

December 9, 2016

President Alison Byerly  
Office of the President  
316 Markle Hall  
Easton, PA 18042

**Subject: List of Diversity and Transformation Concerns of Marginalized Students**

Dear President Byerly,

We, members of the Association of Black Collegians, NIA: A Support Group for Women of Color, the Hispanic Society of Lafayette, the Lafayette Association for African and Caribbean Students, The Portlock Black Cultural Center, QUEST, and Behind Closed Doors represent Lafayette students who feel marginalized. Moreover, we, as marginalized students and respective allies, recognize the fact that this nation, and specifically, Lafayette College has further to go to achieve social equity. This year in particular, we marched and protested to bring attention to these inequities and to implore Lafayette College to take action to address them.<sup>1</sup> In years prior, we have led campus-wide discussions and implored the college administration to proactively support its marginalized students.<sup>2</sup>

Thus, we present this List of Concerns because there is substantially more that the Lafayette College Community, led by the Lafayette College Administration, can implement to support marginalized students of the Lafayette College Community. We seek a diverse and inclusive campus that recognizes our differences and promotes a sense of belonging, and respect for the values, practices, talents, beliefs, backgrounds, and ways of living of its members, particularly those who hold marginalized identities. In addition to this List of Concerns detailing the lack of support that marginalized students feel on this campus, we suggest concrete solutions to proactively promote and enhance diversity and inclusion on campus.

First, we seek acknowledgment and approval of the student-led campus initiative released on December 7, 2016 for Lafayette College to become and take concrete steps to declare itself a Sanctuary Campus as have numerous other schools throughout the United States, including the University of Pennsylvania, Wesleyan University, Reed College, Pitzer College, Portland State

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<sup>1</sup> September 24, 2016 and October 1, 2016: Students sat during the national anthem at Lafayette College Football Games; September 30, 2016: Demonstration in Farinon Atrium surrounding police brutality; November 10, 2016: Students placed poster around campus citing statements that President-elect has made surrounding minorities; November 16, 2016: Walk-Out; November 19, 2016: Protest at entrance of Lafayette-Lehigh Football Game.

<sup>2</sup> December 1, 2014: Race and Police Brutality Community Meeting; March 24, 2015: Awareness walk for immigration and flags on the quad signifying the immigrants who had lost their lives attempting to cross the border; May 4, 2015: Students covered statues on campus with black veils and created chalk outlines of themselves to represent the men and women affected by police brutality; November 18, 2015: More Than Mizzou: An Open Conversation on Race, Activism, and Resistance on College Campuses and follow-up discussions with President Byerly and Vice President Diorio.

University, Santa Fe Community College, Connecticut College and Swarthmore College.<sup>3</sup> By becoming a Sanctuary Campus, Lafayette College is making a commitment to creating institutional change to ensure that all students will have a space to pursue their education safely regardless of the political climate. The campus wide initiative has resulted in **XXX** number of signatures from students, faculty, administrators, and alumni in support of Lafayette College becoming a Sanctuary Campus. However, signatures are not enough. Achievement of Sanctuary Campus status can only come as a result of direct action. Second, we believe the Administration must take concrete steps to make changes to Lafayette College's academics, staff and faculty, housing and safe spaces, diversity training and associational (Greek Life and Athletic) concerns to improve and enhance diversity and inclusion in the Lafayette Community.

### **Concerns from Marginalized Groups on Campus:**

#### **ACADEMIC CONCERNS**

- 1) The addition of at least one new course in **every department** that addresses Social Inequity. These courses should naturally fall under either the Global Multiculturalism 1 and Global Multiculturalism 2 Course designation or the Values Requirement course designation, along with any designations that apply so that taking these courses will count toward the Common Course of Study.<sup>4</sup>
  - a) Social inequity affects every part of society. Ideally, the Administration should require every department to integrate Social Inequity issues into every student's respective major. Examples include designing:
    - i) Natural Science courses that teach the historic misuses of minorities as research subjects against their will, such as in the case of African Americans in the Tuskegee experiments.
    - ii) Social Sciences courses that teach the economic ethics, political disenfranchisement, or the direct involvement of the United States in many foreign countries and the effects of these policies on those citizens.
    - iii) Engineering courses that teach how the planning and design of cities can reproduce social inequities.

