



OFFICE OF THE PRESIDENT

Our list of grievances is by no means exhaustive, but in writing them here, we want to bring them to your attention, and ask that the Bryn Mawr and Haverford Colleges commit to the long-term process they necessitate. Furthermore, we ask that the colleges work to end the continued marginalization of Black people on the Bi-co campuses in ways that do not further burden Black students, staff, and faculty.

**-Black Students Refusing Further Inaction
June 17, 2020**

July 1, 2020

Dear Haverford members of Black Students Refusing Further Inaction,

I offer my gratitude for your work with Bryn Mawr College student co-authors to bring forth your 17 June 2020 Open Letter to the Bi-College Community. Your impactful Open Letter, which gained thousands of signatures from students, alumni, faculty and staff of Haverford College and Bryn Mawr College, details many structural limitations and impediments within Haverford's curricular, teaching, scholarly, research, and student-life programs and experiences that for decades have obstructed the capacities of Black students and alumni to thrive at Haverford and beyond. I join you in recognizing these current and persistent shortcomings, and I join you in leadership and action to move us closer to an anti-racist future.

I acknowledge the pain and injustice embedded in your experiences and those of other Black students and alumni at Haverford. There is no excuse or apology I could offer to ease the harm you have experienced. I simultaneously acknowledge with gratitude the leadership and ongoing day-to-day work you do and have done to make Haverford a place where other students can thrive, despite the barriers erected by racism and non-inclusion. You matter, and your contributions matter.

As president of Haverford College, I take this opportunity to reaffirm my dedication to anti-Black racism, to anti-racism, to equity, and to inclusion across all aspects of the staff's and faculty's work as professionals and across all aspects of how we as students, staff, and faculty live, work, learn, and grow together. Toward those ever-present goals, I will, as you have asked and as I have done in collaboration with many others during my first year at Haverford, "work to end the continued marginalization of Black people on (our campus) in ways that do not further burden Black students, staff, and faculty." I agree with you that your "list of grievances is by no means exhaustive," and I understand that you wrote them in order to "bring them to (President Cassidy's and my) attention" in order to "ask that...Haverford College

commit to the long-term process they necessitate.” I commit to the continual short-term and ongoing long-term processes of structural and institutional change needed to achieve goals you laid out, as well as multiple other goals that complement and reinforce the principles you have articulated.

In general, in my work, I do not wish to make any false claims or offer promises that might not be kept. Thus I will try to be conservative in what I state, knowing that much more is possible, much more is necessary, and that we aspire and commit to building a Haverford where anti-Black racism is a thing of the past. I am committed to moving us into that possibility, and you have accelerated our collective efforts.

I wish to recognize the excellent and good work of many faculty, staff, students, and alumni who have inspired and mentored Black Haverfordians, Haverford students of color, and students from other groups underrepresented at Haverford who have been and have felt marginalized across Haverford’s history. Part of my and our work will be to recognize and reward these people and this work more systemically than we have yet done.

Guiding principles and aligned concerns

At Haverford, we are guided by principles that apply to all that we do:

- We will provide an excellent liberal arts education
- We will ensure the safety and well-being of students, faculty, and staff
- We will contribute to the greater good
- We will steward Haverford as a perpetual institution.

I offer this framework here because, in making evident multiple ways in which Haverford falls short of serving Black students, you have enumerated ways in which we are not living up to these principles. I expect to use this set of principles throughout my time as president, and I consider them a helpful framework or set of reference points in our anti-racism work.

Your concerns and mine align. These concerns begin at the core of our mission: having world-class faculty members who combine scholarship, creative work, and teaching to provide an excellent liberal arts curriculum and education to all students. To thrive as Black faculty members in any academic area, faculty members must enjoy excellent support for their research and teaching and be professionally welcomed and supported by their colleagues across Haverford.

Specifically, together with the provost, the Provost’s office, many faculty and staff members, and students, I am happy to lead and collaborate on the delineated items on curricular design (I), faculty hiring (III), faculty support (III), faculty thriving (III), faculty retention (III), faculty and staff professional development in diversity, equity and inclusion (IV), hiring faculty in Africana Studies to support creation of an

Africana Studies major (IX), and including a question on classroom racial climate in course evaluations (XI).

