

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

2016-2017

SUBMITTED TO:

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1. Introduction

The Committee on Inclusion + Equity (CIE) is a presidential committee that makes recommendations for institutional change to the President, Dean of the Faculty, and Dean of the College to ensure that all members of the campus community are valued and empowered to thrive, with specific emphasis on the genuine participation of people from historically underrepresented and marginalized groups. In practice, the work of CIE goes beyond this advisory role. We monitor and evaluate campus climate, propose timely remedies to specific issues, and advocate for broad policy changes and implementation of recommendations related to diversity and inclusion. We often serve as a support system for Vassar students and other members of the College who are from underrepresented and marginalized populations. We work independently and in collaboration with campus offices and departments to implement programming, enact change, and develop policy that shapes the experiences of students and other community members. We also provide the means 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 2016-2017 academic year. This work has been primarily organized based on eight subcommittees:

- Capacity Building for Campus Equity
- Diversity Statement / Mission Statement
- Diversity Webportal
- DREAMers/DACA Students
- Faculty Recruitment and Retention
- Gender in Infrastructure and Curriculum
- Non-Native English Speakers
- Racial Justice (RISE)

Work has also continued for past CIE subcommittees, which were reconstituted as liaison roles between CIE and relevant programs, offices, and initiatives. These liaison roles include:

- Dis/ability Consciousness Liaisons
- Institutional Research Liaisons
- Social Justice Requirement Liaison
- Transitions Program Advisory Board Liaisons

This report details the results of this work and the associated recommendations. Additionally, the report begins with a list of the high-priority recommendations, and a discussion of the structure of CIE in 2016-2017 and beyond.

2. Primary Recommendations

The full set of CIE's recommendations can be found in Appendix D 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.

Structure of the Committee

- We recommend that the **President** and the **Committee on Priorities and Planning** revisit the commitment to a senior officer position made in 2014 and evaluate the College's allocation of resources accordingly.

Capacity Building for Campus Equity

- We recommend that the **President** and the **Dean of the College** carefully examine the allocation of resources to diversity efforts and the structure of the offices charged with diversity and inclusion work, the staffing levels of these offices, and the responsibilities of the individuals within these offices so that capacity building work is not an add-on responsibility for people whose job descriptions are already over-full.

Diversity Statement / Mission Statement

- We recommend that the **President** and **Vice President for Communications** ensure that the new Mission Statement is integrated into all College media, broadly disseminated, and integrated into College operations at all levels.

Diversity Webportal

- We recommend that the **President** shift the diversity webportal work to the Engaged Pluralism Capacity Building working group, which would have the monetary and human resources to bring this work to the next level.

DREAMers/DACA Students

- We recommend that the **Dean of the College** work with the DREAMers Support Team to identify resources for supporting training related to undocumented students.

Faculty Recruitment and Retention

- We recommend that the **Dean of Faculty** review, edit, and approve the draft Faculty Hiring and Recruitment Manual.

Gender in Infrastructure and Curriculum

- We recommend that the **President** work with the **Dean of Strategic Planning and Academic Resources (DoSPAR)** and **Vice President of Finance and Administration** to raise the priority of the Gender Neutral Bathrooms initiative.

Non-Native English Speakers

- We recommend the **Dean of the College** explore the possibility of creating an international resource center.

Racial Justice (RISE)

- We recommend that the **Dean of the College** work with the RISE Center for Racial Justice to find internal or external funding for the Center to continue.

Dis/ability Consciousness Liaisons

- We recommend that the **Dean of the College** immediately reestablish an ad hoc Committee on Disability Issues in partnership with MaryJo Cavanaugh, Director of the Office of Accessibility and Educational Opportunity.

Institutional Research Liaisons

- We recommend that the **President** ensure that the Engaged Pluralism Initiative OIR staff member be hired as soon as possible and that they be appointed as a member of CIE.

Social Justice Requirement Liaison

- We recommend that the **Dean of the Faculty** form a 2017-2018 subcommittee of the Committee on Curricular Policies (CCP) to work with the Social Justice in Question faculty (lead: Jonathon Kahn) as they develop the social justice course pilot.

Transitions Program Advisory Board Liaisons

- We recommend that **the Vice President for Communications** hire, at minimum, a 0.5 FTE web producer in the web development division to assist with the Transitions website and other diversity web work.

3. Structure of the Committee

3.1. *Campus Diversity Structures Committee Report*

On December 10, 2014, President Hill and Board of Trustees Chair Bill Plapinger responded to campus climate crises by issuing a public statement: “We are committed to adding a senior-officer-level position for institutional diversity and inclusion.” In Spring 2016, President Hill convened the Campus Diversity Structures (CDS) committee to review and evaluate Vassar’s diversity, equity, and inclusion initiatives and structures. The committee included several CIE members. The committee was asked to examine and consider the College’s existing structures, policies, and practices for achieving equity and inclusion, and provide 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 envisioned what would be possible at Vassar with a senior-officer-level position focused on diversity (Chief Diversity Officer – CDO) – based on the 2014 public statement – or how the resources that would have been used to hire and institutionalize a CDO could alternatively be used.

The full CDS report can be found on the [Strengthening Vassar site](#). The committee ultimately did not recommend hiring a CDO, and instead recommended the use of comparable resources for a three pronged approach:

1. replacing the current Committee on Inclusion and Excellence (CIE) with a new dual, collaborative structure composed of two groups, the Committee on Inclusion + Equity 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.

Expanding on the first CDS recommendation, the Committee was envisioned to bring together leaders from administrative offices concerned with diversity issues and elected and appointed faculty members and students. The Committee would monitor and evaluate campus climate, proposing timely remedies to specific issues, advocating broad policy changes, and ensuring implementation of diversity and inclusion related recommendations. CDS recommended that the Committee should be included among the Faculty Governance Committees. This would position it as an integrated part of the College’s policy and decision making process rather than an ad hoc or extra. The Committee was recommended to 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.

The Council was envisioned to ensure and enable coordination of diversity and inclusion efforts across different areas of the College. The Council would 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 would focus on guiding the direction of campus diversity work while the Council would focus on linking that work to the rest of campus. The Council would 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.

CDS “envision[ed] 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 were 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.”

In 2016-2017, based on the first CDS recommendation, CIE underwent a name change from the Committee on Inclusion and Excellence to the Committee on Inclusion + Equity. This name change reflects the group's focus on issues of justice and equity. It also leaves behind notions that members of underrepresented and underserved groups require additional support to be as "excellent" as members of majority groups. Additionally, the membership of the committee was changed to include more leaders from the areas of campus engaged in diversity and inclusion work. See Appendices A and B of this report for the CIE membership. The Interim President also created the President's Council on Diversity + Inclusion, based on the CDS recommendation. See Appendix C for Council membership.

In practice, the realization of this new dual, collaborative structure has been imperfect. Specifically, CIE was not converted into a Governance committee. Also, CIE was not provided the operating budget of \$10,000, as recommended by CDS.

The Council also did not operate as intended by the CDS recommendation. They recommended "that the 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." The Committee and the Council did not have the opportunity to meet during 2016-2017. In practice, the Council focused this year on the Mellon Grant proposal, the Dialogue and Engagement Across Differences proposals, and the Bias Incident Report Team (BIRT) communication processes. Although these three initiatives were important pieces of work, this left no time for the Council work envisioned in the CDS report.

The second CDS recommendation, the creation of a Center for Decolonial Research and Practice, was not adopted.

The third CDS recommendation was not implemented in the manner described in the CDS report. However, the CIE subcommittee on Faculty Recruitment and Retention has made significant strides in this area, as detailed later in this report.

Although CDS did not ultimately recommend that a CDO be hired, the suite of recommendations was meant to be as deep and far-reaching. However, the functional change resulting from this report has been relatively small. Most importantly, it must be noted that no significant monetary resources have been dedicated by the College to the reconstruction of the campus diversity structures. Therefore, the spirit of the 2014 public statement has not been realized.

In this context, the members of CIE are in general consensus that the structure implemented in 2016-2017 has not been successful. The committee recommends that the President and the Committee on Priorities and Planning revisit the commitment to a senior officer position made in 2014 and evaluate the College's allocation of resources accordingly. Many CIE members also think that the decision to not hire a senior-officer-level position for institutional diversity and inclusion be reconsidered in light of how the CDS recommendations were / were not implemented. We recommended that the President's Council on Diversity + Inclusion dedicate a significant amount of time to discussing this issue in Fall 2017.

The CDS report also stated "that serious reform of the administrative offices dealing with diversity and inclusion will be required to adequately address campus climate concerns [and recommended] that the College's senior officers evaluate these administrative offices and reform as necessary and possible." This work did not happen during 2016-2017. With a new President joining the institution this summer, it is an excellent time to reevaluate. It is unfortunate that CIE did not have an opportunity to meet with Incoming President Bradley in Spring 2017. The President's Council also did not have a chance to meet with the Incoming President. We are

hopeful that the communication with these diversity and inclusion bodies is deep and fruitful upon President Bradley's arrival to campus.

3.2. *Engaged Pluralism: Belonging and Thriving at Vassar College*

During the fall term, the President's Office and the Grants Office discussed plans during a President's Council on Diversity and Inclusion meeting to apply for a Mellon Foundation award to strengthen diversity efforts on campus. The members of CIE discussed how CIE might be involved in the articulation of these efforts and how CIE members might contribute to this request for funding support for the wide array of diversity and inclusion efforts underway across campus. The emphasis on inclusion efforts in the grant application made clear that there was an opportunity for on-going CIE work and past recommendations to be included in the request for funds from the Mellon Foundation. CIE was delighted that the College was successful in the final Mellon Foundation grant application – Engaged Pluralism: Belonging and Thriving at Vassar College.

