

# Ivy Policy Conference 2014

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Ivy Policy Conference  
Princeton University  
March 28<sup>th</sup> – March 30<sup>th</sup>, 2014

## Introduction

November 11<sup>th</sup>, 2014

Dear Delegates,

On behalf of the Ivy Policy Conference Planning Team, I would like to thank you for joining us for the 2014 Ivy Policy Conference at Princeton University. As I look back on what was a terrific weekend I am constantly reminded of the caliber and drive of our attendees who inspired us to discuss important diversity issues and exchange innovative ideas.

This year, the theme for our conference was: *Identity and Inclusivity: Fostering a Community of Individuals*. We hoped to better understand and carefully discuss diversity in its multiple forms and to us, this meant bringing together over 100 students from our eight Ivy League schools in order to gain insight on common policy challenges within our respective schools. More importantly, we aimed to find solutions to the problems we face each and every day.

Today, I am excited to share with you this year's Ivy Policy Report. The Policy Report highlights key policy recommendations brought up during the breakout sessions. In putting the report together, our Planning Team noticed three key themes: communication, collaboration and change. Please use this as an impetus and a call to action to better your college communities.

I would like to thank our Breakout Session Leaders for leading the session and keeping minutes. Furthermore, a special kudos to our Planning Team here at Princeton who compiled and parsed through the notes and helping put together the report. A special recognition goes out to my co-chair Shawon K. Jackson without whom none of this would have been possible. I am thankful for the support.

It has been a pleasure to serve on the IPC Planning Committee and now as the VP of Policy. I had a fantastic ride working with an amazing team and we were constantly humbled by the accolades the conference received. We hope this was a productive event and you left inspired to bring change at your respective institutions. Till next time.

Yours truly,

**Paarth B. Shah**

Vice President of Policy | The Ivy Council  
Co-Chair, IPC Planning Committee  
Princeton University, Class of 2016



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## About the Ivy Council



The Ivy Council is a 501(c)(3) Federal Tax-Exempt Organization comprised of student government leaders, student group leaders, and students at large from the colleges and universities of the Ivy League. Founded in 1993 as a way to collaborate and exchange ideas on common student life issues among the Ivy League schools, the Ivy Council's programs have since diversified to also include student leadership development, public service, and global exchange.

In 1997, the Ivy Council outlined a clear leadership structure for the organization. Ivy Council delegations, led by the school's head delegate, now exist at each of the Ivy League universities. In addition, the head delegates as well as members of the Executive Board, who are elected from among the eight universities, form the Ivy Council's Steering Board, which exists as the Ivy Council's ultimate student authority, overseeing the programming and direction of the organization as a whole. In 1998, the Ivy Council also established the Board of Governors, which consists of Ivy Council alumni and serves in an advisory role to the organization.

Altogether, the Ivy Council's structure allows for its delegations to harness their students' distinct qualities and talents to create a variety of programs at each school that further the Ivy Council's overarching mission. At the same time, the Ivy Council brings together all Ivy League students multiple times throughout the academic year with its flagship programs, such as the Ivy Policy Conference, in order to promote unity and facilitate the exchange of ideas among students.

You can visit the Ivy Council website for more information: [www.http://ivycouncil.org/](http://ivycouncil.org/)



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## State of the Ivy

The 3<sup>rd</sup> Annual State of the Ivy Address was held as the Saturday Keynote Session, bringing together the eight Ivy League student body presidents (or representative from that school's student councils). Outgoing Vice President of Policy, Alexander Tsu, moderated the address. Regardless of position, in the report they are referred to as SBR's (Student Body Representative).

### The State of the Ivy's Purpose:

- 1) Provide a brief reflection of each university, what the university has accomplished this past year, things that need to be addressed, and ideas for the upcoming year.
- 2) Collaborate and brainstorm mutually beneficial ideas that could make an impact at multiple institutions in the Ivy League.
- 3) Participate in a Q&A session with Ivy League students following the brief remarks.

### Minutes:

Dartmouth's SBR stressed the need to make mental health an initiative and were extremely proud of a new sexual assault policy that was being implemented on campus. Finally, there was a great unique idea to foster campus unity. The undergraduate government gave grants of \$2,000 to two different student groups on campus to join together and collaborate for a campus activity or event, thus bringing in contact groups of student on campus who otherwise may not have come in contact with one another.

Brown's SBR spoke primarily on a campus initiative to protest "Stop and Frisk" which has been extremely controversial in light of what is being used by NYPD. She also wanted to stress the need for student government's to not take over proposals and projects of students and turn them into their own. It is necessary to give them autonomy.

Columbia's SBR brought up that Columbia had recently implemented a new Honor Code, partially based on the existing one started at Princeton. Furthermore, the Student Government was also looking at solving the lack of study spaces available to undergraduate students. In line with the initiatives at Dartmouth, Columbia was revisiting its sexual assault policy and focusing on making such data available. Also in line with Dartmouth, Columbia brought together all of its student groups together for "Glass House Rocks", a four hour long party. Like Brown, Columbia stressed the need for support from other student groups to make things happen.

Cornell's SBR stressed that their community was the most socioeconomically diverse group on campus. However, with the accolade comes a lot of responsibility since there is a lot of self-segregation on campus. Breakout comments by Cornell Students backed this claim up. Work to counter this has been significant. Initiatives known as "A United Campus" and the





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inclusion of Diversity Education Plans in every academic department are making inroads to stymie self-segregation. Like its peers it is looking to start inter-collaboration between its student groups given that it has a very large Greek System and significant amounts of funding for its Multicultural Groups. A few new initiatives being introduced are the Fashion Collective, which is focused on focusing fashion and delivering clothing for all regardless of differences (Child's Section, Plus Section, Handicapped Model, Multicultural Designs). It has also introduced a \$5 Student Activity Fee, which would be put towards a Student Innovation Fund, which would give funding to students who want to improve Cornell (especially using architects and engineers). Funding for this would be \$1.2 million.

Harvard's SBR's spoke of many things during their time given. They spoke about the need for open communication with students and beginning something known as "Operation Ghost Protocol" which focused on finding funding and equal access. They were also interested in the needs for Gender-Neutral Housing. In terms of diversity, they were extremely proud of the "I too am Harvard" project and hoped that it would spread to the fellow Ivies. They also elaborated on the need for increasing funding for student groups and financial aid for books. Finally, Gus and Sietse elaborated that their main goal for this year was to facilitate relationships between Student Groups and University Administration.

Yale's SBR's have primarily focused on the internal structure of the YCC (Yale College Council). The goal was to reinvent and reform itself, primarily through the use of a reworked constitution. This has led to increased productivity and a provost group for athletics. The YCC's elected members have assigned projects (Wheelchair Accessibility, Notetaking, Mental Health Report). To address socioeconomic diversity, the Students Activities Fee has been eliminated. The YCC now holds office hours and has slightly altered its election structure, which now posits that if any student attends more than 3 meetings, they can become an associate member, which gives all of the benefits of elected leadership besides voting rights.

Last but certainly not least, Princeton's SBR concluded the session with three main accomplishments that occurred at Princeton in the previous year. First, the COMBO (Committee on Background and Opportunity) Report was released (every 2 years) and is a comprehensive report that addresses all facets and aspects of student/campus life. An Extended Leave Report was also released which looked at how and why students took time off before or at Princeton. The Mental Health Week also was a smashing success bringing awareness to Mental Health Issues. Finally, Club Nom is also playing a key role in asking big questions on different topics throughout Princeton's Eating Clubs.

Not Present: University of Pennsylvania's SBR.



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## Breakout Sessions

### Overview:

During the Conference, delegates were engaged in six breakout sessions. In these small group discussions, participants talked about an array of important issues as they relate to diversity. The purpose of these sessions was to give you an opportunity to think critically about diversity issues, and a chance to brainstorm innovative solutions to address issues we care about.

### Structure and Expectations:

Each breakout session lasted approximately 40 minutes. There was one Princeton student leading the discussion, as well as a scribe to document the group's dialogue. Notes will not reflect who was making particular comments; but rather focused only on the content of the discussion.

Each breakout session began with the discussion leader giving a general overview of the topic to frame the conversation. Participants then discussed what the key problems are at their respective schools as they relate to the discussion topic. Students then brainstormed how to address the issues brought up during the discussion, and share policy solutions their schools have implemented to address particular diversity issues.

### Format within the Booklet:

Because some of the breakout session topics were sensitive, it was emphasized that the discussion groups were safe spaces and we were not at liberty release the notes. In the interest of space and time considerations, the IPC Planning Team has taken the liberty to adjust meeting notes as needed. It should also be noted that some of the topics breakout sessions that follow either did not take place or notes were not taken/were not up to par. Rather than extrapolate on what occurred in these conversations, the IPC Planning Team thought it best to maintain the integrity of the conversations and instead encourages delegates to send any recollections or notes to [ivypolicyconference2014@gmail.com](mailto:ivypolicyconference2014@gmail.com) where they can then be added into this living document. We begin by explaining the macro-level focus of the session and then dive deeper into the aforementioned session. Based on how notes were taken, formats differed. They were then compiled and organized by the IPC Planning Team.





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## **Breakout Session 1: Mental Health & Wellness**

### **Alleviating Stress for First-Generation & Low-Income Students**

Students from lower socioeconomic backgrounds often encounter many challenges in college: adjusting to a new academic culture, navigating a different social scene, and working many hours a week to cover college costs. This can lead to unanticipated stress. How can our schools better support the well being of students from lower socioeconomic backgrounds? This discussion will aim to answer precisely that question.

### **Disability and Accessibility: Adapting Campus Facilities**

Should we be content with the current representation of students with disabilities on our campuses, and what steps can our schools take to further improve accessibility? This discussion will focus on how our campuses can be reconfigured structurally to be more inclusive for students with disabilities. We will not only think about large-scale changes that need to take place, but also smaller, more pragmatic changes that we can make to accommodate students with disabilities.

### **Handling Crisis Situations: Mental, Emotional and Physical Stress**

Conversations around mental health often focus on helping students manage stress and live a balanced life. But mental health experiences are much more diverse than this. In the most unfortunate circumstances, students may become a harm to themselves and or the campus community. This discussion will focus on how school policies can best prepare students to handle multiple forms of mental health issues, whether it is dealing with the issue directly or supporting a peer in need of help.

### **Minorities and Mental Health: Supporting LGBTQA & Racial Minority Students**

From feeling misunderstood to isolated, some minorities find themselves under an incredible amount of stress. What can our schools do to support the mental well being of minority groups? In this discussion, participants will work to identify the root causes of mental health issues in minority communities, and discuss ways to tackle this problem.

### **The Pressure to be Perfect: Expanding the Definition of Success**

Among Ivy League students, there seems to be a belief that everyone around them is perfect, and that they should live up to the expectations of everyone around them. In a way then, students are limiting their definition of success. How can we encourage students to be more comfortable with their diverse talents and avoid the desire to be like everyone else? In doing so, how, if at all, would we improve mental well being at our respective schools? This discussion will look closely at how to pushback against the idea of the “perfect” Ivy League Students, and find ways to make sure all students’ diverse talents are valued.





## ALLEVIATING STRESS FOR FIRST GENERATION AND LOW INCOME STUDENTS

*Delegates from Dartmouth, Brown, Yale, Harvard, Princeton, Columbia, UPenn and Brown attended.*

**General Overview:** Students from lower socioeconomic backgrounds often encounter many challenges in college: adjusting to a new academic culture, navigating a different social scene, and working many hours a week to cover college costs. This can lead to unanticipated stress. How can our schools better support the well being of students from lower socioeconomic backgrounds? This discussion will aim to answer precisely that question.

### Problems Identified:

- First gen identity not being honed by students
- Resources are not being utilized (group/s by OPL)
- Fund that gives money for internships, but they are selective
- First generation program now part of multi-cultural
- Difficult to broach identifying others as first gen
- Dialogue occurs within student groups
- “Norm” -accepting the identity violates this
  - Figure it out on their own, not using group resources
- Stigma on achievement
  - Sense of pity
  - How to converse about topic, without overly celebrating it
  - Point out the inappropriateness of approaching the topic
- Hard to discuss with higher class students
- International identity
  - Hard to have identity of international, low income, and first gen
- On campus opportunities not realized because of hidden costs
  - Is there really equality?
  - Housing, transportation
  - Hard to have conversation about how
- Earning money
  - Money isn't for recreation
  - Specific earning potential varies
  - A “job” isn't a solution when it will not help/accommodate
- Exposure to different classes
  - Have to learn about different classes because of lack of exposure
- Agency
  - Fate of opportunity in the hands of administration
  - Value of each experience shouldn't be up for grabs
- Separate worlds
  - Bicultural experience at home and at school
  - Frame it as an advantage, opportunity

### Solutions Identified:

- Need to address more than just putting people of different colors onto a campus
- Dialogue Series
  - But how to program to get upper class students involved?
- Need to eliminate antagonist relationship with upper-class







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- Allow upper class to learn
- Find allies
- Educate to get people to care about the issue
- Introductory talks to freshman
  - Include information about first generation/economic diversity
  - \*But how to expand this past orientation?
- Faculty members informed about sensitivity of issues
  - Keeping lectures based on fact, not trying to implement thoughts that are obviously harmful
  - Checks on information teachers teach, courage to check your teachers!
- Acceptance of Identity
  - Not only sharing, but having people accept it
  - Not being ashamed of origin
  - There are others, so the support exists
- Inter Policy Network
  - If ivies are role models, then other universities will follow
- Critical thinking
  - Problems are larger than small frame of viewpoint
  - Needs to be consideration of social impact
- Narrative sharing
  - Hone story, and tear down barriers of not sharing





## **DISABILITY AND ACCESSIBILITY: ADAPTING CAMPUS FACILITIES**

*Delegates from Princeton, Columbia, Yale, Cornell, UPenn, Brown and Dartmouth*

**General Overview:** Should we be content with the current representation of students with disabilities on our campuses, and what steps can our schools take to further improve accessibility? This discussion will focus on how our campuses can be reconfigured structurally to be more inclusive for students with disabilities. We will not only think about large-scale changes that need to take place, but also smaller, more pragmatic changes that we can make to accommodate students with disabilities.