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<sup>3</sup> See Penn, Trump's Alma Mater, becomes Sanctuary Campus for Undocumented Students, [http://www.philly.com/philly/education/20161201\\_UPenn\\_Donald\\_Trump\\_s\\_alma\\_mater\\_becomes\\_sanctuary\\_campus\\_for\\_undocumented\\_students.html](http://www.philly.com/philly/education/20161201_UPenn_Donald_Trump_s_alma_mater_becomes_sanctuary_campus_for_undocumented_students.html); Wesleyan Declares Itself a Sanctuary Campus for Undocumented Immigrants, <http://www.courant.com/education/hc-college--trump-sanctuary-1123-20161122-story.html>; Kroger Declares Reed a Sanctuary College, [http://www.reed.edu/reed\\_magazine/sallyportal/posts/2016/sanctuary-college.html](http://www.reed.edu/reed_magazine/sallyportal/posts/2016/sanctuary-college.html); President Oliver and the Board of Trustees Declare Pitzer a Sanctuary College, <http://pitweb.pitzer.edu/president/president-oliver-and-board-of-trustees-declare-pitzer-a-sanctuary-college/>; Portland State is a Sanctuary University, <https://www.pdx.edu/insidepsu/portland-state-is-a-sanctuary-university>; SFCC Declared a "Sanctuary Campus" for Immigrants, [http://www.santafenewmexican.com/news/education/sfcc-declared-a-sanctuary-campus-for-immigrants/article\\_cb2a01c6-52d4-55d7-b888-f6d4a16b0ecc.html](http://www.santafenewmexican.com/news/education/sfcc-declared-a-sanctuary-campus-for-immigrants/article_cb2a01c6-52d4-55d7-b888-f6d4a16b0ecc.html).

<sup>4</sup> See e.g. <http://registrar.lafayette.edu/files/2014/02/Global-and-Multicultural-Approved-Rubric-CEP.pdf>.

- iv) History courses that teach students about LGBTQ+<sup>5</sup> History.
- 2) The college must also add more academic departments and course offerings in the following disciplines:
- a) Indigenous Peoples/Native American Studies
    - i) These are courses focusing on civil and socio-political concerns in the USA that would be included in an American Studies Departments. Unfortunately Lafayette discontinued the American Studies program leaving a huge void in the current curriculum that needs to be filled.
  - b) Disability Studies; and
  - c) LGBTQIA Studies
- 3) The college must also increase financial support, faculty, and course offerings for its programs which already address issues of marginalized groups including the following:
- a) Africana Studies
  - b) Women's and Gender Studies
  - c) Religious Studies
  - d) Latin American and Caribbean Studies
    - i) Specifically, only four of the potential thirty-five courses that comprise the course offerings in the Latin American and Caribbean Studies program actually cater to the Anglophone and Francophone Caribbean region. This number should be increased to half with the faculty expertise to teach Caribbean-focused courses if the program is in fact Latin American and Caribbean Studies.
  - e) Community Engagement Courses
    - i) These courses allow students to learn based on first-hand experience. Lafayette should offer more courses that engage students to think critically about the world around them. Additionally, the few courses that are offered that focus on community engagement should not be removed.

(1) Examples of community engagement course include:

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<sup>5</sup> LGBTQ+ is an acronym for Lesbian, Gay, Bisexual, Trans, Queer/Questioning, and others. It refers to a population of people united by having gender identities or sexual orientations that differ from the heterosexual and cisgender majority. <http://sja.sdes.ucf.edu/docs/lgbtq-terminology.pdf>.

(a) Single Motherhood

(b) Women in the Criminal Justice System

(i) Furthermore, as the college continues to expand and move further into the Easton community, its students should have the opportunity to engage more substantially with the surrounding community.

## **STAFFING and FACULTY CONCERNS**

### **A. Staff Concerns**

- 1) Create a position for a Science, Technology, Engineering and Mathematics (STEM) Education Expert to focus upon the retention of underrepresented students in the STEM field. Professor Roth has applied for a Howard Hughes Medical Institute (HHMI) grant to help increase the retention of underrepresented students in the Natural Science departments. In conjunction with the HHMI grant, we seek a commitment from the Administration to:
  - a) Dedicate funding for a STEM education expert to help increase the retention of underrepresented students in the Natural Science departments by the 2018-2019 school year regardless of if this grant is accepted or not.
  - b) Additionally, we request that Lafayette College move ahead with providing implementation strategies to increase retention rates for underrepresented students in the STEM field.
- 2) Although we appreciate the strides that the Administration is making to increase the diversity of the Administration, Staff and Faculty, we believe that more can be accomplished to improve inclusion for all groups. Specifically, we seek a commitment from the Administration to:
  - a) Increase the diversity of the Administrators and Staff by 5% with a goal of aligning minority faculty representation and female<sup>6</sup> faculty representation with the United States population by 2026, which would be approximately 77% White, 6% Asian and 13% Black. We note that in 2015, the racial breakdown of the United States population was 77.1% White, 5.6% Asian, 13.3% Black, 17.6% Hispanic and 1.2% Native