There is significant overlap between past and current CIE work and the Engaged Pluralism Initiative (EPI). The current EPI structure includes CIE representatives on some its seven working groups. However, there is no official CIE representation on the EPI steering committee, which is made up of ten faculty and administrators. Several members of CIE are concerned that there isn't a clear line of communication and collaboration with EPI, although our purviews overlap almost completely. To help ensure consistent and synergistic diversity and inclusion work across campus, we recommend that the President assess the connection between CIE and EPI to address the communication and collaboration concerns.

3.3. *Structure of the Committee Recommendations*

- We recommend that the President and the Committee on Priorities and Planning revisit the commitment to a senior officer position made in 2014 and evaluate the College's allocation of resources accordingly.
- We recommended that the President's Council on Diversity + Inclusion dedicate a significant amount of time to discussing the 2014 public statement and the senior-officer-level position for institutional diversity and inclusion in Fall 2017.
- We recommend that the President assess the connection between CIE and EPI to address the communication and collaboration concerns.

4. Subcommittee Reports

The bulk of the work of CIE is completed by subcommittees, which were 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.

4.1. Capacity Building for Campus Equity Subcommittee

Co-Coordinator: Samuel Speers and Jose Perillan

Subcommittee Members: Joseph Glick, Ed Pittman, Eréndira Rueda (Fall 2016), Arlene Sabo, Wendy Maragh Taylor, and Lisa Tessler

The Capacity Building for Campus Equity (CBCE) subcommittee is a reconceptualization of the group that was created last year by senior administration (the “Proactive Response Group”) to address issues related to Israeli-Palestinian conflicts. One of the first tasks taken up by the new subcommittee was to rename the group and reframe the kind of work that would be done by the group. Rather than focus on specific tensions arising on campus regarding a single issue, the group felt strongly that its work should be broader, which would enable it to address the intersectional nature of many of the issues that are entangled in the tensions that the group was asked to address last year. Subcommittee members also felt that the framing of the group as “proactive” and “responsive” was limiting given the reactionary nature of the framing and purpose of the group.

Given the concerns articulated around the original focus on a single issue and the reactionary framing of the original group, the subcommittee decided to reconstitute itself as a subcommittee that is focused on helping to build capacity on campus regarding a range of issues pertinent to our campus community. CBCE focused on thinking strategically about how to create and maintain long-term capacity among campus offices and campus community members to develop greater institutional and communal inclusion, equity, and resilience.

The group researched organizational resources that can help us build capacity for dialogue, and developed the following proposal:

4.1.1 Proposal to Develop Campus Capacity for Difficult Intergroup Dialogue Work

CBCE has been reflexively evaluating Vassar College’s capacity for facilitating difficult intergroup dialogue. We have come to the conclusion that the College’s current approach to dealing with socially charged and contentious issues is far too reactive to be effective. Building capacity and seeding a culture of responsible and effective intergroup dialogue at Vassar will help grow campus resiliency and better prepare us for grappling with, confronting, and resolving future contentious issues on campus. We believe that the College stands at a crossroads with regards to difficult dialogue, and to actively form a culture of inclusion will necessitate a real institutional commitment.

In evaluating various frameworks and approaches for facilitation of difficult intergroup dialogue, we recognize that one size will not fit all for our diverse campus community. We need a broad-based and adaptable campus initiative that is centrally housed and driven, yet empowers all members of our community to be intergroup dialogue facilitation leaders. We envision a campus wide certificate program run through the Campus Life and Diversity Office. Community members would attend several dialogue trainings throughout the year and at the end would receive a certificate of participation. The idea is to engage with multiple frameworks so that we begin to build a broad expertise on campus. To achieve this goal, we have identified two complementary initiatives.

Initiative 1

Over the summer of 2017, there are at least two opportunities for College faculty and staff to participate in developing a campus vision for what a Difficult Dialogue Certificate (DDC) program might look like. These opportunities include:

“Dialogue Across Differences: An Introduction to Reflective Structured Dialogue”

We are organizing, in conjunction with the Campus Life and Diversity Office, a day-long workshop with Essential Partners from Cambridge, MA on “Dialogue Across Differences: An Introduction to Reflective Structured Dialogue.” The session is designed to give participants intentional communication practices that can be applied to help individuals, organizations, and communities build trust, enhance collaboration, and have constructive conversations. By piloting this daylong workshop with up to fifteen administrators and faculty, we want to see if Essential Partners is a fit for Vassar as a resource organization for our certificate program and future capacity-building initiatives.

“Intergroup Dialogue in Context Conference”

Another possibility is for a representative team of administrators and faculty to attend the Intergroup Dialogue in Context Conference on the ways in which the teaching and practice of intergroup dialogue have both an impact on and are influenced by contemporary personal, institutional, national, and global contexts. Ed Pittman has agreed to facilitate a Vassar cohort attending this conference. This program would allow us to think collectively about the overall structure of what a certificate program would look like and what we would need to make it effective.

Initiative 2

At the beginning of the fall semester, we propose bringing someone to campus for a 1- or 2-day training session to jumpstart to the DDC program. This would get students involved immediately and would get momentum behind the initiative. This could be a return visit by Essential Partners, if the summer workshop indicates they are a good fit with the current culture at Vassar. It could also be an extension of current efforts to bring this year’s “All College Day” speaker Rev. angel Kyodo williams back to campus for a series of workshops on “Racial Awareness Training.” Rev. williams is a leading educator of embodied contemplative practices in the service of social justice work. Discussions are underway about bringing Rev. williams early in the fall 2017, including for work with Residential Life student leaders, Campus Life and Diversity student interns, and, hopefully, VSA student leaders. We have partial support for her visit through Campus Life/Religious and Spiritual Life and the Carolyn Grant Endowment. We are also in discussions about partnering with the Engaged Pluralism Initiative. Rev. williams’ visit represents a different approach to difficult dialogue that we believe belongs in the mix of campus offerings.

Most importantly, we believe that to be successful in building capacity for difficult intergroup dialogue the College will need to develop long term strategies that effectively link current initiatives across campus (Campus Life and Diversity, Residential Life, the new RISE Center described in this CIE report, curricular initiatives, etc.). The crucial part of developing these strategies is to ensure that the proper staffing support is provided. As we learned from the conversations around becoming an affiliate of NCBI (National Coalition Building Institute), it is not sufficient to make this kind of capacity building work an add-on responsibility for people whose job descriptions are already over-full.

4.1.1. *Capacity Building for Campus Equity Recommendations*

- We recommend that the President, the Dean of the College, and other Senior Officers carefully examine the allocation of resources to diversity efforts and the structure of the offices charged with diversity and inclusion work, the staffing levels of these offices, and the responsibilities of the individuals within these offices so that capacity building work is not an add-on responsibility for people whose job descriptions are already over-full.

4.2. Diversity Statement / Mission Statement Subcommittee

Coordinator: David T. Bradley

CIE Subcommittee Members: Michael Cato, Heesok Chang, Cecilia Hoang, Rachel Pereira, Jose Perillan, and Ed Pittman

Non-CIE Subcommittee Members: Mark Burstein (Board of Trustees Member), JD Nichols (VSA Vice President for Academics), and William A. Plapinger (Board of Trustees Chair)

In Spring 2016, the Diversity Statement Subcommittee of CIE presented a Diversity Statement to the College, solicited feedback from all campus members, and then asked the VSA and the faculty to vote on a motion to recommend to the Board of Trustees that the statement be incorporated into The Governance. In May 2016, the VSA passed this motion and the faculty tabled the motion.

In consultation with the Interim President and the chair of the Board of Trustees, CIE decided to work on a revision of the College's Mission Statement that focuses more clearly on diversity, inclusion, equity, rather than draft a separate Diversity Statement. The Mission Statement Revision Joint Task Force, a joint effort between the CIE and the Board of Trustees, was then formed to address this work.

The Joint Task Force's created a revised Mission Statement based on three years of work by the Diversity Statement Subcommittee in which we reviewed diversity and mission statements from a variety of institutions, and studied the history of related language in Vassar's governance documents and communications media. From this work, it is important to note:

- Extensive diversity-related language was included in the College's Mission Statement prior to a major revision in an effort to reduce 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 a College website for several years.
- The diversity statement was removed from the Student Handbook in 2013 and the webpage was not ported over to the new College website.
- The 2016 Mission Statement briefly mentions diversity in saying that "Vassar supports...a community diverse in background and experience"

The Joint Task Force had two primary goals for the revised Mission Statement: 1) to more clearly articulate the College's existing commitment to diversity, inclusion, and equity 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 the College reflect our commitment to these principles and if sufficient progress toward our goals 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 the College's current diversity and inclusion initiatives.

The revised Mission Statement represents a truly collaborative effort by CIE, the VSA, and the Board representatives. The language was carefully considered and crafted. The proposed revised Mission Statement is given below.