### **Problems Identified:**

- Admission: Physical and Mental Barriers
  - Barriers/benefits to disabled people - perhaps not very friendly - hard to build elevators in old buildings.
  - Cultural Stigma
- Physical Disabilities
  - Columbia's: Back Part of Campus is only accessible via stairs -
    - Student Center is being renovated for accessibility
  - People may tend to think that there aren't too many disabled persons in the Ivy League
  - Penn - all freshman live together - college houses are all connected - several elevators in each one - wheelchair students often live on the first floor
  - Cornell - Cornell University for Disability Awareness (CUDA) -
  - Brown - new efforts for mental and physical disabilities - Student Employment Accessibility Bus - drives you to your classes - the problem - a lot of documentation for certification - buildings are very old
  - Cornell - over 1000 student organizations - usually a sign language interpreter at large events
- Mental Disabilities
  - Columbia Psychological Services - repeated heavily to the student body
  - Dartmouth - perception that administration does poor job at approaching mental health issues - peer-to-peer support
  - Cornell - "friend-to-friend" - Basics (Alcohol Awareness) - friends are perhaps the best way to engage in outreach - perhaps terms like "OCD" are thrown around too casually, perhaps offensively -
  - Brown - freshman - 3 Residential Counselors - Women Issues (e.g., Sexuality) - Minority Peer Counselor (classism, racism, etc.) - a lot of peer-to-peer things - BURP - every couple of weeks - student on main green - giving students massages - advertising as "coming to destress" - Heavy Petting - run by Class Board - cute animals - come de-stress by petting an animal - hinting at the fact - if overwhelmed, - here's a low-key way to destress - Psych. Services - Hotline - Samaritans of Rhode Island
  - Princeton - petting zoo to de-stress during finals - also works with PTSD organization for veterans

### **Solutions Identified:**

- More money - Cornell Student assembly - struggle b/w student and administrative money - student money should not be going to building a ramp





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- Why? - One response was “Waiting for a passionate alumnus to donate for wheelchair accessibility”
  - So get the message to administration that there should be another approach.
- Penn - transformation of mental health perception - lost 2 students one after another - 3 more people to support CAPS - the whole situation is very off-putting - they assess whether you're worthy of being seen
  - How do we get people enthusiastic about helping each other out? How do you foster that culture?
- Penn - a lot of support through the Greek System - going to a sex ed forum was part of pledging
- Cornell Caring Community - Retroactive Sense
- Writing Legislation
- It may be the case that disability is the unspoken element of diversity





## HANDLING CRISIS SITUATIONS: MENTAL, EMOTIONAL AND PHYSICAL STRESS

*Delegates from Princeton, UPenn, Cornell, Harvard and Yale attended.*

**General Overview:** Conversations around mental health often focus on helping students manage stress and live a balanced life. But mental health experiences are much more diverse than this. In the most unfortunate circumstances, students may become a harm to themselves and or the campus community. This discussion will focus on how school policies can best prepare students to handle multiple forms of mental health issues, whether it is dealing with the issue directly or supporting a peer in need of help.

### Problems Identified:

- Competitiveness, especially about jobs
- At UPenn, a lot of pressure based on securing jobs, told in sophomore year that one *needs* to be on track for a job – to ‘win at life’
  - For Health/Counseling Services:
    - 6 weeks wait time, (unless ‘crisis’)
    - Underfunded
    - Until something happens, no one cares about it
    - Academic leave policies don’t look into why these people are having this problem
- Competing with self – doesn’t work out, especially in an environment here comparisons are drawn, competing with others is inevitable
- In situation where people are at a disadvantage – some people thrive, rise to occasion whereas other people don’t
- Negative Connotation associated with ‘going to see someone’
- Insurance might not cover counseling
- People may belittle their concerns, facade
- Notion of ‘giving up’
- We are not taught to learn through thinking about a topic, but are only taught how to do it very well
- Physical stress on body is tackled only by vague advice on eating well etc.

### Solutions Identified:

- Regular surveys to gauge efficacy of measures
- Present/promote the sharing of vulnerability
- Spread awareness amongst faculty members, administrators etc.
- Yale à 24 Hour Service (Needs to be implemented across the board)
- People who have experience/personal experience can help us identify others
- Reward for little improvements – three good things per day and why
- A workshop where students learn strategies about positive perspective. Change in perspective can turn stressful event into a success story. Need to make people want to do it themselves à start small, word of mouth
- If all stakeholders have same information (prof, friends, family), maybe issue can be addressed better
- 40% of people go to CPS at Princeton
- At Cornell
  - Good infrastructure





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- Free counseling
- Anonymous non-scheduled sessions with same people – not screened (e.g. to prevent it from going to record) – there was need for this. Name of program, 'Let's Talk' plays a role in de-stigmatization)
- Student counselors
- At Yale
  - After sophomore year, mandatory session on bystander intervention

**Other Points:**

- If people are good at hiding stress, we will NOT be able to figure out their situation
- We can't force anyone to talk, can't forcefully help someone
- Preventing problems from happening, fixing notions/ definitions of problems can encumber progress
- Dyslexia – correlation between medical stuff and stress
- Difference between transient and long-term depression
- Role of language and positive words
- Physical stress as a result of mental stress





## MINORITIES AND MENTAL HEALTH: SUPPORTING LGBTQA & RACIAL MINORITY STUDENTS

*Delegates from Brown, Yale, Princeton, Cornell, Harvard, Dartmouth and UPenn*

**General Overview:** From feeling misunderstood to isolated, some minorities find themselves under an incredible amount of stress. What can our schools do to support the mental well being of minority groups? In this discussion, participants will work to identify the root causes of mental health issues in minority communities, and discuss ways to tackle this problem.

### Problems Identified:

- Some backgrounds have a stigma attached to mental health - not seen as an illness but a weakness
- How can we promote a culture of acceptance and get people the help they need?
- Schools have to be careful reaching out to students about mental health and suicide - it can come across as patronizing or make it more difficult for a student to accept that they need help
- Multiracial students can feel like they don't have a place
- Minority coming onto an Ivy League, finding a community where they feel like they fit in. Socioeconomic backgrounds play a key role. First step in having trouble adjusting. Limited diversity, even though the Ivies are trying to adjust it. Being a person of color, knowing that you're in a space that wasn't built for you, it makes it harder to belong there. The legacy of the Ivy League plays a huge role in this. This idea constantly manifests itself. Lack of university resources where they show like they don't care.
- For a certain Ivy, Latino students calling for a concentration for Latin American Studies. When one of the Ivies was founded, it was founded with "Any person, any study". First classes were open to all genders and races. In terms of mental health, Cornell has a reputation for the suicides. Having the component of mental health and well being has been extremely important for Cornell, not necessarily about providing mental health for those who are incapacitated. It sees 3000 students, but they use a program EARS, which is a group of social workers which they can feel like they can talk to someone.
- Minorities in the sciences, backlash in mental strain there and this is also something we have to address. There are minority students who have succeeded but training for TAs is very important and should be building a bridge between first year students. The key point for first year students in the sciences to receive some type of help for the stress they're feeling.
- Making opportunities be appealing to those minorities. Advocacy programs.

### Solutions Identified:

- A list of student organizations and at activities fair, there are categories that can be filtered by cultural and minority organizations and helps to foster inclusivity. In every one of Harvard's houses, there is at least one race relations and one LGBTQA tutor, who are specifically there to help students.
- Brown, minority and women peer counselors. First year, placed one in each. They do workshops around racism, classism, and sexism. Live in counselors whose main jobs





are first generation, queer students, etc. Pre-orientation programs allow for there to be times for this subject to be discussed.

- Penn's recent incidents triggered instant response based on media, and parent's concerns. There is a huge stigma against reaching out for help (CAPS). It is nice to have someone reach out to you. Every week since they have been back for Winter Break, there have been mental health and stress activities. It was a huge wake up call.
- LBTQA:
  - Yale has different houses that make themselves open so you don't have to identify and you can educate yourself through these organizations. The biggest selling point is that you can be connected with someone of the same mentality as you.
  - Supporting LGBTQA-wise, on Harvard's campus, gender-neutral housing is a key component. (Same suites).
  - Cornell: Same thing. Similarly have male bathroom, female bathroom, and no gender. Part of the reason why problem doesn't exist is because you have a choice.
  - Brown: Gender-neutral bathrooms. You can room with whoever you want sophomore year and beyond. People feel very strongly about gender neutral and feel comfortable using whatever bathrooms they want.
  - Brown: Options for those who don't want to be confined to a gender.
  - Harvard: Pronoun usages has been a key issue
  - If you're in a public place, make sure you feel comfortable.
  - It's important because the percentage of LGBTQA is pretty high in the Ivy Leagues.
  - Visibility is something that is very important. Feeling on campus by seeing.
  - Faculty - it is so important to have these professors that identify themselves
- Freshmen year has been great/amazing, but nothing else develops from this.
- It needs to feel really good and really great, but you want to be able to explore. You want to branch out, but if you feel complacent.
- Although things aren't great, you have to realize that you have such a great opportunity. A list of demands and needs will regard a challenging task.
- The programs are there, but they're not going to come to you. With all this said, you can't feel like you're entitled to certain opportunities. You have to still work hard. The work doesn't end.
- Resources for mental health?
- CPS at Princeton - hasn't done a great job about addressing the stigma
  - Mental Health Week, a student initiative at Princeton, has been a great first step
- Not having enough minority psychologists is a problem
- CPS at Columbia - some students feel like they're not getting the proper support
  - Sometimes feel like psychologist is just saying "uh-huh" and then telling the student what to do and come back in a few weeks, rather than actually talking to them
- Cornell - you have to fill out a pre-survey so they can match you with the right counselor
- Organizations like Minds Matter that do little things to make people happier
- The main thing that's missing is addressing mental health in the classroom
- How much is a professor responsible for your mental health?





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- Coordinating with other professors in your department or who your students are taking classes with - an extra effort that will help so that major exams don't overlap



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## THE PRESSURE TO BE PERFECT: EXPANDING THE DEFINITION OF SUCCESS

*Delegates from Harvard, Brown, Princeton, Yale, Columbia, UPenn, Dartmouth and Cornell*

**General Overview:** Among Ivy League students, there seems to be a belief that everyone around them is perfect, and that they should live up to the expectations of everyone around them. In a way then, students are limiting their definition of success. How can we encourage students to be more comfortable with their diverse talents and avoid the desire to be like everyone else? In doing so, how, if at all, would we improve mental well being at our respective schools? This discussion will look closely at how to pushback against the idea of the “perfect” Ivy League Students, and find ways to make sure all students’ diverse talents are valued.

