond the current offering for in-service training.
24. Form a training committee to identify training needs by conducting a training needs assessment. The committee should include members from the wider College community.
25. Provide all supervisors with first-line supervisor training and coaching.

Workforce Planning

26. Conduct a comprehensive job analysis and revise job descriptions to ensure they reflect the knowledge, skills, and abilities needed for a community policing model. Position descriptions should highlight skills such as the ability to de-escalate violent situations, communicate with diverse groups of people, mediate disputes, and collaborate with other campus departments, and government and social service agencies to solve problems.
27. Develop a model officer profile and share it with the individuals involved in the selection process.
28. Work with Human Resources to develop a selection process based on behavioral interviewing and that includes some form of assessment center methodology.

29. Strongly consider involving campus community members in the selection process, especially students, as well as representatives from offices who work most closely with Safety and Security such as residential life and judicial affairs.
30. Involve Human Resources in training selection team members to ensure interviews and assessments are conducted efficiently and within legal parameters.
31. Ensure all selection and promotion processes include a final interview with the executive (or designee). The purpose of this final step is to ensure the campus safety enforcement executive has the final say in selecting and promoting personnel.
32. Develop a recruitment program and focus on the following venues:
 - a. Career fairs;
 - b. Community organizations;
 - c. Local colleges, including community colleges;
 - d. Local and regional non-profit organizations (that may be downsizing due to the economy);
 - e. Military installations.

Communications Center and Dispatch Operations

33. Conduct an in-depth assessment of the dispatch component of Police-Pro to ensure it meets the functions and needs of a CAD system. Consider replacing Police-Pro with a computer-aided dispatch system.
34. Assess the current dispatch console and consider upgrading it to current technology.
35. Explore adding the town police radio frequency to the Safety and Security console to provide radio interoperability in emergencies. As an alternative, install a scanner to allow monitoring of the town police frequency.
36. Consider hiring additional personnel to serve as full-time dispatchers for Safety and Security.
37. Implement improved security procedures for the Campus Response Center that includes limiting access to only authorized personnel.
38. Establish a formal training program for newly appointed CRC personnel that consists of written training objectives, provides benchmarks, timelines, performance expectations, etc. Ensure the training program meets state and/or national standards for dispatchers.

SECTION III – SPECIFIC OBSERVATIONS

Primary Focus Areas

Safety and Security Department Leadership

Contemporary Standards

Given the evolving complexity of leading a 21st century campus public safety agency, including the renewed focus on emergency management, the increasing deployment of security technology, the need for knowledgeable and proactive leadership for an agency, and the need for an agency to have the capacity to collaboratively engage with diverse campus populations, institutions should select a chief campus safety executive who has a proven track records of leading and managing an institution's complex safety and security functions.

Observations

The College is at a critical crossroads with respect to the future leadership of the Safety and Security Department. We believe this is one of the most pressing safety and security issues facing Vassar College. In our expert opinion, the College must focus on filling the position with an experienced campus public safety administrator who would have instant credibility to address the challenges outlined in this report. Communication will be a key element in starting to address not only the campus community's perception of biased-based policing but also to establish rapport with members of the Vassar College community. Internally, Campus Safety should develop a strong focus on written directives, training, and accountability, along with tackling the other infrastructure challenges highlighted in this report. We understand that the College has retained the services of a professional search firm to assist with identifying a new leader for the Department. We will continue to assist with this initiative.

Recommendations

1. The College should continue the search process in earnest and take steps to ensure that the search committee reflects the diversity of the Vassar College community.

Written Directives and Accreditation

Contemporary Standards

It is essential for a campus public safety department to have a formal written directive system to provide direction, structure, and organization to department members. Clarity and rapid access to information are important in effectively implementing written directives. Additionally, the key to providing quality campus public safety services involves more than generating

policy. The well regarded police liability consultants Westfall and Gallagher appropriately defined policy compliance as a six-step process:

1. Write policy.
2. Train using the policy as basis.
3. Provide positive supervision.
4. Provide discipline and reinforcement
5. Review and revise policy.
6. Provide legal support and updates.

The written policy is only the initial step. If all six steps are not implemented, policy compliance will be mixed at best. At worst, it is likely there will be significant negative outcomes, fostering an environment that undermines the confidence of the campus while creating opportunities for mischief by staff and successful litigation against the institution.

Though it is not realistic or necessary that every policy be memorized, critical task policies should be clear in the mind of each staff member responsible for discharging a duty or policy requirement. Police or public safety staff should be sufficiently familiar with the balance of the department's policies (assuming they exist), and they should know a policy exists and where that policy can be located when guidance is required. When a critical task policy is part of an employee's job responsibilities, the employee should receive appropriate training on the policy and should be required to pass a written test to objectively demonstrate proficiency in the task.

Westfall and Gallagher identified 12 critical tasks that are responsible for 90 percent of the litigation against police or public safety agencies that warrant formal direction from an agency:

1. Off-duty conduct
2. Use of force
3. Pursuit/emergency vehicle operator course (EVOG)
4. Search/seizure/arrest
5. Care, custody, control/restraint of prisoners
6. Domestic violence
7. Property/evidence
8. Sexual harassment/discrimination
9. Selection/hiring
10. Internal affairs
11. Special operations
12. Dealing with the mentally ill

Observations

The Department does not provide appropriate written direction to its staff in several critical areas. These areas include the critical areas above, just to name a few. The current *Security Department Officer's Manual* is severely outdated and fails to reflect annual reviews by key administrators to determine if the information provided is current.

For example, we found no evidence of the existence of a use of force policy to provide guidance about what levels of force, if any, are authorized. Officers told us of instances in which they had to apply force in order to control a person attempting to harm him or herself. Others stated that they would not use force in ANY situation. Because the Department does not have an appropriate use of force policy, officers are left to address situations without proper written guidance or training regarding which actions are authorized and which ones are not. Proper training can enable an officer to react properly and respond with the appropriate tactics to address the situation.¹

Recommendations

2. The College should consider pursuing accreditation through the Commission on Accreditation for Law Enforcement Agencies or the International Association of Campus Law Enforcement Administrators (IACLEA).
3. In the interim, the Department should revise, update, and/or develop written directives covering the 12 critical areas identified above.

