

**Diversity Plan and Report**  
**Bryn Mawr College**  
**April 2016**

During the past two academic years, the Bryn Mawr campus community has grappled with the past and present realities of race and racism on our campus, and has launched the critical work of education, dialogue, and institutional change that will form the basis of the institution we wish to be.

While concerns about race and racism were the primary catalyst for this effort, building a more inclusive community requires that our analysis and our actions consider all forms of exclusion rooted in social and cultural identities and their intersections. We affirm the College's core commitment to diversity in all its forms and to recognizing the excellence and richness that those diversities create for all people in our learning environment.

We will act in the present and for the long-term. In the present, we are committed to action to make Bryn Mawr a more welcoming community for all of us who currently live, work, and study here, and to continue our efforts to attract and retain a diverse student body, staff, and faculty. Our long-term commitment is to sustain and build upon changes that members of our community are working so hard to achieve. Our efforts will be ongoing—true change requires time and practice—and iterative—for example, every four years a large percentage of our community is new to Bryn Mawr.

As suggested by the headings below, our plan must address our institutional legacy and our built environment. Equally, we must invest in recruiting faculty, students and staff of varied backgrounds and affiliations; assessing the campus climate; creating strong practices of dialogue and community education; and instituting policies and institutional structures that treat community members equitably and respond quickly and appropriately to bias.

The priorities and report that follow are intended to be part of a continuing effort to institutionalize our commitment to addressing inequity and to build inclusion. The change that we seek is systemic. It requires work on multiple levels across the College as a whole, as reflected in the wide array of actions that are completed, underway, or under discussion. It is informed by the concerns and recommendations of students, faculty, and staff, and it is intended to be dynamic and responsive to changing needs.

We will report to the community annually on our actions, progress, and plans to hold the College and each other accountable in creating the environment to which we aspire.

Note: web links highlighted where available.

## **Institutional Systems and Practices**

### Actions Underway

**Bias Response:** After a three-month process of community consultation, we established the Bias Response Team in fall 2015. The Bias Response Team is made up of the Dean of the Undergraduate College, the Dean of Graduate Studies, the Equal Opportunity Officer, and the Assistant Dean of the College for Diversity, Social Justice and Inclusion & Title IX Coordinator. The bias response team responds to reports of acts of bias. They help to establish the facts and the nature of a reported incident. They ensure that personal support is available to the targeted individual(s) and/or group(s). They assist in directing all parties involved to available community resources and proper channels for reporting and action. They assist in mediating communication between the individual(s) reporting the incident and the individual(s) responsible for it. They maintain ongoing and follow-up communication with involved parties to address the concerns and needs of all parties involved. The Bias Response team will also track reports of events to assess the potential impact of incidents on the community, to gauge emerging patterns and climate of the College, and to inform community educational and training initiatives. This is the first year of operation and we will evaluate its effectiveness and make any necessary changes.

**Campus Safety practices:** Campus Safety has changed some of their processes and practices in response to student feedback. All officers now wear name badges and are encouraged to give business cards to community members; a complaint and feedback form has been created and is available online; some common student policies were added to the [website](#) for community information. Campus Safety has reached out to students to explore ways in which they can help shape diversity training, and will renew this effort in fall 2016. Training on work with transgender community members will be offered this summer by a recent alumna.

**Faculty hiring:** In fall 2014 the faculty agreed to change their hiring practices to include target of opportunity hiring for candidates who would contribute to the diversity education mission of the College. Procedures for target of opportunity hires are the same as used in all other searches except for national advertising. We have been successful in hiring a diverse and talented group of new faculty over the past two years. 50% of the faculty hired in tenure-track and continuing non-tenure track positions in 2014-2015 and 44% of those hired in 2015-2016 were African-American, Latino/a, or Asian American (a total of 9 faculty; 3 of these were target of opportunity hires).

**Undergraduate Recruiting:** Undergraduate admissions invests in targeted outreach, travel, and on-campus programs to interest high-achieving students of color and first-generation students in Bryn Mawr. Programs include mailings to and visits

with community-based organizations working with underserved students; targeted marketing to first- generation, high-performing students of color and to community organizations that work with such students; targeted travel to selected cities to conduct access and diversity workshops for students of color; and full travel scholarships for under-resourced prospective students of color to participate in the fall prospective student event. An Officer for Access and Inclusion, supported by a student intern, is a liaison to the campus community and connects prospective and current students.

**Transgender Student Policies:** In spring 2015 the Committee on Undergraduate Admissions developed [admissions policies](#) regarding transgender applicants in the context of the report of the Board of Trustees's Working Group on Mission and Gender Identity. These policies have been implemented in review and admission of the Class of 2020. In addition, the Athletics Department, in collaboration with colleagues at Haverford, is developing a transgender policy for intercollegiate athletes in the context of NCAA guidelines.

