



IVY POLICY CONFERENCE

2016

INEQUALITIES ACROSS IVY LEAGUE CAMPUSES

UNIVERSITY OF PENNSYLVANIA

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2016 Ivy Policy Report: Inequalities Across Ivy League Campuses

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FOREWORD

September 7, 2016

***"The Ivy Council exists to foster inter-Ivy League student relations to further knowledge sharing and personal growth."
- Ivy Council mission statement***

In a society keenly aware of growing disparities in the global community, questions on the nature of human inequality have never felt more powerful, more imbued with urgency and passion. What causes such stark inequities within our communities? How much can a society handle before division tears it apart? Most importantly, who is supposed to fix the problem, and how much can they reasonably expect to do about it?

Today's undergraduates take particular notice of these questions in the context of their own experiences. The modern university is a microcosm of society's strengths — and challenges. The inequalities facing society as a whole are no less pervasive on campus.

With this mind, the **2016 Ivy Policy Conference: Inequalities Across Ivy League Campuses** encouraged delegates from our member schools to share, analyze, and articulate their views on how to address inequality, and to apply those ideas to common problems at their respective undergraduate institutions. Such an endeavor is not for the faint of heart, but is an essential exercise in intellectually and civically responsible discussion of policy and community priorities.

Penn IPC 2016 focused on three particular categories of inequality, relating to socioeconomic, gender, and race. Delegates could choose from 12 breakout sessions, each led by an experienced community leader and focusing on a specific aspect of one of these three categories. The conference culminated in the State of the Ivy, a panel consisting of student government representatives from all eight of our member institutions.

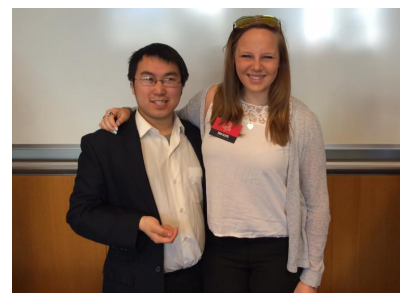
IPC 2016, one of the largest events in Ivy Council history, marked Penn's first Ivy Council event in eight years — and the first time IPC has come to Ben Franklin's Ivy. We are indebted to our numerous financial sponsors and community partners, the 2015-16 Ivy Council leadership, and the exceptional Ivy Council chapter at the University of Pennsylvania for their support, dedication, and endless encouragement.

The time will come for the youth of today to answer for society's flaws. Having organized and watched IPC unfold, I am confident that our generation will be ready.

Mitchell X. Chan (C'18 W'18)

Co-Content Director, 2016 Ivy Policy Conference

2016-17 Ivy Council Co-Head Delegate, University of Pennsylvania



AN INTRODUCTION FROM THE CONFERENCE CHAIRS

Dear Delegates:

The Ivy Policy Conference began in 2008 at Columbia University as one of two annual forums held by the Ivy Council. Held in the spring semester, the conference provides an inter-Ivy platform to discuss the current climate of different procedures on a specific topic. IPC 2016 made its rotation to the University of Pennsylvania where we conversed on matters of inequality in the areas of socioeconomic, gender, and racial inequality as they pertain to our eight member schools. Our conference team selected 10-15 delegates from each Ivy League institution to represent their student body and give us first hand insight into affairs at our seven counterparts.

The diversity of students and schools helped unify the Ivy League in a way that provides a forum for collaboration and discussion about certain policies in order to craft effective and meaningful procedures on each of our campuses. The Ivy Policy Conference is important to the Ivy Council organization because it reinforces the ideologies of combining leadership and personal growth with our explicit quest for knowledge.

Serving as co-chairs and head delegates during this conference was an honor as well as a humbling task. When 25 Penn student representatives attended the 2015 Ivy Leadership Summit at Harvard University, there was so much energy and excitement about the program that it made us excited to host IPC in the spring.

There were many things that made this conference especially unique. First, we had the amazing opportunity to be addressed by United States Senator Cory Booker (D-NJ), who produced a welcome video that got everyone incredibly eager for the event. Second, we held the first complete State of the Ivy panel in a number of years, which gave us a chance to bring together student government representatives from all eight schools and answer questions as well as exchange policy ideas. One of the big concluding highlights for all was definitely the awesome food!

We want to extend a great amount of appreciation to everyone involved in the planning of this event as well as all who attended. This event would not have been possible without either group and we look forward to attending the 2017 Ivy Leadership Summit this fall at Yale.

Warmest regards,

Bryan M. Godel (W'18) & **Christopher Kao** (W'18 ENG'18)
Co-Conference Chairs, 2016 Ivy Policy Conference
2015-16 Ivy Council Co-Head Delegates, University of Pennsylvania



CONFERENCE SCHEDULE

FRIDAY, APRIL 08

8:00PM: REGISTRATION OPENS

SATURDAY, APRIL 09

9:00 - 9:30AM: BREAKFAST

9:30 - 10:00: OPENING CEREMONY

10:00 - 11:00: KEYNOTE SPEAKER:
DR. CHARLES MURRAY
W. H. BRODY SCHOLAR
AMERICAN ENTERPRISE INSTITUTE

11:00 - 12:00PM: LUNCH FT. KEYNOTE SPEAKER:
HON. MARJORIE MARGOLIES
PRESIDENT AND FOUNDER
WOMEN'S CAMPAIGN INTERNATIONAL

12:30 - 1:30: BREAKOUT SESSION 1

1:30 - 2:00: GROUPS PHOTOS

2:00 - 3:15: KEYNOTE SPEAKER:
JON MARCUS
HIGHER EDUCATION EDITOR
THE HECHINGER REPORT

3:30 - 4:30: BREAKOUT SESSION 2

4:45 - 5:45: KEYNOTE SPEAKER:
DR. DOUGLAS SHAW
SENIOR ASSOCIATE PROVOST FOR INTERNATIONAL STRATEGY
ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS
GEORGE WASHINGTON UNIVERSITY

6:00 - 7:00: BREAKOUT SESSION 3

7:00 - 7:30: BREAK

7:30 - 9:30: DINNER

10:00PM - 1:00AM: POST - DINNER FUNCTION

SUNDAY, APRIL 10

9:30AM - 10:00: BREAKFAST

10:00 - 11:30: STATE OF THE IVY

11:30 - 12:00PM: CLOSING CEREMONY



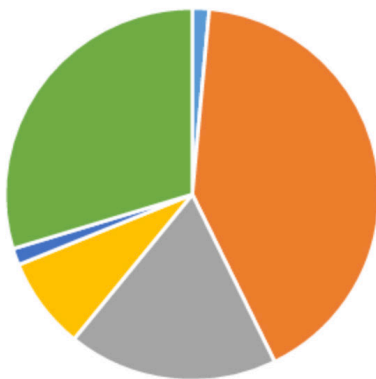


DELEGATE DEMOGRAPHICS

Statistics based on self-reported data from delegates in their conference applications. Application data was cross-referenced with names of delegates who ultimately attended the conference and signed in during registration.

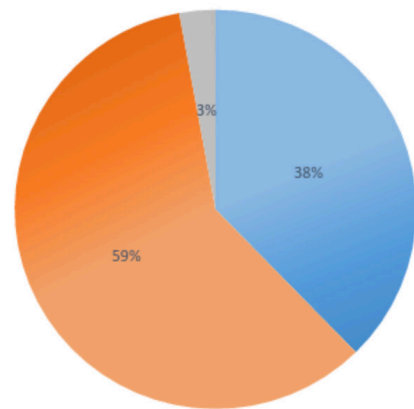
Statistics for Penn do not include members of the conference planning team, who were not considered delegates. Statistics do not include delegates from George Washington University.

Race



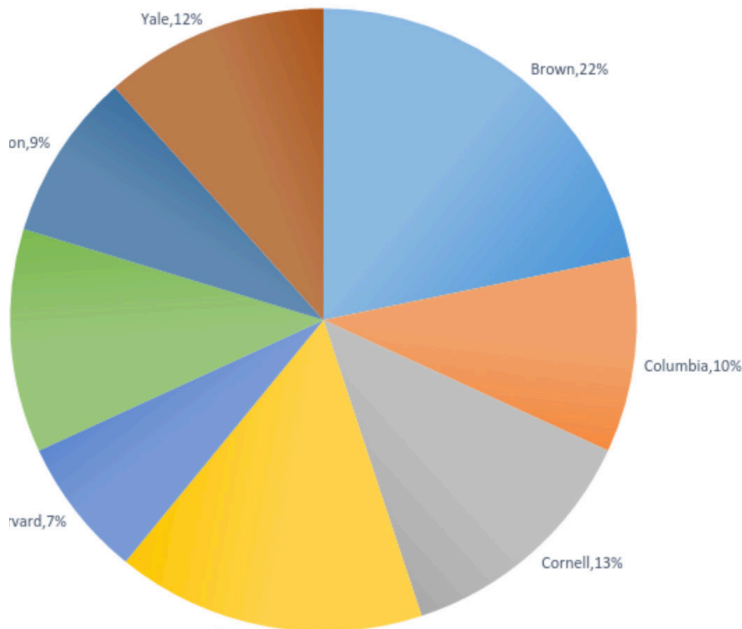
American Indian or Alaska Native
Asian or Pacific Islander
Black or African American
Hispanic or Latino
Indian
White

Gender



Female Male Other

School



Brown Columbia Cornell Dartmouth Harvard Penn Princeton Yale

ABOUT OUR SPEAKERS

JON MARCUS
HIGHER EDUCATION EDITOR, THE HECHINGER REPORT
NORTH AMERICA CORRESPONDENT, TIMES HIGHER EDUCATION (U.K.)

Jon Marcus, higher-education editor, has written about higher education for the *Washington Post*, *USA Today*, *Time*, the *Boston Globe*, *Washington Monthly*, is North America higher-education correspondent for the *Times (U.K.) Higher Education* magazine, and contributed to the book *Reinventing Higher Education*. His *Hechinger* coverage has won national awards from the Education Writers Association and he was a finalist for an award for beat reporting from the New York chapter of the Society of Professional Journalists. The former editor of *Boston* magazine, Marcus holds a master's degree from Columbia University's Graduate School of Journalism and a bachelor's degree from Bates College. A journalism instructor at Boston College, he says he ends up learning from his students far more than he teaches them.