Campus Concerns About Racial Profiling

Contemporary Standards

In June 1999, the Department of Justice brought civil rights, police, and other government leaders together at the “Strengthening Police-Community Relationships” conference to address the subject of racial profiling. The participants identified five main priority areas of integrity on which to focus in the coming years: 1) Racial profiling; 2) Police use of force; 3) Accountability; 4) Citizen complaint processes; and 5) Recruitment and hiring.² Public concerns about racial profiling have been at the forefront of public issues for many years and in the recent months have again emerged as a national focus given officer-involved shootings and use of force resulting in civilian deaths, stop and frisk controversies in several major metropolitan areas, and Department of Justice agreements with states and municipalities following the Justice Department’s finding that those jurisdictions engaged in a pattern of racial profiling or bias-based policing.³

The U.S. Department of Justice defines racial profiling as “any police-initiated action that relies upon the race, ethnicity, or national origin of an individual rather than the behavior of an individual or information that leads the police to a particular individual who has been identified as being,

¹ Cops Community Oriented Policing Services, <http://www.cops.usdoj.gov/default.asp?Item=1374>.

² Promoting Cooperative Strategies to Reduce Racial Profiling

³ We use the term racial profiling and bias-based policing interchangeably.

or having been engaged in criminal activity” (Ramirez, McDevitt, and Farrell, 2000).

The use of racial profiling as a police, public safety or security tactic is unacceptable in any form and erodes the trust that a community must have in the agency sworn to protect it.

Observations

As noted in the general observations section of this report, it was clear to us through many discussions with current campus community members and alumni that there is a widespread belief that the Safety and Security Department has a pattern of racial profiling. Many of the narratives we heard were compelling and devastating with respect to the impact of such a pattern on human dignity, respect, self-esteem, and a sense of community. Being the victim of racial profiling is degrading, dehumanizing, can cause psychological trauma, and creates mistrust between the community and the agency charged with protecting it.

Having said that, we were unable to definitely determine if this perception is true because the Department has not heretofore collected racial and ethnic data on citizen stops or other enforcement-oriented actions. Additionally, we found that the current records maintained by the Department (both computer-aided dispatch and incident reports) do not provide enough information (or simply do not exist) to allow the depth of analysis needed to identify a pattern of biased-based policing.

Two recent incidents highlight the tension and mistrust between the campus community and Safety and Security and are typical of the narratives we heard regarding the perception of a practice of biased-based policing. In one incident, Safety and Security officers responded to a “suspicious activity” call made by a Vassar College student. The subjects of the call were two African American Vassar women and one Asian American woman who all had a legal right to be where they were on the campus. When the Safety and Security officer responded to the location, the officer made an off-handed comment that the students had been “profiled” by another Vassar student. This exchange, while highly inappropriate, does not represent racial profiling by members of Safety and Security. To the contrary, the Department was responding to the call as the community would expect in any case in which they are alerted to a “suspicious” incident. However, this situation does highlight the issue of a lack of recognition on behalf of some Vassar College students of the diversity of the campus community.

In the second incident, a Vassar College student reported unruly minors in the College library. Safety and Security responded and identified several young African-American minors who had been running around the library. After attempting to identify the minors, who did not have formal identification since they were all below 16 years old (In most cases minors are not required to carry legal forms of identification), the officer detained the minors and

contacted the Poughkeepsie Police for assistance. In this situation, Safety and Security officers, in our opinion once again responded inappropriately to the situation. This was most likely due to a convergence of several issues, such as a lack of training, poor policy guidance, and ineffective supervision. Having said this, this incident does not appear to meet the definition of racial profiling since the officers were responding to a call for assistance from a campus community member.

In our professional opinion, Safety and Security could have responded much differently to both situations in much different ways. However, we are doubtful that the students in the first instance and the onlookers who saw the interaction between the minors and Safety and Security and Poughkeepsie Police in the second instance, would have assessed the situations any differently than they did, given the feelings of mistrust and the perception of racial bias on the campus.

The racial bias perceptions highlighted above are so palpable that the College must take meaningful and significant action to rebuild trust between campus community members and Safety and Security members, and must work to build the appropriate structures and accountability to ensure that racial profiling does not occur on the Vassar College campus.

Recommendations

4. The Department must develop a policy prohibiting biased policing.
5. The Department should review its current recruitment and hiring processes to ensure it is making earnest efforts to identify a diverse hiring pool and is selecting diverse candidates when possible.
6. The College should ensure that the Safety and Security Department receives ongoing and consistent diversity and inclusion training.
7. The College should require the Department to collect data on citizen race/ethnicity to analyze the nature of Safety and Security and citizen interactions; build accountability; and repair the relationship between the Department and the campus community. This initiative should be appropriately managed to avoid unintended consequences.
8. The Department must develop a process and related written directive for citizen complaints against officers.
9. The College should deploy and require the use of “body-worn cameras” for Safety and Security Department officers.

Operational Strategy

Contemporary Standards

Departments must be flexible in adopting strategies that simultaneously create and maintain a reasonably safe campus environment, meet the expectations of the campus community, and are in sync with an institution's senior leadership in order to meet the various safety and security needs of the nation's campuses. Campus public safety agencies must be capable of preparing for and responding to a wide range of known, probable, and reasonably foreseeable security risks. Fortunately, most college and university campuses are reasonably safe places and there is a limited range of routine security and crime problems that campus public safety agencies must address. The strategy that a campus public safety agency adopts should meet the full range of duties and responsibilities germane to creating and maintaining a safe campus environment. A comprehensive strategy should include the following community policing objectives: (1) High visibility patrol, especially in crime prone areas or those where there is a high-density population; (2) Problem solving and prevention; (3) Community engagement; (4) Partnerships; (5) Organizational development and change; and (6) analysis, measurement, and evaluation.⁴

Regardless of the strategy an agency adopts, there must be an acknowledgment and recognition at the core that the central outputs of campus public safety must include patrolling the campus, responding to calls for service, investigating crimes and other incidents, arresting/detaining suspected offenders, regulating traffic, responding to citizen requests for assistance, handling crowds and demonstrations, providing security services, and performing a variety of emergency medical and community caretaking functions.⁵ Obviously, public safety officers need the appropriate training and tools to carry out these diverse responsibilities.