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<sup>6</sup> The term female is used here for the purposes of comparing to the United States Census. We understand that this is not a comprehensive term. Our request is for the increase of faculty that identify as women.

American.<sup>7</sup> Additionally, the percentage of females in the United States population in 2015 was 50.8%.<sup>8</sup>

- i) We also ask that these positions be equitably distributed throughout administrative and staff departments.
- b) Permit staff and students to evaluate the two new positions in the Office of Intercultural Development, the Intercultural Development Coordinator and Fellow, on a biannual basis to ensure these positions are serving their functions to support marginalized students.
- c) Hire at least six professional staff with regional expertise in Africa, the Middle East, the Caribbean, Latin America, Europe, and Asia to support the Assistant Director of Intercultural Development, International Student Advising. Currently, International Students comprise eleven percent of the student body with the Class of 2020 comprised of seventeen percent International students. The Administration must hire these professional staff in order to support the International student population and to further expand the number of International students on our campus.
- d) Hire a trained staff member in the Office of Intercultural Development to work with low-income students and the difficulties that arise with that identity group and its intersections with race, gender, sexuality, ability and any other identity. This staff member would also work to help promote a sense of belonging, and respect for the values, practices, talents, beliefs and backgrounds of these students.
- e) Encourage the Office of Admissions to continue partnering with organizations who have commitments to supporting low-income students including, but not limited to Philadelphia Futures, Achievement First and Sponsors of Educational Opportunity.
- f) Hire a staff member in the Office of Financial Aid that works primarily with low-income and undocumented students to help them navigate their unique financial positions on campus.
- g) Hire clinical staff members in the Counseling Center to correct the deficiency that exists within mental health support services provided by the college. This year, in particular, we have seen the need to stress the importance of mental health on campus. Accordingly, it is critical to fill a shortage of clinical staff members who are:
  - i) Members of the People of Color, People with Disabilities and LGBTQ+ communities and

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<sup>7</sup> United States Census Bureau, Welcome to Quick Facts, <https://www.census.gov/quickfacts/>; See also "Just How Few Professors of Color Are at America's Top Colleges? Check Out These Charts – The Diversity Stats Behind the Anti-Racism Protests on Campuses Across the United States" by Julia Lurie, November 23, 2015, <http://www.motherjones.com/politics/2015/11/university-faculty-diversity-race-gender-charts>.

<sup>8</sup> United States Census Bureau, Welcome to Quick Facts, <https://www.census.gov/quickfacts/>.

- ii) Trained to assist students who are also members of these marginalized communities.
- h) Hire a Campus Liaison position for the McDonogh Network that works to strengthen the connection between Black Students and Alumni before the end of the 2016-2017 school year. Because this position has been vacant since May 2016, its loss has been felt by both black students and alumni and has resulted in a lowered level of communication between the two groups.
- i) The ATTIC, part of the Office of Advising, should have a dedicated staff member whose primary responsibility is to consider the myriad of ways underrepresented students on campus can and should be supported.
  - i) This professional staff member would work with the rest of the ATTIC staff, as well as the class deans, to ensure we are providing content-related support as well as targeted academic counseling for students from underrepresented populations. These efforts will aid the College in increasing retention in various academic disciplines and decreasing the number of course withdrawals which has a detrimental impact on progress towards degree as well as negative financial implications.

## **B. Faculty Concerns**

- 1) As our campus expands and plans to hire 35-40 new faculty, the Lafayette Community is at a critical juncture where it can increase and enhance diversity and inclusion. Accordingly, we request that the Administration commit to:
  - a) Increasing the diversity of tenured faculty by 5% with a goal of aligning minority faculty representation and female faculty representation with the United States population by 2026, which would be approximately 77% White, 6% Asian and 13% Black. We note that in 2015, the racial breakdown of the United States population was 77.1% White, 5.6% Asian, 13.3% Black, 17.6% Hispanic and 1.2 % Native American.<sup>9</sup> Additionally, the percentage of females in the United States population in 2015 was 50.8%.<sup>10</sup>
    - i) We also ask that these positions be equitably distributed throughout academic departments and programs.
  - b) Reintroducing a Mentorship Program designed to help minority students matriculating into Lafayette College that may benefit from such a program.