Your concerns and mine extend to the “student experience” for Black students at Haverford, in which students live and grow outside of but in close proximity to the classroom, laboratory, and studio. Curricular and co-curricular life intertwine, of course, and the feedback between the two can be positive, negative, or both.

I will take action to increase funding available annually by approximately \$40,000 to support Black and other students from marginalized or underrepresented groups through “grants for summer programs, affinity groups, multicultural spaces, and individual expenses” (V). I will collaborate with Dean Bylander and others to formally recognize “Black History Month as well as allocating funds for events to be hosted: e.g.) [keynote speaker\(s\)](#), special catered dinner, physical display/banner” (VII). In addition, members of the faculty and staff are “engag(ing) in active, dedicated, research toward finding the specific origins of each” artifact formerly found in display cases in the Koshland Integrated Natural Science Center (KINSC) (X).

Leadership commitments

To the work ahead, I commit myself first and foremost. I will lead while also learning from many.

All nine Senior Staff members have committed themselves to centering the work of anti-racism in their areas and thus are effectively co-signatories of this letter.

Faculty, student, and staff leadership will also be required for Haverford’s anti-racism work to take off and become embedded in our structures, policies, practices, and ethos. While I do not have the same kind of structurally embedded and direct partnership with the full student body, the full faculty, or the full staff as I do with the Senior Staff, and thus cannot claim these large numbers of individuals as collaborators, I know that some (and likely many) among them are dedicated to the work of anti-racism and will be partners in action. Several faculty members have reached out to me to ask to be involved in actions spurred by your Open Letter, and I have been happy to invite them into this work. I look forward to their leadership and that of students and staff members, and of alumni, Board members, and members of the Haverford Corporation.

I have addressed eleven of the Open Letter’s thirteen requested action items in this letter. The two items not addressed, II and VII, were specific to Bryn Mawr College.

Taking action

Curricula and faculty (I, III, IV, IX, XI)

To be effective, our anti-racist work must impact our curricula and pedagogies, which occupy the heart of our educational mission. Our curricula and pedagogies are

of course inextricably intertwined with our faculty and all that they contribute as scholars, educators, mentors, and community members.

I and others are enthusiastic about your proposal to expand our curriculum and students' education by implementing a "a Bi-Co course on Blackness and white Privilege as part of the college-wide requirements implemented in the next academic year (2021-2022)," with a shared understanding that the full faculty of each college governs its curriculum. Perhaps more to the point, any such change requires the will and action of the faculty at Haverford and at Bryn Mawr toward a required Bi-Co course. The faculty-student-staff Educational Policy Committee, in its formal role in curricular matters, will be part of this process.

I look forward to actualizing this proposal or another curricular innovation that accomplishes your stated goals, understanding that such a course(s) is to be "designed alongside Black students, faculty, and staff with the objectives of exploring the history of race to understand current social, economic, political, and cultural conditions. It will educate on the history of police brutality, explicit biases, and address microaggressions, cultural appropriation and other forms of hidden biases." There are multiple ways to offer such a course (e.g., taught by current faculty members, visiting faculty members with particular expertise, professors from other institutions, combinations therein), and such aspects will be part of the design process. I have served as a collaborator and facilitator of transformative student-led curricular initiatives at two other liberal arts colleges. I will draw from those experiences to assist us in accomplishing a number of anti-racist actions at Haverford.