### Problems Identified:

- Despite grade inflation, students still are concerned about academics at Harvard, resorting to measures of calling in bomb threats etc.
- Sometimes its good to fail -- important to discuss failure
- Not just academics -- Cultivating an image outside the community
- Anecdote: At one of the Ivy League schools, someone started a failure club, a group that you could only get into if you admitted to some type of “failure” that you “achieved” in your life. Talk with other people who had failed at something very openly.
- Definition of success: Often, we think about it as some form of recognition. Look at more forms of recognition? Is recognition the answer? MVP or most improved for the semester?
- Big fish in a small pond vs. small fish in small pond.
- Bar is raised in college, expectation to do very well in a seemingly effortless manner.
- People judge very quickly - first impressions are very important
- Competition for who has the most going on and who is doing the best.
- Dubious to equate monetary income with happiness
- Difficult to define success, need to be content with your own success rather than setting a bar for success in comparison with others
  - Important to look at your own passions
  - Reffkin mentions the shower test
- We don’t define success individually, only how other people perceive your success
- Pressures of college campuses to pursue corporate internships
  - Reffkin took the standard route to success: went to Goldman & Wall Street
  - Passes the shower test, he is now successful and happy
- Potential problem: seeing success as something we have to do alone? Is this only in the ivy leagues
- Jay Z quote: “What do I think of success, far too much success”
  - Too much looking into the future
- Reffkin mentions finding a balance between work, meaningful impact, and family life. Is it sensible to pick only three out of the two? Is it possible to have all 3?
  - Underlying factor of workaholism, working to achieve a high level of personal success in terms of what our culture wants. Maybe there is not enough emphasis on having a balanced life.
  - Is workaholism bad thing? It’s seen as a science rather than a humanity





- Is there a way to align your success and career and have a family? What are the ways to bridge the gaps?
- What place does family have?
  - How can we successfully integrate family into work life?
  - Example: professor who coaches son's soccer team and used sons
- Non-Approachability of the Mental Health Care Professionals

### **Solutions Identified:**

- Alumni input -- Good to hear from people who have been through it and to hear what was actually important after the fact.
- Bringing in a longer-term perspective -- mentorship programs can be very helpful here (marginalized groups etc.)
- Speaker today did not respond to the question of what is your biggest failure, emphasis on finance, Rhodes scholar, not calming, really reaffirmed the finance, business, startup, career-services vision
- If we were to have individual students to define success subjectively for themselves, you would aggregate a lot of different definitions. Are there measures to think about how we think of success in terms of individual gratification and fulfillment?
- How to encourage the blending of success and understanding at prestigious professional institutions?
- How to educate students in time management?
  - Faculty Advising hours
- Harvard example: Bring Google board game into common spaces Enforcing that it's not win or lose
- Cornell Minds Matter, model institution to keep students happy and aware that they are important and appreciated
  - Go through libraries passing out candy and appreciative notes
- Columbia Nightline, someone on the phone at all hours of the night, anonymous
  - Confidential
  - 10pm-4am, best time to make
- Medical Health Care evaluations
- Groups and Organizations on campus that stress personal meditation, self-reflection
- How do we facilitate the change in attitude?
  - 1. Students have no institutional memory, entire student body turns over every four years, how do you make a permanent change?
  - 2. More connected to the real world? See what's going on out there? More clear goals?
  - 3. Achieving levels of success of role models. Forget who we are by attempting to project image outward. Change has to come from within.
  - 4. Reflect upon what your ideas are, spend some time on self-development.
  - 5. Alumni Relationships, Peer mentoring, increase ties to ambassador and admissions programs? Creating a culture of working hard so that we can work even harder, is this right?
  - 6. Academics: look into pass/fail policy, transcript policies and appearances, distribution policies.
  - 7. Counseling services: the name, outreach, reputation, pushing for informal services, a range of services for different cases (short-term, one time, long-term)





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- 8. Alternative Internships/Careers: Push for the establishment of a fun for unconventional opportunities outside of the conventional brand name companies and jobs. Grants on unique projects, Extracurriculars, assistance for social activities.
- 9. Initiative conversations about failure, through dialogue/writing.



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## **Breakout Session 2: Adapting College Campuses to a Global World Climate**

### **Globalizing Instruction: Increasing Faculty Diversity**

To best understand the world around us, it is important for students to receive global instruction. Faculty members from across the globe have joined us to teach us about regional and global studies. But what is the role of international faculty beyond regional and global studies? This discussion will focus on how our schools can take advantage of the international perspective of certain faculty members to enhance the college experiences of undergraduate students.

### **Living Abroad: The Gains, The Losses, & The Unknown**

There are many opportunities to study and intern abroad, which gives students the opportunity to interact with diverse communities. Yet there are several barriers to going abroad too: limited financial aid, restrictions on which countries you can visit, and academic requirements, just to name a few. How can we encourage our schools to enhance study abroad and international internship programs? Furthermore, how can we ensure students are getting the most out of their time abroad? This discussion will focus on how we can truly make Ivy League students the global leaders of tomorrow.

### **Providing Access & Opportunity for International Applicants**

Are Ivy League schools doing enough to reach out to remoter areas of the world to attract and give opportunities to international students? Are there institutional barriers that prevent international students from applying to Ivy League schools? This discussion will answer these and related questions, focusing on how to provide meaningful opportunities for international applicants.

### **Satellite Campuses: Limits & Possibilities**

How can satellite campuses be used to bring an Ivy League education to a wider range of talented students worldwide? How can main campuses partner with satellite campuses to provide unique educational opportunities for Ivy League students? In this discussion, participants will talk about how students can make the most of satellite campuses, and how they can be used creatively to promote diversity for all.

### **Staying Connected to a Changing World**

Are we too immersed in our college experiences that we aren't aware of the changing world around us?

How often, for example, do we find students even reading the news? This discussion will highlight how our college bubbles prevent us from learning about the diverse events occurring throughout the world. More importantly, participants will discuss how to students can become more in touch with the world around them.





## GLOBALIZING INSTRUCTION: INCREASING FACULTY DIVERSITY

*Delegates from Brown, Columbia, Cornell, Dartmouth, Princeton, and Yale were present*

### General Overview:

To best understand the world around us, it is important for students to receive global instruction. Faculty members from across the globe have joined us to teach us about regional and global studies. But what is the role of international faculty beyond regional and global studies? This discussion focused on how our schools can take advantage of the international perspective of certain faculty members to enhance the college experiences of undergraduate students.

### Problems Identified:

- In concentrations such as English and Education, very few faculty members are of color, which hinders the scope of scholarship in an open, global community
  - The lack of diversity in faculty leads to the lack of role models coming from different backgrounds and experiences for students
- Having a diverse faculty base should be just as important as having a diverse student body
- Communication and conversation between student and faculty has been limited
  - Issue lies with under-reporting the issue
- Hiring professors is often limited to Ivy League alumni rather than a broader, more expansive pool

### Solutions Proposed:

- Students should seek administration as an ally and discuss methodology
  - Communication is key; more peers should be told about this issue in order to have more support and push for stressing diversity
- Have more frequent awareness training and encourage professors to speak about their background and identity
- Have student initiatives to spread cultural awareness and confront the issue, e.g. bringing together various minority groups
- Encourage a culture of inviting professors to eat at residential colleges in order to facilitate discussion with students

“I am considering concentrating in English and Education, yet very few faculty members are of color. It is quite frustrating to not have these role models.” – Brown student

“What if professors struggled? What if they had a lower socioeconomic background? Make it easier for professors to open up about themselves.” – Cornell student

“Awareness about what is appropriate and inappropriate is the thing to do. Most universities have awareness trainings, but one-team deals aren’t enough.” – Yale student





## **LIVING ABROAD: THE GAINS, THE LOSSES, AND THE UNKNOWN**

*Delegates from Cornell, Columbia, Dartmouth, Princeton, University of Pennsylvania, and Yale were present*

### **General Overview:**

There are many opportunities to study and intern abroad, which gives students the opportunity to interact with diverse communities. Yet there are several barriers to going abroad too: limited financial aid, restrictions on which countries you can visit, and academic requirements, just to name a few. How can we encourage our schools to enhance study abroad and international internship programs? Furthermore, how can we ensure students are getting the most out of their time abroad? This discussion focused on how we can truly make Ivy League students the global leaders of tomorrow.

### **Problems identified:**

- Academic requirements pose a limitation to students wishing to go abroad
- STEM fields are very regimented, making summer abroad costly
- Limitations in financial aid for summer abroad programs drastically reduce opportunities that are feasibly available
- Gap Year programs are often limited to those that are wealthy; furthermore is more difficult and unfeasible for low-income students to participate due to opportunity costs
- Most abroad programs and internships do not offer income, making it difficult for students who need to make money for family contribution
- Freshmen and high school seniors are often reluctant to go abroad even if opportunities are available

### **Solutions proposed:**

- Make it easier to transfer credits while ensuring standard of education and coursework does not drop
- Encourage alternative spring-break initiatives such as fundraising and proposals
- Consider short spring-break abroad programs
- Increase financial aid opportunities, resources, and applications available for students
- Allow for more flexibility for students travelling abroad regarding credits, yet do not allow study-abroad programs to become abused for this reason
- Conduct best-practices studies to see how other universities assist students with study-abroad financial aid

“Many of the people who go abroad are quite afraid to miss out on the experience on the home campus” – University of Pennsylvania student





## **PROVIDING ACCESS & OPPORTUNITY FOR INTERNATIONAL APPLICANTS**

*Delegates from Brown, Cornell, Columbia, Dartmouth, Princeton, UPenn and Yale were present for this breakout session.*

### **General Overview:**

Are Ivy League schools doing enough to reach out to remoter areas of the world to attract and give opportunities to international students? Are there institutional barriers that prevent international students from applying to Ivy League schools? Moreover, how can we ease the transition and provide resources for international students during their first year on campus? This discussion will answer these and related questions, focusing on how to provide meaningful opportunities for international applicants.

### **Problems identified:**

- Lack of awareness about international systems and lack of initiative (Admissions Officers)
  - A lot of countries have grading and testing processes that are different/harder. This isn't necessarily factored into admission decisions as a result of lack of awareness about the systems. The Ivy League loses out on many talented students.
  - Initiatives not in place to send admissions representatives to different schools in different countries. There is also a lack of information on how to apply in many countries
- Financial Aid/Loans
  - An American education is expensive; many students cannot afford to study at Ivy League institutions without financial support. While H,Y,P,D have need-blind financial aid, the other four are still working on it.
- Misguided Motives?
  - Institutions seem to seek students from other countries to boost 'diversity' statistics. In reality, from these other countries a lot of students come from feeder schools. Talent pool isn't tapped into effectively.
- Practicality of students actually coming to the Ivy League
- Large % of students are taken from the UK and not Central America
  - There needs to be more alumni connections, more communications that does not create a divide, rather it should unite people and have them understand why it helps unite both sides.
  - Lack of info on how to apply.
  - Financial burden.
- Why is providing access important?
  - Builds and grows morale around the entire school
  - Attract the best people and it can cheapen our school if we don't look for the best talent out there
  - International students are the future of their countries
  - Have people who give first-hand knowledge

How will the university committee benefit from a diverse int'l campus student body?

### **Solutions proposed:**

- General Solutions





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- Raising awareness
- Administrative action
- Create a group or survey that shows where each ivy is pulling students from and congregate a list in order to spread the word
- Alternative spring break trip and outreach trip
- Media Solutions
  - Make process more transparent and solve the communication gap
  - Stress social justice & opportunity
- Acceptance
  - Acceptances in the past lead to an increase in exposure for universities, lead to more applications. This fact can be utilized.
- How to link solutions in the Ivy League?
- Alternative spring break trip and outreach trip

Quotes:

“Providing access [to international students] is important because international students are the future leaders of their countries. It builds and grows morale around the entire school” – Student from Yale University

“Dartmouth accepts students from Pakistan and can claim that in their statistics but really its just one school acting as a feeder school” – Dartmouth Student

“There should be more alumni connections and more communication; these should not create a divide, these should unite people” – Student from Brown University







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## **SATELLITE CAMPUSES: LIMITS AND POSSIBILITIES**

*Delegates from Brown, Cornell, Dartmouth, Harvard, Princeton, University of Pennsylvania, and Yale were present*

### **General Overview:**

How can satellite campuses be used to bring an Ivy League education to a wider range of talented students worldwide? How can main campuses partner with satellite campuses to provide unique educational opportunities for Ivy League students? In this discussion, participants discussed how students can make the most of satellite campuses, and how they can be used creatively to promote diversity for all.

### **Problems Identified:**

- Ivy League institutions are somewhat insular in their global outreach
  - Universities such as MIT, Johns Hopkins, and Yale have campuses in Singapore; unfortunately, other Ivy League members have yet to follow extensively
- Moving into a post MOOC (Massive Open Online Courses) era, which causes issues for universities in terms of funding and outreach and furthermore reduces the need for satellite campuses
- Branding education and other ulterior motives may interfere with goals

### **Solutions proposed:**

- Encourage more frequent study abroad programs within and between university systems
- Development language, study, and internship programs in other countries, similar to the Princeton in \_\_\_\_\_ model
- Begin to seek government sponsorship in other countries for assistance in establishing satellite campuses (mutually beneficial for both other countries and universities)
- Encourage outreach to the East, e.g. China, Hong Kong, Singapore, Taiwan, etc.
- Maintain quality of facilities and professors to ensure level of education is not diminished





## STAYING CONNECTED TO A CHANGING WORLD?

*Delegates from Brown, Columbia, Dartmouth, Yale, Harvard, UPenn, Cornell and Princeton were Present.*

**General Overview:** Are we too immersed in our college experiences that we aren't aware of the changing world around us? How often, for example, do we find students even reading the news? This discussion will highlight how our college bubbles prevent us from learning about the diverse events occurring throughout the world. More importantly, participants will discuss how to students can become more in touch with the world around them.

### Problems identified:

- Being disengaged and disconnected with the world around us
- The concept of staying connected has altered from generation to generation
- Two levels: The first level is staying connected to the people around us (texting) as opposed to what we're actually doing. Second level is staying connected to the world around us due to technological advances.
- If you go to a school that doesn't have much of a strong basis in the topic, there is not a strong resource or opportunity to pursue those interests.
- A lot of us don't realize that something that happens in one country
- The university should be an engine of knowledge is at odds with this idea that we are disconnected and disengaged from the world. It's hard to go to lectures or go to events and functions that would help expand our knowledge when we have too much work to do and there is no incentive to go forth with it.