“The mission of Vassar College is to make accessible “the means of a thorough, well-proportioned and liberal education”* that inspires each individual to lead a purposeful life. The College makes possible an education that promotes analytical, informed, and independent thinking and sound judgment; encourages articulate expression; and nurtures intellectual curiosity, creativity, respectful debate and engaged citizenship. Vassar supports a high standard of engagement in teaching and learning, scholarship and artistic endeavor; a broad and deep curriculum; and a residential campus that fosters a learning community. Founded in 1861 to provide women an education equal to that once available only to men, Vassar is now open to all and strives to pursue diversity, inclusion, and equity as essential components of a rich intellectual and cultural environment in which all members, including those from underrepresented and marginalized groups, are valued and empowered to thrive.
* From the College’s First Annual Catalogue”

We are happy to report the Board voted to adopt the revised Mission Statement at their May 2017 meeting. We recommend that the President and Office of Communications ensure that the new statement is integrated into all College media, broadly disseminated, and integrated into College operations at all levels.

This subcommittee will focus in 2017-2018 on translating the revised statement into actionable guidelines for all members of the College.

4.2.1. Diversity Statement / Mission Statement Recommendations

- We recommend that the President and Office of Communications ensure that the new statement is integrated into all College media, broadly disseminated, and integrated into College operations at all levels.

4.3. Diversity Webportal Subcommittee

Coordinator: David T. Bradley

CIE Subcommittee Members: Colleen Cohen, Brittney Denley, Luis Inoa, Edward Pittman, and Ruth Spencer

Non-CIE Subcommittee Members: Megan Brown (Communications), Daria Robbins (Communications), Sarah Schmidt (Admissions), and Darci Siegel (VSA)

A recurring challenge faced by members of CIE is the lack of systemic communication across campus about diversity and inclusion initiatives and programming. In response to this challenge, CIE formed the Diversity Webportal Subcommittee, a joint effort between CIE and the Office of Communications, to focus on the creation of a Vassar web presence dedicated to diversity and inclusion programs, initiatives, and policies. The primary goals of the subcommittee were:

- to carry out a comprehensive review of peer / near-peer institutions diversity/inclusion/equity web presence
- to create a state-of-the-art diversity/inclusion/equity website on Vassar's domain
- to aggregate internal diversity/inclusion/equity programs and initiatives into one web portal

In an effort toward achieving these goals, the task force completed the following:

- an exhaustive audit of current Vassar webpages containing content related to diversity, inclusion, and equity
- an extensive review of other institution websites focused on diversity, inclusion, and equity.

The task force has laid the foundation for the creation of a holistic Vassar web presence on diversity. We recommend that the President now shift this work to the Engaged Pluralism Capacity Building working group, which would have the monetary and human resources to bring this work to the next level. We also recommend that the Vice President for Communications hire at minimum a 0.5 FTE in the web development division to assist with this work.

4.3.1. Diversity Webportal Recommendations

- We recommend that the President shift the diversity webportal work to the Engaged Pluralism Capacity Building working group, which would have the monetary and human resources to bring this work to the next level.
- We recommend that the Vice President for Communications hire, at minimum, a 0.5 FTE web producer in the web development division to assist with diversity webportal work.

4.4. DREAMers/DACA Students Subcommittee

Coordinator: Luis Inoa

CIE Subcommittee Members: Andrew Meade, Jose Perillan, Eréndira Rueda (Fall 2016), and Art Rodriguez

Non-CIE Subcommittee Members: Janette Swanson (Assistant Director of the Career Development Office) and Se Jung Change (Student Representative)

In recent years, the policies pertaining to admission and financial aid have made clear that Vassar welcomes the opportunity to embrace undocumented students who matriculate at the college. The college website now states the following, based on the recommendation of CIE:

“Vassar College will give admission applications submitted by undocumented students the same consideration given to any other applications it might receive. Undocumented students who are admitted to Vassar will be offered financial assistance based on demonstrated need following the same procedures Vassar uses to grant aid to accepted international students.” <<https://admissions.vassar.edu/apply/answers/#undocumented>>

Although the college currently enrolls only one undocumented student, the subcommittee strongly believes that the college has an opportunity to prepare itself more fully to educate and serve this population of students effectively in the event that the college is more successful in recruiting this population of students in the future. The work done by last year’s CIE subcommittee suggests that the campus community may not be sufficiently informed and prepared to provide the kinds of services and supports that this population of students may require.

Discussions among CIE members this year indicate that many faculty and administrators also lack the knowledge necessary in order to advise, mentor, and serve undocumented students effectively. There is broad consensus among faculty, administrators, and students on CIE and in related offices and programs regarding the desire to expand knowledge on campus about immigration legislation and the rights of undocumented students, as well as the opportunities and limitations that undocumented students might have to operate under while at Vassar. Given the political climate in the wake of the 2016 presidential election and the call for institutions of higher education to support the rights and protect the wellbeing of students regardless of their immigration or citizenship status, this subcommittee (as well as the Capacity Building for Campus Equity subcommittee) feels that the campus must begin building broader capacity on campus in order to address this important issue.

4.4.1. Post-Election Concerns

The election of Donald Trump this past November was preceded by a campaign that embraced the public defamation of immigrants and the advancement of anti-immigrant policies including expansive deportations, an end to the Deferred Action for Childhood Arrivals (DACA) program, and a registry for Muslims. After the election, students throughout the country organized to demand public responses from their colleges and universities, including a public rejection of anti-immigrant rhetoric and the implementation of tangible policies to guarantee protection of the campus immigrant community.

On our campus, there were three public statements made about the matter. Lead by Associate Professor, David Taveras, the Sanctuary Campus Resolution was sent to Interim President Chenette and to the Board of Trustees. The resolution was signed by 123 faculty, 28 administrators, 880 alumni, 13 VSA organizations, 939 current students, 44 family members or current or alumni, and 1 external organization (Rural and Migrant Ministry Program). Interim President, Jon Chenette, issued two statements on the matter.

While the number of undocumented students at Vassar campus is low, the committee felt that it was important to expand the sense of who we might be serving to also include DACAmented students, students who have overstayed their visas, students who have family members who are undocumented or have overstayed their visas, and undocumented Hudson Valley community members.

4.4.2. ICE (*Immigration and Customs Enforcement*)

One central question that arose for the subcommittee this year was: what do we do if ICE comes to campus? This question was the central issue that the subcommittee has tried to tackle this year. Are we, in our various capacities ready in the event that ICE came to campus.

The committee reviewed NAFSA: Association of International Educators document [“How Can I Prepare for a Contact from Immigration and Customs Enforcement \(ICE\)?”](#)

We realized the importance of a) knowing who the DSOs (Designated School Officials) were on our campus for students, faculty, administrators and staff; b) ensuring that the DSOs are prepared to address ICE officials; and c) ensuring that every office on campus is informed on how to proceed in the event that ICE were to arrive at their office.

For the students, the PDSO (Primary Student Designated Official) is Andrew Meade as Director of International Services. If he were not available, the responsibility would fall to Ed Pittman, as Associate Dean of the College, and if he were not available the next person would be the current Office of International Services Post Baccalaureate Fellow, Robyn Shani Cox.

While it is highly unlikely that ICE would arrive on campus seeking an individual student, recent news about the detainment and deportation of DACAmented students has raised concerns about our preparedness for this scenario. The subcommittee recommends that the Dean of the College send a message to all members of the campus community detailing the steps to be followed if ICE should come to our campus. Those instructions should start with asking community members to direct government officials to Andrew Meade, Director of International Services and PDSO, as he is our most informed practitioner around the issues and legal matters of immigration of our students. This statement should be developed and disseminated prior to the start of the fall semester.

We have identified the following entities still need more training about these issues: the PDSO, other campus DSOs, Study Abroad staff, and Career Development staff. It is important to ensure that offices like Study Abroad and Career Development can effectively advise undocumented students on the opportunities available and the possible risk associated with them. To help think through the training needed to be effective allies, a DREAMers Support Team has been identified. At this point the team consist of Andrew Meade (OIS), Art Rodriguez (Admissions and Financial Aid), Luis Inoa (Transitions, Residential.Life), Eréndira Rueda (Faculty), and Jannette Swanson (CDO). One potential new member of the group is the newly hired Assistant Professor of Education, Jaime Del Razo. The team will reach out to him directly.

One option for training is to have the lawyer who works with International Services come to campus to provide training regarding the legal framework for immigration at the federal and state levels to help give members of the DREAMers Support Team, and other interested offices a sense of the legal landscape in which undocumented students operate. We recommend that the Dean of the College work with the DREAMers Support Team to identify resources for supporting this training.

4.4.3. *Resources, Trainings, and Collaborations*

Throughout the year, the subcommittee has acquired a variety of resources:

- [What to do if ICE Came to Your Door](#) by United We Dream
- [Defend Against Ice Raids and Community Arrest](#) by the Immigrant Defense Fund
- [Sanctuary Campus Tool-Kit](#) by Immigration Response Initiative
- The following workshops have been purchased or attended this year:
 - [Addressing the Needs of Undocumented Students](#) by Paz Maya Oliveres.
 - Protecting Immigrant Communities in the Age of Trump. Monday, Peter L. Markowitz, Professor of Law, Benjamin N. Cardozo School of Law Founder and Director, Kathryn O. Greenberg Immigration Justice Clinic, February 13, 2017, 7:00 pm, Rockefeller Hall 300
 - Serving Undocumented Students, Online webinar with Chad Teman, Wednesday, May 3, 2017 <Luis Inoa has access to the audio file and slide show>.

The following are Vassar-sponsored programs related to the subcommittee's work:

On November 11th 2016, Transitions held its very first Beyond the Gates program. Beyond the Gates, which is co-sponsored by the Rural and Migrant Ministry Program, aims to situate Transitions as a resource to first-generation, low-income, and undocumented students not just at Vassar but in the Hudson Valley Area. The program hosted 15 middle and high school students for a day of lectures, conversation and community building. The program was duplicated in February for another 30 students.