DR. CHARLES A. MURRAY
W. H. BRADY SCHOLAR
AMERICAN ENTERPRISE INSTITUTE

Charles Murray is a political scientist, author, and libertarian. He first came to national attention in 1984 with the publication of *Losing Ground*, which has been credited as the intellectual foundation for the Welfare Reform Act of 1996. His 1994 *New York Times* bestseller, *The Bell Curve* (Free Press, 1994), coauthored with the late Richard J. Herrnstein, sparked heated controversy for its analysis of the role of IQ in shaping America's class structure. Murray's other books include *What It Means to Be a Libertarian* (1997), *Human Accomplishment* (2003), *In Our Hands* (2006), and *Real Education* (2008), and *Coming Apart* (2012). His most recent book, *By the People: Rebuilding Liberty Without Permission* (Crown Forum, 2015) urges Americans to stem governmental overreach and use America's unique civil society to put government back in its place.



Dr. Murray has a Ph.D. in political science from the Massachusetts Institute of Technology and a B.A. in history from Harvard University. He has been an AEI scholar since 1990. He was previous a Senior Fellow at the Manhattan Institute for Policy Research (1982–90), Research Scientist at the American Institutes for Research (1969–70, 1974–81), and a Peace Corps Volunteer and US-AID contractor in Thailand (1965–69).

ABOUT OUR SPEAKERS

HON. MARJORIE MARGOLIES

PRESIDENT AND FOUNDER, WOMEN'S CAMPAIGN INTERNATIONAL

SENIOR FELLOW, FELS INSTITUTE OF GOVERNMENT AT THE UNIVERSITY OF PENNSYLVANIA

MEMBER OF THE U.S. HOUSE OF REPRESENTATIVES FROM PENNSYLVANIA (D-PA13) (1993-1995)



Marjorie Margolies is the founding President of Women's Campaign International (WCI), a group that provides advocacy training for women throughout the world. During the past several years, WCI has conducted several successful trainings in the countries of Tanzania, Venezuela, Bosnia-Herzegovina, Romania, Namibia, Malawi, Afghanistan, Sri Lanka, Colombia and Ethiopia among others. WCI's work in these countries has yielded phenomenal successes, including doubling the number of women in parliaments and inspiring the creation of various women's caucuses on local levels.

A graduate of the University of Pennsylvania and a CBS News Foundation Fellow at Columbia University, Marjorie began her career as a television journalist at WCAU-TV in Philadelphia. Marjorie was a journalist with NBC and its owned and operated stations both in New York and Washington, DC. She was a contributing correspondent to the Today Show, Sunday Today, A Closer Look, CNBC, and Real Life with Jane Pauley. Marjorie's reporting has won numerous awards including five Emmys.

In 1992, Marjorie was the first woman ever elected to Congress from Pennsylvania in her own right. She was also the first Democrat since 1916 elected from Pennsylvania's 13th district. Marjorie was appointed to the Committee on Energy and Commerce, with subcommittee assignments on Oversight and Investigations and Telecommunications and Finance. In addition, she was a member of the Committee on Small Business and the Committee on Government Operations.

In 1995, Marjorie served as the Director of the United States delegation to the United Nations Fourth World Conference on Women in Beijing, China.

Marjorie is currently at the Fels Institute of Government at the University of Pennsylvania. She has taught two courses: "Women Leaders in Emerging Democracies" based on her work with WCI and "Dealing with the Media" a course, which analyzes the ways in which politics and the media interact. In 2015 she was given the Outstanding Teacher Award by the students and faculty of Fels. Marjorie was also a senior fellow at the Annenberg Public Policy Center at the University of Pennsylvania as part of their Institute for Public Service. At Annenberg she also taught two classes, including her course on empowering women and one on the topic of political conventions. In addition, as a Woodrow Wilson Fellow, Marjorie lectures at universities throughout the country. Marjorie was a presidential appointee to the Vietnam Education Fund, which focuses on scientific education and exchange between the United States and Vietnam.

Marjorie became the first unmarried U.S. citizen to adopt a foreign child. Lee Heh arrived from Korea in 1970 and was joined four years later by Holly from Vietnam. Marjorie chronicled their experiences in the 1976 best-seller, *They Came to Stay*, the first of four books she has authored. Her most recent book is entitled *A Woman's Place . . . The Freshmen Women Who Changed the Face of Congress*. She is the mother of a combined family of 11 children and, with the refugee families she has been sponsoring over the years, her household has taken care of 25 children in total.

ABOUT OUR SPEAKERS

DR. DOUGLAS B. SHAW

SENIOR ASSOCIATE PROVOST FOR INTERNATIONAL STRATEGY

ELLIOTT SCHOOL OF INTERNATIONAL AFFAIRS, GEORGE WASHINGTON UNIVERSITY



Douglas B. Shaw serves as Senior Associate Provost for International Strategy at the George Washington University with a concurrent appointment as Assistant Professor of International Affairs. He formerly served as Associate Dean supporting the Elliott School's research enterprise, including eight institutes and centers, strategic initiatives, the offices of Public Affairs, Graduate Admissions, and Graduate Student Career Development. As a faculty member, he teaches courses and conducts research on nuclear proliferation and international security.

Dr. Shaw also previously served as Director of Policy Planning for Georgetown University President John J. DeGioia where he built a staff of four to develop strategic initiatives to advance Georgetown University as a leading student-centered international research university. He was instrumental in creating a flagship course in Ethics and Global Development team taught by Dr. DeGioia and School of Foreign Service Dean Carol Lancaster, hiring former Polish President Aleksander Kwasniewski onto the faculty, and mentoring a Rhodes Scholar.

Dr. Shaw joined the White House Office of Presidential Personnel the day after the 1993 inauguration of President Bill Clinton and held appointments in both Clinton Administrations. At the U.S. Arms Control and Disarmament Agency, he was commended by the President for his involvement with the successful global diplomatic campaign to indefinitely extend the Nuclear Non-Proliferation Treaty. Subsequently, Dr. Shaw worked at the U.S. Department of Energy where he received a Meritorious Service Award for "significant improvements of safeguards and security of tons of weapons usable nuclear materials" in Ukraine.

Dr. Shaw has also served in leadership roles in several prominent non-governmental organizations; including as Director of Security Programs for the Nobel Peace Prize laureate Physicians for Social Responsibility; Executive Vice President of the Institute on Religion and Public Policy; and as Director of Communications of the Lawyers Alliance for World Security where he worked closely with former Ambassador Thomas Graham, the late Secretary of Defense Robert McNamara, and other globally prominent security experts. He has also served on the Boards of Directors of College Bound and the Worker Rights Consortium.

Dr. Shaw's private sector experience includes business development, research, and analysis for Booz Allen Hamilton, Liebman & Associates Energy and Environmental Consulting, and Numark Associates.

Dr. Shaw holds B.S.F.S., M.A. and Ph.D. degrees from Georgetown University in international relations and security studies. He has lectured on nuclear nonproliferation on four continents in venues including the Organization of American States and Harvard University; discussed security issues on C-SPAN and National Public Radio; and has been published in The Los Angeles Times, The Nonproliferation Review, and The Bulletin of the Atomic Scientists.

ABOUT OUR BREAKOUT LEADERS



DIKSHA BALI

CANDIDATE FOR MASTER OF ARTS IN STATISTICS, MEASUREMENT, ASSESSMENT AND RESEARCH TECHNOLOGY AND PREK-4 TEACHER EDUCATION, PENN GRADUATE SCHOOL OF EDUCATION

Dixie Bali has been at the University of Pennsylvania for the past five years. First, she was an undergraduate student studying English and Business. Now, she is a Master's student at Penn's Graduate School of Education, studying Statistics, Measurement, Assessment and Research Technology and PreK-4 Teacher Education. She sincerely believes in helping others, a spiritual tenet she sees present in every religion. Given her experiences growing up in a monastery, Dixie has a keen interest in religious unity, at Penn, at other Ivies and beyond. She appreciates the opportunity to discuss and learn more about these issues from participants, and welcomes the opportunity to help form policies that could impact the Ivy League, higher education and beyond.



NINA EMILIE BECHMANN

**CO-FOUNDER AND DIRECTOR OF COMMUNICATIONS,
FIRST-GENERATION LOW INCOME PARTNERSHIP (FLIP NATIONAL)**

Nina Emilie Bechmann is a co-founder and Director of Communications of the national non-profit FLIP National. A freshman at Columbia University she studies Political Science and hopes to one day help shape policy to promote equal opportunity for first-generation and low-income students in higher education. FLIP National supports student organizations devoted to building communities for first-generation and low-income students on their campuses.

Nina is driven to further the cause of FLIP National as she has noticed of the apparent divide in equal opportunity at higher educational institutions in the U.S. Originally from Denmark, a country with high levels of mobility, she has had the opportunity to gain more insight into a community that struggles with issues as fundamental as food and shelter.

Prior to FLIP she has worked with issues concerning global issues and social change, specifically enhancing cultural understanding, which she believes is an important element in FLIP's success.



SARAH CORNELIUS

EVENTS COMMITTEE, PENN EDUCATION SOCIETY

Sarah is a Philadelphia-native studying Political Science and Urban Education at Penn. She believes that access to a quality education is necessary for combating inequality, and is interested in how we can make that goal a reality. Sarah currently interns at the School District of Philadelphia and is involved with the Penn Education Society, the Women's Political League, and the Community School Student Partnership.

Sarah led a breakout session with her colleague and fellow Penn Education Society member Abel McDaniels.

ABOUT OUR BREAKOUT LEADERS



AMELIA COLBAN

CO-FOUNDER AND DIRECTOR OF DEVELOPMENT, FLIP NATIONAL

Amelia Colban is co-founder and Director of Development of the national non-profit FLIP National, and is a strong proponent of equal access to higher education. FLIP National supports student organizations devoted to building communities for first-generation and low-income students on their campuses.