### Solutions proposed:

- Community Engagement: For one student, the Boston bombing in April of last year was a great example. When this happened, it was very shocking but it was great to see that a community gathered together and people realized what was going on. When you're able to actually bring people together regarding a certain issue is a great accomplishment.
  - In terms of activism, having the Internet and social media be so popular in our culture, it's much easier to spread the word and be on the frontline of the scenes.
  - #itooamharvard is a great example of social media power and usage. At Cornell, the everyone campaign (talking about consent) uses pictures to portray their messages and get their point across to others.
  - Activism looks different now and has changed. It's much easier to jumpstart groups and keep them active because the way we communicate has changed greatly.
  - If it's something I'm passionate about, then I'll go and learn it and I'll be an expert on it. But if it is on something that I'm not passionate about, or not something I'm enthusiastic about, then I'll be disengaged and not want to learn more. The disparity exists greatly.
  - If it's a campus issue, it might be of great interest.
  - If it's a non-campus issue, then it might not be something that appeals to the mass.
  - How to we solve this issue of not being connected with the changing world?
- Breaking out of the bubble and being able to go abroad and travel and be international. If you provide financially sound programs, then it'll be life changing.**

"I force myself to get an internship just to get off campus..." Student at Brown





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“I had no clue about the plane in Malaysia. We were three days behind. But at Columbia, we don’t actually get into the city as much as you would expect us to. Columbia tries to make us get out, but we should create a culture where every weekend we go out to the city... and its something we need to ease into” Student at Columbia



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## **Breakout Session 3: Political Advocacy & Personal Identity**

### **Exhibiting Individual Art & Extending Opportunities for Expression**

The Ivy Leagues pride themselves in the diversity and array of individuals they attract to their campuses. With this mixture of personalities, backgrounds, and skills comes the need for the acknowledgement and support of these differences through the arts and overall expression on campus. What does it mean for the arts to be recognized in and outside of the classroom? This discussion will explore the role the arts play on Ivy Leagues in the pursuit of self-expression and exploration.

### **The Gender Gap in Student Leadership**

Why are the most prominent leadership positions often dominated by men? How can we encourage more women to seek out top leadership positions on campus? More broadly, what challenges do women face in higher education when it comes to leadership? This discussion will highlight gender inequalities on our campuses and come up with innovative solutions to address this important issue.

### **Political Activism: How We Limit Diversity When We Don't "Burst the Bubble"**

How can we encourage more students to get involved in social and political movements? Should students seek out these opportunities on their own, or do our schools have an obligation to make us more politically and socially active? This discussion will focus on how to promote more political and social activism, so that students have an opportunity to pursue more diverse experiences in college.

### **Personal Image & Campus Interactions**

Do you know notice social stratifications based on race, gender, sexuality, class and other identity labels? How can we ensure students have a place to interact with students of a similar background, without promoting self-segregation? This discussion will focus on how schools can promote a campus culture that values each person's personal identity and brings together students from all walks of life.

### **Representation: Does Your School Reflect Who You Are?**

Does your school's faculty, staff, and student government adequately represent the interests of students? Are there campus subcultures and underrepresented students who don't typically have their voices heard? In what ways could your school's representatives be more diverse? This discussion will focus on the how to ensure that every student's voice is heard and considered.





## EXHIBITING INDIVIDUAL ART & EXTENDING OPPORTUNITIES FOR EXPRESSION

*Delegates from Dartmouth, Princeton, Columbia, Cornell, Brown and Yale.*

**General Overview:** The Ivy Leagues pride themselves in the diversity and array of individuals they attract to their campuses. With this mixture of personalities, backgrounds, and skills comes the need for the acknowledgement and support of these differences through the arts and overall expression on campus. What does it mean for the arts to be recognized in and outside of the classroom? This discussion will explore the role the arts play on Ivy Leagues in the pursuit of self-expression and exploration.

### Problems Identified:

- In high school—we had more opportunities to survey different kinds of art. At college, we become so pushed to narrow in on one skill set that we can forget about art.
- Easy to fall into a routine and not remain vigilant to how things change, or what a new perspective can bring.
- Dartmouth is not as invested in *public art*
- Visual art at Princeton—disappointed
  - Not like Brown & RISD. We could benefit from more rigorous arts courses
- Two students events eligible tickets every semester/school year—is this enough?
  - A potential Visual Arts major said she was disappointed by the rigor of the visual arts courses at Princeton; there are only 2 figurative artists who are faculty members; **does not adequately prepare her for entry in the competitive visual arts field after graduation.**
- Another Princeton student's input:
  - We have great performing arts groups, but some of them don't always offer enough students of color to be a part of them.
  - E.g. the jazz *a capella* group has no black people in it.
  - Would **really like to see Princeton do workshops with student leaders with their recruitment & diversity.**
- If these student reps don't have the mindset of diversity, then how do we expect incoming students at having a shot at being involved in these spaces?
- Art at Columbia—we have a whole lot of resources
  - Museums in close proximity
  - Some sculptures on campus
  - Goal: Make it so that you don't have to seek out art—art comes to you by placing student's art in visible spaces
  - “Glass House Rocks”—turns student center into an arts performance space.
- At Cornell: Really fortunate to have an architecture school
  - Big A Cappella culture
  - Museum culture
  - Show me the woman campaign—more
  - Intersection of Art and social work at Cornell:
    - Rape victims—project where painful experiences were painted in an abstract way
  - Condom fashion show during awareness week
  - Performing arts majors are not always given enough credit for their work





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- Brown—benefit of being right next to RISD and having opportunities to take classes there
- Also have a large A Cappella/Theater/Dance culture
- How do we decide which publications get the most money? – Based on readership? How does fairness come into play?
- How to allow everyone to be artistic and not go bankrupt
  - Prominence of ‘super-star’ a cappella groups; help bring other events up – partnership as opposed to competition
  - Q: Do you think the prevalence of a cappella takes away from resources?
- No—a cappella might open up for a speaker and bring more people for an event
- Dartmouth:
  - Dartmouth—a cappella is also huge here
  - Hip hop dance groups, comedy/improv troupes, modern contemporary dance
  - Of all niches, there’s one premier group that draws a large crowd
  - All these groups are student-run—performances might be in frat
  - Wish outside world got to see this side of the fraternity culture
  - While frats are often demonized, they also create an opportunity for people to come together

**Solutions Identified:**

- More opportunities for public spaces to host art and bring groups together:
  - Columbia: Many cultural groups can become homogenous and not reach a wider section of campus
  - Created an event to turn whole student center into a dance party that featured groups on every floor that was school-wide.





## THE GENDER GAP IN STUDENT LEADERSHIP

*Delegates from Cornell, Brown, Princeton and Dartmouth*

**General Overview:** Why are the most prominent leadership positions often dominated by men? How can we encourage more women to seek out top leadership positions on campus? More broadly, what challenges do women face in higher education when it comes to leadership? This discussion will highlight gender inequalities on our campuses and come up with innovative solutions to address this important issue.

### Problems Identified:

- Ivy League is still male-dominant
- What factors are behind gender gaps on our campuses?
- Freshman elections
- We should encourage men and females equally
- Men at Penn seem to have a lot more support with running for student government
- Girls might have a self-confidence issue?
- Some of our schools actually have female presidents and VPs, or an equal number of male/female student body leaders
- Dominant social spaces are male spaces (fraternities) at places like Dartmouth and Columbia
- Long tradition of male dominance - maybe the issue isn't qualifications, but the fact that it's not the historical norm
- How are we promoting these messages on campus? Is this discussion happening at our institutions?
- In a lot of instances there is substantial female leadership, but it's often predominantly white women
  - Response to the sexual assault problems at Yale: Respecting women more, which ameliorates the self-confidence issue
  - Fewer successful female alumni (since a lot of our universities weren't coed until later in the 20th century) puts women at a professional / mentorship disadvantage
  - Unless there is a more prompted interaction between both genders (with regards to campus organizations, academics etc.) it's not going to happen
  - Mentorship within clubs, freshman-junior buddy system
- Cornell: Organization called Campus Connection that facilitates interaction between upperclassmen and underclassmen
- Administrators can prioritize the gender gap and promote a culture change from the "old boys club"

### Solutions Identified:

- Cornell: women are very active in leadership and some boards are solely female. They have conferences for women in leadership, people in the faculty and professionals spoke about female leadership development. Societies specifically targeted at encouraging women leadership are also active. They still have a lower female to male ratio.
- Brown: for the past 3 years, the president of the student government was a black female. The two past presidents of the universities are women also. There's a study about how sports influence masculinity and how males are more likely to play by the





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rules, be competitive, and call each other out for rule infractions. Women, on the other hand, are more likely to care about maintaining friendships and not causing problems, which might be rooted in how women were raised. Work and personal life are more interrelated for women

- Princeton: a better proportion for women to males in the senate but the highest leadership position is always male. The vice president is almost always female. It's not much a barrier of women being leaders but more a sort of self-selection. Same thing is seen with eating clubs, who all have male presidents except for one.
- Dartmouth: sorority council president is an activist (5 women); wanted to cancel rush to reform the process. Unfortunately, rush chairs voted against them. It's a very divisive issue on campus. In general, women just care a lot more. Being VP is easier than being the president herself because you are not really putting yourself out there.
- Brown: putting yourself out there requires a lot of guts. The way women present themselves in leadership positions is friendlier and less harsh. It is almost that you can't win as a female for the top position because you are either too friendly or too cutthroat.







## **POLITICAL ACTIVISM: HOW WE LIMIT DIVERSITY WHEN WE DON'T “BURST THE BUBBLE”**

*Delegates from Princeton, Columbia, Dartmouth, Brown and Penn*

**General Overview:** Why are the most prominent leadership positions often dominated by men? How can we encourage more women to seek out top leadership positions on campus? More broadly, what challenges do women face in higher education when it comes to leadership? This discussion will highlight gender inequalities on our campuses and come up with innovative solutions to address this important issue.

### **Problems Identified:**

- Princeton: feels politically apathetic
- Columbia: pretty politically active
  - To stage a protest → get together, get your points down on paper, and then get the student body to agree with it
  - Then it gets on the ballot and the student body votes on it, if more than 30% of the student body votes yes or no on it, then the administration must deal with the problem
- Dartmouth - politically apathetic
- Brown - lots of political activism this year
  - Ray Kelley → protests: protesting outside and popcorn protests, exc.
- Penn: pretty politically apathetic except during election season when people feel like it matters

### **Solutions Proposed:**

- **How do we encourage political activism? Administratively supported or student initiated.**
- Students! Because administration doesn't always have the same viewpoints
- Columbia → come up with an idea, get at least 600 to sign it, on the ballot, and gets voted on → administration needs to do something about it  
Difficult but good because student initiated but administration approves
- Discussions are more useful because then people could make up their mind about their decision instead of going with what their family believes/what they hear from their friends.
- People should get together and talk so that people can see the common goals/objectives versus all of the things they disagree about. (Especially at places where there is extreme activism on either side of the spectrum)
- Word activism gets thrown out a lot → takes a lot of work and stress that comes from trying to continually fight for what you believe in
- Collaboration → encompassing dialogue
- Both student and administration need to work together
- Bring issues to campus awareness; student engagement
- How campus programs/culture can get us to engage more in larger issues
- Different world outside of the 'bubble'
  - Can see the need / poverty / “larger issues” outside the city
    - New Haven vs. Yale: Instant change to poverty; but Yale community doesn't feel it Removed from reality on campus; disconnect between college and everyone else





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- NYC vs. Columbia: Upper West Side vs. Harlem
  - Gentrification? Pushing people out of their neighborhoods
  - Respectful members of the community; not just members of the college
  - In touch with the city, but even though in city, individual activity, not campus wide activity or group project
- Cornell: Part of small college town community, not near lower income area
  - Distinction between college students and the actual ‘townies’
    - Work with community instead of separating ourselves
    - Owes deficit to the town; closely interacts with the town (transportation, food, etc.); should openly talk about issues
- Ivy League on City Council?
  - Yale is HUGE part of New Haven
    - Largest employer, economy, industry coming into the city
    - New Haven outreach, bridge the gap -- respond with disdain
    - If they don’t want you to do it...should you continue to do it?
    - Fundamentally different from New Haven town people, but different for NYC students?
  - Community inaccessible to the students
  - How do we want to help the townies? vs. How should I tackle greater issues with our peers?
  - Why don’t they care about stuff not pertaining to [your college]?
- ”Ivies like to talk about things but don’t like to actually do stuff”
  - Mission trips, etc.: feel good actions, just for show?
  - Actual work -- ex. Cleaning toilets...but stuff that we don’t want to do
  - Is it possible to do the impact work without openly taking the credit?
- Want people to know about the good stuff that we do
- Student’s don’t understand why things are the way they are
  - Community doesn’t have the desire to change the status quo
- Is popping the bubble actually going to make things better?
  - How much can we actually help? Where should our efforts go?
- Educational aspect of bubble, be aware; but sometimes can’t do that because of time
  - Habit to not care about the world
- Bubble hurting educational experience of students
- Line between college and town vs. integrated?
  - Ray Kelly fiasco?
- Stifling conversations / voices of minorities and less popular opinions





## PERSONAL IMAGE & CAMPUS INTERACTIONS

*Delegates from Princeton, Yale, UPenn, Columbia, Dartmouth, Harvard, Cornell and Brown*

**General Overview:** Do you know notice social stratifications based on race, gender, sexuality, class and other identity labels? How can we ensure students have a place to interact with students of a similar background, without promoting self-segregation? This discussion will focus on how schools can promote a campus culture that values each person's personal identity and brings together students from all walks of life.