On May 14th 2017, as part of the Transitions Monthly Lunch, members of the student group MECHA read the narratives of undocumented college students and provided some advice on navigating the summer.

In partnership with Transitions, this July, we will be hosting 10-12 undocumented Hudson Valley high school students who will be a part of the Adelante program. In their words, "ADELANTE began in Fall of 2015 with the dream to provide a safe space for undocumented youth to gather to share resources and build resources. In June 2016 we held a one-week program in Poughkeepsie for twelve students from high schools in the Hudson Valley. The week included workshops on self-advocacy, art for justice, college choice, and legal options."

The subcommittee has continued to work on the DREAMers website, with the plan to make the site live by the end of the spring. Unfortunately, that goal has not been met. The subcommittee recommends that the Vice President for Communications hire at minimum a 0.5 FTE in the web development division to assist with this and other diversity web work.

4.4.4. *DREAMers/DACA Students Recommendations*

- We recommend that the Dean of the College work with the DREAMers Support Team to identify resources, beyond the PDSO, for supporting training related to undocumented students.
- We recommend that the Dean of the College send a message to all members of the campus community detailing the steps to be followed if ICE should come to our campus.
- We recommend that the Vice President for Communications hire, at minimum, a 0.5 FTE a web producer in the web development division to assist with the DREAMers website and other diversity web work.

4.5. Faculty Recruitment and Retention Subcommittee

Co-Coordinators: David T. Bradley (Spring 2017) and Colleen Cohen

CIE Subcommittee Members: Brittney Denley, Bert Lott, Ben Lotto, Rachel Pereira (Spring 2017), Eréndira Rueda (Fall 2016),

Non-CIE Subcommittee Members: Jamie Kelley (Faculty) and Jeffrey Schneider (Faculty)

CIE created the Faculty Recruitment and Retention subcommittee to dedicate time and energy to the work done by colleagues in the Equal Opportunity and Affirmative Action (EOAA) office last year. Specifically, the 2015-2016 Faculty Director of Affirmative Action, Jeff Schneider, outlined a plan to create a manual that codifies existing recruitment, hiring, and retention practices and articulates new, high-impact practices for increasing faculty diversity.

The subcommittee began its work with an extensive review of the literature and of faculty search practices at other, high-caliber colleges and universities. We then worked closely with the EOAA and the Dean of Faculty offices to draft a new Faculty Hiring and Recruitment Manual, which includes the Proactive and Inclusive Recruitment (PaIR) pilot program. The PaIR pilot program consists of two primary hiring practices: 1) requiring all candidates for faculty positions to submit a diversity statement, and 2) the addition of a non-voting non-voting search committee member from outside the cognizant department(s) or program(s) responsible for promoting evidence-based and high-impact inclusive practices, known as an Equity Advisor. The subcommittee presented the PaIR program at the March Chairs and Directors Meeting, where it was agreed that all departments and programs would participate in the pilot for 2016-2017. The draft Faculty Hiring and Recruitment Manual has been submitted to the Acting Dean of Faculty for review, edit, and approval.

The subcommittee focused solely on faculty recruitment during this academic year. Next year, the subcommittee plans to shift its focus to faculty retention. The review of the literature and of faculty search practices at other institutions revealed many promising high-impact practices for increasing inclusion of faculty from groups whose underrepresentation in the American professoriate has been severe and longstanding. The subcommittee also learned that faculty diversity is closely intertwined with issues of faculty professional development and climate. Fostering inclusive leadership and supporting faculty are integral to the success of increasing faculty diversity and overall faculty retention. Although the subcommittee will be able to help identify and articulate these practices, the literature and institutional practices show that this work must happen with intent, usually as part of an administrative portfolio. This work goes beyond the compliance portfolio of Vassar's Faculty Director of Affirmative Action. For example, many institutions have an associate dean of faculty position focused on faculty development and diversity. Two such institutions are similar to Vassar: Williams College <diversity.williams.edu/about-us/> and Barnard <barnard.edu/provost/office-of-the-provost/staff>. The subcommittee recommends that one of the Associate Dean of Faculty positions be expanded to include faculty professional development and diversity.

4.5.1. Faculty Recruitment and Retention Recommendations

- We recommend that the Dean of Faculty review, edit, and approve the draft Faculty Hiring and Recruitment Manual.
- We recommend that one of the Associate Dean of Faculty positions be expanded to include faculty diversity and professional development.

4.6. Gender in Infrastructure and Curriculum Subcommittee

Co-Coordinators: Jodie Castanza and Ruth Spencer

The Gender in Infrastructure and Curriculum subcommittee was formed this year to focus on issues related to infrastructure and the curriculum for transgender, non-binary, and gender non-conforming students. The subcommittee's work was meant to emphasize the importance of encouraging discussion about the politics of gender in work-life and student environments with a focus on finding ways to engage particular departments in an exploration of how their curriculums could be influenced by this advocacy.

Initial conversations made clear that some of this work would be handled by the subcommittee while other initiatives would be handled under the auspices of the LGBT Center's programming and/or programming that the committee will encourage other departments to undertake. Ultimately, the work of the subcommittee did not involve additional members due to repeated difficulty finding times to meet. Instead, the co-coordinators focused on the existing work of the Director for Campus Life LGBTQ and Gender Resources.

4.6.1. Transgender Student Support

Jodie Castanza attended an Administrator's Forum and discussed the need for Trans-Affirming attitudes, behaviors, and campus spaces. The presentation was very well received with individuals asking for materials. A similar presentation was made at the Faculty Chairs and Directors meeting to discuss Trans-Affirming classrooms and academic spaces.

Trans-Allyship trainings were held in April 2017, with plans for workshops to be held in September 2017. Jodie Castanza emphasized these should be consistently expected parts of the work of the Center and not person-dependent. Human Resources is exploring an expanded new employee orientation containing Trans-Allyship training, and LGBTQ Center staff has offered to assist with the hope of holding it in August when new faculty will be on campus.

Jodie Castanza explored the possibility of discourse on the issue of developing a non-gender identification or more flexible identification in language curriculums. She made a recommendation that a consultant or expert be brought in by Dean of Faculty or Dean of Studies to review and make recommendations.

4.6.2. Chosen Name System

Jodie Castanza spent significant time and energy on moving forward the implementation of the online Chosen Name system, an initiative that was born out of previous CIE subcommittees on gender. Currently, we are awaiting final approval to implement the system before the end of this academic year. The hope is to implement the system now, and see what issues arise so they can be worked out over the summer.

4.6.3. Gender Neutral Bathrooms

The subcommittee did not work on this initiative this year. The original Gender Neutral Bathroom project team was disbanded upon the departure of the previous Director for Campus Life LGBTQ and Gender Resources, and subsequent gap in leadership. Additionally, work on this initiative had been previously stymied by delays from Facilities Operations.

We recommend that the President work with the Dean of Strategic Planning and Academic Resources (DoSPAR) and Vice President of Finance and Administration to raise the priority of this initiative. We suggest that a small working group be formed, including a member of the DoSPAR's office, a leader in Facilities

Operations, and the Director for Campus Life LGBTQ and Gender Resources, to advance and continue Vassar's work of providing gender neutral bathrooms in all buildings as well as educational materials in all bathrooms regarding gender affirming spaces, including bathrooms.

4.6.4. Gender in Infrastructure and Curriculum Recommendations

- We recommend that the Dean of Faculty or Dean of Studies bring in a consultant or expert to help develop non-gender identification or more flexible identification in language curriculums.
- We recommend that the President work with the Dean of Strategic Planning and Academic Resources (DoSPAR) and Vice President of Finance and Administration to raise the priority of the Gender Neutral Bathrooms initiative. We suggest that a new, small working group be formed including a member of the DoSPAR's office, a leader in Facilities Operations, and the Director for Campus Life LGBTQ and Gender Resources.

4.7. Non-Native English Speaking Students Subcommittee

Coordinator: Andrew Meade

CIE Subcommittee Members: Heesok Chang, Art Rodriguez, and Lisa Tessler

Non-CIE Subcommittee Members: Haoming Liu (Faculty), Karin Maxey (Faculty), and Matt Schultz (Writing Center)

4.7.1. Freshman Writing Seminar

Non-Native English Speaking (NNES) students have often struggled with Vassar's traditional theme-based Freshman Writing Seminar model. As many faculty members have pointed out, these courses are not designed to teach students how to write. The operating assumption is that first-year Vassar students have learned basic writing skills and will instead have the opportunity to apply these skills across the discipline of their choice. A Freshmen Writing Seminar (FWS) assessment done in Fall 2016 found that one quarter of first-year students reported having difficulty in several aspects of writing. This percentage perhaps correlates with the data that 25% of first-year students come from a home where English may not be the first language, making this an issue broader than international students alone.

Two faculty members, Karin Maxey and Haoming Liu, designed and taught an FWS in Fall 2016 that were more skills-based than the typical model. They reported having a mix of NNES students, bilingual students, and native English speakers. Both faculty members discovered that class discussion presented as more challenging for some of the NNES students than did writing papers in English. Discussion among faculty subcommittee members revealed that the biggest challenges to teaching NNES students were having a broad spectrum of skillsets within the same classroom, and not having the language acquisition training necessary to teach students in need of basic composition, grammar, and idiom construction.