Haverford has long shared an intention to fulfill your call for "an increase in representation by hiring Black faculty and faculty of color." Black faculty are and generally have been sharply underrepresented at Haverford; I know that some Black faculty members regularly experience Haverford as a racist environment. At times in the past twenty years, our tenured and tenure-track faculty has included a significantly higher proportion of Black faculty and faculty of color across a wide range of fields in the liberal arts. I note this historical framework because it illustrates our need and my commitment to focus on policies and practices that support faculty thriving and retention, while we concomitantly take action to strengthen our policies and practices to increase our proven capacities to attract and hire outstanding Black faculty and faculty of color. (It is important to note and remind our campus that hiring data are incomplete in isolation and can be misleading; in other words, we need to achieve equitable hiring practices that yield diverse pools of outstanding applicants and simultaneously gain a focus on thriving and retention for Black faculty.) The Academic Council, the Provost's Office, and I agreed this past spring to improve our hiring policies and practices so that they are equitable in all ways, with a lens of diversity and inclusion and an immediate goal of aligning them with professional best practices. This action will build and expand upon recent work by the faculty, Academic Council, the Provost's Office, and the

Educational Policy Committee to build diversity, equity, and inclusion into the search process from the start, as well as to launch the position of Faculty Liaison for Inclusion, Equity, and Diversity (FLIED). I commit to working as chair of Academic Council and in collaboration with faculty, staff and student colleagues to realize this goal of diversifying our faculty.

I agree that the process of establishing faculty search committees should create “opportunities for more Black students to be stakeholders and serve as representatives in faculty search committees.” I will extend this to other search committees, including the upcoming search for our next dean of the College.

You note well that we must offer “increased attention to retaining and supporting existing faculty of color in each department.” I agree. Interim Provost Rob Manning and I are actively working on mechanisms to do this. I will continue that work with incoming Provost Linda Strong-Leek.

You call for “creating new administrative positions dedicated to anti-racism within the colleges.” I am in full agreement that the work of anti-racism needs to be more fully embedded in the structures of the College’s administration and directly reflected in the work of senior administrators. My experience as a chief diversity officer elsewhere and as a past and current member of the Liberal Arts Diversity Officers has taught me that “creating new administrative positions” is not necessarily the best model for advancing anti-racism at Haverford, or the best model for any small liberal arts college. At the same time, I am open to learning more about your and others’ viewpoints in favor of “new administrative positions dedicated to anti-racism” so that we can advance the action that will best move our campus into anti-racism. For example, a Haverford staff member has mentioned that their unit is considering the merits of converting a particular position into one that would be dedicated to anti-racism work. Such shifts in resources and priorities will help us accomplish your objective.

I wish to build strengths in anti-racism throughout our staff, faculty, and students; this of course is not mutually exclusive with your proposal to create new administrative positions dedicated to anti-racism, and a both-and approach might be the best way forward. Two recent examples of gaining anti-racism practice and expertise within existing staff positions are that we have hired one previous and one current chief diversity officer as interim dean of the College (Joyce Bylander) and provost (Linda Strong-Leek). Their diversity, equity, and inclusion expertise and experience are integral parts of their outstanding professional attributes.

Dovetailing with your stance is that I have openly acknowledged that the current model of having me serve as Haverford’s first chief diversity officer (CDO) on an interim basis, ending June 30, 2021, is a temporary solution while we seek and implement a more sustainable CDO model. That better model for Haverford *could* be a “new administrative position” or it could be an integration of this work into

another position's reimagined portfolio. Either way, I note well that, "The hiring process for these positions will consider the extreme workload and labor required of such work, and refrain from attributing multiple jobs' worth of work onto one/a few individuals."

The Provost's Office, Human Resources, multiple faculty members, Senior Staff and I stand ready to prepare and implement "yearly faculty diversity training encompassing cultural competency and the need for social justice in their day to day work. This training must be developed by people with significant expertise and scholarship in social justice work." We will include staff training as part of this action item. Further, we recognize that annual professional development of this sort must be supplemented with sustained engagement, facilitated by experts, in cultural competency and how to embed social justice in one's daily work. I and others commit to making this goal happen for the full faculty and staff.