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<sup>9</sup> United States Census Bureau, Welcome to Quick Facts, <https://www.census.gov/quickfacts/>; *See also* "Just How Few Professors of Color Are at America's Top Colleges? Check Out These Charts – The Diversity Stats Behind the Anti-Racism Protests on Campuses Across the United States" by Julia Lurie, November 23, 2015, <http://www.motherjones.com/politics/2015/11/university-faculty-diversity-race-gender-charts>.

<sup>10</sup> United States Census Bureau, Welcome to Quick Facts, <https://www.census.gov/quickfacts/>.

- i) Modeling the new program after the former program wherein the minority community selected professors who had the capacity and interest to mentor first year minority students;
- ii) Implementing a program wherein the student-mentees initiate bimonthly meetings with a mentor. The former program saw an increase in student-mentee confidence levels and also academic success;
- iii) Ensuring marginalized student voices are integral to the implementation of a new mentorship program recommended by the Presidential Task Force for Student Support;
- iv) Not moving forward with this mentorship program without marginalized student support gauged by setting up a meeting between the various boards listed above and the Presidential Task Force for Student Support; and
- v) Creating a mentorship program that must be re-evaluated biannually by students, faculty, and administration to determine its success.
- vi) This mentorship program should not serve as a replacement to the current Posse program.

## **HOUSING AND SAFE SPACE CONCERNS**

- 1) In 2020, the Administration is planning to erect a new wellness center at the current location of the David A. Portlock Black Cultural Center (Portlock Center). Over the years, the Administration has relocated the Portlock Center further and further from the Campus Community until it sits on the outskirts of the campus.<sup>11</sup>
  - a) This repetitive relocation of the Portlock Center to where it now sits creates the perception that the needs and activities of the students who use the Portlock Center are less important than the needs and activities of other students.
  - b) Accordingly, we request that the Administration commit to discussing the new location, layout and amenities of the new Portlock Center before it is designed and built with the Black students who use the Portlock Center and the Board of Equity, Transformation and Accountability, as the current facility is not capable of supporting the size and type of functions that the students organize.
    - i) For example, the Portlock Center needs separate gallery and social spaces in the new building as many events are delayed as adequate space does not exist in the current building to hold functions in conjunction or concurrently as there is only the one space in the Portlock Center.

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<sup>11</sup> See <https://www.lafayettestudentnews.com/blog/2016/10/07/portlock-through-the-years-students-fought-to-establish-black-house-in-1970/>. Article clearly notes that at one time the Portlock Center was located where the current Farinon College Center now sits.

- ii) Additionally, since a wellness center is being placed in the current location of the Portlock Center, we request that the new location of the Portlock Center be located where the Bailey's Health Center is currently. This central location would demonstrate Lafayette College's commitment to reaffirming diversity and inclusive spaces.
- 2) In addition to coordinating the new Portlock Center, we request that the Administration take the following steps to help promote a sense of belonging, and respect for the values, practices, talents, beliefs, backgrounds, and ways of living of the entire campus community by:
- a) Creating a Multicultural Center on campus that will have a space for the various organizations, faculty, and staff supporting these students to come together for events and general meetings.
    - i) This center would house the increase in staff that we have requested above. Additionally, it would have spaces for the various student groups on campus to meet and hold events.
  - b) Erect clearly designated gender-neutral restroom facilities in all housing and academic buildings by the 2018-2019 school year. Additionally, complete the installation of permanent signage for the current gender inclusive bathrooms by the end of the 2016-2017 school year.
  - c) Add a form to the Admissions Application and Housing Application that provides incoming and current students with the ability to inform the College of the student's:
    - i) Gender,
    - ii) Preferred Name,
    - iii) Preferred Pronouns, and
    - iv) Preference for living in gender neutral housing

With the permission of the student, this information (except for student housing preferences) will be reflected on the course enrollment list provided to each respective student's professors before the beginning of each semester, in order to inform professors of student's correct pronouns.