The subcommittee believes the College should seek to add or retain a faculty member with language acquisition skills. This faculty member could teach one or two skills-based FWSs, offer regular English Language Learner training for faculty, and bolster Writing Center resources for NNES students. Karin Maxey in the German Department has both the training and the interest.

The new Engaged Pluralism initiative could be engaged to enhance the Writing Center resources for NNES students. A team of NNES peer counselors could be created to complement the Writing Center's current team. The NNES counselors could provide assistance not only in writing but in class participation and conversation practice. Sessions with NNES counselors should be linked with instructors as a recognized form of participation in order to encourage attendance. A total of five NNES counselors would be needed. The subcommittee recommends that the Dean of Faculty review the Writing Center resources in relation to NNES students.

Additionally, the Dean of Faculty could consider offering a two-tiered FWS model. The advanced tier would mirror the current, theme-based FWS model. The basic tier would be designed to teach writing skills – basic composition, grammar, and idiom construction. Students would be able to test out of the basic tier. This model could be a win-win for both students and faculty, the latter of whom would have the ability to teach the basic sections. Training of faculty would be helpful and necessary.

4.7.2. NNES International Students' Experience

The subcommittee conducted an online survey of Vassar NNES international students to determine the activities they found most difficult in their first year. The two leading items were writing lengthy papers in English and

performing class discussion. Students also reported that an insufficient grasp of English made both getting feedback from faculty and visiting faculty during office hours more difficult than otherwise would have been the case.

The subcommittee also ran a focus group interview of eight NNES international students, which echoed the survey results and elicited more points. In terms of their preparedness for the Vassar classroom, these students experienced constant correction of vocabulary by both faculty and fellow students in the early going. They grappled with differences in communication style as well as the relative informality in Vassar classrooms. Determining how to structure emails to faculty was another unexpected challenge. Commenting on Vassar's preparedness for them, the students experienced helpful support from international faculty and students but made note that micro-invalidations and micro-aggressions were common among many domestic faculty and students. The writing center was viewed as an especially important resource for first-year international students, who appeared to use it more frequently than domestic students. Class participation was cited again here as being more difficult than academic writing. Especially challenging to some of the NNES students at the interview was the three-way intersection of a new language, a new academic style, and introversion. As asking for help is foreign to many cultures outside of the U.S., these students appreciated receiving a variety of input ahead of time from faculty. This includes course materials, clear expectations, guidelines, and acceptable forms of participation. It was also helpful to provide access to resources so that students unfamiliar with class content or style can do necessary extra work. Students noted that required participation worked in some contexts. Creating a space where every student was required to participate in a discussion, in scheduled turns, was one such useful tool. Being required to rewrite a paper was appreciated, as was receiving detailed feedback. Being paired with a student prior to open sharing provided the opportunity to practice what one might say. In group work, NNES students were less likely to be overlooked in smaller teams.

4.7.3. Talking About Teaching

Andrew Meade participated in a Talking About Teaching workshop with Monika Hu and Karin Maxey about how faculty can use their pedagogical skills and strategies to address the needs of international students. Monika was herself a NNES undergraduate student in the U.S. Perhaps the most widely discussed topic was the question of whose responsibility it was to prepare more fully, international students or the faculty. The international faculty in the room stressed the importance of recognizing that the institution has a responsibility to shift in correlation with our changing student demographics. Some of the domestic faculty pushed back, citing the difficulty of teaching to a much greater bandwidth of student.

Several faculty noted that a Western or even U.S. bias was common in many classrooms. Sometimes such a bias is simply assumed to be universal, which has the effect of shutting out the rest of the world. A common error is to use only American examples in explanations, or to assume that the U.S. examples are common knowledge. Additionally, assuming an international student can speak for their country, nationality, or ethnicity unfairly puts that student on the spot. Assumptions that everyone is on the same page and glossing over differences can be demeaning to international students.

4.7.4. Senior Survey Data

A senior survey conversation with David Davis Van Atta, Eréndira Rueda, and Ed Pittman explored data from the class of 2016 that showed international student satisfaction to be lagging behind that of their domestic counterparts. David noted that these results likely differed greatly from similar data of five or ten years ago. Several factors were discussed as possibly contributing to this downward trend. The demographics of the international student body have altered dramatically in 10 years. There is a substantial increase of NNES international students, particularly from China. The overall percentage of students from Asia has grown from 25% to 75% in that span of time. Additionally, campus climate issues of especially the last five years, such as

the Palestinian-Israeli crisis and Black Lives Matter, have made navigating relationships with Americans that much more difficult. The challenges of navigating a new language and culture, exacerbated by the events of the past few years, have made it increasingly difficult to carve out a sense of belonging. Building inclusivity for international students means to create emotional, psychological, and physical spaces of home, where international students are able to feel some sense of belonging at Vassar.

4.7.5. International Resource Center

The subcommittee recommends that the Dean of the College explore the possibility of creating an international resource center. Senior survey data points to a need for a physical space in which international students can build and cultivate a sense of belonging in the U.S. and on our campus. Creating spaces of home is critical to increasing satisfaction among international students. As spaces are in flux, the College should look to identify both an interim and longer term space. An ideal space would offer a family room feel, provide an alternate social or study space, and be flexible and large enough to house occasional programming. Having an adjacent or nearby kitchen is important, as food is central to the experience of home among all of us but especially for international students. A possible space could be College Center 237.

4.7.6. Non-Native English Speakers Recommendations

- We recommend the Dean of Faculty consider offering a two-tiered FWS model.
- We recommend the Dean of Faculty review the Writing Center resources in relation to NNES students, and consider adding a cohort of NNES peer counselors.
- We recommend the Dean of Faculty seek to add or retain a faculty member with language acquisition skills.
- We recommend the Dean of the College explore the possibility of creating an international resource center.

4.8. Racial Justice (RISE) Subcommittee

Co-Coordinators: Colette Cann and Wendy Maragh Taylor

CIE Subcommittee Members: Spencer Garcia, Cecilia Hoang, Rachel Pereira, Art Rodriguez, and Arlene Sabo

The RISE subcommittee has committed itself to racial justice and the eradication of racism at Vassar College. The subcommittee strives to work with other offices and committees on campus to understand, assess, make recommendations, and take action toward racial justice at the levels of administration, faculty, staff, and students. The subcommittee hopes to contribute to improving the campus climate in ways that enhance and support our Populations of Color at this historically White institution. The subcommittee commits itself specifically to taking action in four areas. At the start of each year, we will identify a year-long project of focus in one of the following four areas:

- Contributing to the proliferation of *classroom environments* that are actively anti-racist. This could include working with the Dean of Faculty, chairs/directors, and faculty to understand, assess, make recommendations, and take action to enact appropriately targeted changes in curricula, pedagogy, and student-faculty racial representation.
- Improving the experiences of Students of Color in *residential halls* with attention to the very specific living needs associated with each class year. This could include working with the Dean of Students office (specifically Residential Life) and the offices of Campus Life and Diversity to understand, assess, make recommendations, and take action to enact appropriately targeted changes.
- Understanding and improving the experiences of Students of Color in and support of them by *administrative offices*. This could include working with administrative assistants and administrators to understand, assess, make recommendations, and take action to enact appropriately targeted changes.
- Expressing concern for and providing resources that allow for the care of the physical, mental, and spiritual well-being of Students of Color from matriculation through graduation (and beyond). This could include working with the identity centers, identity organizations, the Transitions Program, the counselors at Metcalf, the Office of Health, Athletics, and the Office of Religious and Spiritual Life to understand, assess, make recommendations, and take action to enact appropriately targeted changes.

During the fall 2016 semester, the subcommittee focused on crafting a mission statement and defining the limits and potential for its work as a subcommittee. The subcommittee believes it has identified four areas of focus that can be the focus of sustained efforts for many years to come. The stated emphasis is broad enough to allow the subcommittee to address institutional concerns and focused enough to avoid having its work diluted by a lack of direction and outside agendas.

In Spring 2017 the subcommittee focused on 1) revisiting existing reports (e.g. last year's CIE report, the 2008 Cultural Audit, and the Margolis Healy Report) to assess the status of addressing previous recommendations related to racial equity; 2) designing a micro equity audit that can be used as a model for other areas on campus, including identifying an office/department with whom to work on a pilot project where we would enact such an audit; and 3) starting the RISE Center for Racial Justice.