**Student Employment and Student and Staff Wage Equity:** The College's Senior Staff has surveyed student pay across the College and will develop a plan by fall 2016. We will then meet with managers to create clear guidelines about student pay grades and pay equity across units. The College is completing a market equity study of staff salaries and will work to address situations in which salary levels are significantly under market averages. A group of staff, faculty and students are also exploring the costs, trade-offs, and possible avenues to moving toward a \$15/ hour minimum wage.

**Access Services.** The College addresses access and disability issues in terms of services, education, and facilities. In 2015-2016 the Provost's Office sponsored a variety of workshops for faculty to provide information on mental health issues. Facilities modifications include a new accessible residence (New Dorm) and a number of changes to walkways in summer 2015 and summer 2016 (the latter will facilitate access to Park Science and English and Russian Houses).

**Diversity Leadership Group and Diversity Council:** The DLG continues to serve as an advisory group to the President. [The Diversity Council](#), revitalized in fall 2014, is comprised of faculty, staff, undergraduate, and graduate students, and meets monthly during the academic year to discuss and share perspectives on diversity and inclusion at the College. The Council has worked collaboratively with campus partners to integrate diversity and inclusion in staff and new student orientation programs, supported the creation of the Bias Incident Response Team, helped to develop the Campus Climate Assessment, and worked closely with the inaugural Community Day of Learning committee.

[Student affinity groups](#) and student clubs and organizations: Bryn Mawr and Bi-Co student groups continue to create a rich array of programming on campus that

includes history and heritage month programs, educational workshops and discussions, and cultural programs and performances.

## **Education**

### Actions Underway

[Community Day of Learning](#): In response to many students' commitment to making the campus more inclusive, the President launched a campus-wide initiative in 2015 to facilitate education and dialogue on a diversity-related topic each year; participation in planning and leading sessions is open to the entire community. Offices are closed and classes are cancelled to enable as many as possible to attend.

First-year orientation: The Customs Committee has changed the Customs program to ensure that all Customs leaders bring their first-year groups to this orientation. Stephanie Nixon, Assistant Dean for Diversity, Social Justice and Inclusion and Title IX Coordinator, has also made the program more interactive and experiential. It begins with a brief history of inclusion/ exclusion at Bryn Mawr, and then shifts to small group activities to explore the diversity of the incoming class and learning to see and understand others' experiences.

Wellness: We are revising Wellness for the Fall 2016. This new version (which will be required of all first-year students) will include topics concerning diversity and inclusion. Two sessions (out of approximately 15 sessions) will be solely devoted to these topics. The new seminar format will better engage students with these subjects.

Programming in the dorms: The [Community Diversity Assistants](#) host dorm-based programs several times each semester on a wide range of topics, and host office hours in dorms when issues arise on campus. In 2015-2016 the CDAs led one all-campus program each semester: the fall program focused on Political Correctness and Language and the spring on Understanding Cultural, Social and Economic Capital and their intersections.

New faculty orientation: The Provost's Office has expanded programming significantly to give new faculty a holistic picture of the diversity of Bryn Mawr, including a demographic overview; discussion of diversity issues led by faculty and Assistant Dean Vanessa Christman; introduction to programs such as Posse and the Mellon Mays Fellows; and discussion of culturally responsive classrooms.

Ongoing faculty opportunities: Building from a summer 2015 research project, a Pensby Center student intern developed case studies for use in discussions with academic departments about the diversity of experiences and circumstances that students bring to the classroom. Following a training program led by faculty in the Education Program about facilitating discussion, nine students participated in

discussions of these case studies with a number of academic departments during spring semester 2016.

Staff orientation: The Pensby Center has partnered with students and recent alums to create a session that allows for interactive discussion about diversity and inclusion at the College. The session introduces new employees to staff leaders of diversity/ inclusion initiatives and introduces programming such as the Community Day of Learning and Pensby Diversity Conversations.

Coursework: We currently offer more than 86 courses and 360s that address issues of diversity and inclusion from varied disciplinary points of view.

Items under discussion/consideration:

Diversity Requirement: The Curriculum Committee is discussing the possibility of a diversity requirement. If approved, this would be a graduation requirement --- but could manifest as a course requirement or a requirement through other programming such as Wellness.

There has been a suggestion made to create a small pool of funds for faculty and staff to gather with students to discuss issues of diversity and inclusion on campus. If funded we will make the process to get funds simple and flexible so that students and faculty can respond to spontaneous opportunities.

## **Places and Spaces**

### Actions Underway

Made a transition from Perry House to the Enid Cook '31 Center, with the goal to preserve the mission of Perry House while increasing support and impact.