A freshman at Columbia University, she is riveted by the success of the initiatives she has seen through her involvement in student leadership, especially in FLIP at Columbia. In her roles as a team member and as a mobilizer, Colban has exhibited unwavering determination to raise awareness about inequality and segregation for college students from under-resourced backgrounds.

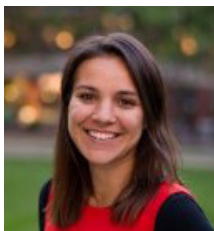
Colban takes pride in the commitment of FGLI student leaders and their admin supporters to ensure that all students in their community have access to every available resource, regardless of one's financial circumstances. Widespread support for, and consequential success of, initiatives by FLIP at Columbia inspired Colban to want to expand the movement.



CHRISTINE JAMIESON

CONTENT & CURRICULUM COMMITTEE, RETURN ON EQUALITY COALITION AT THE WHARTON SCHOOL OF BUSINESS

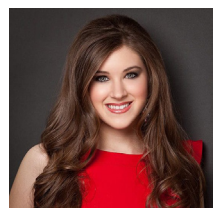
Christine Jamieson is an MBA Candidate at the Wharton School of the University of Pennsylvania. She holds a BA in Public Policy and Psychology from Duke University. Prior to attending Wharton, Ms. Jamieson worked as a federal lobbyist for the American Psychological Association in Washington, DC, where she advocated for congressional and Executive Branch support for behavioral science. Ms. Jamieson currently serves on the Content and Curriculum Committee for the Wharton School's Return on Equality coalition.



BRANDI LUPO

CLINICAL STUDENT, PENN LAW MEDIATION CLINIC

Brandi Lupo is a third-year law student at Penn Law. Before law school, she worked in campaign finance and voting rights reform. Her current scholarship focuses on access to the justice system, alternative dispute resolution, and the legal ethics of working with vulnerable clients. She enjoys documentary film, genealogy, and long hikes.



KATE SAMUELSON

CO-CHAIR, PENN WOMEN'S POLITICAL LEAGUE

Kate Samuelson is a junior at Penn, studying Political Science (B.A.) and Public Administration (M.P.A.). She is passionate about gender equity and serves as co-director of Penn Women's Political League. Kate is also president of Penn Childhood Cancer Coalition, director of a nonprofit organization benefiting children with cancer,

ABOUT OUR BREAKOUT LEADERS

a Civic Scholar, and a member of Penn's synchronized swimming team. She works as a research assistant at the Children's Hospital of Philadelphia and Penn's School of Social Policy and Practice. In her free time, Kate enjoys volunteering, writing, and outdoor adventures.



REBECCA SCHEPT
ASSOCIATE DIRECTOR, PENN LGBT CENTER

Rebecca is the Associate Director of the Penn LGBT Center. A native of Hoboken, New Jersey, she completed the dual master's degree program in psychological services and professional counseling at Penn's Graduate School of Education. During her two years of graduate school, she was a graduate associate in Hill College House which sparked her interest in student affairs. In her five years at the LGBT Center, Rebecca has worked closely with the Center's 25 LGBT affiliated student organizations, helping to create innovative programming and events. Rebecca is a passionate student advocate and brings intersectionality and activism into her work. She is also a member of the student intervention services team, the leadership retreat through the Office of Student Affairs, and sits on various other committees on campus. Becca attended Vassar College and was very active in many student life groups including the Student Activist Union.



DR. ALAINA SILVERMAN
POSTDOCTORAL FELLOW, UNIVERSITY OF PENNSYLVANIA COUNSELING AND PSYCHOLOGICAL SERVICES

Dr. Alaina Silverman is a postdoctoral fellow at UPenn's Counseling and Psychological Services (CAPS) specializing in outreach and prevention. She graduated from La Salle University's Doctoral Program in Clinical Psychology (Psy.D.). She did her internship at UNC-Chapel Hill Counseling Psychological Services. At UPenn CAPS, she does individual therapy, initial assessments, group therapy, supervision, and outreach across campus (trainings, workshops, presentations). For any questions, please feel free to contact Alaina at salaina@exchange.upenn.edu.



ELIZABETH TANG
LEGAL FELLOW, U.S. SENATE JUDICIARY COMMITTEE

Elizabeth Tang is a second-year JD/MBA candidate at the University of Pennsylvania. She leads committees at the law and business schools to promote diversity, launched the #HumansofWharton Facebook campaign, and previously served as secretary of the Penn Law student council. Outside of Penn, Elizabeth is currently a Legal Fellow in the U.S. Senate Judiciary Committee and serves as Treasurer of Rise, a nonprofit that advocates for the rights of sexual assault survivors. Before coming to Penn, she worked in Mumbai, India, at Apne Aap Women's Collective, an anti-trafficking nonprofit that serves the women and girls of Asia's oldest red light district. Prior to India, Elizabeth was an investment banking analyst at Barclays in New York, advising companies in the technology, media and telecom space. She graduated with honors in Economics from Harvard College.





INEQUALITIES ACROSS IVY LEAGUE CAMPUSES: CURRENT CLIMATE BY SCHOOL

THE OVERARCHING THEME OF THIS YEAR'S POLICY CONFERENCE WAS INEQUALITY. SINCE INEQUALITY IS SUCH A BROAD TOPIC IPC FOCUSED SPECIFICALLY ON THREE CATEGORIES, SOCIOECONOMIC, GENDER, AND RACIAL. EACH OF THE CATEGORIES THEN HAD FOUR RELATED BREAKOUT SESSION TOPICS. THIS SECTION LISTS EACH OF THOSE BREAKOUT TOPICS BY CATEGORY THEN DISCUSSES THE CURRENT CLIMATE OF INEQUALITY AT EACH IVY LEAGUE SCHOOL.

NOTE: PERTINENT INFORMATION ON CURRENT CLIMATES COMPILED HERE WAS PROVIDED IN PART BY EACH IVY COUCL CHAPTER'S HEAD DELEGATES OR POLICY CHAIRS. SAID INDIVIDUALS WERE ASKED TO PROVIDE INFORMATION REGARDING AREAS THAT RESONATED WITH THEM THE MOST ON THEIR OWN CAMPUSES

INFORMATION FOR SCHOOLS PRESENTED IN ALPHABETICAL ORDER BY SCHOOL.

SOCIOECONOMIC INEQUALITY

BREAKOUTS

Social Selectivity: Elitism in the Ivy League

The term “Ivy League” has long evoked images of exclusivity, embodied in close-knit, highly selective societies that still exist on all eight Ivy campuses. What encourages various Ivy League student groups to maintain degrees of selectivity? In a political atmosphere keenly aware of unequal privilege, what effect does exclusivity within the Ivy League have on the collective public image of the “elite” Ivies?

First Generation: Integrating the New

There are approximately 4.5 million first-generation college students on American campuses today. What can the Ivies, with their vast resources and large talent pools, do to better support the needs of the first-generation students? How should individual schools think about first-generation students as a group?

Delegation of Responsibility: Who Should Combat Socioeconomic Inequality

Virtually every policymaker, political candidate, and college student today agrees that inequality is bad, but how do we actually go about eliminating it? Who exactly should lead the fight against socioeconomic inequality? As future leaders of society, Ivy League students need to think about who bears the responsibility of tackling this issue in the future.

Affirmative Action: Based On What?

Although popularly thought of in the context of race, affirmative action could benefit virtually any disadvantaged group in America (and there’s lots of them). How did race become the agreed-upon basis for affirmative action? Is it the best basis? Or could affirmative action be better applied towards another metric of inequality like gender or wealth?

CURRENT CLIMATE

BROWN

The following policies and programs will be implemented in the 2016-2017 school year:

- Scholarships to cover Brown University Health Insurance for high need students who are unable to waive the requirement
- \$1,500 allowance towards travel for aided international students each year
- Coverage of the excess scholarship tax for incoming aided first-year international students
- Food and housing costs will be covered for high-need students staying at Brown during all periods of the academic year when the University is closed
- Doubling the amount of money in the Campus Life Emergency Fund, which can be used to assist students in times of crisis
- An Assistant Dean of the College for Financial Advising will be hired, who will advise and support low-income students on financial issues that may intersect with academic, social, and personal issues
- Summer storage vouchers will be prioritized for students with the highest financial need, and the voucher's value will increase from \$60 to \$100 through collaboration with Brown Student Agencies. A limited number of \$50 vouchers will still be available to all other students via lottery.
- Brown's Pathways to Diversity and Inclusion Action Plan (DIAP) also includes funds for programming costs associated with Brown's new First-Generation, Low-Income Student Center, which fell outside the scope of this particular working group.

NEXT STEPS:

Brown's student government, the University Council of Students (UCS), is continuing to advocate for the implementation of the following recommendations:

- To provide funding and other supports for high-need students during Commencement to reduce the costs of senior week, cap & gown, campus dance, food, and housing for family members
- To provide funding for high-need students staying on campus over the summer to cover the Summer Health Fee
- To provide small, regularly timed cash stipends throughout the year to high-need students in order to ensure low-income students have funds on hand to cover costs not included in Brown's official cost of attendance, such as those related to clubs and other extracurriculars
- To reduce the Summer Earnings Expectation (SEE) for all aided students, with the ultimate goal of eliminating the SEE
- To allow students on financial aid to qualify for summer earnings waivers for multiple summers

CURRENT CLIMATE

COLUMBIA

Columbia offers enhanced financial aid to support students studying abroad during the academic year:

Our mission is to help all students admitted to Columbia College and The Fu Foundation School of Engineering and Applied Science, regardless of individual financial circumstances, achieve their goal of pursuing a world class education at Columbia University.

Additionally, Columbia's financial aid program is

- Need-based: determine financial aid eligibility by evaluating the family's ability to pay for education costs
- Need-blind: evaluates admissions applications of US and eligible non citizens without regard for their financial need, and
- Full need: meets 100% of the demonstrated financial need for all first years and transfers pursuing their first degree

For students coming from families with calculated total incomes of less than \$60,000 annually (and typical assets), parents are not expected to contribute to the cost of attendance.