4.8.1. Margolis Healy Report Update

Arlene Sabo reviewed the set of 38 recommendations that spanned 11 precise areas to assess what has been accomplished from the Margolis Healy Report. It should be noted that many of the recommendations from the Margolis Healy Report also appear in similar forms in previous CIE reports. The areas that most directly relate to this subcommittee's work are Racial Profiling and Open Campus Concept. The recommendations and status are listed below:

- The Safety and Security Department must develop a policy prohibiting biased policing.
 - Status: Completed. This policy can be found online at <https://security.vassar.edu/resources/anti-profiling-practices.html>. Many constituency groups were consulted to ensure that the policy reflected the community's consciousness on this matter. Those constituency groups included AAAVC, Safety and Security Advisory Committee (SSAC), Committee on Campus Life, Senior Officers, and Campus Legal Counsel.
- The Safety and Security 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.
 - Status: Completed. Training/hiring standards were reviewed and changes implemented. Human Resources participates in the officer search process; behavioral based interview questions are utilized; the Director of Safety and Security interviews final candidates. In addition, all officers must now pass a background investigation.
- The College should ensure that the Safety and Security Department receives ongoing and consistent diversity and inclusion training.
 - Status: Completed. The College has committed to a schedule that ensures consistent diversity and inclusion training for all members of the Safety and Security Department. The training occurs twice a year and is coordinated collaboratively between the SSAC, the Office of Equal Opportunity and Affirmative Action, the Sexual Assault and Violence Prevention Program, and the Office of Human Resources. CIE and the Office of Campus Life and Diversity are also consulted.
- The Safety and Security Department must develop a process and related written directive for citizen complaints against officers.
 - Status: Completed. The complaint process is contained in the Anti-Bias Based and Anti-Racial Profiling Security Practices Policy and Procedures. In addition, the College revised its policy against discrimination and harassment to include an explicit prohibition of racial profiling.
- The College should require the Safety and Security 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.
 - Status: In progress. The Safety and Security Advisory Committee has assisted the Safety and Security Department in determining identification guidelines. The current report software program has been updated to include identification information and search functions are being created. Once software enhancements are complete, operational policies and procedures will be implemented to direct the collection of this data by officers.
- 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."
 - Status: In Progress. The Anti-Bias Based and Anti-Racial Profiling Security Practice Policy and Procedures 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." The SSAC continues to explore further needs in this area.
- The College should consider the deployment and mandatory use of "body-worn cameras" for Safety and Security Department officers.
 - Status: Deferred. The acquisition of body worn cameras were put on hold due to differences of opinion throughout the campus community on this issue and expense/maintenance issues.

4.8.2. *RISE Center for Racial Justice*

Colette Cann worked with interested students (most who had completed the dialogue facilitator training course) to re-open the Vassar College Dialogue Center (VCDC) as the RISE Center for Racial Justice. The founders of VCDC sent flowers to congratulate the present students associated with the center for this accomplishment. This center focused on a number of administrative and substantive projects this semester including constructing a website <riseforracialjustice.org> and setting up the office space in CC 238. The Center also provided support (through training and small grants) to student groups facilitating dialogues about race/racism/racial justice. Facilitation 101 was offered mid-semester Spring 2016 and Facilitation 102 will be offered in the fall semester 2017. Three small grants have been distributed to support student-led projects. In addition, the Center created a pilot 6-week course for Vassar students focused on Social Justice generally with a sharper focus on Racial Justice. This course sends students to scheduled lectures on campus and then offers space for students to debrief those lectures in small student groups and larger community meetings. Colette, working with Giselle Sanchez-Huerta and Robin Alpern, developed a Spring 2016 6-week course for local K-12 teachers on how to talk about race with youth. This work was supported by members of the RISE Center and financially by the Good Neighbors committee. Rachel Pereira worked with College counsel to determine how we, as a campus, can work in affinity spaces. She will reach out to other campuses this summer to determine what our campus policy will be with regards to the use of affinity spaces when an educational rationale has been articulated. The letter from general counsel is on file.

We recommend that the Center continue to be funded to build Vassar students' capacity to facilitate dialogues about race/racism/racial justice and offer that skill beyond Vassar's gates to local K-12 teachers. This year, the office was supported by Colette Cann's Class Advisor start up budget as well as by the remaining Vassar College Dialogue Center funds (a grant received last year). In subsequent years, we would like to see the Center funded by an internal or external grant (rather than under an office on campus) to maintain its autonomy.

4.8.3. *Equity Micro-Audit with Residential Life*

Spencer Garcia and Wendy Maragh Taylor designed a process for conducting equity micro-audits for programs, offices, and departments on campus. Residential Life volunteered to have this equity micro-audit piloted with them. Wendy and Spencer, with advisement from the RISE subcommittee, created a protocol. There was a focus group with all House Advisors. Though there was initially an interest in also facilitating focus groups with the House Teams, there was some concern related to student staff who might opt out for various reasons versus those who would come because they are already doing this work and/or have a vested interest in it. Instead, there was a suggestion of having house presidents facilitate discussions around the focus group questions during House Team meetings, when all would be present. Unfortunately, because of time constraints - end of the semester House Team meetings being canceled or being limited to specific end of year wrap up activities - this did not work. Ultimately, an on-line survey was created using the focus group questions and sent to House Teams, all student staff and House Fellows (faculty). The results of the equity micro-audit will be given to the Director of Residential Life by the end of May, so as to identify strengths, and recommend opportunities for growth and related next steps in connection to racial equity and justice in the living spaces. This information will also contribute to the curriculum for a six-week class for Residential Life student staff, which will be held in the fall.

We intend to make the equity micro-audits available more broadly so that programs, offices, and departments can participate on an ongoing basis. In the meantime, an equity micro-audit can be requested of the RISE Center if it focuses on race and/or racism.

4.8.4. *Racial Justice (RISE) Recommendations*

- We recommend that the Dean of College continue to monitor work toward accomplishing the recommendations noted in the Margolis Healy Report. Specifically, the Director of Safety and Security, Arlene Sabo, should continue to monitor this work and report to the Vassar community as is most appropriate.
- We recommend that the Dean of the College work with the RISE Center for Racial Justice to find internal or external funding for the center to continue.

5. Liaison Reports

5.1. *Dis/ability Consciousness*

Liaisons: Heesok Chang and Joseph Glick

The disability liaisons came together with the goal of raising consciousness around disability identities on campus and advocating for accessibility and equity. We carry an interest in holding up models of disability work that move beyond a focus solely on academic, emotional, and physical barriers, with the hope of re-centering disability as a rich and diverse set of identities that impact the lives of individual students and our community as a whole.

In our first year in this new position, our work has focused on learning about the scope and organization of disability work on campus. We began this task in late October by meeting with MaryJo Cavanaugh, the Director of the Office of Accessibility and Educational Opportunity. MaryJo asked for our help in reconstituting the defunct Committee on Disability Issues, which has historically advised her office. In the months since, we have worked with MaryJo to identify and meet with campus partners who are engaged with or interested in engaging with questions of disability on campus. This growing network of partners includes Capria Berry from Residential Life, Wendy Freedman from the Counseling service, Leslie Dunn from the English Department, and Lisa Brawley from Urban Studies. We hope we can establish a committee that will focus on both the concrete challenges of accessibility along with broader topics of disability identity formation and equity.

Beyond our efforts to reconstitute the Committee on Disability Issues, we have reached out to various campus partners with the hope of sponsoring and co-sponsoring programming going forward. One event we will co-sponsor (with the Tatlock chair) in the fall is a lecture and faculty workshop by Sara Hendren, a professor of Design from Olin who works at the intersection of critical design and critical disability studies. We have been in touch with the new student group, the Disability Rights Coalition, along with faculty. We hope to collaborate with these groups and individuals to bring speakers engaged with disability work to campus this fall, with the aim of advancing the academic and communal pursuit of disability studies on our campus.

5.1.1. *Dis/ability Consciousness Recommendations*

- We recommend that the Dean of the College immediately reestablish an ad hoc Committee on Disability Issues in partnership with MaryJo Cavanaugh, Director of the Office of Accessibility and Educational Opportunity.

5.2. Institutional Research

Liaisons: Ed Pittman (Fall 2016) and Eréndira Rueda (Fall 2016)

The work undertaken in conjunction with the office of Institutional Research last year by the CIE Campus-Wide Climate Study Subcommittee continued in a different form this year. Rather than creating a subcommittee, some work was done in Fall 2016 by CIE liaisons. One of the recommendations from the subcommittee last year suggested that the President and the Dean of Faculty identify key faculty and staff to engage in the analysis of Office of Institutional Research (OIR) data during the 2016-2017 academic year. After several discussions with the President and the Dean, it turned out that such faculty would not be compensated for this kind of work. Any such faculty would have to do the work on a voluntary basis, as a form of service. Given the amount of work this would entail, it was difficult to identify someone who would be willing to take on that role and help make the synthesis of these data a priority. Conversations with David Davis Van Atta made clear that this issue should be addressed by additional staffing, rather than the service of faculty.

Conversations about the Mellon Grant application with Gary Hohenberger and David Davis Van Atta provided an opportunity to discuss the needs of OIR and include the need for more staff in that office into the Mellon Grant application. With the success of the grant, the plan is that a person hired this summer for a half-time position will expand the capacity of that office to work with CIE and help produce monitoring reports on a regular basis and engage in data analysis that can help the work of CIE subcommittees. We recommend that this OIR staff member be hired as soon as possible and that they be appointed as a member of CIE.

Following the recommendations from the 2015-2016 CIE end-of-year report, the CIE liaisons worked with David Davis Van Atta over the 2016 summer to produce reports that could inform the work of CIE subcommittees during the academic year. Over the course of the summer, we identified data indices from the Senior Survey, the National Survey on Student Engagement and the Freshmen Survey, primarily, and also asked David Davis-Van Atta to consider other data sources relevant to student populations supported by these offices. The data focused heavily on satisfaction and engagement with academic and campus resources.

During the fall 2016 semester, the liaisons streamlined past efforts by collaborating with the OIR to facilitate sharing of institutional data with three Campus Life and Diversity Offices--LGBTQ and Gender Resources, the ALANA Center, and the Office of International Services. The liaisons met with Directors Jodie Castanza (October), Wendy Maragh Taylor (November), and Andrew Meade (December) to discuss the data compiled over the summer. In these meetings, we discussed key trends in the senior survey data and how that information could support on-going and future programming for each center. The meetings were instructive in providing a model for providing offices with useful data. Our aim was twofold: 1) to share preliminary data from OIR and 2) to encourage further research questions that might be helpful in the work of these diversity-related offices. The discussions included ways that these types of data may be further used to support the goals of each office as well as how additional institutional support might evolve from data analyses. The directors were also encouraged to consider additional data requests.