- d) Provide gender-neutral housing each semester to accommodate transgender, genderqueer, nonbinary, and other gender nonconforming students regardless of GPA, class year, or assigned sex.
- e) Provide feminine hygiene products in all bathrooms. The Lafayette College currently provides male condoms to its students and we believe that feminine products are equally as important. Additionally, other universities of similar stature of Lafayette College have decided to place free feminine hygiene products in their bathrooms because they



understand the necessity of introducing these products in all bathrooms as a form of equity.<sup>12</sup>

## **DIVERSITY TRAINING CONCERNS**

As our goal is to foster a sense of belonging, and respect for the values, practices, talents, beliefs, backgrounds, and ways of living of the entire campus community, we believe the establishment of mandatory Diversity Training courses for the Lafayette College community is a desirable course of action. According we implore the Administration to:

- 1) Provide mandatory, sustained, and ongoing student, faculty, and staff training around racism, Islamophobia, anti-Semitism, xenophobia, classism, sexism, heterosexism, homophobia, transphobia, ableism, and other issues of social inequity twice a semester.
- 2) Have Counselors within the Counseling Center develop a Mental Health workshop (similar to Safe Zone and Faith Zone) to educate and inform the general Lafayette College community.
- 3) Support the establishment of a student-run Equity, Transformation and Accountability Board (Board) in the 2017-2018 Academic Year. This Board would consist of ten students (two seniors, three juniors, two sophomores, two freshmen, and one graduate representative) and one Lafayette faculty or staff member to serve as an advisor to the board and would work with the Student Government Intercultural Affairs Committee to fulfill the following tasks:
  - a) Work with the Dean of Equity and Inclusion and the Diversity Committee to collectively make recommendations for required faculty and staff Diversity and Social Justice training - either in the form of workshops or incorporated into divisional faculty meetings.
  - b) Ensure that all members of the Lafayette College community are responsible for creating an inclusive and safe environment for all students by establishing Diversity and Inclusion elements in the performance standards of every employee. Inclusiveness must not only be considered in terms of the physical classroom setting but also in the texts and discussions that students are engaging within class. Furthermore, a board comprised of marginalized students would help provide context and perspective that may be lacking in current discussions of what should be included in diversity training of faculty and staff.
  - c) Work with the Dean of Equity and Inclusion to approve any Social Justice trainings or Diversity trainings that Offices or Departments present to their members to ensure that these trainings contain accurate information about the aforementioned topics.
  - d) Be made apprised of and recommend potential faculty/staff trainings, meetings, or workshops to ensure that the issues of diversity and inclusion are being discussed appropriately.

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<sup>12</sup> See <https://www.theguardian.com/us-news/2016/sep/06/brown-university-free-tampons-pads>

- e) Evaluate each semester how the bias response team responds to incidents where inclusion and equity have been compromised. During this meeting, the Bias Response team would comprise a semester report to be shared with the Board. Together both boards would evaluate how the incidents were handled to ensure that equity and inclusion has been achieved.
- f) Specifically, President Byerly, Vice President Annette Diorio, and other relevant members of the Administration, and members of other relevant faculty-led Committees (such as the Diversity Committee) must meet regularly with the Board to discuss short- and long-term solutions to attaining equity on campus.

## **ECONOMIC CONCERNS**

Lafayette College must address its lack of economic opportunity and stability for low and middle income students on campus. While there is strong support for students who cannot afford a Lafayette education in their first year, Lafayette can do more to ensure that economically disadvantaged students can equally enjoy and engage in the Lafayette experience, for their entire four years on campus.

To provide a better economic transition between a student's home life and campus, we ask the Administration to:

- 1) Ensure that students receiving the Pell Grant or have more than 75% of their tuition payments subsidized by Financial Aid are guaranteed two meals a day per week for all the years in which they plan to attend Lafayette.
- 2) Dedicate more money to departmental budgets across campus that would allow for the hiring of more student workers.
- 3) Increase promotion of academic and financial opportunities available when inducted into student based academic honor societies. This would incentivize completing the necessary coursework and obtaining necessary grades to be a member of these organizations.
  - a) i.e. The Kappa Society for the Arts, Psi Chi for Psychology, etc.
- 4) Promote the donation of toiletries and day to day necessities during Green Move Out and re-direct those donations to students in need, in such a way that is respectful of the students' socioeconomic background.
- 5) Increase promotional support for the External Scholarships Office and provide the Office with the resources to properly identify students who would most benefit from its services.
  - a) The Office also needs to add two new positions to lessen the burden of helping the 2533 students on campus find scholarships and fellowships.