CURRENT CLIMATE

CORNELL

The key player in bridging socioeconomic gaps at Cornell is the Cornell Office of Academic Diversity Initiatives (OADI). This office serves as not only a haven for students of minority backgrounds to obtain resources, but provides funding for programs and activities which seek to empower students of disadvantaged backgrounds. For instance, OADI subsidized transportation and program fees associated with students' attendance at 1vyG, in order to allow all first generation students attending the conference from Cornell to contribute their experiences without the financial burden.

Student organizations such as First Gen at Cornell have approached the issue of socioeconomic inequalities by providing a union for First Generation College students who empower one another to succeed on campus and encourage one another speak of their experiences.

Effective Fall 2016, Cornell will equalize treatment of students with Deferred Action for Childhood Arrival status in the realm of financial aid and admissions. This initiative gives undocumented students the equal opportunity to be given the financial support otherwise not granted to them by the federal government.

Additionally, Cornell has undertaken various efforts to target financial insecurities on campus. These include:

- Anabel's Grocery, a cheap and accessible grocery store located on campus developed to alleviate food insecurity)
- A food pantry at the Cornell Center for Intercultural Dialogue
- Cornell Thrift, a campus-wide redistribution of reusable personal items
- Cornell Student Assembly summer internship grants provided for students who secured an unpaid internship over the summer

CURRENT CLIMATE

DARTMOUTH

Dartmouth has been ranked as a “Best Value School” and boasts one of the highest returns on investment in the Ivy League. Dartmouth’s Financial Aid program plays an integral role in providing complete accessibility to students in need. The school has established a powerful precedent with its commitment: to make the full experience of a Dartmouth education affordable for students and their families. Additionally, the school commits to meeting 100% of demonstrated financial need for all four years.

Even leading programs, however, suffer from various inadequacies. Often, many financing options are lost in text to prospective and current students, and a variety of secondary resources/ processes fail to reach the ears of those who could benefit from them. In addition, a small percentage of families of privilege continue to exploit the FAFSA reporting system and take advantage of aid packages that they do not need. Finally, while socio-economic diversity is a core of Dartmouth’s student body, status hurdles continue to exist for students who do not come from privilege in regard to off-campus social organizations and certain campus events.

Fundamentals:

- Free Tuition for students coming from families making \$100,000 or less and possessing typical asset
- Admission to Dartmouth is need-blind for non-international students- Your financial need will not impede your chances of admission
- Aid is based entirely of need, not merit
- Demonstrated need is constructed using standardized forms (FAFSA etc.) and Dartmouth provides a Net Price Calculator for convenience
- Outside Awards need to be reported separately to Dartmouth, but are often considered in covering tuition costs
- Dartmouth participates in the Ivy Match system, which guarantees equal aid to any other Ivy League institution if offered

Statistics:

- 20% of parents have total incomes less than \$65,000 are not expected to contribute
- 51% of full-time undergraduates receive some kind of need-based financial aid
- Families with incomes between \$65,000 and \$150,000 will contribute 0-10% of their income
- Families with incomes above \$150,000 will be asked to pay proportionately more than 10%, based on individual circumstance
- Home equity and retirement assets are not considered in assessment of financial need
- 90% of families are paying the same or less at Dartmouth compared to a state school

Financial Aid Handbook

- A website id devoted to all financial aid related information including aid applications to study abroad funding supplements, which can be found in sources.

DARTMOUTH (CONT.)

Key policies and procedures in the financial aid process (aid options):

- Appeals Process (reconsideration of aid package)
- Term-time Employment (Work Study)/Research Internship Package
- Pre-pay Tuition/Research Grants
- Taking a leave of absence
- Funding from Outside Resources (Scholarships)
- Federal Verification (to avoid loopholes being exploited)

Financial literacy resources available:

- Budgeting
- Credit
- Debt Management Guide
- Events for FAQs/Networking
- Saving and Investing
- Taxes and Accounting

The McNutt Office of Financial Aid is available for students to contact over the phone and via interview with questions/more detailed explanations of financial circumstance

Socioeconomic Hurdles:

While these organizations defend themselves under freedom of association clauses, Greek life does incur costs due to their exclusivity, many of which come in the form of barriers to low income students:

1. Dues
2. Clothing
3. Housing fees
4. Academic Conferences/Trips/Party fees

While certain fraternities and sororities provide some slight amount of aid with the help of certain Dartmouth student organizations (Greek Leadership Council, or GLC), it is impossible for them to front all of the fees and thus, these hurdles are inevitable. The barriers can prevent low-income students from getting involved with these organizations and thereby hurt social socio-economic diversity.

Other organizations which involve abroad trip components also incur other costs and options for funding are poorly marketed to low-income audiences. However, there are certain organizations that provide financial funds and other resources for low-income students including but not limited to: Native American House, Triangle House, Latino & Caribbean Studies House, & Undergraduate Deans Office.

CURRENT CLIMATE

HARVARD

Harvard's financial aid program continues to lead the nation in providing complete accessibility to students in need. The school has established a powerful precedent with functional and modern bylaws: "Once you are admitted to Harvard, we work closely with your family to ensure you can afford to come here. Because we seek the best students regardless of their ability to pay, we are committed to meeting 100% of demonstrated financial need for all four years. International students receive exactly the same financial aid as Americans."

Even leading programs, however, suffer from various inadequacies. Often, many financing options are lost in text to prospective and current students, and a variety of secondary resources and processes fail to reach the ears of those who could benefit from them. In addition, a small percentage of privileged families continue to exploit the Free Application for Federal Student Aid (FAFSA) reporting system and take advantage of aid packages that they do not need. Finally, while socioeconomic diversity is a core of Harvard's student body, challenges continue to exist for underprivileged students when participating in off-campus social organizations and certain campus events.

While these organizations defend themselves under freedom of association clauses, Greek life and Final Clubs continue to incur costs to their exclusivity, many of which come in the form of barriers to low income students:

1. Dues
2. Apparel
3. Housing fees
4. Trips/Party fees

Certain fraternities and sororities provide some amount of aid, but it is impossible for them to front all of the fees and thus, financial barriers are inevitable. Such barriers prevent low income students from getting involved with these organizations and thereby hurt Harvard's social socioeconomic diversity.

Other organizations, which involve overseas travel components, also incur extra costs and options for funding are poorly marketed to low income audiences. There is general disapproval with the complexity of the fund/grant system according to campus-wide surveys completed by *The Harvard Crimson*.

CURRENT CLIMATE

HARVARD (CONT.)

Current Policies:

- Harvard Financial Aid Initiative (HFAI): students whose families earn less than \$65,000 per year pay nothing, need-based aid greatly expanded for families earning \$65,000-\$80,000 per year
- Need-blind admissions: financial need will not impede chances of admission to Harvard College
- All aid is need-based: no case-by-case merit scholarships
- Demonstrated need is constructed using standardized forms like the FAFSA: Harvard provides a Net Price Calculator for convenience on its website
- Outside awards need to be reported separately to Harvard, but are often considered in covering tuition costs
- Harvard participates in the Ivy Match system, which guarantees equal aid to any other Ivy League institution if offered

CURRENT CLIMATE

PENN

Penn has adopted several programs and initiatives to create a community of people from distinctive socioeconomic backgrounds. There are many resources found on campus to help student with disadvantaged socioeconomic backgrounds.

Current Initiatives:

- Penn Compact 2020: goal of meeting full financial need of undergraduates with all-grant aid packages
- Cultural houses that can provide assistance and financial advice to students: including the Greenfield Intercultural Center, La Casa Latina, LGBT Center, Makuu: The Black Cultural Resource Center, and the Pan-Asian American Community House (PAACH)
- Office of Affirmative Action and Equal Opportunity Programs.

Support systems also exist from the student organizations. For example, Penn First has spotlighted issues facing low income, first generation college students.

Other key facts:

- 15% of students in the Class of 2019 are Pell Grant recipients
- 12% of the Class of 2019 are first generation college students
- Free Food @ Penn Facebook group designed for low-income students who have food insecurity problems
- At start of last school year, Penn rebranded “no-loan” financial aid program as “all-grant.” Many students have claimed that they still have to take out loans despite receiving grants from Penn. Penn’s financial aid program is ranked #10 in country based on student indebtedness when they complete their undergraduate degree

CURRENT CLIMATE

PRINCETON

Former Princeton president Shirley Tilghman established the Working Group on Undergraduate Socioeconomic Diversity to ensure the success of students from low-income backgrounds. In 2014, they published recommendations in five different categories:

- The first category focuses on academic achievement includes recommendations such as the creation of a scholars program for high achieving, low income students and creating a program for sophomore students to prepare them for the independent work requirements of junior and senior years.
- The second category addresses low income students' preparedness for STEM fields in particular and recommends offering summer versions of STEM courses to increase the number of students with access to the STEM field, use technology to increase the number of students who continue in STEM fields and offer STEM specific classes in the Freshman Scholars Institute. The Freshman Scholars Institute is a 7-week summer program for incoming Princeton freshmen that targets first generation students and students who previously did not have a lot of access to mentors or a variety of educational resources. The goal of the program is to prepare students academically and socially for the beginning of their freshman fall.
- The third category involves centralizing resources, with a focus on creating systems to keep track of academic struggles students face and making resources more accessible by putting them online.
- The fourth category focuses on campus culture by increasing training on socioeconomic diversity for college staff (i.e. residential advisers, deans, etc.), addressing socioeconomic diversity as part of freshman orientation and showcasing academic courses that touch up on issues of socioeconomic inequality.
- The fifth category involves strengthening the connection between Princeton and the families of low income students by putting events from Freshman Families Weekend online, having family oriented receptions in major cities during Freshman Families Weekend for families that cannot afford to travel to Princeton, and putting resources for low-income and first-generation families online in both English and other languages.

Princeton also has a student run group called the Hidden Minority Council who organize initiatives with the aim of advocating for first generation and low-income students by increasing on-campus dialogue of these issues and reducing the stigma of being first generation or low income. They have organized campaigns such as "Thoughts" which is a photo campaign showcasing students' experiences being low income or first generation at Princeton as well as a "Voices" campaign, which is a video series of interviews with low income students.