Patrol will forever remain the central function of a campus police/public safety agency, whether they are in a city or county, on a campus, or in some other special environment such as a railroad, airport, seaport, etc. As such, the duties and responsibilities related to patrol should be clearly articulated and ingrained in the agency's DNA.

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The word "patrol" is used here in its broadest sense. It embraces much more than the act of patrolling. It is a generalized function in which officers may be engaged in a variety of activities ranging from the traditional response to requests for service, to alternate strategies for the delivery of public safety services. Patrol can occur in vehicles, on foot, or on alternative forms of

⁴Department of Justice Community Policy Committee, *Award Winning Community Policing Strategies; A Report for the International Association of Chief of Police*, Community Policing Committee, USDOJ, COPS OFFICE, 9

⁵Mark Moore with Anthony Braga THE "BOTTOM LINE" OF POLICING: *What Citizens Should Value (and Measure!)* in *Police Performance*, Police Executive Research Forum 2003.

transportation, such as bicycles or personal mobility devices, such as the T3 Electric Standup Vehicle or Segway. In the campus setting, patrol often includes building security checks and other non-police-related duties.

The patrol function must be highly flexible in a campus environment to meet community expectations. Colleges and universities often expand the boundaries of their police/public safety jurisdiction through relationships/agreements with local and state governments. This expansion is usually brought about to provide resources to the local communities to deal with student behavioral or housing safety issues. Patrol functions within expanded jurisdictions are generally coordinated with and supported by local law enforcement agencies.

Over the past several years, police and campus public safety departments have increasingly adopted additional strategies such as hot spot policing, disorder policing, information-led policing, and predictive policing, to address crime and the general fear of crime, especially in urban areas. Many of these newer strategies derive from the COMPSTAT model developed in New York and other major cities during the 1990s. Many of these are based on the systematic collection and analysis of crime, call for service data, and workload data to drive the allocation of resources.

Observations

Safety and Security has five patrol zones (posts) and uses a blend of motor vehicle, bicycle and foot patrols to conduct patrol activities. In our discussions with the associate director, sergeants and officers, we confirmed that the Department has not conducted an analysis to determine patrol initiatives or define patrol sectors. The buildings assigned to each sector define the patrol zone boundaries. We learned that the current patrol sectors were defined quite some time ago, and we were unable to determine the criteria the Department used to make that determination. The Department should develop criteria for establishing patrol sectors, put them in writing, and review them periodically to ensure they are properly defined.

The second step in the shift toward a comprehensive operational strategy is the adoption of proactive practices based on problem solving and prevention initiatives. There are volumes written about adopting community policing and problem solving and we do not intend to repeat that literature here. The most important dimension of this approach is ensuring that officers acknowledge their performance in this role, including building this responsibility into the performance management system. For example, if an officer is assigned to a specific patrol area and there are problems identified in that area, the officer would assume responsibility for addressing the problem until it is solved. This method of operating may represent a fundamental shift in the way officers are accustomed to performing and may take time to evolve. The change may impact training and evaluations.

In reviewing the College's *2014 Annual Security and Fire Safety Report*, it appears that Vassar College enjoys a safe and nurturing environment in which students, faculty, and administrative staff can live and learn in relative safety. The chief of police from the Town of Poughkeepsie Police Department described the area surrounding the college as a residential community that is relatively safe and free from violent crime. Local crime data reveals that the Town of Poughkeepsie's violent crime rate is significantly lower than both New York and national crime levels. However, property crime is higher than both the state and national levels.⁶

While the absence of crime may be comforting for the campus community, Safety and Security's leadership must be preemptive in developing proactive operational strategies that target the crime trends and other security issues affecting the campus. We were unable to discern the existence of any such initiative. The Department also lacks a strategic plan that defines the long-range priorities for the organization. In fact, when asked what the top three patrol priorities were for the Safety and Security Department, many of the officers provided different answers, while others didn't know of any priorities.

Research conducted by Dr. Jihong Zhao (University of Nebraska, Omaha) and Dr. Quint Thurman (Texas State University) examined the status of strategic planning in American law enforcement. The top three reasons reported for having a strategic plan included: a commitment to meeting community demands; an interest in reducing crime; and letting rank and file officers know what the administration and community expects of them. Agencies that clearly define their mission and deploy resources based on crime data and community input stand a far greater chance of achieving their organizational goals and objectives than agencies that do not.⁷

The next step, and one of the most important, is to ensure that the Department is guided by ongoing data analysis, community feedback, and rigorous measurements of outcomes arising from changes in the operational strategy. The Department must develop the capacity to measure crime, the fear of crime, and general disorder, along with less-used measurements such as contacts with campus community members, programming activities, problem-solving projects initiated and completed, and campus community satisfaction with Safety and Security services. As a mechanism to assist in developing such capacity, we suggest the Department form partnerships with appropriate areas of the College to identify the variables that should be measured. Establishing a safety and security advisory committee would serve this function and such a group would regularly advise the Safety and Security Department on campus climate issues, improve the existing lines of communication with those having a vested interest in campus safety and security, and help the department develop future security priorities.

Generally, the officers expressed a fear of doing their jobs because they are confused regarding what is expected of them. These inconsistencies are indicators that the College and Department leadership have failed to

⁶ <http://www.city-data.com/crime/crime-Poughkeepsie-New-York.html>

⁷ Zhao, Dr. Jihong "Solomon" and Thurman, Dr. Quint (2006), *Strategic Planning in Law Enforcement Agencies*; <http://www.cops.usdoj.gov/Publications/zhao.pdf>

clearly state expectations, or that supervisors have not consistently reinforced these expectations. In our professional opinion, the Department suffers from both a lack of clear guidance and ineffective supervision. Both the College community and the officers suffer the consequences as a result.