There were no meetings during Spring 2017.

5.2.1. Institutional Research Recommendations

- We recommend that the Engaged Pluralism Initiative OIR staff member be hired as soon as possible and that they be appointed as a member of CIE.
- We recommend that the President consider how this additional OIR staffing will be sustained beyond the Mellon Grant period.

5.3. Social Justice Requirement

Liaison: David T. Bradley

Last year, the CIE Social Justice Requirement subcommittee worked with the Dean of Faculty and the Committee on Curricular Policies (CCP) to explore the possibility of creating a first- or second-year required Vassar course on social justice. At the end of the year, CIE recommended that the Dean of Faculty and CCP form a group of interested faculty to work with CIE starting Fall 2016 to develop a Social Justice Requirement pilot program.

This year, David Bradley, as the CIE Social Justice Requirement Liaison worked with, Jonathon Kahn, in consultation with Matt Schultz and Jeff Schneider, CCP Writing Subcommittee co-chairs, to establish a new consortium of Freshman Writing Seminars (FWS) for the academic year 2018-19. The courses will be grouped as a set of College Courses (CLCS) all with the title, Social Justice in Question. The particular focus of each section will be at the discretion of the instructor. For example, Jonathon Kahn plans on teaching a course, Social Justice in Question: Religion and Community Organizing. Instructors from all disciplines were invited to participate, and nine faculty from across the divisions are currently slated to participate: Jan Cameron (Mathematics and Statistics), Lisa Collins (Art History / American Studies), Leslie Dunn (English / Women's Studies), Maria Hantzopoulos (Education / Urban Studies / Women's Studies), Jonathon Kahn (Religion / Africana Studies / American Studies), Tim Koechlin (International Studies / LALS), Sampson Opondo (Political Science / Africana Studies), Jeffrey Schneider (German Studies), and Jill Schneiderman (Earth Science).

The goal is for this social justice-focused consortium of FWS courses to work in conversation with each other in various ways. This might include planning a speaker series or coordinating with the Office of Residential Life or Field Work Office on other common engaged-learning activities. This set of FWS courses may serve as a model for a future curricular requirement related to social justice.

5.3.1. *Social Justice Requirement Recommendations*

- We recommend that the Dean of the Faculty form a 2017-2018 subcommittee of the Committee on Curricular Policies (CCP) to work with the Social Justice in Question faculty (lead: Jonathon Kahn) as they develop the social justice course pilot.

5.4. *Transitions Program Liaisons*

Liaisons: Luis Inoa, Jose Perillan, and Eréndira Rueda (Fall 2016)

Transitions Advisory Board Members: Joseph Szymanski '17, Jasmine Raziel Martinez '18, Alan Gutierrez '18, Cody Harmon '19, Kayla Gonzalez '19, Kevin Arce '20, and Bailey Piotrowski '20. The Board met on a bi-weekly basis throughout the fall and spring semesters.

5.4.1. *Growth of the Transitions Program*

When Transitions was first initiated in 2010, it consisted of a three-day pre-orientation program for select first-year students. In 2017, the program is much more robust and aims to provide support throughout all four years to all students who identify as low income, first-generation college students, or undocumented. In addition to the Advisory Board being new, below are other elements that were added this past year:

- Transitions' Living Room (Located in Joss 234). We utilized a currently unused room in Josselyn House to create the Transitions' Living Room. The space was designed by David Bradley. 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. The Living Room is 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. It is a space for all community members invested in the narratives and wellbeing of low income, first-generation, and undocumented people. The space has been well-utilized throughout the year, especially by Transitions students that reside in Josselyn House, but also by students from all over campus.
- Mentorship Mondays hosted by the Career Development Office (Lauren Ginton), 2019 Class Advisor (Associate Professor of Education, Colette Cann) and Director of Residential Life (Luis Inoa). The three mentioned rotated Mondays to sit in the Living Room and provide guidance to Transitions-identified students in their respective areas.
- Hermanx (a peer mentoring program). This program allows students who are Transitions-identified but who could not attend the pre-orientation program to become a part of the Transitions community. We hosted one retreat in the fall and one retreat in the spring. About 30 students in total attended. The leadership team has created a summer guide so that the co-mentors can keep in touch.
- Transitions, Too Week (a week to recognize and show pride in our Transitions family). This is an expansion of the Transitions, Too Day started last year.
- Transitions Beyond the Gates, a program aimed at connecting and being a resource to low income, first-generation, and undocumented lives in the Hudson Valley. We have hosted four events this year, including a trip to Newburgh to meet with students who are a part of the Rural and Migrant Ministry Program. We will be hosting 10-12 undocumented high school students this summer as part of the Adelante program.
- Participatory Action Research: in partnership with Vassar faculty, students who are part of the demographic under study conduct some of the research themselves and are involved in disseminating the results and formulating recommendations to the institution based on those findings. Eréndira Rueda led a research team of nine students.
- Transitions Listserv: in an effort to reach beyond the students that participated in the pre-orientation program (roughly about 160) we launched a listserv this year. To date there are 212 members. The listserv has been used to promote programs, internships, and job opportunities.

Support of Transitions is part of the recent successful Melon Grant. A half-time position to support the program is scheduled to be hired. We recommend that, instead of a half-time person for the full year, a full-time person be hired for the summer. Ideally this individual would be a recent Transitions graduate that we can hire from the start of the summer through the end of the Foundation (pre-orientation) program.

5.4.2. *Advisory Board Survey*

The Advisory Board sent out a survey to solicit student feedback on each of the offices listed below. We received eight responses. The intent was to gather narratives and to allow the information collected to inform the Board's conversation with each of the offices listed below. Here are some of the student responses:

Study Abroad:

"I appreciate how approachable Ms. Holland is in answering questions about the pros and cons of studying abroad and in discussing how financial aid will also cover study abroad. I wish though that there will be more opportunities to connect with first generation, low-income upperclassmen who had already studied abroad. For I would like to learn more about their experiences, especially in how they were able to afford studying abroad and overcome the difficulties transitioning in whatever country they went to because of their identities."

Dean of Studies:

"Why aren't the forms needed available to everyone on the outside of the door?" ~ 2019

"The office of the Dean of Studies, I feel, is very disconnected from us." ~2020

"I appreciate the time and effort Professors Cann and Zlotnick took to reach out to me and make sure that I was doing well in Vassar. I enjoyed talking to them during my appointments, and I feel reassured knowing that they are great resources to reach out to for support about academics or school climate." ~2019

Financial Aid

"Why is the financial aid bill so confusing to read and understand? It seems like it is very difficult for me and my friends to understand what we do and do not have to pay each semester. Can you hold a training on understanding your financial aid? Why can't students work in that office?" ~2019

"Working with the Office for Financial Aid has been really simple so far. It's easy for me to walk in during their hours and ask questions about my financial aid. The people working there have been helpful, and I've never felt embarrassed about my need-based aid or the questions I have. I really appreciate their support because they've helped me alleviate my financial worries." ~2020

"Is it possible to have a FAFSA or Financial Aid Appeal workshop day? It can be really confusing navigating the site and I think it would be helpful for underclassmen to have a day where they can bring in their parent's tax returns and work on it together in a room; maybe a workshop in the evening with snacks provided" ~2017

Title IX

"Do you work for and with the administration or do you an advocate for the student?" ~ 2019

The Advisory Board plans to collect essential literature for supporting first-generation, low income, and undocumented students. This packet of information/literature would then be given to each office. This will be done over the course of the summer. Based on the survey results and discussions by the Board, the following recommendations are made to the offices listed below:

Members of all offices should attend the Wisdom Dinners. Student members find it important to share social spaces with individuals that also provide support.

As it pertains to Title IX:

Invite Title XI officers to talk with Transitions during Foundations to introduce themselves, their academic journeys, and to introduce student to the notion of multi-partiality.

As it pertains to Financial Aid:

There should be a training/workshop on reading both the financial aid statement and college billing statement. Hire a Transitions student worker to be a liaison to the Financial Aid office. This may be more of a question for Student Accounts, but for high need students, we would like to better understand the impact of an outstanding bill on the ability to register for classes and housing for the next academic year.

As it pertains to Study Abroad (JYA):

It would be helpful to have a panel presentation of Transitions-identified students in the fall to discuss the joys and struggles of studying abroad. There should be a closer link between the JYA office and Financial Aid. There should be an institutional protocol to deal with the various roadblocks that arise for students on Financial Aid that want to go JYA. JYA conversations should begin to talk about financial aid early in the fall semester. The Board also believes it is important to revisit the GPA (3.2) requirement for JYA. In 2007, CIE recommended and successfully lowered the requirement to 3.0. This would allow students with slightly lower GPA's study abroad opportunity. The new director of Study Abroad is introduced to all Transitions students early in the year. A Transitions student worker should be hired to work with to be a liaison to Study Abroad.

5.4.3. Navigating Vassar

Based on the work of CIE, the Dean of Studies and Dean of Freshmen provided a pdf version of the updated Navigating Vassar document to all pre-major advisors during the pre-major advising process. The President's Office provided funding in order to print a version of this document as a pamphlet for distribution in Fall 2016. Hard copies of the pamphlet were handed over to the Dean of Studies Office, with instructions to distribute to the Transitions Program, the ALANA Center, departments and programs, and pre-major advisors.