CURRENT CLIMATE

YALE

Between socioeconomic, gender, and racial inequality, socioeconomic inequality is the least addressed at Yale.

Efforts by the Yale College Council (YCC) and Students Unite Now (SUN) have succeeded in the reduction of summer student income contributions and the increase of aid for students in the lowest-income bracket, changes that are part of “A More Inclusive Yale.”

However, the student income contribution, which requires students to work 20 hours a week, remains a burden for most students on financial aid and bars many of them from having a full Yale experience. Despite its need-blind admissions policy and the fact that loans are not considered part of its financial aid packages, Yale has otherwise done little to improve the situation of most low income students.

REFERENCED RESOURCES

Brown:

<http://www.brownbsa.com/students/summer-storage>

Columbia:

<http://cc-seas.financialaid.columbia.edu/how/aid/works>

Dartmouth:

<http://admissions.dartmouth.edu/financial-aid/homepage>

<http://admissions.dartmouth.edu/financial-aid/policies-resources/financial-aid-handbook>

<http://admissions.dartmouth.edu/financial-aid/how-aid-works/d-plan-aid/study-abroad>

<http://admissions.dartmouth.edu/financial-aid/apply-aid/prospective-transfer-students/types-financial-aid>

<http://admissions.dartmouth.edu/financial-aid/apply-aid/prospective-transfer-students/financing-options>

<http://www.dartmouth.edu/~coso/organizations/>

<http://admissions.dartmouth.edu/financial-aid/policies-resources/consumer-information>

Harvard:

<http://www.thecrimson.com/article/2011/9/29/social-organizations-harvard-greek/>

<https://college.harvard.edu/financial-aid/policies-procedures>

Princeton:

<https://odoc.princeton.edu/about/initiatives/socioeconomic-diversity>

<http://fsi.princeton.edu/who-are-fsi-scholars>

http://www.princeton.edu/~phmc/about_us.html

http://www.princeton.edu/~phmc/thoughts_2016.html

<http://www.princeton.edu/~phmc/voices.html>



GENDER INEQUALITY BREAKOUTS

Rape Culture: Administrators' Response to Sexual Assault

Sexual assault happens every day on every college campus. But when discussions turn to sex, many people find the topic taboo and avoid the conversation, leaving many victims embarrassed and prompting many to hide their stories for fear of being ignored. How can the Ivies break the residual silence on this issue, reorganize how administrators address these cases, and finally discipline the perpetrators involved?

LGBTQ Issues: Continuing Awareness and Education

Many people know the term "LGBTQ" and know someone who identifies with one of these groups, but individuals who do not identify as such may have a trouble directly identifying with, relating to, and talking about these issues. How can the Ivies keep promoting frank, respectful, and issue-aware advocacy and support for the LGBTQ community?

Mental Health Awareness: Eliminating the Stigma of Getting Help

Mental health awareness has exploded on college campuses. Access, misinformation, and commonly-held stigmas, however, remain obstacles moving forward. How can Ivy League universities make mental health care more accessible on campus? When someone breaks a leg, they tend to seek physical treatment without hesitation; so why is it different when something happens to the brain? We want to make this an issue that every student on every campus is comfortable talking about.

Gender In The Classroom: How Does Gender Influence Academic Choices

Despite it being the 21st century, people still associate specific genders with certain professions, and gender imbalance exists in numerous academic majors and disciplines. How does this influence academic pursuits and eventual career choices?

CURRENT CLIMATE

BROWN

The Sarah Doyle Women's Center (SDWC) is the leader in addressing gender inequality on campus. As stated in its guiding philosophies, the SDWC promotes gender as an intersectional condition of personal identity, wellness, health, and interpersonal relationships:

In its work, the Center strives to make the connections between the classroom and life outside the classroom as seamless as possible. To this end it promotes independent and critical thinking and works to help students and other community members understand the connections between academic theory and feminist practice. The staff of the SDWC understands that well-rounded and critically engaged undergraduate and graduate students need guidance in order to develop their own viable praxis, and the staff helps provide that guidance through effective mentoring and advising and by providing opportunities for students to discuss and present their work. The SDWC views effective activism as a companion to theory and helps students and others place their work inside and outside the classroom within the context of current and historical movements and research.

As a result, Brown students have streamlined access to many gender-related resources across campus including:

- Health Services
- Health Education
- Counseling and Psychological Services
- Emergency Medical Services
- Office of Student Life
- Sexual Misconduct and Title IX Office
- Sexual Harassment & Assault Resources & Education

CURRENT CLIMATE

COLUMBIA

Columbia offers programs like The Institute for Research on Women, Gender, and Sexuality where they offer an undergraduate degree program in women's, gender, and sexuality studies and graduate certification in feminist scholarship, the institute draws faculty from all disciplines in the humanities and social sciences and provide rigorous training in interdisciplinary practice.

The Office of Multicultural Affairs recognizes that each student brings "many cultures, experiences, and perspectives" to Columbia, including experiences related to gender, gender identity, and gender equality. Multicultural Affairs serves as a resource for students interested in promoting and protecting gender diversity to capitalize on the rich education and growth found in the active exchange across multiple identities during their time at Columbia

LGBTQ students have access to student group advising, events, education, advocacy, and other services and resources to help all students explore and better understand diverse queer and transgender identities and experiences. Columbia LGBTQ student groups include:

- Queers of Color
- Columbia Queer Alliance
- Columbia Queer Business Society
- GS Alliance

Columbia also advocates for the transgender community by creating maps of gender neutral bathrooms, addressing any health concerns, providing transgender-friendly housing, and resources to help with name change on legal documents.

GendeRevolution (GendeRev/GR) is the main transgender support and advocacy group of Columbia and Barnard. GR works to create safe spaces and advocate for transgender and queer students, raise awareness about the spectrum of transgender identities and experiences.

CURRENT CLIMATE

CORNELL

Gender inequality at Cornell has various aspects. Many students recognize the ultimate gender divide that lies ahead in their future professional lives and devote their energy to equalize opportunities at the university level in hopes of closing the gap for the career world. As result, numerous initiatives at Cornell that work to close the gender gap are in fact run by students, not administrators.

Organizations such as the Society of Women Engineers, the Industrial and Labor Relations' Women's Caucus, and Cornell Society for Women in Business are student groups geared towards the professional advancement of women in specific, traditionally male-dominated, fields. Many of these clubs serve to give women the confidence to pursue their passions and hone their skills which make them as equally qualified as their male counterparts.

In addition, the inequalities present at the campus level are closely linked to efforts combatting sexual assault. With campus rape rising in the forefront of university concerns, several initiatives have been implemented to prevent such crimes. For instance, the Every1 Campaign at Cornell seeks to begin the discussion regarding consensual sex. This past year, the Inter-Fraternity Council president mandated that every fraternity chapter on campus be given a Consensual Education presentation by the student organization ConsentEd.

At the administrative level, several resources are now available for victims of sexual assault and to educate the campus community about sexual harassment, sexual assault, and gender discrimination. These include:

- Sexual Harassment and Assault – Response and Education (SHARE): an online service which directs individuals in need of support or guidance to various resources related to confidential care, reporting, and/or emergencies.
- Cornell has a zero tolerance policy regarding sexual abuse, violence, assault, harassment, coercion or rape.
- Students are also mandated to attend "Speak About It," an educational performance held during orientation week which promotes healthy relationships, in order to graduate.
- Title IX Coordinator: helps students understand their rights under the Patsy Mink Equal Opportunity in Education Act regarding discrimination on the basis of sex in education

Gender equality in the LGBT community has improved through gender-neutral Cornell student ID cards, gender neutral housing, intramural sports accessible to transgender Cornell students, and increased funding for LGBT centers and programs on campus.

CURRENT CLIMATE

DARTMOUTH

Sexual assault is a serious problem at Dartmouth. High-profile cases regarding sexual assault provides evidence of severe inequality. While the administration is working to remain conscious of issues and condemn discriminatory behavior, including officially implementing a mandatory expulsion policy for certain sexual assault cases and banning hard alcohol throughout campus, there is much work to be done.

In addition to sexual assault, Dartmouth faces a problem with the gender inequality among its professors. In 2014, Dartmouth had the largest gap in annual wages for full-time professors in the Ivy League. However, three externally commissioned surveys conducted over the past decade show that there is no systematic bias regarding gender and wage. There is also a significantly larger number of male professors than female professors.

Statistics:

- Average full-time male professor salary (2014): \$177,480.
- Number of full-time male professors: 175
- Average full-time female professor salary (2014): \$151,056.
- Number of full-time female professors: 66
- Average associate male professor salary (2014): \$109,899.
- Number of associate male professors: 86
- Average associate female professor salary (2014): \$104,724.
- Number of associate female professors: 57

A Point of Contention:

Dartmouth's Greek Life system continues to be an intrinsic part of cases of sexual assault. In 2014, Dartmouth was under federal investigation for potential violations of the federal gender equity law: Title IX (also called the Patsy Mink Equal Opportunity in Education Act), which requires universities to provide safe learning environments for students regardless of sex. Students and faculty have also filed a Clery Act violation complaint in 2013. Under Clery, institutions must provide accurate tracking and public disclosure of crime statistics on campus, including sex offenses.

Persisting problems with the Greek System regarding, in part, sexual assault, prompted faculty to write a strongly worded letter condemning the "culture of violence" and the students' "code of silence and culture of complicity".

CURRENT CLIMATE

HARVARD

In a 13-page letter to Harvard president Drew Gilpin Faust, Task Force on the Prevention of Sexual Assault chairman Steven E. Hyman made clear in no uncertain terms that sexual assault is “a serious and widespread problem that profoundly violates the values and undermines the educational goals of this University.”

That letter came after the now-infamous survey administered by the Association of American Universities in spring 2015 to nearly 20,000 degree-seeking students enrolled at Harvard College, the Graduate School of Arts and Sciences (GSAS), and Harvard’s 10 professional schools last spring. Overall, 53 % of eligible Harvard students participated in the survey, the highest rate among the universities surveyed. President Faust in turn found the survey’s results “deeply disturbing.” Sexual assault prevention has become one of Harvard’s largest and most urgent ongoing initiatives.