Stephen A. Morreale, D.P.A. (Worcester State College), indicates in his writings that line officers reported increased job satisfaction and exerted extra effort when their leaders demonstrated transformational leadership. According to the Center for Leadership Studies (CLS), transformational leaders set high standards of conduct and become role models, gaining trust, respect, and confidence from others. Such leaders articulate the future desired state and a plan to achieve it; question the status quo and continuously innovate, even at the peak of success; and energize people to achieve their full potential and performance⁸ We believe the Department can enhance the performance of Safety and Security officers by building a greater sense of trust among members and establishing clearly defined roles and responsibilities.

The absence of a clear operational strategy combined with an apparent lack of command guidance within the organization has led to line officers feeling unsupported and confused about their central purpose during daily patrol operations.

A theme that consistently arose during our visit is the concept of an “open campus.” The College, while generally considered opened, is closed to non-Vassar affiliated people beginning at 10 p.m., nightly. The open vs. closed status of the campus represents a specific example of the lack of clarity regarding expectations for Safety and Security. Officers are often forced to make judgment calls about whether someone “belongs” or “does not belong” on campus after closing. Given the open nature of the campus, it is nearly impossible to enforce any campus closure without negative consequences. To paraphrase one professor whom we interviewed, Vassar has never truly decided what it means to be an open campus.

Many of the officers spoke of their love for Vassar College and the pride they take in the services Safety and Security provides to the College community. Yet, while it is clear that the members of Safety and Security would like to deliver a more proactive security approach, we found diverse opinions among the officers as to what a proactive security approach in a campus setting means. We found even more diverse opinions from community members regarding this concept.

In our opinion, the College must provide a clear response to this question and provide clear guidance.

⁸ Stephen A. Morreale, *Preparing Leaders for Law Enforcement*; The Police Chief Magazine, (2014), http://www.policechiefmagazine.org/magazine/index.cfm?fuseaction=display_arch&article_id=1396&tissue_id=102004.

Recommendations

10. Vassar College should reach a consensus on what it means to be an “open campus,” and develop guidelines on what that means regarding campus community members and authorized guests traversing the campus when the campus is “closed.”
11. The College should work with internal and external partners to develop a strategic plan that aligns with the goals and objectives defined within the shared governance process of Vassar College. The strategic plan should be used to establish the operational direction of the Department.
12. Develop the criteria for establishing patrol sectors, put these criteria in writing, and review them periodically.
13. Develop benchmarks for success to determine the effectiveness of existing security operations.
14. Create a Safety and Security Advisory Committee comprised of a cross section of the campus. The committee should be charged with meeting periodically to address a wide range of campus security issues.
15. Conduct a survey of faculty, staff, and student perceptions, attitudes, and opinions on campus safety and security. The survey should evaluate general department performance, the overall perception of the competency of department employees, perceptions of officers’ attitudes and behaviors, community concerns over campus safety and security, and community recommendations and suggestions for improvement. This survey could be conducted annually, but should be conducted at least every three years.

Crime Prevention, Safety Awareness, and Community Engagement

Contemporary Standards

A department’s community engagement initiatives and crime prevention activities should be developed based on data that reflect community needs and input. Programs should be evaluated to determine how effectively they meet goals aimed at preventing crime and reducing the fear of crime. Proactive community involvement in a campus environment is a key element in a successful crime prevention program. Working with various community groups to establish formal relationships enables the agency to learn of issues and respond before the issues become a bigger problem.

Crime prevention opportunities could include speaking to various campus groups on crime prevention topics, distributing literature, staffing information booths, developing materials for the media, and maintaining a relationship with local law enforcement and neighborhood groups.

It is essential for campus public safety agencies to form meaningful relationships with the campus community so they are not viewed as an

occupying force that is merely in the community to enforce rules and laws. There are plenty of examples of promising practices for successful campus public safety-community interactions and even more for partnerships with traditionally underrepresented groups. Research shows this generation of students is more willing to be engaged than previous generations so the key is to enhance the department's readiness to engage with students and then increase the actual engagement in order to support a vibrant and intellectual educational environment.

Observations

Crime prevention programs and safety awareness efforts should be responsive to campus community needs, based upon data analysis, and tailored to the audience for which it is intended. In order for these programs to be effective, the College should develop a strategic, collaborative approach with all relevant departments working together to leverage their areas of expertise.

During our session with students, the resounding theme was that students, generally, don't have a good understanding of the Vassar College Safety and Security mission, specifically related to officer authority and philosophy. We also heard numerous comments that officers have limited opportunities to engage in positive interactions with students.

Recommendations

16. Consider creating a crime prevention officer position that can focus primarily on crime prevention programming and community engagement.
17. Ensure crime prevention programming is guided by data analysis and regular assessment of campus community safety concerns.
 - a. Optimize the current records management system to conduct a regular analysis of crime trends on campus;
 - b. Obtain regular crime data from local police; and,
 - c. Use the information streams above to guide community safety awareness efforts.
18. Develop template presentations that can be easily adapted for special topics and quickly learned and delivered by any officer with the requisite training and certification.
19. Establish collateral areas of responsibility assigned by either:
 - a. "Practice areas," in which, for example, different officers would be subject matter experts in areas such as technology, the Rape Aggression Defense (RAD) system of self-defense, substance abuse prevention, sexual assault, intimate partner violence, stalking prevention, mental health, etc.,

- b. By instituting community assignments with officers assigned to liaison with constituent groups such as African-American and Latino students, the LGBTQIA community, international students, etc.

Campus Culture and Climate

Observations

We noted palpable tension during our time on campus around the College's readiness to welcome diversity and provide appropriate support for members from traditionally underserved groups. These climate issues are germane to the scope of this assessment given that the perceptions of racial profiling and disparate treatment by many in the community of color appears to be the tip of the iceberg of a larger sense of dissatisfaction with the way students of "difference" are treated by the College.