### Notes Taken:

- Political advocacy
- Personal identity is a hot bed issue
- Social Climate:
- How does it change of how I see myself?
  - A job is seen as too small or beneath you
  - No work is beneath you
  - Keeping oneself grounded
  - Keeping a double check on oneself
  - Getting out of the campus bubble
- Bubbles
  - At Cornell, since its so big, the have a slightly more combined group
  - Greek system - often leads to people not feeling accepted
- Social stratification on race
  - Self-Segregating into smaller communities
  - Cinco de October: outrage in the Latino Community
- Penn: in any given time if you are a student or not
  - Minority student: shirt or sweater wearing Penn shirt only defines them
  - Stop and frisk: wearing Penn gear to not get frisked
- Fine line between exploring other cultures and being stereotyping
- Defining personal identity: safety in the community
- Maintaining the dialogue
- What is the cause?
  - There is no defined set of white culture
  - Culture appropriation: borrowing one other's culture if they do not have one
    - Example: comedy
  - Ignorance, not hatred
  - When everyone comes into that space, problems arise
  - Majority of white communities come from private school
  - Educate students in the first-year community that expose them to people who are different
- There aren't rules: if school administrations had more programming about people who are different
- Social Stratifications:
  - Class (Princeton)
    - 17 freshman, everyone got invited to the pregames
    - Over time, fewer people get invited to these events
  - Greek Life (Penn)
    - Business Fraternities,





- Racial Profiling,
  - One is predominantly Black and Asian
  - Another is predominantly European
- Rooted in Wharton?
  - Feel like you are in a social bubble
- Harvard Houses
  - Used to be selected,
    - Now are random:
- **Do you think that the students are segregated by choice of the institution?**
- **FSY (Yale)**
  - Lower income students come on to campus and then are grouped together
  - Potentially creates an inclusive community
- Self-Imposed Social stratification
  - People often select people that they are comfortable with
- Structural Organizations
  - Division by major (Penn)
  - Can't access other people's systems
  - University can put this together (Cornell)
    - Each college at Cornell has its own personality
    - But, students live with other students with different majors
- Third World Transitions Program (Brown)
  - Pre-orientation Program (1 week)
  - Hyper emphasize Racism, Sexism, etc.
  - Large division between
- International Students
  - How do you get international students come together for a pre-orientation

#### **Solutions Identified:**

- **Do you know whom to contact in order to make this change?**
  - Student Council
  - Gain experience about other schools
    - Ivy Council is a great way to do this
  - Contact the appropriate administrators
  - Political advocacy
- Embracing multiculturalism
  - Penn is struggling with this embracing it
  - Having social events that are geared towards different people
  - Diversify the genre
  - Supporting multicultural community one thing and everything another thing
  - Trouble with supporting integration
- Certain cultures are boiled down to a dance style of the culture but not in the community. It is important to learn about it.





## **REPRESENTATION: DOES YOUR SCHOOL REFLECT WHO YOU ARE?**

*Delegates from Princeton, Columbia, Yale, Harvard, Brown, Dartmouth, Cornell and University of Pennsylvania*

**General Overview:** Does your school's faculty, staff, and student government adequately represent the interests of students? Are there campus subcultures and underrepresented students who don't typically have their voices heard? In what ways could your school's representatives be more diverse? This discussion will focus on the how to ensure that every student's voice is heard and considered.

### **Notes Taken:**

- Columbia - high strung, cutthroat, no school spirit
  - Highest percentage of international students
  - Orientation Week - Asian American confused with international students
  - Great Extracurriculars
  - Sister school still exists, so in that way feminism still exists ("I am a woman")
  - Public blackboard - allow students to express themselves
- Yale - Rich, old money, white school
  - Different range of cultural housing (African American, Peer liaison, LGBT, etc.)
- Brown - Diverse stereotype because of open curriculum
  - Freedom of thought and idea is present
  - Stereotype of being incredibly politically liberal
- Harvard - #itooamharvard
  - Attack on microaggressions students feel
- Cornell - huge school
  - There are opportunities available but how they are utilized varies
  - Big, in terms of size, and small at the same time, by dedicating to your own interest
- Penn - socioeconomic diversity is low

### **Observations:**

- Coming from an international perspective, their experience might be very different. Their perspective is very different and their expectations greatly differ.
- The international student viewpoint is a challenge because not knowing the culture of the school, of the area, and of the country is difficult when it comes to acclimating well.
  - Diversity Town Hall
  - Could see people of different minorities
- Allowed students to be able to engage in dialogue and be able to be in contact
  - Allow for change to be fostered and change to be initiated
- 5 Boards
  - Latino, Asian Pacific Alliance, African American, etc.
- Political chairs are responsible for communicating with administration
- Fostering a dialogue is a great first step
- Talking is the greatest first step, communication is key
- Office of Multicultural Affairs
- Student boards allow for student involvement





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- Students do a great job but administration communication lacks
- Take-a-professor to lunch
- Trustees Weekend - help contribute to decisions made about the University
- Fireside Chats - lottery system to speak with the President (at his House)
- A dialogue is good but actually implementing the plans is a point
- Transparency is key and needs to be considered.
- Issue of recruitment is different than the issue of retainment
- For students, running for office and involving yourself will allow you to put yourself out there and let your voice be heard. This is often overlooked and needs to be considered.

### **COMMUNICATION IS KEY. FOSTERING A DIALOGUE IS ESSENTIAL.**

- Are our voices represented?
- How do we make sure certain minority groups are represented?
- Making sure people are fitting in to different events being held
- Maybe school doesn't reflect, but rather changes who we are?
- Faculty doesn't necessarily reflect who you are (as advisors, in depts. etc.)
  - At Princeton, trying to expand and recruit a more diverse set of professors
- Racial diversity, no strong university responses (nothing on the level that they should've been?)
- As a student of a different background as most others on campus--how can we relate / discuss?
- School may not be representative of a student's specific subculture
- More thoughts
- Expected to fit into the "mold" of a Dartmouth students
- Possibly outlets where you can represent yourself, overall campus seems more
- *Students represent the school rather than the school represents the students*
- Student input with board of trustees / how to get more specific student representation on these higher boards
- Young alumnae representative?
- How can we make it a priority for the school?
  - Put pressure on the administration, find group of students and share thoughts and voice thoughts (more grassroots)

### **Concluding:**

- Administration may hear you, but not act differently

At Princeton, can have a ballot question be voted on and bring those numbers to the administration (**referendum** option)





## **Breakout Session 4: The Social Scene**

### **“Go Hard or Go Home”: Finding an Alternative to the Stereotypical College Party**

“Go hard or go home.” What happens when a student doesn’t want to be a part of this culture? Do our schools do enough to encourage students to interact with one another outside of the stereotypical social scene? Certainly, Ivy League institutions have put into place non-alcoholic activities for students’ enjoyment. However, only a select group of students attend those events. This discussion will consider how to plan large-scale and smaller social events that bring together students from all parts of campus.

### **Fraternities, Sororities, Eating Clubs, Finals Clubs, Secret Societies, and the Like**

Insular, close-knit, discriminatory, superficial, elitist, belonging, enjoyable – these are all words which may come to mind when describing the organized social organizations which can be found on many Ivy League campuses. Do these organizations exist merely as a reflection of the schools’ histories and age-old tradition? Are they simply varied social outlets? Or do they divide the student population into the haves and have-nots? This discussion will focus on the concepts of inclusivity and exclusivity in different types of social circles and how selective social structures impact how much students can embrace diversity.

### **Who I Am Alone, Who We Are Together: Developing a Multicultural Campus Community**

Students across the Ivy League come from an array of different backgrounds and experiences. Are we doing enough to promote multiculturalism at our respective schools? What are the barriers to doing so? This discussion will encourage participants to think about how students and institutions at large can support the sharing of cultural practice and ideals to diversify the college experiences students have.

### **“I Can’t Believe You Said That”: Increasing Cultural Sensitivity**

Ivy League schools bring together students from every part of the world. As such, many students may have never interacted with diverse communities before college. What can our campuses do to promote cultural sensitivity? This discussion will focus on how a lack of understanding about other cultures can be detrimental to campus relationships. Moreover, participants will discuss how to best promote cultural sensitivity amongst college students.

### **The Social Network: How Social Media Can Enhance Campus Relationships**

There is a distinct presence of social media and technology in our daily lives. Perhaps there are creative ways to use social media to bring together diverse groups of students. But how? In this discussion, participants will discuss how social media can enhance our interactions with others students and students groups.





## **“GO HARD OR GO HOME”: FINDING AN ALTERNATIVE TO THE STEREOTYPICAL COLLEGE PARTY**

*Delegates from Princeton, UPenn, Columbia, Harvard, Yale, Dartmouth, Brown and Cornell attended.*

**General Overview:** “Go hard or go home.” What happens when a student doesn’t want to be a part of this culture? Do our schools do enough to encourage students to interact with one another outside of the stereotypical social scene? Certainly, Ivy League institutions have put into place non-alcoholic activities for students’ enjoyment. However, only a select group of students attend those events. This discussion will consider how to plan large-scale and smaller social events that bring together students from all parts of campus.

### **Problems Identified:**

- There is the option for alternatives but students choose to pregame or drink
- People feel the pressure to drink and then they can’t really come up for a reason why they continually do it
- No open parties which taint the intermingling behind
- How to strike the balance of eating clubs and frat life to a capella and alternative late night activities
- How do you get people to do things on campus when there is a really large drinking culture?
- Are the things that we are doing to prevent high-risk drinking effective or are they producing backlash.
  - Undergraduate boards are put together to talk about safety (not getting in trouble if you turn friends in who are too drunk)
  - We know you are going to drink and nothing will go on your record, just meet with a dean
- Should it be stricter
- Why don’t you go out? Students finding themselves having to FOMOS (fear of missing out)

### **Solutions Identified:**

- Mandatory DARE programs implemented in place that help remind you about how dangerous alcohol is and the consequences
- Cornell Basics program, hour long 15, 20 minute long sessions
  - Walks you through why you drink, your drinking habits
  - Retroactive getting people thinking and has potential to change other people’s behavior
  - Find a way to make this less retroactive and fix the problem ahead of time
- 40 nights/steps Columbia’s system
- Dartmouth having their a capella performances in the frats, no alcohol, helps foster community fun without drinking
- Summary:
  - Encourage everyone to go to alternative events

“Its almost like if you don’t have connections that’s where (alternative campus-sponsored events) you go to have a good time. Its not looked favorably upon.” - Cornell Delegate







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“Being a part of Greek life costs money. For example being a part of SAE is \$1000 in dues or Kappa is \$800. When you think about who can afford that, these “top houses” are composed of the socioeconomically privileged.” -Dartmouth Student



The Ivy Council  
Policy Report



## FRATERNITIES, SORORITIES, EATING CLUBS, FINALS CLUBS, SECRET SOCIETIES, AND THE LIKE

*Delegates from Princeton, Dartmouth, Yale, Columbia, UPenn, Cornell, Harvard and Brown*

**General Overview:** Insular, close-knit, discriminatory, superficial, elitist, belonging, enjoyable – these are all words which may come to mind when describing the organized social organizations which can be found on many Ivy League campuses. Do these organizations exist merely as a reflection of the schools' histories and age-old tradition? Are they simply varied social outlets? Or do they divide the student population into the haves and have-nots? This discussion will focus on the concepts of inclusivity and exclusivity in different types of social circles and how selective social structures impact how much students can embrace diversity.

### Notes Taken:

- Princeton has semi-recognized Greek life and also eating clubs
  - Half of Princeton's eating clubs are exclusive; some eating clubs are open to everyone, others you need to get a pass and get a list
- Dartmouth has Greek life, central part of experience, 70%, know where you're going to go since freshman year, sophomore rush; offensive parties, sexual assault problems; reforming Greek system; man of the sororities are becoming local, make spaces more comfortable for female students; frats have housing, not a popular option
- Brown: Greek life is the opposite of mainstream culture, 13%; a lot of themed living; social scene is pretty inclusive
- Yale: social scene is very open, Greek life is not too popular because there's no need to for a social life
  - Frats are pretty active, controversial; definitely a negative vibe; no alcohol policy, on-campus drinking
  - Secret societies are very very exclusive; very secret; have to be tapped
    - Forty secret societies
    - Very network-y vibe
    - Extensive pledging

Do you think that they divide students between the haves and the have-nots? Do they divide people by race, gender, sexuality, socioeconomic background, etc.?

- Ivy at Princeton is very exclusive, some spots already reserved for certain kids
- Frats have such an old history of institutionalized racism; skeptical that in keeping them around they promote racism, sexism
- At Yale, main divide is socioeconomic, no longer instilled racism
  - Skull and Bones takes people from all walks of life
- But can't separate socioeconomic status from race...
- At Dartmouth there is a frat for everyone, frats at different socioeconomic levels
- Are they justified because there is one for everyone?
  - If the university advertises itself as a place where people from different backgrounds interact, is it really ok to have segregated/stratified societies?

### Solutions Identified:

- How can schools support students who get locked out of the system? What changes would be most effective?