Citing Harvard’s unique party atmosphere, the task force began looking into ways to create safer social spaces, most notably through its recent decision to work to eliminate single-gender organizations and support the creation of more inclusive parties and spaces. The Harvard Undergraduate Council (UC) has also required that student organizations undergo sexual assault prevention training for a certain number of their officers before they can apply for UC grants.

These programs work alongside the Office of Sexual Assault Prevention & Response (OSAPR), the largest sexual assault prevention administrative body on campus:

- Provides survivors of sexual and gender-based violence confidential support and advocacy services.
- 24-hour hotline (1-617-495-9100), also takes meetings by appointment

Other Available Resources for Sexual Assault Victims:

Confidential Support Systems (exempt from sharing information under Title IX):

- Counseling and Mental Health Services (CAMHS)
- Bureau of Study Counsel
- Office of BGLTQ Student Life
- Harvard Chaplains

Peer and Student Counseling:

- RESPONSE Peer Counseling
- Room 13
- Contact
- Sexual Health and Relationship Counselors (SHARC)

Legal Support (non-confidential):

- Harvard University Police Department (HUPD)
- Title IX Office

CURRENT CLIMATE

PENN

There are multiple resources at Penn that cater to women and LGBTQ students on campus. Among the most prominent are organizations combating gender imbalances in stereotypically male-dominated undergraduate schools, such as the Wharton School and the School of Engineering and Applied Science (SEAS). Students in those schools have reported feeling distrust of organizations based out of those schools due to alleged discriminatory policies based on gender. For example, one student claimed that many students rejected from the Wharton Investment & Trading Group were female.

Pre-professional groups specifically catering to female students include:

- Wharton Women
- Penn Women's Biomedical Society
- Penn Women's Political League
- Pre-Law Women at Penn
- Smart Women Securities
- Society of Women Engineers
- Women in Computer Science
- Women in Physics

Many groups focusing on gender inequality issues, including all those listed above, are members of the Penn Association for Gender Equity (PAGE). Previously called Penn Consortium of Undergraduate Women, PAGE changed its name in September 2015 to better reflect its goals as an umbrella organization for women's student groups. In addition to its main pillars of community, constituent services and advocacy, PAGE provides funding to its member groups.

Other noteworthy developments:

- Fem Dems: feminist wing of the Penn Democrats, established in 2014 by former Penn Undergraduate Assembly president and former Penn Democrats vice president Jane Meyer ('16), hosts monthly discussions on feminist issues and gender-related political advocacy
- Wharton made gender-neutral bathrooms for Huntsman this past year



CURRENT CLIMATE

PRINCETON

The Women's Center at Princeton's mission is to "recognize and redress historic and persistent gender inequality at Princeton and beyond".

Through the center a variety of programs addressing gender inequality are run. These include the Gender Policy Network which encourages and supplements gender studies in the Woodrow Wilson School of Public Policy, Princeton Students for Gender Equality which sponsors projects such as the Princeton Feminists photo campaign, Women in Business, Women in Science Colloquium, Women's Leadership Roundtable, and the Women's Political Caucus.

CURRENT CLIMATE

YALE

Yale has taken recent steps to improve its stance towards gender inequality. Just prior to this year's commencement, Yale introduced gender-neutral restrooms building upon its decisions last year to make gender-neutral housing an option for all upperclassmen. Gender-neutral housing for freshmen is addressed on an individual basis. Yale administration also supports the Yale Women's Center, which was founded in 1970; the center offers a safe-space for women and all genders, and leads programming and activism directed at fighting gender inequality on campus.

Additionally, the Yale Office of LGBTQ Resources serves as administrative support for gender-queer individuals. The main concern regarding gender equality on campus is sexual misconduct especially in light of Jack Montague, the former Yale basketball captain expelled after a university committee convicted him of rape who is now suing the school. Given that sexual misconduct disproportionately affects women and queer individuals and the apparent unhealthy sexual climate on campus, Yale has yet to address this facet of gender inequality appropriately. In recent years, new programs have been created to create a safer, more equitable space for all genders on campus, such as:

- Communication and Consent Educators (CCE): an administrative initiative to have undergraduate educators provide workshops on relationships and bystander intervention
- Sexual Harassment and Assault Resources and Education Center (SHARE): mental health professionals who provide confidential short-and long-term support for sexual assault victims, students can choose to come anonymously

REFERENCED RESOURCES

Brown:

<https://www.brown.edu/campus-life/support/sarah-doyle-center/>

Columbia:

<https://www.cc-seas.columbia.edu/OMA>

<https://www.cc-seas.columbia.edu/OMA/trans>

<https://www.cc-seas.columbia.edu/OMA/LGBTQ/groups>

Cornell:

<http://news.harvard.edu/gazette/story/2015/09/troubling-findings-on-sexual-assault/>

<http://www.aau.edu/Climate-Survey.aspx?id=16525>

<http://osapr.harvard.edu/pages/resources>

Dartmouth:

https://www.scribd.com/document/80402294/Dartmouth-Hazing-Faculty-Letter?ad_group=Online+Tracking+Link&campaign=Skimbit%2C+Ltd.&content=10079&irgwc=1&keyword=4417&medium=affiliate&source=impactradius

http://www.huffingtonpost.com/2014/02/27/rape-guide-dartmouth_n_4869092.html

http://www.huffingtonpost.com/2013/05/23/sexual-assaults-mishandled-dartmouth-swarthmore_n_3321939.html?utm_hp_ref=college

http://www.huffingtonpost.com/2014/06/19/dartmouth-sexual-assault-penalty_n_5511808.html

<http://www.dartmouth.edu/sexualrespect/policies/>

<http://www.dartmouth.edu/sexualrespect/policies/unified-sexual-assault-policy.html>

Penn:

<http://www.upenn.edu/almanac/volumes/v62/n24/pdf/esf-long.pdf>

Princeton:

<http://women.princeton.edu/get-involved/>



RACIAL INEQUALITY BREAKOUTS

Political Correctness: Free Speech, Race, and the Ivy League

Cultural sensitivity and political correctness are hot topics on Ivy League minds right now, fuelled by controversies like the Phi Delt Christmas card episode at Penn, Yale's SAE scandal, and the arrest of a student attending the Latinx Ivy League Conference at Brown. In light of these events, how should Ivy League campuses balance the need to protect their students with the importance of free speech? Universities have long been dedicated to both social justice activism and open intellectualism; can today's world handle both?

Religious Tolerance: Understanding Faith in the Ivies

Although many Ivy League students today are not especially religious, all eight Ivies still have strong religious student communities. Religion and politics can become heated subjects and require careful consideration of facts and context. How are different religions perceived and understood by Ivy students? How can we improve inclusiveness, tolerance, and cultural awareness on Ivy campuses?

Mixing: Micro-Aggressions and Micro-Integration??

For students of color, adjusting to college means confronting issues of wealth, academics, and race. What are the biggest challenges to adjustment? Microaggressions and integration play a central role in shaping students' early personal experiences in college. How should Ivy League universities, in particular, consider these experiences; and how can the Ivies make these transitions easier?

What Does It Mean to be an Ivy League Activist?

Ivy League universities have a long history of imparting students with knowledge and ideas. But for students interested in affecting social change, how should they apply their ideas to contemporary issues? Activists shoulder the delicate challenge of translating research and study into advocacy and practice. How does the Ivy League encourage this development (or not)?

CURRENT CLIMATE

BROWN

Brown Center for Students of Color

Primary administrative body that works on racial inequality at Brown, runs a number of concurrent and interrelated initiatives

Mission statement: "The Brown Center for Students of Color (BCSC) serves as a gathering place for communities of color. Students are encouraged to build meaningful relationships across difference, develop racial and ethnic consciousness, and enact change at Brown and beyond. The BCSC advances the University's mission of educating and preparing students to discharge the offices of life with usefulness and reputation by empowering students of color, cultivating leadership, facilitating critical reflection, fostering informed action, and promoting social justice."

Third World Transition Program (TWTP):

Built by the BCSC, the Third World Transition Program "welcomes new students to Brown and provides an introduction to the support structures and resources available to them. Another focus of the program is an exploration of systems of oppression that exist in our society today, including racism, classism, sexism, homophobia, and heterosexism. Through an examination of the problems that divide our society, we seek to break down the barriers that separate us in order to build understanding and community."

Minority Peer Counselor Program (MPC):

Raise awareness of the many barriers that continue to challenge minority students' ability to thrive in a diverse environment. Throughout the year, they aim to address the needs and concerns of communities of color, especially those who did not attend TWTP.

ALANA Mentoring Program:

Serving African American, Latino, Asian/Asian American, and Native American students (ALANA), the program begins during the freshman spring semester and carries through the end of sophomore year.

ALANA fosters meaningful interaction between students of color and mentors of color (staff, graduate/medical students, and alumni) to provide support, guidance and resources for these students.

Social Justice Peer Education Program (launching Fall 2016)

The Social Justice Peer Education (SJPE) Program of the Brown Center for Students of Color (BCSC) will advance "social justice through peer-facilitated workshops that develop participants' awareness, knowledge and skills on diversity, inclusion and the contemporary systems of oppression, particularly with communities of color."

CURRENT CLIMATE

COLUMBIA

Columbia's Office of Student Life has made inclusion and diversity, particularly racial and ethnic diversity, a pillar of its mission on campus. Within Undergraduate Student Life, the Office of Multicultural Affairs (OMA) works closely with student organizations to promote and celebrate student diversity. Multicultural Affairs combines shared accountability with both internal and external partnerships to provide students with the training and support for personal development necessary to safeguard cultural diversity. The office also supports social justice and leadership training for students and groups interested in promoting racial diversity and racial inequality issues on campus.

As an employer, Columbia is an affirmative action institution dedicated to providing a working, learning and living environment free from racial or ethnic discrimination. According to the Office of Equal Opportunity and Affirmative Action (EOAA), the university intends that its affirmative action programs will protect:

- Equal opportunity, nondiscrimination and affirmative action policies which the University has established, implemented, and disseminated
- Diagnostic procedures which allow the University to determine employment patterns and compare them to the composition of the relevant labor pool
- Action-oriented programs designed to assure that women, minorities, veterans and those with disabilities are being employed at a rate to be expected given their availability in the relevant labor pool

This policy goes in tandem with Columbia's initiatives and administrative efforts to promote and protect racial diversity among the student body.