We believe the College should undertake a formal effort to familiarize students and all employees with the College's core values of acceptance, respect, and civility. We further suggest that the College's leadership take the lead and commit to diversity and inclusion training to demonstrate to all members of the community the importance of a broad understanding of issues of diversity.

Recommendations

20. The College should invest in an initial orientation and ongoing training programs for the Safety and Security Department to build stronger awareness, knowledge, skills, and sensitivities around issues of race, diversity, and inclusion.
21. The College should consider developing College-wide education and programming that supports the goals of diversity and inclusion. New and continuing students should be immediately oriented to the College's core values regarding open-mindedness, respect, and civility.

Career Development & Training

Contemporary Standards

Training is often cited as one of the most important responsibilities in any law enforcement/public safety agency. Well-trained officers are generally prepared to act decisively and correctly in any situation. Well-trained officers tend to be more productive and efficient in completing tasks. Training fosters cooperation and unity of purpose within the agency and the community.

Career development is a structured process used by an agency to provide opportunities for professional and personal growth. It also improves the overall level of job satisfaction. Training for campus public safety officers is essential in a higher education environment in which officers should understand the unique and complex needs of higher education including student development, faculty culture, and other related policies.

Observations

Career development and in-service training is virtually non-existent in the Safety and Security Department. In-service training amounts to an annual one-day, eight-hour program covering various topics, most of which are basic and required by the *New York Security Guard Act of 1992*. The lack of a substantive training program leads to situations in which officers don't know how to respond, responses are inconsistent across incidents, and officers are resigned to "make up" response choices based on their personal inclinations versus an institutional agreed-upon response regime.

The Safety and Security Department has no formal field training program for newly hired officers. New officer training consists of ensuring the trainee is familiar with the duties defined on a master task list. We also found no evidence that training of new security officers addresses the Department's operational strategy, philosophy, vision, mission, and goals. The existing program provides little opportunity for these officers to become acquainted with key College departments and stakeholders.

Likewise, we learned that sergeants do not receive basic or ongoing first-line supervisor training. Given the critical nature of a first-line supervisor's responsibilities, these individuals must receive up-to-date, appropriate, and ongoing training.⁹ Based on our interactions with the sergeants and comments from the security officers, we question if the supervisors have been properly prepared for their leadership roles.

Recommendations

22. Establish a formal field training program for new officers. We encourage the Department to rotate officers in the program through various campus stakeholders (e.g., the residential center, judicial affairs, diversity & inclusion, etc.). We recommend the model developed by the U.S. Department of Justice's Office of Community Oriented Policing that focuses on adult learning theory and problem-based learning models.
23. Expand opportunities for in-service training beyond the current offering.
24. Form a training committee to identify training needs by conducting a training needs assessment. The committee should include members from the wider College community.
25. Provide all supervisors with first-line supervisor training and coaching.

⁹ Nathan F. Iannone, author of *Supervision of Police Personnel* (currently in its seventh edition), observes, "The first-line supervisor occupies a key position in any organization because of his intimate influence upon the conduct and performance of those who do the work."

Secondary Focus Areas

Workforce Planning

Recruitment/Selection/Staffing

Contemporary Standards

Campus police and public safety departments should identify and employ the best candidates available. The benefits of effective recruitment and selection policies and procedures are manifested in lower personnel turnover, fewer disciplinary issues, higher morale, and effective and efficient service to the community. The selection and hiring area is also one of the 12 liability issues identified in the Westfall and Gallagher study. The process should ensure measures are in place to recruit candidates who are representative of the diverse community a department serves. Having said this, we often struggle to identify which communities are served by university and college public safety agencies. Demographics often differ significantly between institutions in highly urban versus rural environments.

Recruitment is especially important as departments expand officers' scope of work as a result of the shift to community policing. Community policing increases the number of functions officers undertake, including working with campus community members and neighbors to develop community policing strategies, and engaging in systematic problem solving with campus community members.¹⁰ These functions are in addition to the more traditional police roles of maintaining law and order, preventing crime, and enforcing traffic regulations. This expanded scope of work directly impacts the type of recruits departments will need to attract. Police scholar Ellen Scrivner notes: "Police candidates of the 1970s and 1980s were identified as 'responsibility absorbers' with prior military experience, who were educated through their departments to follow a 'reactive' style of policing." Today, however, in all types of police agencies, but especially in campus policing, institutions require officers who have highly developed strategic thinking and problem-solving skills, interpersonal communication skills and an ability and desire to collaborate with the community. Officers on a university campus also face an additional challenge of dealing with the generational divide and effectively communicating with "millennial" students."¹¹ Finally, with respect to all dimensions of diversity, it is important for a department to recruit and retain members who are representative of the community.

Officers today must be able to work closely with different people, including being able to communicate, collaborate, and interact with a diverse set of campus community members; have strong analytical, problem-solving, critical, and strategic thinking, and technology skills; and be culturally competent. Scrivner also notes the need for officers to focus on service, values, multiple dimensions of performance (not just arrests), and outcomes. This means that recruitment efforts have to be both robust and selective to identify qualified candidates.¹²

¹⁰ Jeremy M. Wilson, Erin Dalton, Charles Scheer, and Clifford A. Grammich. *Police Recruitment and Retention for the New Millennium - The State of Knowledge*, (The Rand Corporation, Santa Monica, CA, 2010), pg. 20.

¹¹ Ibid, Pg. 17

¹² Ibid, Pg. 17

Observations

The Department's recruitment, selection, and promotional processes reflect policies and procedures that have been in place for some years. The changes in policing in today's campus environment clearly bring some of the current procedures into question. The situation is further compounded by additional factors such as security officers transitioning to a bargaining unit and an increase in vacancies due to recent retirements.

While we heard from some Safety and Security officers that the selection and promotions within the Department were a product of the "good old boy network," our review could not validate this perception. It appears that the process includes a posting of vacancies by the Office of Human Resources. Safety and Security then forms a search committee and reaches a hiring decision.