We recommend that the Dean of Studies update the Navigating Vassar document, in consultation with the Transitions Advisory Board, biannually, and disseminate the document to faculty advisors each year. We recommend that the Office of Communications make the Navigating Vassar document available on the Vassar website in multiple places (e.g. the Dean of Studies webpage, under financial aid information, on the Transitions website once that is incorporated into the College's website).

5.4.4. Transitions Program Recommendations

- We recommend that Transitions officially moves from having oversight by CIE to the Dean of Students. The Advisory Board recognizes that the Office of Residential Life is administratively responsible for Transitions but would like to promote a more holistic collaboration with Admissions (during pre-orientation), Dean of Studies (academic advising especially for the sophomore year), and Campus Life (to discuss Transitions at the Intersection).
- We recommend that the Dean of the College, instead of hiring a half-time Transitions staff for the full year using the Engaged Pluralism Initiative, a full-time person be hired for the summer. Ideally this individual would be a recent Transitions graduate that we can hire from the start of the summer through the end of the Foundation (pre-orientation) program.
- We recommend that the Vice President for Communications hire at minimum a 0.5 FTE in the web development division to assist with the Transitions website and other diversity web work.
- We recommend that the directors of Title IX, Financial Aid, and Study Abroad review the detailed recommendations in this report and move forward as possible.

- We recommend that the Dean of Studies update the Navigating Vassar document, in consultation with the Transitions Advisory Board, biannually, and disseminate the document to faculty advisors each year.
- We recommend that the Office of Communications make the Navigating Vassar document available on the Vassar website in multiple places (e.g. the Dean of Studies webpage, under financial aid information, on the Transitions website once that is incorporated into the College's website).

Appendix A: CIE Membership**Chair**

David T. Bradley | Associate Professor of Physics

Co-Chair through Fall 2016

Eréndira Rueda | Associate Professor of Sociology

Members

Adriana di Bartolo | Dean of Students (through February 2017)

Colette Cann | Faculty Representative, Associate Professor of Education

Jodie Castanza | Director for Campus Life LGBTQ and Gender Resources

Michael Cato | Chief Information Officer

Heesok Chang | Faculty Representative, Associate Professor of English

Colleen Cohen | Faculty Director of Affirmative Action

Brittney Denley | Assistant Director of Equal Opportunity and Affirmative Action

Spencer Garcia '18 | VSA Student Representative

Joseph Glick | Director of Jewish Student Life

Cecilia Hoang '18 | VSA Chair of Equity and Inclusion

Luis Inoa | Director of Transitions Program

Bert Lott | Associate Dean of Faculty

Ben Lotto | Dean of Studies

Wendy Maragh Taylor | Director for Campus Life ALANA Center

Andrew Meade | Director of International Services, Assistant Dean for Campus Life and Diversity

Rachel Pereira | Director of Equal Opportunity and Affirmative Action

Jose Perillan | Faculty Representative, Assistant Professor of Physics + STS

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

Art Rodriguez | Dean of Admissions and Financial Aid

Arlene Sabo | Director of Safety and Security

Sam Speers | Director of Religious and Spiritual Life, Assistant Dean for Campus Life and Diversity

Ruth Spencer | Associate Vice President for Human Resources

Lisa Tessler | Associate Vice President for Alumnae/i Engagement

Appendix B: CIE Membership by Senior Officer Division – 2016-2017**President**

2016-17 Only: Chief Information Officer

Dean of Faculty

Faculty Co-Chairs

Associate Dean of Faculty

Faculty Elected (Tenured)

Faculty Elected (Non-Tenured)

2016-17 Only: Faculty Elected (Tenured)

Faculty Director of Affirmative Action

Director of Equal Opportunity and Title IX

Dean of the College

Dean of Studies

Dean of Students

Associate Dean of College: Campus Life and Diversity

Director of Transitions

Director of Religious and Spiritual Life

Director of International Services

Director of Campus Life: ALANA Center

Director of Campus Life: LGBTQ/Women's Center

2016-17 Only: Director of Jewish Student Life

2016-17 Only: Director of Safety and Security

Dean of Strategic Planning and Academic Resources

Dean of Admissions and Financial Aid

Vice President of Communications

N/A (communications designated liaison from Communications to CIE not assigned for 2016-2017)

Vice President of Alumnae/i Affairs and Development

Office of Alumnae/i Affairs and Development Representative

Vice President of Finance and Administration

Associate Vice President for Human Resources

Other (Students)

VSA Chair of Equity and Inclusion

VSA Elected Representative

Appendix C: President's Council on Diversity + Inclusion Membership – 2016-2017

President (Interim) - Jon Chenette

Dean of the Faculty (Acting) - Steve Rock

Dean of the College - Chris Roellke

CIE Co-Chair - Eréndira Rueda (Fall 2016)

CIE Co-Chair - David T. Bradley

Associate Dean of College, Campus Life and Diversity - Ed Pittman

Director of Equal Opportunity and Affirmative Action - Rachel Pereira

Liaison to President/Senior Administration for Race/Inclusion - Candice Lowe Swift

VSA President - Calvin Lamothe

Student Representative - Miranda Amey (joined March 2017)

Appendix D: Full Set of CIE Recommendations

Structure of the Committee Recommendations

- We recommend that the **President** and the **Committee on Priorities and Planning** revisit the commitment to a senior officer position made in 2014 and evaluate the College's allocation of resources accordingly.
- We recommended that the **President's Council on Diversity + Inclusion** dedicate a significant amount of time to discussing the 2014 public statement and the senior-officer-level position for institutional diversity and inclusion in Fall 2017.
- We recommend that the **President** assess the connection between CIE and EPI to address the communication and collaboration concerns.

Capacity Building for Campus Equity Recommendations

- We recommend that the **President**, the **Dean of the College**, and **other Senior Officers** carefully examine the allocation of resources to diversity efforts and the structure of the offices charged with diversity and inclusion work, the staffing levels of these offices, and the responsibilities of the individuals within these offices so that capacity building work is not an add-on responsibility for people whose job descriptions are already over-full.

Diversity Statement / Mission Statement Recommendations

- We recommend that the **President** and **Vice President for Communications** ensure that the new Mission Statement is integrated into all College media, broadly disseminated, and integrated into College operations at all levels.

Diversity Webportal Recommendations

- We recommend that the **President** shift the diversity webportal work to the Engaged Pluralism Capacity Building working group, which would have the monetary and human resources to bring this work to the next level.
- We recommend that the **Vice President for Communications** hire, at minimum, a 0.5 FTE web producer in the web development division to assist with diversity webportal work.

DREAMers/DACA Students Recommendations

- We recommend that the **Dean of the College** work with the DREAMers Support Team to identify resources, beyond the PDSO, for supporting training related to undocumented students.
- We recommend that the **Dean of the College** send a message to all members of the campus community detailing the steps to be followed if ICE should come to our campus.
- We recommend that the **Vice President for Communications** hire, at minimum, a 0.5 FTE a web producer in the web development division to assist with the DREAMers website and other diversity web work.

Faculty Recruitment and Retention Recommendations

- We recommend that the **Dean of Faculty** review, edit, and approve the draft Faculty Hiring and Recruitment Manual.
- We recommend that the **Dean of the Faculty** expand one of the Associate Dean of Faculty positions to include faculty diversity and professional development.

Gender in Infrastructure and Curriculum Recommendations

- We recommend that the **Dean of Faculty** or **Dean of Studies** bring in a consultant or expert to help develop non-gender identification or more flexible identification in language curriculums.
- We recommend that the **President** work with the **Dean of Strategic Planning and Academic Resources** (DoSPAR) and **Vice President of Finance and Administration** to raise the priority of the Gender Neutral Bathrooms initiative. We suggest that a new, small working group be formed including a member of the DoSPAR's office, a leader in Facilities Operations, and the Director for Campus Life LGBTQ and Gender Resources.

Non-Native English Speakers Recommendations

- We recommend the **Dean of Faculty** consider offering a two-tiered FWS model.
- We recommend the **Dean of Faculty** review the Writing Center resources in relation to NNES students, and consider adding a cohort of NNES peer counselors.
- We recommend the **Dean of Faculty** seek to add or retain a faculty member with language acquisition skills.
- We recommend the **Dean of the College** explore the possibility of creating an international resource center.

Racial Justice (RISE) Recommendations

- We recommend that the **Dean of College** continue to monitor work toward accomplishing the recommendations noted in the Margolis Healy Report. Specifically, the Director of Safety and Security, Arlene Sabo, should continue to monitor this work and report to the Vassar community as is most appropriate.
- We recommend that the **Dean of the College** work with the RISE Center for Racial Justice to find internal or external funding for the Center to continue.

Dis/ability Consciousness Recommendations

- We recommend that the **Dean of the College** immediately reestablish an ad hoc Committee on Disability Issues in partnership with MaryJo Cavanaugh, Director of the Office of Accessibility and Educational Opportunity.

Institutional Research Recommendations

- We recommend that the **President** ensure that the Engaged Pluralism Initiative OIR staff member be hired as soon as possible and that they be appointed as a member of CIE.

- We recommend that the **President** consider how this additional OIR staffing will be sustained beyond the Mellon Grant period.

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- We recommend that the **Dean of the Faculty** form a 2017-2018 subcommittee of the Committee on Curricular Policies (CCP) to work with the Social Justice in Question faculty (lead: Jonathon Kahn) as they develop the social justice course pilot.

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