CURRENT CLIMATE

CORNELL

Ethnic/racial student groups primarily drive the campus-wide movements geared towards race equality. In addition to attending national conferences to discuss ways to combat racial inequality with other universities (such as the Cornell Asian Pacific Islander Student Union's attendance at the East Coast Asian American Student Union Conference at Rutgers University), much of the on-campus work happens alongside the help of the Cornell Student Assembly.

This spring, the Student Assembly passed a resolution for the Faculty Diversity Training program — an idea initiated by the Cornell Black Students United. The resolution mandates that Cornell employees to be trained in diversity and inclusion for the betterment of the campus climate. These student groups are also responsible for organizing campus protests to create awareness around national tragedies which highlight flaws in America's own racial inclusivity.

Similar to "Speak About It", Cornell also requires all students to attend a student-performed skit called "Tapestry." Tapestry serves to demonstrate to students what racial/cultural/gender/socioeconomic/ethnic inclusivity entails and how that can be accomplished in their four years at Cornell.

The Associate Dean and Director of Intercultural Programs, Dr. Renee Alexander, founded the Cornell Center for Intercultural Dialogue. In addition to housing many of Cornell's Intercultural Programs, where students plan and execute various programs throughout the year to promote diversity, the center constitutes a safe space on Cornell's campus.

The Intergroup Dialogue Project at Cornell has also been an effective way to combat racial inequalities. These are courses, which aim to change the campus climate by communicating across various social, cultural, racial, and power differences. These dialogues allow students to voice their perspectives while simultaneously learning from those of others.

CURRENT CLIMATE

DARTMOUTH

The Office of Institutional Diversity & Equity (IDE) and the Office of Pluralism and Leadership (OPAL) are devoted to creating an environment where the “dignity, rights, and differences” of all Dartmouth students are respected. IDE seeks to “create partnerships with offices and individuals across the institution to provide resources that promote access, respect, and community for all.” OPAL’s mission is to “foster a Dartmouth where all students can thrive, value difference, and contribute to the creation of a socially just world.”

Dartmouth emphasizes underrepresented minority inclusion, both in the admissions process and after students arrive on campus. No campus organization may focus restrictions of any kind on any culture, group or identifying person. Aside from that, Dartmouth abides by national regulations on diversity & inclusion rights and protects the student privileges by law.

Students may formally report to the Office of Institutional Diversity & Equity or the Title IX Coordinator & Clery Act Compliance Officer anytime they believe their rights have been infringed upon or they feel uncomfortable.

The Summer Enrichment at Dartmouth (SEAD) is sponsored by the admissions office and focuses on empowering promising high school students from under-resourced backgrounds to thrive in high school and college. SEAD brings students from around the country to Dartmouth each summer and encourages personal and community growth under the guidance of Dartmouth undergraduates and professional educators.

Cultural Student Organizations on campus are well-funded, easy to join (non-exclusive) and have a powerful voice/place on campus.

Native American Community Program (Native Fly-In) participants visit classes, interact with faculty, connect with Native American community at Dartmouth and allows for prospective students from all over the country to visit Dartmouth firsthand and learn about different educational opportunities.

However, accusations/expressions of hatred and discrimination continue to persist on campus. While the Administrative response is generally efficient and condemns any overtly discriminatory acts, it fails overall to involve the student body and galvanize action amongst our plethora of group leaders. Still, acts of hate are intolerable on campus by both the student body and the administration.

CURRENT CLIMATE

HARVARD

The Office for Equity, Diversity and Inclusion within the Office of Student Life is Harvard's main administrative organization devoted to protecting the rights and differences of all of students. Their mission statement clearly states that "diversity enhances our mission and solidifies our distinctive national identity as a place of excellence and innovation."

Quotas are illegal at Harvard and no on-campus organization may focus restrictions of any kind on any culture, group or identifying person. Aside from that, Harvard abides by national regulations on diversity and inclusion rights. The school operates a legal arm through Harvard Securities to protect the student privileges by law.

Other policies:

Legal (Equal Opportunity)

- Employment Laws
- Civil Rights Laws
- Title IX Laws

External

- Undergraduate Minority Recruitment Program (UMRP)
- Cultural Student Organizations

CURRENT CLIMATE

PENN

Penn has adopted a variety of initiatives to improve the study of distinguishing factors such as race and increase the diversity of its faculty, students, and staff. Each administrative body adopts a unique set of policies; in spite of this, they are all united by the common goal to increase diversity at Penn.

Some organizations have similar counterparts in other colleges across the nation. The Office of Affirmative Action and Equal Opportunity Programs, for example, is the equivalent to other Title IX offices in other campuses. Other organizations such as the cultural houses are unique to Penn by responding to the needs of the ever-changing demographic composition of the student body. Major Penn cultural student centers include:

- Greenfield Intercultural Center
- La Casa Latina
- LGBT Center
- Makuu: The Black Cultural Resource Center
- Pan-Asian American Community House (PAACH)

Many race-related student groups and advocacy organizations belong to the United Minorities Council (UMC), which provides forum of advocacy, reflection, and action on issues of concern to students of color at Penn. The UMC and its constituent groups routinely host cultural and social justice events promoting racial equality, both on campus and in society as a whole. The UMC estimates that through its constituents' membership bases, the UMC represents almost half of the Penn undergraduate student body. A sample of UMC members demonstrates the breadth of its campus role:

- Chinese Students Association
- Society for Pre-Law Students of Color
- African American Arts Alliance
- Minority Association of Pre-Health Students
- Natives at Penn
- Caribbean American Students Association
- Queer People of Color

Current Policies:

*Academic

- Center for the Study of Race & Equity in Education
- Penn Program on Race, Science and Society
- Penn Compact 2020: Building on a Decade of Promise

*University Programs and Initiatives

- Office of Affirmative Action and Equal Opportunity Programs
- Economic Inclusion Plenary Committee
- Penn African American Resource Center

CURRENT CLIMATE

PRINCETON

Princeton's Statement on Diversity and Community was released in 1994 and affirms a commitment to diversity in the campus community and an environment dedicated to learning. The Carl A. Fields Center works to uphold these goals by welcoming student programs and cultural groups to use the space, creating dialogue on the topic of diversity and discussing issues of prejudice and discrimination.

The Statement on Diversity and Community, maintained today by Princeton's human resources department and applicable to all members of the Princeton faculty, staff, and student body, reads as follows:

Princeton University is a community devoted to learning. We actively seek students, faculty and staff of exceptional ability and promise who share in our commitment to excellence in teaching and scholarship, and who will bring a diversity of viewpoints and cultures. By incorporating a broad range of human experiences and a rich variety of human perspectives, we enlarge our capacity for learning, enrich the quality and texture of campus life, and better prepare for life and leadership in a pluralistic society.

As a community, we respect the dignity, individuality and freedom of each member. At the same time, we strive to be a place where individuals and groups learn with and from each other. We aim to foster a sense of shared experience and common purpose, along with collective responsibility for each other's well-being and for the well-being of the University as a whole.

Although we acknowledge the difficulties inherent in creating a community of individuals who are different from each other, we remain unwavering in our commitment to both diversity and community in a context of academic excellence. We seek to enable all members of this community to pursue their educational, scholarly and career interests in an environment that recognizes both the distinctiveness of each person's experience and the common humanity that unites us all, and permits us to take full educational advantage of the variety of talents, backgrounds and perspectives of those who live and work here.

CURRENT CLIMATE

YALE

This past year, the discussion of racial inequality has erupted after two highly-publicized instances of alleged discrimination: an email from Erika Christakis on Halloween costumes and the apparent rejection of a girl from a Sigma Alpha Epsilon fraternity party due to her race. Tensions were further heightened with the Yale Corporation's refusal to change the name of Calhoun College — named after American politician and 1804 Yale graduate John C. Calhoun, a slaveholder with documented white supremacist beliefs — and the decision to name a residential college after Benjamin Franklin — a White male known to have owned slaves. Although not unworthy of the honor, the choice of Franklin caused controversy because he shared very similar cultural attributes with namesakes honored all of Yale's existing residential colleges.

The administration responded to student activism with efforts to create "A More Inclusive Yale." This action plan has four key areas: strengthening academic enterprises, expanding programs, services, and support for students, improving institutional structures and practices, and representations of diversity on campus. Additionally, a Task Force on Diversity and Inclusion was formed to continue expanding and creating Yale's projects and policies related to racial equality.

A \$50 million, five-year, Yale-wide initiative was also launched this year to increase faculty diversity. The administration also announced the creation of the Center for the Study of Race, Indignity, and Transnational Migration, described as a "major academic enterprise supporting the scholarship in the areas of race, ethnicity, and other aspects of identity."

To address student needs in particular, increased funding has been provided to the four existing cultural centers and efforts are being made to increase diversity in mental health counseling. There will also be programming increasing awareness of diversity and inclusion will also be included in freshman orientation.