Because officers are transitioning to a collective bargaining agreement, we are unable to determine if the negotiations will have an impact on the selection process or promotion process.

There were a total of five new hires in 2014 as a result of retirements and buyouts. The requirements to fill these positions are basic: Candidates must have a driver's license; guard certification; two years of experience in security; an associate degree or higher is considered desirable and the candidate must be able to complete a background check. Recent selection processes do indicate efforts to recruit a diverse workforce. Of the five new hires, two were from traditionally underrepresented groups.

Additional information regarding the staffing analysis conducted using the MHA Bi-Directional Staffing Formula is included in a separate document.

Recommendations

26. Conduct a comprehensive job analysis and revise job descriptions to ensure they reflect the knowledge, skills, and abilities needed for a community policing model. Position descriptions should highlight skills such as the ability to de-escalate violent situations, communicate with diverse groups of people, mediate disputes, and collaborate with other campus departments, as well as government and social service agencies to solve problems.
27. Develop a model officer profile and share it with the individuals involved in the selection process.
28. Work with Human Resources to develop a selection process based on behavioral interviewing and which that includes some form of assessment center methodology.
29. Strongly consider involving campus community members in various stages of the selection process, especially students, and representatives from offices who work most closely with Safety and Security such as

various student affairs functions.

30. Involve Human Resources in training for selection team members to ensure interviews and assessments are conducted efficiently and within legal parameters.
31. Ensure all selection and promotional processes include a final interview with the executive (or designee). The purpose of this final step is to ensure the campus safety enforcement executive has the final say in personnel selection and promotion.
32. Develop a recruitment program and focus on the following venues:
 - a. Career fairs;
 - b. Community organizations;
 - c. Local colleges, including community colleges;
 - d. Local and regional non-profit organizations;
 - e. Military installations.

Communications Center and Dispatch Operations

Contemporary Standards

The basic function of the communications system is to satisfy the immediate information needs of the campus and the security agency during normal daily activities and emergencies. Emergencies naturally place the greatest demands upon the communications system and test the capability of the system to fulfill its functions.

A communications system conveys information from the public to the campus security agency through communications personnel, to the officer who responds to the call for assistance, to other public service agencies, and to information storage facilities and retrieval subsystems. The speed and accuracy of information flowing through each system measures the agency's capability of responding to community needs. The general standards for operating a communications center flow from the Commission on the Accreditation of Law Enforcement Agencies and the Association of Public-Safety Communications Officials – International (APCO International), the world's largest organization of public safety communications practitioners.

Two-way radio communication is the primary way in which officers receive information, request assistance, receive orders, and respond to service calls. Recent technology enables two-way radios in vehicles and carried by officers to serve as real-time GPS (global positioning systems) devices and emergency transponders. Communications also encompasses the use of other technology such as phone lines, cellular phones, TTY devices, two-way text communications, computers (or mobile data terminals), and other personal data devices. All of these communications tools can be linked to a central

communications center providing seamless, cross-platform communications for routine and emergency use.

We realize that it is virtually impossible to design a communications system that meets every agency's requirements, as each system must be sufficiently flexible in order to fulfill the needs of the individual agency. However, performance measures and standards are necessary to assess how effectively a department utilizes available information technology to fulfill its missions.

Observations

The Safety and Security Department does not utilize full-time dedicated communications (dispatch) personnel, but instead relies on designated officers who are "trained" to work in the Campus Response Center (CRC). Personnel in the CRC monitor several security systems and respond to routine and emergency calls for services. Generally, one communications officer is on duty for each shift.

We determined that while the designated officers do receive some training on the systems in the Center, they are not trained to an appropriate level based on APCO International standards. There is no formal communications training officer program. The Department does subscribe to an online, scenario-based training program offered by Police Legal Services, Inc. Officers assigned to the CRC must complete the program monthly and receive a passing score of 80 percent.

The Department uses a FileMaker Pro software system named "Police-Pro" as its records management system. While Police-Pro also has a dispatch component, this component is not a computer-aided dispatch (CAD) system and the Department does not use another suitable CAD system. Neither incoming nor outgoing radio and telephone calls are recorded.

We also learned that the Department has no radio interoperability with Poughkeepsie Police, nor do officers monitor any police frequencies. This lack of interoperability with the local police is problematic as Department members are unable to communicate with the Poughkeepsie Police during emergency situations.

Some CRC policies and procedures do exist; however, we could not determine when they were last reviewed, nor could we confirm that the Department has a process to periodically review policies and procedures, or to obtain legal review for high liability policies.

Recommendations

33. Conduct an in-depth assessment of the dispatch component of Police-Pro to ensure it meets the functions and needs of a CAD system. Consider replacing Police-Pro with a computer-aided dispatch system.
34. Assess the current dispatch console and consider upgrading it to current technology.

35. Explore adding the town police radio frequency to the Safety and Security console to provide radio interoperability in emergencies. As an alternative, install a scanner to allow for monitoring the town police frequency.
36. Consider hiring additional personnel to serve as full-time dispatchers for Safety and Security. (This issue is further explored in the BDSF).
37. Implement improved security procedures for the Campus Response Center to include limiting access to only authorized personnel.
38. Establish a formal training program for newly appointed CRC personnel consisting of written training objectives, benchmarks, timelines, performance expectations, etc. Ensure the training program meets state and/or national standards for dispatchers.