I stand with you on the importance of "the immediate creation of an Africana Studies major, including taking appropriate actions toward coursework and hiring faculty for its fruition." Because we would want an additional Africana Studies faculty member(s) to be involved in the creation of an Africana Studies major, the approval of a position(s) in and a successful search(es) for a new faculty member(s) in Africana Studies must precede the creation of a robust major. That does not preclude "taking immediate actions toward coursework," and I will support and encourage that work by collaborating with faculty and the Provost's office. I wish to offer as a point of information that our new provost, Linda Strong-Leek, will be a professor of Africana Studies (and of Gender and Sexuality Studies). Though her work as provost will likely not offer opportunities for her to teach regularly, I mention her membership in Africana Studies so that you know about this aspect of her scholarly and teaching expertise and interests.

I stand with you on "a revision to course evaluations to include a question concerning the racial climate of the classroom to be implemented by fall 2020." In this action, I will work with students, the Provost's Office, and the Faculty Affairs and Planning Committee (FAPC).

Co-curricular life (V, VI, VII, X)

To be effective, our anti-racist work must also impact student well-being outside of academic work, as you have so keenly articulated.

I commit to working with Senior Staff members to raise or reallocate funding in order to offer funding of approximately \$40,000 annually for "grants for summer programs, affinity groups, multicultural spaces, and individual expenses such as books, online courses, and therapy." This fund could possibly be called a "[reparations fund](#)" and/or be named in tribute to Osmond Pitter 1926 and Enid Appo Cook 1931, the first Black students to graduate from Haverford College and Bryn Mawr College, respectively (e.g., as the "3126" or "2631" fund, in line with a

suggestion made in the Open Letter). Fund availability would extend to non-Black students in a way that is consistent with the spirit and intent of your proposal (for we cannot specify “Black students,” as you recommended, because race is a protected class under federal anti-discrimination law). We will work to articulate ways that some of this funding would be “used to support the local Black community in Ardmore (and) Lower Merion.”

I will enthusiastically collaborate with Dean Bylander and others to formally recognize “Black History Month as well as allocating funds for events to be hosted: e.g.) [keynote speaker\(s\)](#), special catered dinner, physical display/banner” (VII). In response to students’ and my concern about the near absence of Black History Month awareness and celebration in 2020, this action was in progress, and I greatly appreciate your reinforcement and specificity. I invite individuals and departments across the campus to contribute to our understanding of Black American history, culture, and inspiring contributions through the lens of your discipline or field.

With respect to the artifacts on display at the KINSC, KINSC Director Helen White, Marielle Latrick (Associate Director of the KINSC), Sarah Horowitz (Curator of Rare Books and Manuscripts and Head of Quaker and Special Collections), and Terry Snyder (Librarian of the College) have responded immediately by laying the groundwork for “active, dedicated research toward finding the specific origins of each item” on display at the KINSC. Helen has been in direct touch with you and will continue to remain in touch about this work.

Topics for further discussion (IV, VIII, XII)

Interim Provost Rob Manning and I are open to the following possibility and simply need time to talk this through with the text and specific chapters in hand:

“Furthermore, as part of new faculty orientation, all faculty will be required to read chapters of Ruth Enid Zambrana’s *Toxic Ivory Towers, The Consequences of Work Stress on Underrepresented Minority Faculty*. Current professors will be required to read these chapters as well, the summer before the 2021-2022 academic year.”

I think and certainly hope it is possible that we share common ground in valuing a Campus Safety Department that supports the health, safety, and well-being of our students, staff, and faculty. I anticipate that engaging with you in conversation toward finding that common ground will allow me to understand better the reasons for your specific requests, to which at this time, I am not ready to commit. They are as follows:

Currently, the Campus Safety departments at both colleges claim to work very closely with the Police Departments of Haverford and Lower Merion Townships. These relationships must be terminated immediately. ...In addition, the departments **must reopen all racial discrimination cases against Campus Safety and take actions accordingly**. Finally, we call

for a stop in hiring those who've had a history working with law enforcement.
(VIII)

I look forward to continued conversation with you to learn where our values about Campus Safety's work overlap and where they diverge, and to move into action from there.

I have not yet engaged with staff, faculty, or students who have articulated ways we might or would work toward taking "an **active** role in Police and Prison Abolition" (VIII). I therefore cannot in good conscience offer you a commitment at this time. I will be happy to discuss with you potential ways forward on this topic.