6) Increase support for the Office of Career Services to provide low and middle-income students the resources that would allow for them to take advantage of opportunities that tend to be exclusionary by virtue of socioeconomic status:

a) For example, diversifying the wardrobe options offered for students who are unable to afford the formal wear necessary to take advantage of school networking opportunities.

In addition, providing financial support to attend off-campus alumni networking events.

b) Ensuring that current staff and any newly appointed staff are trained and/or specialized in addressing the specific concerns of low and middle-income students.

## **ASSOCIATIONAL (GREEK LIFE/ATHLETIC) CONCERNS**

### **A. GREEK LIFE**

Another area that Lafayette College must address is its lack of diversity in the Greek Life organizations on campus. The current state of affairs is one in which many students of color do not feel as though they will be included and understood within these predominantly white spaces. To increase the diversity and inclusion of students of color in Greek Life on campus, we beseech the Administration to:

1) Work with the Panhellenic Council to implement strategies to improve the diversity of their organizations.

a) Additionally, during their accreditation process each year the fraternities and sororities should add inclusion to the list of strides they present to the Alumni Advisory Council, Dan Ayala, Associate Director of Residence Life, Advisor to Fraternities and Sororities, Jodie Frey Associate Dean of Students/Director of Recreation Services.

b) Allyship, Social Justice 101, Safe Zone, and Faith Zone programing should be required for each fraternity and sorority organization on campus.

2) Work with the Panhellenic Council and the various national organizations to raise funds to provide scholarships for various students to engage in Greek Life who do not have the financial ability to participate in Greek Life currently;

3) Create a fee assistance program for students who qualify for the Pell Grant to apply for aid at the beginning of the recruitment process.

4) Work with Black and Multicultural students to bring multicultural and Divine 9 sororities and fraternities to campus. Although Lafayette College allows new chapters to incorporate and recruit members on campus; the successful chapters have alumni support and a long history of being on this campus. Unfortunately, the Divine 9/Multicultural sorority and fraternity organizations do not have a history of any kind on the campus and thus, do not have the same alumni support.

- a) We understand that one of the difficulties to bringing Divine 9/Multicultural organizations on our campus is the difference in time allotted for the new member education period as required by these organizations and as permitted by Lafayette College. We ask that the faculty consider re-examining the current new member education period on our campus to allow this initiative to be considered in full.

## **B. ATHLETIC CONCERNS**

Lafayette College must also address the lack of diversity within the Athletics Department.

- 1) Specifically, Lafayette College needs to expand the number of athletes of color, the number of coaching staff of color, and the athletic administrators who are people of color.
  - a) Ensure the hiring of a person specializing in diversity as it pertains to athletics to oversee this expansion.
- 2) Additionally, as athletes are considered student leaders on this campus, they should be required to attend diversity/social justice trainings that have been pre-reviewed by the Board of Equity, Transformation and Accountability at least twice a semester.

## **CONCLUSION**

Although our List of Concerns is inspired by demands released at other colleges and universities around the United States, including but not limited to Amherst College, Brandeis University, Pitzer College, Claremont McKenna College, Dartmouth College, Duke University, Grinnell College, Ithaca College, Harvard University, New York University, Sarah Lawrence College, Yale University, Wesleyan University, Guilford College, Brown University and Boston College, our List of Concerns is meant to foster a sense of belonging, and respect for the values, practices, talents, beliefs, backgrounds, and ways of living of the entire campus community, particularly by considering the most marginalized members of our community.

Given the List of Concerns presented above, we, the aforementioned organizations, request that President Byerly and other key members of the Lafayette College Administration meet with us before the end of the Fall Academic Semester to establish the infrastructure to address these concerns and to set a timeline of when each concern will be addressed.

Additionally, it must also be noted that while we tried to make this List of Concerns as expansive as possible, it is not comprehensive. There are numerous strategies and actions that can be taken to foster diversity and inclusion. Addressing this List of Concerns will be a great first step toward effectively supporting Lafayette's marginalized students and increasing the feeling of belonging for marginalized students. Furthermore, the implementation of the recommended solutions to address our List of Concerns will have to be thoroughly and consistently re-evaluated and adjusted throughout the years to ensure their effectiveness in providing support to Lafayette's marginalized students.

Sincerely,

The Association of Black Collegians, NIA: A Support Group for Women of Color, the Hispanic Society of Lafayette, Lafayette Association for African and Caribbean Students, The Portlock Black Cultural Center, QUEST, and Behind Closed Doors.