SECTION IV – MASTER LIST OF RECOMMENDATIONS

1. The College should continue the search process in earnest and take steps to ensure that the search committee reflects the diversity of the Vassar College community.
2. The College should consider pursuing accreditation through the Commission on Accreditation for Law Enforcement Agencies (CALEA) or the International Association of Campus Law Enforcement Agencies (IACLEA).
3. In the interim, the Department should revise, update, and/or develop written directives covering the 12 critical areas identified above.
4. The Department must develop a policy prohibiting biased policing.
5. The Department should review its current recruitment and hiring processes to ensure it is making earnest efforts to identify a diverse hiring pool and is selecting diverse candidates when possible.
6. The College should ensure that the Safety and Security Department receives ongoing and consistent diversity and inclusion training.
7. The College should require the Department to collect data on citizen race/ethnicity to analyze the nature of Safety and Security and citizen interactions; build accountability; and repair the relationship between the Department and the campus community. This initiative should be appropriately managed to avoid unintended consequences.
8. The Department must develop a process and related written directive for citizen complaints against officers.
9. The College should deploy and require the use of “body-worn cameras” for Safety and Security Department officers.
10. Vassar College should reach a consensus on what it means to be an “open campus,” and develop guidelines on what that means regarding campus community members and authorized guests traversing the campus when the campus is “closed.”
11. The College should work with internal and external partners to develop a strategic plan that aligns with the goals and objectives defined within the shared governance process of Vassar College. The strategic plan should be used to establish the operational direction of the Department.
12. Develop the criteria for establishing patrol sectors, put these criteria in writing, and review them periodically.
13. Develop benchmarks for success to determine the effectiveness of existing security operations.

14. Create a Safety and Security Advisory Committee comprised of a cross section of the campus. The committee should be charged with meeting periodically to address a wide range of campus security issues.
15. Conduct a survey of faculty, staff, and student perceptions, attitudes, and opinions on campus safety and security. The survey should evaluate general department performance, the overall perception of the competency of department employees, perceptions of officers' attitudes and behaviors, community concerns over campus safety and security, and community recommendations and suggestions for improvement. This survey could be conducted annually, but should be conducted at least every three years.
16. Consider creating a crime prevention officer position that can focus primarily on crime prevention programming and community engagement.
17. Ensure crime prevention programming is guided by data analysis and regular assessment of campus community safety concerns.
 - a. Optimize the current records management system to conduct a regular analysis of crime trends on campus;
 - b. Obtain regular crime data from local police; and,
 - c. Use the information streams above to guide community safety awareness efforts.
18. Develop template presentations that can be easily adapted for special topics and quickly learned and delivered by any officer with the requisite training and certification.
19. Establish collateral areas of responsibility assigned by either:
 - a. "Practice areas," in which, for example, different officers would be subject matter experts in areas such as technology, the Rape Aggression Defense (RAD) system of self-defense, substance abuse prevention, sexual assault, intimate partner violence, stalking prevention, mental health, etc.,
 - b. By instituting community assignments with officers assigned to liaison with constituent groups such as African-American and Latino students, the GLBTQ community, international students, etc.
20. The College should invest in an initial orientation and ongoing training programs for the Safety and Security Department to build stronger awareness, knowledge, skills, and sensitivities around issues of race, diversity, and inclusion.

21. The College should consider developing College-wide education and programming that supports the goals of diversity and inclusion. New and continuing students should be immediately oriented to the College's core values regarding open-mindedness, respect, and civility.
22. Establish a formal field training program for new officers. We encourage the Department to rotate officers in the program through various campus stakeholders (e.g., the residential center, judicial affairs, diversity & inclusion, etc.). We recommend the model developed by the U.S. Department of Justice's Office of Community Oriented Policing that focuses on adult learning theory and problem-based learning models.
23. Expand opportunities for in-service training beyond the current offering.
24. Form a training committee to identify training needs by conducting a training needs assessment. The committee should include members from the wider College community.
25. Provide all supervisors with first-line supervisor training and coaching.
26. Conduct a comprehensive job analysis and revise job descriptions to ensure they reflect the knowledge, skills, and abilities needed for a community policing model. Position descriptions should highlight skills such as the ability to de-escalate violent situations, communicate with diverse groups of people, mediate disputes, and collaborate with other campus departments, as well as government and social service agencies to solve problems.
27. Develop a model officer profile and share it with the individuals involved in the selection process.
28. Work with Human Resources to develop a selection process based on behavioral interviewing and which that includes some form of assessment center methodology.
29. Strongly consider involving campus community members in various stages of the selection process, especially students, and representatives from offices who work most closely with Safety and Security such as residential life and judicial affairs.
30. Involve Human Resources in training for selection team members to ensure interviews and assessments are conducted efficiently and within legal parameters.
31. Ensure all selection and promotional processes include a final interview with the executive (or designee). The purpose of this final step is to ensure the campus safety enforcement executive has the final say in personnel selection and promotion.

32. Develop a recruitment program and focus on the following venues:
 - a. Career fairs;
 - b. Community organizations;
 - c. Local colleges, including community colleges;
 - d. Local and regional non-profit organizations;
 - e. Military installations.
33. Conduct an in-depth assessment of the dispatch component of Police-Pro to ensure it meets the functions and needs of a CAD system. Consider replacing Police-Pro with a computer-aided dispatch system.
34. Assess the current dispatch console and consider upgrading it to current technology.
35. Explore adding the town police radio frequency to the Safety and Security console to provide radio interoperability in emergencies. As an alternative, install a scanner to allow for monitoring the town police frequency.
36. Consider hiring additional personnel to serve as full-time dispatchers for Safety and Security. (This issue is further explored in the BDSF).
37. Implement improved security procedures for the Campus Response Center to include limiting access to only authorized personnel.
38. Establish a formal training program for newly appointed CRC personnel consisting of written training objectives, benchmarks, timelines, performance expectations, etc. Ensure the training program meets state and/or national standards for dispatchers.

SECTION V – FIRM DESCRIPTION AND QUALIFICATIONS

Margolis Healy is a professional services firm specializing in campus safety, security, and regulatory compliance for higher education and K-12. We provide our clients with a variety of specialized services that include, but are not limited to, campus safety and security assessments, Title IX and Clery Act assessments; emergency management risk and hazard assessments; emergency preparedness and crisis response systems and exercises; implementation of lethal and less-than-lethal force options; litigation consultation; and special investigations/independent reviews. Our team of professionals brings a diverse set of skills and expertise to client institutions ranging from large public universities to private institutions, community colleges and K-12 private and public school districts.