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- Make them as accessible to join as possible
- Other opinion: university shouldn't touch them
- Rate cap for dues
- Popular on-campus living is a challenge at Cornell
- Greek life isn't that separated from the rest of social life at Brown, partially because they live in dorms
- Social Selectivity in already Selective-Admission Schools
  - Princeton
    - Eating Clubs
    - Underground Greek life
      - Not formally recognized by the University
  - USG COMBO Survey
    - Looked at membership of eating clubs
      - Bicker process
      - Statistical evidence that higher income students bicker and get in as opposed to lower income students
  - Search for alumni networking and access to club endowments
  - Fraternities and sororities feed into eating clubs
- Dartmouth
  - Three of the oldest fraternities are known to be rushed to get connections/networking
  - Everybody is invited to the party
    - Rush is still a competitive event
      - Girls are guaranteed a bid
        - Not necessarily the sorority that you want
      - Guys
        - Long process starting freshman year
          - No rush until after homecoming
            - Threat of sanctions
    - Importance of affiliation decreases
  - Home of the performing arts groups
    - Performs in the fraternities
  - All encompassing, exclusive system
- Cornell
  - Rush freshman second semester (January)
    - Friendships are ruined
    - Social divisions
      - GDIs (God Damn Independents)
- Columbia
  - Greek system non-existent a decade ago
    - 17% of campus now
  - Leadership positions are heavily Greek-affiliated
- LGBTQ acceptance and admission in these social systems
  - Social spaces become gendered, expectation how genders should behave
- Rape/sexual assault culture
  - Male dominated settings
- Penn
- 33% are in Greek life





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- All parties are in Frat houses
  - Girls are all invited
  - Guys have to know other brothers or have a lot of girls with them (high girls to guy ratio)
  - Reasoning behind joining fraternities (to get girls inside house)
- Changing culture within Greek organizations
  - Other campus initiatives such as Princeton's The Alternative that stray away from the established social scenes
- Dartmouth administration has put a big focus on alternative space
  - Micro-brews (popular with upperclassmen)
- Changing the drinking age
  - Lowering drinking age
    - Having mix of those that are legally able to drink and those that cannot
  - Psychologically
    - Doing things that are explicitly restricted
- Tying back to diversity and inclusivity
- Making big policy changes within four years
  - Busy students that don't have time to dedicate to the public good
- Co-ed fraternity idea?
- The Eating Clubs are independently organized and run by Alumni Boards
  - Separate from University jurisdiction





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## **WHO I AM ALONE, WHO WE ARE TOGETHER: DEVELOPING A MULTICULTURAL CAMPUS COMMUNITY**

*Delegates from Cornell, Dartmouth, Princeton, Harvard, Columbia, Brown, Yale and UPenn*

**General Overview:** Students across the Ivy League come from an array of different backgrounds and experiences. Are we doing enough to promote multiculturalism at our respective schools? What are the barriers to doing so? This discussion will encourage participants to think about how students and institutions at large can support the sharing of cultural practice and ideals to diversify the college experiences students have.

### **Notes Taken:**

- Mixed-Race Topic
- Town/College Relationships
- Lack of Interaction between different groups
- Long Island-Most segregated community.
- Queens-Most diverse community in the world.
- Movement between Paper and Administration.
- Don't learn from homogeneity
- Intercultural Student Center.
- Self Selective Students come to these events.
- Minority Peer Counselor's-Brown
  - Advising at Brown
  - Workshops to address this. Give them a hook.
  - Cultural Appropriation. Urban Outfitters (Native American Garb)
  - Halloween Costumes.
  - What does it mean to be American? -Miss America

### **Discussion by School:**

#### **Harvard:**

- Was able to connect with many people through cultural groups and programming
- Pushed to meet new people and try new things
- Opportunities to study abroad and learn about different cultures
- A week of multi-cultural dances and performances → includes all students
- I, too, am Harvard → African American Students → Meeting w/ President & Deans

#### **Brown:**

- Third World Transition Program
  - 200 Freshman in a room talking about different topics
  - Moving toward issues surrounding sexism
- Minority Peer Counselors → live in residence halls
  - Student of Colors serve as mentors
  - How do you assert your identity?
  - Run in conjunction with the RA program on campus
- Protested Ray Kelly's Speech on Campus
  - Divide: Intellectual Community → should listen to what he has to say
- Third World Center
  - Is there controversy with the name?
  - The idea is that it is a third way, a third option





### **Columbia:**

- Mentorship programs within cultural groups
- Under One Roof → mandatory sessions on sex, socio-economic, freshman orientation
  - People are forced and may not be invested in it
- Summer Programs → restrict students to one or two racial groups/networks

### **UPenn**

- Fraternity & Sorority Rush
  - 2 Asian Sororities; 4 Black Sororities; 2 Latino Ones
    - Are you going to choose your group's sorority?
  - You can't be both; you have to be one or the other

### **Cornell**

- Athletic team dressed up in Mexican clothing and ran through dining halls
  - So much conversation from this one event
  - Athletic Department tried to sweep it under the rug
- Restorative Justice for Cornell
  - Talking about issues in an open space
- Integration vs. Assimilation
  - Should we give up part of who we are to become a member of certain communities?

### **Yale**

- Ivy League is a little more open to different cultures than other schools
- Cultural Connections
  - 60 - 100 Students → acquaints students to the environment before freshman year
- Cultural Houses
- Campus Culture is accepting for the most part
  - 2 Problems:
    - Students become restricted to their network, one minority community
      - It is not good to be a super star of one racial community
      - Minority Students need to branch out more
    - Socio-economic Divide is become stronger and stronger
      - This affects your social interactions and access to certain things





## **“I CAN’T BELIEVE YOU SAID THAT”: INCREASING CULTURAL SENSITIVITY**

*Delegates from Princeton, Yale, Columbia, Harvard, Dartmouth, Cornell, UPenn and Brown*

**General Overview:** Ivy League schools bring together students from every part of the world. As such, many students may have never interacted with diverse communities before college. What can our campuses do to promote cultural sensitivity? This discussion will focus on how a lack of understanding about other cultures can be detrimental to campus relationships. Moreover, participants will discuss how to best promote cultural sensitivity amongst college students.

### **Problems Identified:**

- Overcome problem: Don’t take it in an offensive way, be willing to educate people
  - Columbia’s example: Using yellowface to portray Asians
- What’s so wrong with it? If the white actors are eligible, why deny them the role?
- The cultural aspect of it was completely polarizing
- If you give a chance for people to verbalize the comment, it betters the situation.
- As awkward as these conversations may be, they are conversations that need to be had.
- If you’re worried about being too politically correct or sensitive, you lose a lot of crucial information regarding the subject itself and it exacerbates the conversation a lot.
- People should be allowed to voice their opinions without being allowed to be vilified but also be understanding that they do not come from the same sort of understanding that other students come from.
- When you tell someone your major and then you hear a shock, it’s rather unsettling.
  - *Just because you don’t know, doesn’t mean it doesn’t exist.*
- It happens a lot and the only way we can combat it is if we create a safe space where any opinion is valid and all topics are open to interpretation.
- Trust their intent, they weren’t trying to make you feel victimized.
- Let them know how you felt and if you wrap it up in a way that’s like “You didn’t mean to say it, but you did hurt me.”
- Generalized education for people so that there is no need for us, as the so-called “victims”, to have to educate the individuals.
- Is colorblindness actually a progressive thing?
- Are you erasing who I am if you don’t see my color?
  - It’s very context specific and circumstantial
  - General education isn’t going to solve this issue. Ensuing conversation after a particular comment will spark the education that the individuals need to be engaged in.
- Two types of people: People who are making the remarks and those who are receiving the remarks. Anyone who is exposed to it should be more tolerant over the years and you become more welcoming and you become more willing.

### **Solutions Identified:**

- It might not be someone’s intention to harm you
- Brown sayings - trust, intent, main impact - set standards for the culture, expectations





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- Online anonymous platforms - great because they don't put all of the weight of the issue on one person
- Sharing things on Facebook
- Dartmouth has a hot pink flyer indicating "safe space" - not that effective
- Penn and Dartmouth physical houses and campus landmarks designated as safe spaces - Dartmouth's affinity houses
- Orientation programs addressing diversity - sharing experiences with other students, diversity training







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## THE SOCIAL NETWORK: HOW SOCIAL MEDIA CAN ENHANCE CAMPUS RELATIONSHIPS?

*Delegates from Princeton, Yale, Cornell, Columbia and Dartmouth attended.*

**General Overview:** There is a distinct presence of social media and technology in our daily lives. Perhaps there are creative ways to use social media to bring together diverse groups of students. But how? In this discussion, participants will discuss how social media can enhance our interactions with others students and students groups.

### Notes Taken:

- Exclusive Facebook groups?
  - Class Facebook pages devolving overtime
- Lack of authenticity (personal brand, interactions)
  - Outreach beyond social media?
    - How to connect to people who are off the grid?
- Lack of continuity with certain movements
  - Competitive nature of social media, “Klout”
- Substitute to social media possible?
  - Student groups platform at Columbia
  - Manage events and distribute fliers
- Exclusivity in eating clubs + finals clubs
  - Selective, non-selective to address?
- Dartmouth and fraternities = inseparable, but not as exclusive
- Campaigning, student council via social media
- Twitter as great place for genuine interactions
  - Clever, relevant, lurk
  - Real-time news
- Cornell Alumni on Facebook
  - Opportunity to network
- Columbia’s “What To Fix”
  - Reddit-like platform to suggest on-campus improvements
    - Has been picked up by Dartmouth and Princeton
    - Censored by moderators and the community
      - Helpful w/in an insular community where USG may be disconnected from constituents
      - Provides near-direct interface (allows anonymity, follow-ups)





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## **Breakout Session 5: Crafting Your College Career**

### **Choosing a Career: Pushing Against the Norm**

Our career pathways should be as diverse as we are as people, so why do so many students find themselves choosing the same careers as their peers? Is it because they're uncertain about what they want to do? Is it because some careers are more lucrative than others? Or is there another reason? This discussion will focus on how our schools can better incentivize students to pursue diverse career paths.

### **Freshman Preparation: How Students' Backgrounds Impact Their College Readiness**

Students from under-resourced communities face many challenges when coming to college. How can our schools better support underserved students, especially during their first year? Should more academic summer programs be implemented to ease their transition? This discussion will focus on how to improve institutional support for underserved students and attract more low-income students to the Ivy League.

### **Non-Standard Majors: Encouraging the Pursuit of Diverse Academic Interests**

Intellectual diversity is not discussed very often, but a diversity of thought within a college community is crucial. Yet many Ivy League students still seem averse to exploring non-traditional majors. How can our schools encourage more students to broaden their academic horizons? What exactly discourages students from exploring non-standard majors? This discussion will focus on how to promote intellectual diversity.

### **“What Are You Doing This Summer?”: Can Everyone Afford the Perfect Internship?**

What more can our schools do to make meaningful summer opportunities more accessible and affordable? This discussion will talk about how our schools can promote more summer fellowship opportunities for students. Participants will also discuss how to increase awareness about international internships and internships in rural and suburban areas to accommodate students who can't be too far away from home during the summer.

### **Women & Minorities in STEM Education**

In the workplace, women and minorities are underrepresented in STEM fields. Are their social and or academic barriers that prevent women and minorities from pursuing a STEM degree? If so, how can our schools work to address this issue? This discussion will examine ways in which our institutions can increase the diversity of STEM fields.





## CHOOSING A CAREER: PUSHING AGAINST THE NORM

*Delegates from Brown, Cornell, Dartmouth, Penn, Princeton, and Yale were present*

### General Overview:

Our career pathways should be as diverse as we are as people, so why do so many students find themselves choosing the same careers as their peers? Is it because they're uncertain about what they want to do? Is it because some careers are more lucrative than others? Or is there another reason? This discussion focused on how our schools can better incentivize students to pursue diverse career paths.

### Problems Identified:

- Is the point of college to find your major/career, or to find your passion and discover who you are?
- The finance/law/consulting options:
  - Majors that aren't overtly intended to funnel someone into a certain track still allow for most students to choose finance/law/consulting.
  - Most students graduate still not knowing what they want to do in life, so they choose I-banking after graduation just for stability and exit opportunities so they will have more freedom to pursue a career later on. They want to "keep their options open" - whereas going to grad school locks you into one focus.
    - Even a less strictly pre-professional school like Brown still yields a similar result.
  - Are people acting rationally? I.E. In their own self-interest? When a student goes to a career fair/recruiting event, we are subtly informed that I-banking is one of the most prominent jobs.
  - There is a problem with "the best and brightest" choosing careers out of convenience rather than passion/expertise.
- Alumni are not necessarily helpful resources - it is hard to find alumni to talk to about unique career paths.
- Changes in Career tendencies:
  - Our parents' generation stayed in the same career for 20 or 30 years, but our generation switches careers and even industries fluidly.
  - Robert Reffkin is the example that you can go from traditional i-banking to a more fruitful career path.
- A larger issue:
  - People don't buy what you do; they buy why you do it.
- Are people more indecisive now?
- Why are our schools prestigious?
  - Because in every graduating class there are five people or so that do something fantastic/extraordinary/world-changing - and the others went to school with that person.
- Why do we pick particular career paths?
  - Financial pressures, prestige pressure, social pressures. Culture of education being a vehicle for financial class mobility.
  - College is viewed as an investment, and we expect a return on that investment financially. It's a choice between helping your own family or helping strangers, and most would choose family.
  - For the best jobs, there is no pre-professional track (for example, pre-Secretary of State track). Without this direction, students choose pre-





professional tracks that are more conventional - encourages baseline career paths.