I have greatly appreciated the impetus behind your and others' calls to the College to "**follow** in the footsteps of our [peer institutions](#) and make monetary contributions to local Black Lives Matter efforts. These efforts include but are not limited to [BLM Philadelphia Chapter](#), [The Mainline NAACP](#), [Philly R.E.A.L Justice](#), [Free Mumia Campaign](#), [The Abolitionist Law Center](#), [Human Rights Coalition](#), [Coalition to Abolish Death by Incarceration](#), [Philadelphia Community Bail Fund](#), [Shut Down Berks Coalition](#), etc." (XII). Direct payments by Haverford College to other not-for-profit organizations is not consistent with our own status as a not-for-profit institution with a mission to provide a liberal arts undergraduate education. While I understand the desire to have Haverford demonstrate its commitment to anti-racism through charitable contributions to worthwhile causes, this is not an avenue we expect to take. There are multiple avenues through which monetary investments can be made indirectly, such as through Center for Peace and Global Citizenship (CPGC) internships offered by not-for-profit groups; I realize, however, that none of the groups you list currently have opportunities for paid internships through CPGC. I would be happy to continue this conversation to learn how we can more closely come together toward our shared goals of contributing to the greater good in the context of supporting Black Lives Matter efforts.

A few additional notes

I note a few relevant matters related to issues you raised that I believe will positively impact our capacity to realize new movement forward:

- Vice President and Dean of Admission and Financial Aid Jess Lord will present and make readily available disaggregated demographic percentages of domestic and international students of color, so that percentages of Black students are made transparent.
- Diversity, equity, and inclusion professional development work is underway in Athletics, with Dean Bylander's support and assistance.
- The Office of Multicultural Affairs, with Dean Bylander's support and assistance, is reflecting deeply on and engaging openly about its work.
- In 2020-21, we will conduct a national search for the next dean of the college. Students will serve on that search committee and be invited to participate extensively in finalist interviews.

- A new course to be offered this fall, *Belonging and Becoming at Haverford College* (ICPR H110J), was developed by a group of Haverford faculty members in collaboration with Professor Alison Cook-Sather of Bryn Mawr College. In part it will address “how we might pursue and support greater equity, inclusivity and student thriving through HC curricular and co-curricular structures.”
- The President’s Initiative in Ethical and Engaged Leadership will provide anti-racism course development support through the Provost’s Office.
- Campus-wide Strategic Planning, an ongoing process through Fall 2021, offers us a way to incorporate anti-Black racism into our plan for and vision of Haverford’s future.

Process (XIII)

In sending this letter two weeks after receiving your Open Letter via email, I believe (and hope!) I have met your request that I issue “**a statement ... within two weeks time in response to (your) letter**”. I have offered specific commitments to enacting “concrete action and change,” and I am happy to agree to creating a timeline “**by the end of the fall 2020 semester detailing how specific demands will be fulfilled.**” I will “**maintain transparency with the entire community as the demands are fulfilled (remembering that the brunt of this labor should not be on the backs of Black students, staff, and faculty)**” by posting updates on the anti-racism page of the President’s Office website. I look forward to “**employ(ing) underclass and upper-class year students in the fulfilling of these demands.**”

In closing, I return to my gratitude for your initiative and to our joint recognition that much work lays before me and many at Haverford, well beyond the issues elevated by your letter. Your letter on its own has accelerated engagement with the matters you raise and with additional anti-racism actions for Haverford, Bryn Mawr, and the Bi-Co. Several campus constituencies have copied me on their responses to you or let me know that they are working on responses. Others have told me they first awaited reading my response before they would reach out to you. Still others have told me they continue to consider how to respond to concerns the letter raised about their own work. You took the vulnerable leadership step of inviting our full Haverford and Bryn Mawr campuses to engage with your clarion call to move from inaction, antagonism, and theory to action, nurturing, and praxis. It has already been impactful, and I look forward to the greater impacts yet to come through my and our collective actions.

Sincerely,



Wendy E. Raymond