Dr. Gary J. Margolis and Mr. Steven J. Healy founded Margolis Healy in January 2008 when they merged their practices, Margolis & Associates, LLC and Strategic Security Consulting, LLC, into Margolis Healy & Associates, LLC. With more than fifteen years each of providing consulting services to clients in the education, public and private sectors, their combined experience quickly earned Margolis Healy recognition as one of the leading professional services firms for safety and security needs in North America. In August 2013, U.S. Department of Justice, Bureau of Justice Assistance awarded Margolis Healy the responsibility of developing and operating The National Center for Campus Public Safety, established by Congress in early 2013.

The Margolis Healy team has personally managed or been intimately involved with numerous high profile higher education cases. These cases include Clery Act and Title IX compliance issues at institutions such as Penn State, Swarthmore and Emerson, or critical incidents on college campuses ranging from violent crimes at universities such as Virginia Tech to natural disasters (including the 9/11 tragedy and its impact on the schools in NYC). We have first-hand experience in strategic security planning, crisis response and recovery planning and campus public safety management at institutions of higher education. Dr. Margolis was contracted to review the Federal Emergency Management Department's Incident Action Guides to assure their relevancy to the higher education environment. Shortly after the tragic mass-shooting incident at Virginia Tech in 2007, the U.S. Department of Education Office of Safe and Drug-Free Schools asked Mr. Healy to participate in the development of the first ever emergency management guide for higher education. That document, *Action Guide for Emergency Management at Institutions of Higher Education*, is considered an essential playbook for campuses developing or refining their emergency management programs. In addition, Mr. Healy and Dr. Margolis are the lead authors of the International Association of Campus Law Enforcement Administrator's *Blueprint for Safer Campuses: An Overview of the Virginia Tech Tragedy and Implications for Campus Safety*. This document,

unveiled at a press conference sponsored by the Woodrow Wilson School of Public and International Affairs at Princeton University, is a roadmap for campus safety and security. Margolis Healy also manages competitive grants from the U.S. Department of Justice (Community Oriented Policing Services Office and Bureau of Justice Assistance) on topics ranging from behavioral threat assessment to crime prevention and study abroad safety.

Mr. Healy and Dr. Margolis have worked tirelessly to assemble the best and brightest in the campus safety and security, and regulatory compliance fields in order to provide Margolis Healy clients with outstanding service. The high-level of professionalism and breadth of experience each member of the Margolis Healy team has is second to none and allows us to provide each of our clients, no matter how difficult or challenging their case may be, with personalized attention and, most importantly, high-quality work.

The MHA Methodology

Margolis Healy & Associates serves our clients through the development of a Risk Tolerance Profile that assists the institution with identifying the range of realistic threats and vulnerabilities it faces, and then implementing a decision making process to determine which require prevention, mitigation and/or response plans. Without such a process, universities and colleges face the daunting task of giving equal attention to all perceived and real threats. Our process recognizes the range between high impact/low probability and low impact/high probability events. The active shooter tragedy (high impact/low probability) and the iPod theft from the library (low impact/high probability) each require different strategies. Impact is defined through the institution and the individual.

MHA has developed a unique, proprietary methodology for evaluating safety and security needs at institutions of higher education based on years of educational campus safety and security experience, research, reflection and evaluation. We assess safety and security at educational institutions through our proprietary 3 Circles of Prevention System.[™] We have extensive proprietary checklists that support our methodology.

The First Circle asks to what extent relationships and services exist for early interception and intervention for problems and issues germane to faculty, staff and students. Such services may include drug and alcohol education and counseling, behavioral threat assessment teams, grievance policies, workplace violence policies and prevention systems, sexual assault, stalking and domestic violence victim advocacy; mediation services and grievance policies and procedures for faculty and staff; and other similar policies and services that address problems before they become a crisis.

The Second Circle explores the extent to which institutions of higher education have employed physical obstacles, delaying tactics and security technology to control, secure or regulate access to the physical plant. This



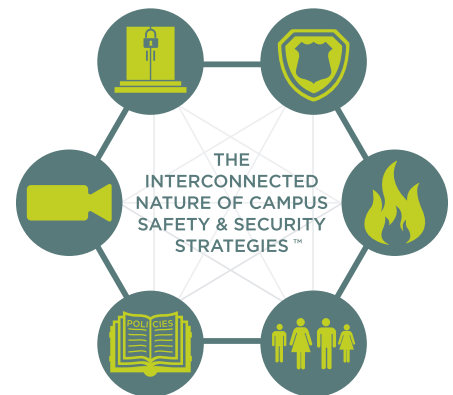
may include systems that direct vehicular traffic; security cameras; networked or standalone door locking systems and hardware; campus lighting (interior and exterior); E911 capacity and PBX phone systems; mass notification systems (high and low technology); fire and life safety systems; visitor management policies and practices; inclusion of crime prevention through environmental design considerations; and access control and other security technology tools.

The Third Circle explores measures that enable the institution to respond to events and security and safety related needs in an organized, timely, and efficient manner. This may include a public safety function with organized involvement of students, faculty and staff in the security of the campus; memoranda of understanding with area police, fire and emergency medical services; emergency response and recovery systems, policies and procedures that have been trained to; and adoption and implementation of the National Incident Management System (NIMS) and the Incident Command System (ICS). Combined, this third circle of prevention builds capacity for the human response to safety and security requirements.

Taken together, the various strategies depict the interconnected nature of campus safety and security. Changes or decisions made to one area impact the others. The deployment of security technology (cameras, door prop alarms, controlled access points) may or may not have an effect on the number of public safety officers, which may or may not impact other security needs. MHA works with our clients to develop a reasonable campus safety and security program based on their current state and the desired future state.

The measures taken to address safety and security are as much data and metrics driven as they are based on perception. We believe that our expertise, knowledge and experiences uniquely qualify us to assist our client institutions with recommendations tuned to their culture and needs.

Margolis Healy & Associates, LLC is a minority and veteran-owned small business. For a complete listing of available services, please visit www.margolishealy.com.





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