**Solutions Proposed:**

- What can do the University do?
  - Emphasize focus on passions, exploration, drives.
  - Workshops on Careers and Values
    - Ex. Pulin Sanghvi's Career Life and Vision Workshop at Princeton
  - Subsidize Alternative Career Paths
    - Ex. Stanford. If someone graduates with loans or was on financial aid, they will help pay off loans if you take a non-traditional career path.
    - Ex. Brown helps students take on unpaid internships - "summer earnings stipend", waive part of your tuition & encourages exploration of different options.
    - Ex. Cornell "externships" - two week internships during winter break to shadow an alumni and work with them to see what the environment is like. Underclassmen are unpaid, upperclassmen are paid. Could do credit internships (counts as a class) during the semester. Princeton does the same thing in the form of "Princeternship", 3-5 days long.
  - Reevaluation of Recruiting.
    - Career fairs - make sure non-profit and public sector careers get as much attention as computer science and i-banking.
    - Ex. Princeton will no longer have university-sponsored career fairs on-campus.
      - Moving towards more alumni interactions, coffee chats etc. with alumni and recruiters in less formal settings and from less well-known fields.
  - Highlight alumni with non-traditional careers to a much larger extent, and develop alumni networks of non-traditional industries.
  - Required mentorship class or civics class. We already have required freshman writing classes, so why not a class focusing on values?
- Encourage more middle ground between non-profit/public and private business.





## **FRESHMAN PREPARATION: HOW STUDENTS' BACKGROUNDS IMPACT THEIR COLLEGE READINESS**

*Delegates from Brown, Cornell and Princeton were present*

### **General Overview:**

Students from under-resourced communities face many challenges when coming to college. How can our schools better support underserved students, especially during their first year? Should more academic summer programs be implemented to ease their transition? This discussion focused on how to improve institutional support for underserved students and attract more low-income students to the Ivy League.

### **Problems Identified:**

- Freshman sentiment “I hated my freshman year. It was a really tough transition for me. Adjusting to the weather was here, adjusting to the grades was different, I didn’t even know what a curve was. The heavy competition, they try to do a lot of stuff with study groups and that helped a little bit, but it was difficult to find tutors if I needed something.”
  - Strict families, difficult family situations complicate this.
- A lot to adjust to in general, everyone tells you are supposed to be here, but everyday you’re like... are you?
  - Initial adjustments are particularly difficult for international students who come from different curricula and modes of instruction and so aren’t used to English as a medium of instruction or the method of academic writing accepted here.
  - Same goes for inner-city, rural students
- Campus Life:
  - The social stratification happens so fast
    - Cliques exacerbate this, often by clubs or Greek life.
      - Ex. Princeton parties with the pass and lists system is divisive
  - Everything is too career driven.
    - What are my next steps after school?
- Perceptions:
  - Story about thinking a guy was black, but he was actually white. He says when he first got to Cornell and all the white guys were nice to me, but they started to peel away because his parents were teachers.
  - When people look at Princeton’s campus they look at upperclassman and see all these groups of wealthy people who are close knit

### **Solutions Proposed:**

- Integration programs:
  - Ex. Princeton has FSI (Freshman Scholars Institute). They invite 80 people to adjust to the rigor of college.
  - Ex. Cornell has a similar Bridge program.
- You deserve to be here:
  - The admit rates were lower than 10%. Schools have the luxury of choosing whomever they want, so you know you deserve to be there.
- Join activities:





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- Programs about Diversity, Clubs of interest. Had a program to People of color, no longer all one things.
- Bring diverse people together:
  - Ex. Brown Conversations. Random people across the university meet over for dinner and had to learn how to hang with them. Becomes a community.
- Bring upperclassman and underclassman together:
  - The best thing to is to get them a person, an upperclassmen to talk to them and to get them involved.
    - Ex. Minority Mentorship Program. PUMP at Princeton.
  - Having experience validated is the best thing to help someone.

**Food for thought:**

- A Brown Student: “Freshman preparation is not about the academics. Stats show that you will graduate”
- A Princeton Student: “My zee group freshman year started off with 17 people, and soon it shaved down to 9, and all of them were similar private school kids”





## NON-STANDARD MAJORS: ENCOURAGING THE PURSUIT OF DIVERSE ACADEMIC INTERESTS

*Delegates from Brown, Cornell, and Princeton were present.*

**General Overview:** Intellectual diversity is not discussed very often, but a diversity of thought within a college community is crucial. Yet many Ivy League students still seem averse to exploring non-traditional majors. How can our schools encourage more students to broaden their academic horizons? What exactly discourages students from exploring non-standard majors? This discussion will focus on how to promote intellectual diversity.

### Problems Identified:

- The Pre- Professional Track  
*The world outside of campuses and campus culture puts pressure on students to major in pre-professional tracks. Students don't realize that many professional schools are interested in students with unique or different majors. Many students are not aware and do not try for alternate, unconventional majors that their university offers.*
- Rigid Requirements  
*Many of the schools have rigid major and general requirements that don't allow students to fully experience a liberal arts education. Students also don't take advantage of independent and unique opportunities that give them flexibility with this.*

### Solutions:

- The "Unconventional" Major  
*Most of the universities provide some opportunities for independent coursework, majors, and research, but students are not aware of this and do not take advantage of these opportunities.*
- Awareness about Living Expenses  
*Most of the universities provide opportunities that focus on pre-professional tracks. It is important that students from all disciplines have access to research and other opportunities that are outside of their major and department. Universities should also have speakers who majored in unconventional majors come in to speak with students in order for students to be able to see the flexibility of their future careers and endeavors with whichever major they choose.*
- The world outside our campus is putting a lot of pressure on students to major in pre-professional tracks
- People do not come to Cornell to recruit non-standard engineering majors
  - Having an alternative certification where you take distributions from courses in whatever area

\*\*Bring in people who majored in unconventional majors and show that they were still successful, broaden it

- Making research options available for each major and show that opportunities are available
- Chasing the skillset is more important than the major for a job
- Finance likes art history majors, or any major
- Get these employers to come in early and tell students this!
- More of critical thinking

### Quotes:

Brown: "Having an unconventional major makes students more valued and desirable in the workplace because declaring an independent concentration is very difficult."





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Cornell: “We have a highly pre-professional culture- you come in having to know exactly what you want to do.

### **School-specific experiences:**

Brown: Make your own concentration, takes away from the pressure to major in something conventional

- Fair amount of people take advantage of this which is good
- Mixing pieces of concentrations and making them into an independent concentrations
- Specific pitch to wherever you’re applying to
- Makes them more valued and desirable in the workplace because declaring an independent concentration is very difficult
- Only a minority of people do it
- You can take as many classes as you want P/F so you can take classes outside of your comfort zone, encourages academic diversity
  - Academic advisors highly recommend this
  - Many intro classes are mandatory P/F
- You have to decide P/F 3 or 4 weeks into the semester
- You can vagabond certain classes and it does not even show up on your transcript
- Very collaborative environment
- No required courses, except for your major

Cornell: 7 different colleges

- High school culture
- Highly pre-professional
  - You come in having to know exactly what you want to do
- Independent majors within engineering (Cornell outdoor education--engineering and leadership)
  - Not an official engineering degree, so there could be a stigma
  - Pre-med is very competitive and group projects







## “WHAT ARE YOU DOING THIS SUMMER?”: CAN EVERYONE AFFORD THE PERFECT INTERNSHIP?

*Delegates from Harvard, Yale, Princeton, Cornell, Columbia, Brown, and Dartmouth were present.*

**General Overview:** What more can our schools do to make meaningful summer opportunities more accessible and affordable? This discussion will talk about how our schools can promote more summer fellowship opportunities for students. Participants will also discuss how to increase awareness about international internships and internships in rural and suburban areas to accommodate students who can't be too far away from home during the summer.

### Problems Identified:

- Internship Culture

*There is a pressure and expectation that quality internships are only in computer science and economics fields. Career Services at the universities are too pre-profession with a large focus on finance and consulting.*

- Freshmen Summer Slump

*Students have difficulty finding internships and funding opportunities for their freshmen summers due to limited work experience and limited exposure to funding opportunities on and off campus.*

Describe in detail based on the meetings

- Search Engine

*There is no centralized engine for internship and funding opportunities. Even if you are on financial aids, not all costs including living costs are covered for your summer internship.*

### Solutions:

- Awareness of Exploration

*Career Services and universities need to encourage and help students manage finding summer opportunities that serve personal exploration needs and are career-oriented.*

- Awareness of Living Expenses

*Schools and outside organizations have limited funds for students and many don't factor in living expenses by location of summer opportunities. The location and cost of a student's summer living is driven by financial means and creates a gap between students who can and cannot afford certain living options.*

- Centralized Search Engine for Summer Opportunities

*Not all internship and funding opportunities are located on a central location. Schools, preferably by university career services, need to implement an organized display of these resources for students.*

### Quotes:

Harvard: “During freshman year many students go home or stay on campus.”

Cornell: “Finding summer opportunities is a decentralized process, and each program has very different ideas about what you should be doing in the summer.”

### School-specific experiences:

Dartmouth

- Supportive network for students to apply for internship
- In winter, fall, or spring term w/ corporate recruiting in preceding term
- Internships in big cities → no money to live?
- College makes good effort through various organizations to help students fund their time away through scholarships or other funding (Rockefeller Center for Public Policy, Center for Religious Life) for living/housing expenses for the term





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- If you're on financial aid you can apply for money for an institutional scholarship
  - Application process, some people get it, some people don't
  - Often funding only given if internship correlates with organization
- Even if you do get funds, it's limited
- Your friend who doesn't need it can find a place in Midtown while you have to live in Harlem
- Have to pay for transfer credits for non-Dartmouth affiliated programs
- Whereas if one does Dartmouth program for study abroad/exchange, everything covered by financial aid

#### Princeton

- Having to self-select out of great opportunities, esp. in public affairs
- Decentralized as well
  - Recent efforts to centralize: SAFE engine for fellowship searches
  - Generally pretty good, but bias towards alternative majors (no econ)
    - Could be a push for more funding for public service
- Princeton IIP (stipends), Global Sems (fully funded)
- Certain majors, like WWS, are supportive for study abroad

#### Harvard

- Can apply to Rockefeller Center only once for funds
- However, still given funds and financial aid from different places
- A lot of internships have stipends
- Those who don't get an internship can take Harvard Summer School
- Most people study abroad, and esp. junior year tend to do internships
- Freshman year many go home or stay on campus
- Many emails about fellowships
- Funding is centralized on a single website

#### Columbia

- Decentralization, not knowing where to get funding from Office of Fellowship
- Not in the same place as Career Education Office
- Columbia Experience Overseas is funded (international internship program)
- Lion share Database is separate, doesn't mention funding from different centers
- Lack of credit for internships

#### Yale

- Everything is centralized
- International programs and career services in the same place
- If you are currently on financial aid, the maximum they can cover is around 50% tuition, the rest is on you
- UCS Simplicity recently made: all study abroad, internships centralized on one website
- One email each week about career opportunities, deadlines for fellowships, also shows funding from different centers and private/outside fellowships
  - Apply for funding through the website
- Apply to get credits

#### Cornell

- Seven different colleges, each w/ a different process





- ILR is very pre-professional, most are expected after second year to be in NYC doing something
- India program, Zambia program
- Decentralized process, each program has very different ideas about what you should be doing in the summer
- Usually those who go abroad are in the hotel school, go to Israel
- Tradition Program: exemplary student in leadership/service the school will cover your summer fees
- If you need something for your internship, you definitely need to seek it out
- GPA cut-offs are not standardized across majors
  - Really difficult for certain majors, a lot of fragmentation
- 16 credits for internship
  - More encouraged to do internships
  - Large program within and outside US
  - Because living in Washington is more expensive than living in Ithaca, financial aid doesn't entirely transfer
- Guaranteed transfer, very good w/ transfer credits

#### Brown

- Don't even calculate GPA
- Whole letter grades, no + and -
- Can't even apply to certain internships unless you have a certain GPA
- Have a super-centralized internship process
- Internships in Providence
- Wink Awards: for low-pay, no-pay internships
- Summer expectation waived, as well
- Civic Center funds a few internships with a stipend
- More likely to get credit for an internship related to your major

#### Internship culture

- Pressure to find the "perfect" internship, whether in coos or econ
- Expectation that you'll be doing something
- A lot of people try to do something during winter break at Dartmouth
- Difficulties of freshman summer
- Expectation of continuing internships and working there after graduation for certain schools at Cornell
  - Funneling into a certain thing
- Princeton does a poor job of addressing internship crush during junior year
- Career Services is too pre-professional on finance and consulting side
- New Director is trying to change the culture
- Dale Award: financial stipend for people who pitch really exciting "life" projects during summer months; for seniors, too
- Do universities need to help encourage non-traditional paths?

#### Summary:

- Need centralization of opportunities in a search engine, preferably launched by University Career Services
- Pushing for an awareness about living expenses, work-study exemption, adjustment of funding to living cost by location





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- Alternative personal/artistic exploration vs. career-oriented opportunities → balance of both



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## **Breakout Session 6: Identity & Inclusivity**

### **Adapting to a New World: The Experiences of International Students**

Do our schools do enough to integrate international students into our college communities? Do international students feel pressured to embrace American values? How does being in a completely different country impact the experiences of international students? This discussion will encourage participants to think about what more our schools can do to support international students.

### **Conservative Thoughts in Liberal Institutions**

Many people identify college campuses as liberal communities, but there are many conservative students at our schools. Yet at times, politically conservative students may feel discouraged from sharing their opinions. How can we better promote open dialogue between students who have varying political beliefs? Diversity is not just about bringing people together with diverse opinions; it's about making sure those diverse opinions are shared with others. This discussion will focus on how our schools can work to do just that.