- Built the [Enid Cook '31 Center](#) (ECC) named for the first African American woman to graduate from Bryn Mawr. The ECC provides an increased number of beds, along with spaces to support programming and connections to academic programs.
- Added \$5,000 into the permanent operating budget to support ECC programming.
- Formed the ECC Steering Committee (composed of dorm leadership, faculty and staff) to steward the Center and make sure it meets its mission.

[Pensby Center](#): \$5,000/ year permanently shifted from elsewhere in the College's budget and added to the Pensby budget to support programming.

### Black at Bryn Mawr:

- [Tour](#) - Founded by Emma Kioko '15 and Grace Pusey '15, the Black at Bryn Mawr 60-minute walking tour brings to light the history and experiences of Black students, staff, and faculty from 1885 through the present day.
  - In May staff will discuss how to institutionalize this tour with the graduation of Kioko and Pusey and the departure of postdoctoral fellow Monica Mercado. Suggestions have included physical plaques and/or a smart phone app. If we wish to offer in-person tours at various times of year, we must identify funding to train and pay student guides.
- [Website](#) - During Monica Mercado's time with the Project, the website served as a way to make Black history at Bryn Mawr accessible to the public. The website will remain live with Mercado's departure but will not be further updated. The website has been digitally archived.

### Items under discussion/consideration:

Invisible and Visible in Taylor Hall. Discussion underway about making visible alumnae, faculty and staff who would not have been visible in Taylor Hall in 1910 (when the College was well-established and thriving). The exhibit would include alumnae, faculty, and staff of color, as well as include those members of the staff, especially those in service roles, who would not have been visible (literally or figuratively) in Taylor Hall. This would be a rotating exhibit (perhaps changing every 3 years) and would include pictures plus a brief description of the person. Those featured would represent the full spectrum of individuals connected to Bryn Mawr, and would invite us to consider issues of race, class, and religion in both past and present.

Memorial for Perry House: Senior staff are considering a proposal to create a Perry Garden. This garden will be a place for reflection and for honoring history/ies on the grounds of the former Perry House. The proposal is for the site to feature a marker/plaque documenting the history of Perry House and the role it played at Bryn Mawr. Benches and plantings honoring Africa, the Caribbean, and this region would welcome those who visit the space.

Thomas Great Hall. Discussions are underway as to how we talk about Thomas Great Hall and how honoring M. Carey Thomas in this way impacts our campus and in particular members of our community who would have been excluded under Thomas's policies.

## Assessment, Feedback and Dialogue

### Actions Underway

Campus Climate Survey. Circulated March/April 2016. To be repeated every 5-6 years. The results will be used for planning, education and discussion.

Pilot Community Diversity Conversations. Organized monthly by the President's Office with support from the Diversity Leadership Team and Gina Siesing. The purpose of these meetings is to provide transparent communication about progress on particular initiatives (e.g. hiring more faculty of color; diversity requirement), to hear community feedback, and to provide an opportunity for members of the community to raise other issues of concern. We will assess the effectiveness of these meetings to determine whether they should continue for next year.

Pensby Center Conversations. In their current form, Diversity Conversations happen once a month on a Friday and all faculty, students, and staff are invited to attend. These discussions include student reports, workshops, and community response sessions. This year the topics included conversations about class, creating environments where everyone can thrive, and Islamophobia among others. Conversation leaders aim to strike a balance between addressing needs proactively and responding to current and emerging issues.

Dialogue on Race Project. Pilot of ongoing series that trains students to facilitate conversations about issues of race and diversity. Student leaders of this project hope to move the conversation on campus from the process of surfacing concerns to problem-solving and proposed action for change.

StoryCORE. A student-led project that started in 2012, [StoryCORE](#) provides a structured opportunity for students to meet to discuss issues of identity, diversity, and belonging, as well as events that happen on campus. StoryCORE makes space for story-telling and listening among people who might not ordinarily interact with one another or speak on these topics. Each year StoryCORE is organized by a group of 6-8 students who now receive stipends from the Pensby Center for their work.

SCOPE. Alexis de la Rosa '15 and Lauren Footman '14 founded SCOPE in spring semester 2016 as a student/ alumnae/ faculty/ staff initiative to support students of color, and equip them with additional resources for success during their time at Bryn Mawr and beyond; to lend voice to student needs on campus; and to hold the College accountable for ensuring that students truly thrive at Bryn Mawr. Two events will be held by the end of this semester and one is being planned for fall 2016.

Alumnae Affinity Reunions. For the first time, Reunion will offer alumnae the opportunity to take part on the basis of affinity in addition to specific class years. Affiliated groups will include Women of Color and LGBTQIA.