### **Making Diversity an Issue Everyone Can Support**

Why is it that some people raise an eyebrow when a white girl wants to support a black issue? Or why is it weird for someone from an affluent background to support underrepresented youth? Traditionally, minority groups are the ones advocating for diversity issues. However, there are a significant number of non-minority students who are passionate about diversity too. In this discussion, participants will discuss how non-minority students can advance the causes of diverse communities. Participants will also consider what role our schools play in bringing together all types of students to support minority issues.

### **More Than an Admissions Advertisement: Valuing Racial & Sexual Minorities**

“You got in just to make our school a bit more diverse....” Unfortunately, this statement is thought, if not said, more often than we may think. What can Ivy League schools do to show that their minority students are more than a statistic in their admissions brochure? How can we ensure that racial and sexual minorities are deeply valued? This discussion topic will focus on what our schools can do at multiple levels to support minority students.

### **Religious Diversity in the Ivy League**

It goes without saying that some religious identities are more prevalent than others on college campuses. How welcoming are our college communities to religious minorities, and how can we promote greater tolerance amongst religious groups? This discussion will focus on the importance of interfaith dialogues to promote diversity. Even more, participants will carefully consider what our institutions at large can do to promote religious tolerance.





## **ADAPTING TO A NEW WORLD: EXPERIENCES OF INTERNATIONAL STUDENTS**

*Delegates from Brown, Cornell, Dartmouth, Princeton, and Yale were present*

### **General Overview:**

The transition from high school to college is particularly big for international students who have to learn to adapt to a new country and culture. Do our schools do enough to integrate international students into our college communities? Do international students feel pressured to embrace American values? How does being in a completely different country impact the experiences of international students? This discussion focused on what our schools can do to support international students.

### **Problems Identified:**

- Initial adjustments are particularly difficult for international students who come from different curricula and modes of instruction and so aren't used to English as a medium of instruction or the method of academic writing accepted here.
- There is a dilemma between building strong ties within the international community who are facing the same transition problems versus self segregating
  - Living together in Brown - Buxton International House
- International students tend to face constraints over things like going home over shorter break and their summer plans (they must choose between building a resume versus going home). Building a resume (extracurricular and internship opportunities) can sometimes be harder.
- International students can come with special foreign circumstances such as students bound to conscription in their home countries or specific immigration and visa issues that can hamper their academic progress and take a toll on their social life. These should not go unnoticed.

### **Solutions Proposed:**

- Increasing options for core language classes for international students and improving support (through things like the Writing Center) for initial academic adjustments
- Arts, Dance and Music are great ways to foster inclusivity and help make international students feel at home and be able to share their culture with local students:
  - Yale Fireworks - International Dance Groups all performing
  - Events and Parties with music specifically from certain cultures
- Not letting language problems and special circumstances go unnoticed:
  - Better framework of support for conscripted individuals
  - Connecting individuals who speak the same language and are facing similar problems to build a nurturing community
- Increasing admissions and acceptance rates which would lead to increasing access and acceptance in the Ivy League community for many international students and expanding international student focused pre-orientation programs:
  - Dartmouth has pre-orientation trips that integrates int'l students with new and current students

“Brown has the Buxton International house which throws joint parties through IMP, everybody wants to be there. International students are happier.” – Brown Student





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“At Cornell we have a problem with self-segregation. I hardly know any international students. Believe me, I’ve tried.” – Cornell Student



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## CONSERVATIVE THOUGHTS IN LIBERAL INSTITUTIONS

*Delegates from Brown, Cornell, Dartmouth and Princeton were present*

### General Overview:

Many people identify college campuses as liberal communities, but there are many conservative students at our schools. Yet at times, politically conservative students may feel discouraged from sharing their opinions. How can we better promote open dialogue between students who have varying political beliefs? Diversity is not just about bringing people together with diverse opinions; it's about making sure those diverse opinions are shared with others. This discussion focused on how our schools can work to do just that.

### Problems Identified:

- Political apathy on campus and lack of engagement means people are unaware or misinformed about the views of their classmates
- People assume that others are all liberal or all conservative and so feel like they would be targeted for speaking out against the norm but the reality is that most institutions have a mix of both sides of the spectrum
- Conservative thoughts are less likely to be transformed into social movements or action due to fear of backlash; movements are more focused on liberal ideas and issues.
- Moderate conservative ideas are misrepresented in publications and debates because radicals are the only ones speaking out
  - General fear of backlash for holding moderate conservative thoughts on a campus level

### Solutions Proposed:

- Greater awareness of own classmates thoughts through fostering of an open and ongoing forum for political views that is not focused at those on the Debate Team or in political organization but for the wider campus community
- Encouraging and allowing for constructive discourse between conservatives and liberals in the wake of social activism by liberal groups
- Conversations series or dialogue starting events that make conservative feel more comfortable to be politically active and aggressive - expand and utilize speech, debate and political groups already on campus, making them more open to the wider community.

“At Dartmouth, it’s weird to be liberal. It is assumed that most people are socially liberal but center-liberal. Not left left. If you’re on the left left, it’s radical.” – Dartmouth student

“We have a very activist campus. But we probably wouldn’t have enough people to get together for an anti-abortion protest; there would be backlash against that.” – Cornell student







## MAKING DIVERSITY AN ISSUE EVERYONE CAN SUPPORT

*Delegates from Brown, Cornell, Princeton and Dartmouth attended.*

**General Overview:** Why is it that some people raise an eyebrow when a white girl wants to support a black issue? Or why is it weird for someone from an affluent background to support underrepresented youth? Traditionally, minority groups are the ones advocating for diversity issues. However, there are a significant number of non-minority students who are passionate about diversity too. In this discussion, participants will discuss how non-minority students can advance the causes of diverse communities. Participants will also consider what role our schools play in bringing together all types of students to support minority issues.

### Notes Taken:

- Is it odd to have someone lead an ethnic group that isn't the ethnicity?
  - Historical context, implications of racism/power relation
  - Personal experience isn't at the same level, don't have same expertise
  - Participation should always be encouraged
  - President, face of organization, should be
  - Acknowledge privilege
- Power that our ethnic/other identities give us
  - Can't properly voice the opinion
  - Natural levels of power within society
  - Capitalizing on people's power
- Are there stratifications of capability within a race?
  - No standards on experiences for leadership
- Where is the line drawn for how people should relate to role?
- How to encourage ally membership in minority groups
  - Allies are incredibly important
  - Can't subject people to not having knowledge
    - Shouldn't be a forced process
  - Should solidarity be enough for the group?
    - \*Concerns of diversion of true mission
  - Allies listen, they don't try to speak for who they are being an ally to
    - \*Stronger voice can bring further development though
- Macklemore
  - Rewarded for supporting LGBT community
  - LGBT rappers though are not given support
    - What does this say?
  - Acknowledging the dynamic of being straight white male commenting on gay marriage gives more credibility
    - \*People with a voice will speak
    - "Rap that you would want your kids to listen to"
    - **The issue is not who started the conversation**
- How do we not have allies having their motives questioned?
- Student minority groups
  - Should feel comfortable in that space
  - Understanding they will be further connected
  - Can allies be counterproductive?
  - Allies have to be put in an uncomfortable position





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- Initial display of empathizing



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## **MORE THAN AN ADMISSIONS ADVERTISEMENT: VALUING RACIAL & SEXUAL MINORITIES**

*Delegates from Cornell, Princeton, Yale, UPenn, Brown, Columbia and Dartmouth attended.*

**General Overview:** “You got in just to make our school a bit more diverse....”

Unfortunately, this statement is thought, if not said, more often than we may think. What can Ivy League schools do to show that their minority students are more than a statistic in their admissions brochure? How can we ensure that racial and sexual minorities are deeply valued? This discussion topic will focus on what our schools can do at multiple levels to support minority students.

### **Notes Taken:**

- How do we make our campuses more aware of diversity?
- How do we eliminate the stigma of “affirmative action”?
  - Some people had privilege, some people didn’t
  - Show people what advantages they had

### **School-specific experiences:**

- Brown: 3rd World Center for multicultural center
  - The name isn’t great, but the role it plays is good
    - Actually refers to an idea from a book
  - Diversity is a top priority for the university
  - A lot of great funding
  - Important to have impactful figures in the university
    - Carl A. Fields at Princeton also used to be called 3rd World Center
  - Poetry Slams
  - “When looking into schools, you should look into demographics, minority and socioeconomics. Admissions fudges demographics, i.e. Brazilians = Latinas. Doesn’t feel numbers of diversity are represented on campus.”
  - All of dorms are gender neutral and accommodating to transgender students.
- Cornell
- Center for Intercultural Dialogue
- Office of Academic Diversity Initiatives
- Watt
  - Similar programming
- How do you reach the people who don’t even want to come?
- Princeton
- “The affirmative action kid at school...anger that came from that...Imposter Syndrome- the idea that you don’t belong in the elite place”
  - Guilt shame that many minority students may hold
  - It is an idea of ignorance, and is it worth explaining the nuances of the admissions process
- “A topic that is relevant, i.e. theatre-minorities are cast to fill a diversity niche, and it is hard to get the same roles and opportunities that others have. Black Arts Company on campus...to provide a way to be recognized in a different environment.”
- Yale
  - More specialized centers
  - Talks about these issues, but the people who need to be there don’t come





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- Penn
  - “Diversity is tokenized during the admissions process. They are looking for inner-city black students who fit the quota.”
- Columbia
  - “Being confused when I bubbled in white into test...Being Middle Eastern is minority, but doesn’t feel like it is accounted for. Having to bubble in white devalues cultural significance that you can bring to campus.”
  - On Sexual Minorities: “We were inspired by Penn...Male, female, other, on applications.”
- Dartmouth
  - Gender neutral floors throughout campus, gender neutral bathrooms in high traffic areas





## RELIGIOUS DIVERSITY IN THE IVY LEAGUE

*Delegates from Cornell, Brown, Columbia and Princeton*

**General Overview:** It goes without saying that some religious identities are more prevalent than others on college campuses. How welcoming are our college communities to religious minorities, and how can we promote greater tolerance amongst religious groups? This discussion will focus on the importance of interfaith dialogues to promote diversity. Even more, participants will carefully consider what our institutions at large can do to promote religious tolerance.

### Notes Taken:

- Main topics:
  - How can we increase religious acceptance on campuses?
  - How we can encourage interfaith dialogue?
- Most schools have dedicated worship spaces for major religions and finding a space is not always the issue.
- There is also an issue of cultural tolerance within religion.
- There is the concern of expressing your faith in the form of wearing religious garments.
- There is also a problem of not reaching out to people who are not religious and encouraging them to attend these religious events.
  - Including the people who are not religious is very important and being able to understand where they are coming from.
- Co-programming is also important to reach more people and have minority AND religious groups all together and have events around food (ex: interfaith brunch)
- It's always helpful to have recurring conversations focusing on different aspects of religion
- Sometimes casual events such as dinners with free conversation between various religious individuals are also a good way to create a relaxed environment where people feel open enough to be honest
  - There is the big concern of how do we get people to care?
    - We may have to expand the idea and have an intellectual discussion about it to bring in people who have faith and others who don't
- Ultimately, the goal is to make the campus open to various religious groups. It is important to bring the conversation to people in different student groups who wouldn't attend otherwise (like sport teams).
- It's important to connect to the people on an intellectual level before going into religion to avoid the awkwardness of the topic. There is a fear to underestimate and/or overestimate certain assumptions.
- It's always important to understand that even though you belong to a certain religion, not all assumptions about that religion certainly hold true for you.
- Religious dialogues during orientation (mandatory 'under one roof' events part of orientation schedule for almost an hour with people who facilitate the discussion) are usually separate for different religious groups and people rarely discuss religious differences.
  - How about an 'I am too am religious' like the 'I too am Harvard' event?





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- Residential advisors are required to organize diversity events with a small group of freshmen, also had an ‘icon activity’ to talk about things that are important to them and facilitate conversation in order to form a connection
- Food is always an incentive to be used to encourage attendance and participation

### What’s happening on individual campuses:

- Cornell
  - They facilitate an environment where you feel free to express your religious views but sometimes when you express those views you become alienated from other people and judged
  - We had a warm/friendly/intellectual debate between a religious and non-religious individual, which provokes thought, it’s great to get this opportunity.
- Brown
  - It’s sometimes difficult to express religious views without being ostracized.
  - Brown has an upcoming religious literacy project as a start for dialogue on religion.
- Columbia
  - They provide a universal education; they have policies that require students to read certain scriptures such as the Bible or the Quran.
    - This creates dialogue but also sometimes backlash because people become very critical of the texts. Having such a discussion is so useful because a lot of times people are reluctant to discuss the topic of religion. These were eye-opening sessions because you can see the truth of the matter concerning religions with regard to the actual texts.
  - Columbia is concerned not only bringing acceptance and tolerance on campus but in the whole community.
- Princeton
  - We have interfaith dialogues, such as a Muslim-Jewish dialogue and a Muslim-Christian dialogue.
    - Example: speaking about taboo subjects within religion (gender roles and relations).
    - We also have the Office of Religious Life; the problem with their events is that they are always one-time events with no follow-up events.
    - The Religious Life Council is an arena for people to discuss religion, even for people who are not religious like agnostic or atheist. Facilities also vary and the aim is to have a sacred space for all faiths.



# IPC 2014

Before...



After...



## Takeaways



Communication



Collaboration



Change

## The Conference

105 Students



Breakouts, Keynotes,  
Social Events



Unforgettable  
Memories Made