REFERENCED RESOURCES

Columbia:

<http://eoaa.columbia.edu/affirmative-action>
<https://www.cc-seas.columbia.edu/OMA/programs>

Dartmouth:

<http://www.dartmouth.edu/~ide/>
<http://www.dartmouth.edu/~opal/>
<http://www.dartmouth.edu/diversity/>
<http://www.dartmouth.edu/sexualrespect/policies/nondiscrimination.html>
<https://news.dartmouth.edu/news/2016/03/2176-students-offered-acceptance-class-2020>
<http://www.dartmouth.edu/service/programs/volunteer/sead/index.html>
<http://www.dartmouth.edu/~coso/organizations/>
<https://admissions.dartmouth.edu/visits-programs/dartmouth-bound/native-american-community-program>
<http://www.dartreview.com/dartmouth-no-longer-need-blind-for-internationals/>
<http://thedartmouth.com/2016/05/13/display-removed-in-collis-replaced-with-blacklivesmatter-posters/>
<http://www.dartreview.com/the-problem-with-black-lives-matter/>
<http://thedartmouth.com/2014/04/24/peters-understanding-exclusivity/>
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Harvard:

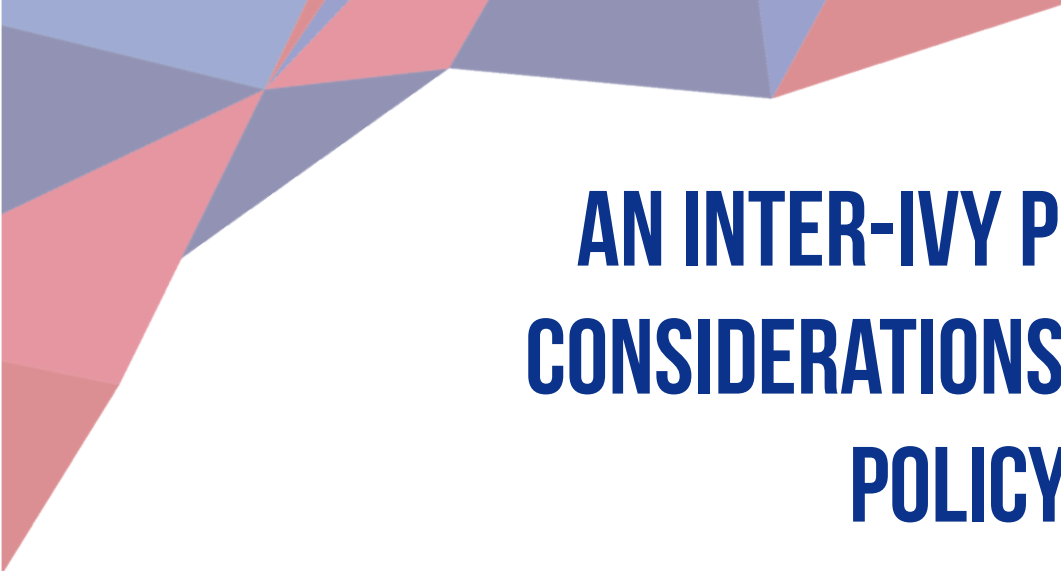
<http://diversity.college.harvard.edu/>
<http://diversity.harvard.edu/pages/statement-equal-opportunity-laws-and-policies>
<http://osl.fas.harvard.edu/student-organizations>

Princeton:

<https://www.princeton.edu/fieldscenter/about/mission/>
https://www.princeton.edu/hr/policies/introduction/stmnt_div_comm/

Yale:

<http://inclusive.yale.edu/>



AN INTER-IVY PERSPECTIVE: CONSIDERATIONS FOR FUTURE POLICY DISCUSSION

As the previous section demonstrates, no Ivy League institution is exactly the same as another; indeed, no university is exactly the same as another. Though the Ivies may face common problems and pursue similar types of solutions to socioeconomic, gender, and racial inequality, there is no policy that can — or should — apply to all eight Ivies. Similarly, no solution, even if implemented across the entire Ivy League, will ever achieve identical outcomes at every school.

However, there are common concerns and considerations that do, in some way, affect the student bodies at all eight Ivies. In breakout sessions, delegates from different universities voiced numerous issues that their schools shared, and many echoed each other's concerns regarding inequalities in their own respective institutions. From these delegate observations, we can identify several inter-Ivy problems for which common solutions could apply to multiple institutions.

Additionally, future policy discussion regarding socioeconomic, gender, and racial inequality in the Ivy League should note that the Ivies have among the a) most well-known names, and b) the most influential alumni networks out of all academic, research, and nonprofit institutions in the world. As the nation noticed during the Yale SAE “Whites Only” scandal and the infamy of Columbia student Emma Sulkowicz’ *Mattress Performance* (*Carry That Weight*) protest, people still pay attention to the Ivy League. And when future leaders leave the Ivies for their future careers, they remember.

POLICY DISCUSSION

SOCIOECONOMIC INEQUALITY

In all four breakout sessions addressing socioeconomic inequality, a consensus of delegate generally agreed that all the administration at all eight Ivy League schools need to fundamentally rethink how they talk about and approach socioeconomic challenges facing students. In the words of one delegate,

“Universities still treat students like profit centers”

In other words, while administrators may think of financial aid as an additional cost of doing business, the exact amount of financial aid awarded may be the difference between graduating with sound prospects or the risk of bankruptcy. One delegate pointed out that most Ivies can afford to provide far more financial aid to students than they currently choose to.

Delegates also believed that the real socioeconomic issue is not simply lack of financial resources, but the inequality of access caused by socioeconomic limitations. One delegate argued that affirmative action based on socioeconomic inequality, rather than race, would be a more appropriate use of the principle, and would benefit a larger and more diverse group of applicants. Such an admissions policy would, however, require much greater commitment from schools’ financial aid offices.

Some delegates argued that the institutions themselves bear the responsibility of addressing socioeconomic inequality at the local level, such as by sharing their resources with less advantaged communities nearby. Others believed that Ivy League universities are not necessarily required to do so, but should. One delegate gave the example of strained town and gown relations in West Philadelphia, a neighborhood dominated by and directly altered on daily basis by Penn’s campus and the thousands of Penn undergraduates who live in the area.

Delegates believed that universities should make greater effort to expose their students to the socioeconomic divide between the Ivies and surrounding communities through steps such as:

- Mandatory community service and greater emphasis on research related to community service
- Mandatory courses on various forms of socioeconomic inequality
- Pushing students to think about how their career choices can place them in a position to influence change
- Free writing and tutoring resources specifically for students from socioeconomically disadvantaged backgrounds

Some delegates observed that the overall culture at all Ivies, though at some more than others, subconsciously pressures students to make academic and extracurricular choices that form easy routes to a job after graduation, particularly in fields such as finance, consulting, management, and law. This can prevent students potentially interested in (and well-suited for) community involvement or community service-related career paths from pursuing those opportunities.

POLICY DISCUSSION

GENDER INEQUALITY

Gender issues, particularly sexual assault-related issues, are at the forefront of debate on all Ivy League campuses. Most Ivy League administrations have taken swift and decisive steps to address gender inequality, steps that have encouraged many students.

In breakout sessions, delegates from all eight Ivies reported that their schools are taking the issue of sexual assault prevention very seriously. Many have established special offices dedicated to prevention and response, with administrative staff specially trained to handle sexual assault cases. Additionally, delegates reported that students themselves have become increasingly conscious of sexual assault risks, particularly when alcohol and psychedelic drugs are involved. Peer counseling and mental health resources for sexual assault victims have also proliferated, becoming important sources of support for students.

These signs are highly encouraging — especially because they have been seen at all eight Ivies. However, as many delegates noted, the endemic and perennial nature of campus rape means that students and administrators alike must continue to consistently invest in and grow these resources.

It is difficult to overstate just how urgent an issue campus sexual assault has become. In addition to being a foremost advocacy area for the Ivy Council, numerous student organizations at all eight Ivies have taken steps to expand and encourage open and frank discussion of sexual assault and sexual assault prevention on campus.

As demonstrated by a recent email sent by an off-campus Penn fraternity telling female freshmen that “Tonight is your first showing / So please wear something tight” and “We’re looking for the fun ones” sexual assault prevention is perhaps the single most unifying cause that all eight Ivies, their students, and administrators must wholeheartedly rally behind. As one delegate said, the risks do, in fact, seem to be everywhere.

However, in other areas many Ivy League schools are still lacking in other forms of gender equality. There remains a pay gap between male and female faculty at several Ivies. For example, a report from Penn’s Faculty Senate Committee on Economic Status of the Faculty released earlier this year confirmed that female Penn faculty earn an average 2-3% less than male faculty when controlled for differences in department, rank and tenure.

POLICY DISCUSSION

RACIAL INEQUALITY

Racial inequality at elite universities consistently featured prominently in the news for several months prior to IPC, so this was a particularly sensitive issue in breakout sessions. Affirmative action featured prominently in several of these discussions. In the words of one delegate, this widespread admissions practice was grounded in ensuring inequality, whereas today it is used to ensure diversity. The key question, addressed in multiple breakout sessions, was whether equality or diversity was the more important priority. Delegates were split on this matter, but all agreed that Ivy League administrations fail to provide adequate and consistent transparency in how they apply race-based affirmative action. This includes failing to accurately report and explain admissions statistics with regard to race.

In the words of one delegate, “[Our school] is not very forthcoming about who qualifies as an affirmative action target.”

Beyond this, many delegates believed that students bear the duty to galvanize, influence, and change how both students and administrators think about campus racial inequality. The general consensus across all breakout sessions in this category was that changing student conceptions was the first priority. In the words of one delegate, students “feel like they have a responsibility to help with the movement.”

One delegate argued that Ivy League students from ethnic minorities may feel stigmatized when asking for tutoring or other forms of academic support because it may cause others to question whether those students gained admission to the school on merit or through affirmative action. In the delegate’s opinion, this is the sort of stigma that can only be combatted by changing what students think, not what administrators think.

Another delegate postulated that many Ivy League student groups are often using different terms or different definitions of different terms when discussing issues involving race. Groups that are targeting or working with the same ethnic groups or addressing the same issues need to be on the same page about how they are talking about them with both other students and each other. This is especially important in light of the highly sensitive rhetoric that often lies at the heart of most race-based controversies on campus. Different groups need to be willing to talk through differences in vocabulary and vision in order to reach a mutual understanding regarding each other’s intentions and goals. Only then, delegates said, can groups take ideas from plans to initiatives.

STATE OF THE IVY

A STUDENT GOVERNMENT PERSPECTIVE

A defining annual feature of the Ivy Policy Conference, the State of the Ivy panel brings together student government leaders throughout the Ivy League to share insights on enacting campus change. Recognizing the need for close friendship, mutual understanding, and cooperation with student governments, the State of the Ivy provides a unique, unparalleled opportunity for Ivy Council delegates to compare common problems across institutions and the different ways that students like them approach those issues. It also gives student government leaders a chance to meet and learn from their counterparts in the Ivy League, and launch a true platform for intercollegiate dialogue and advice.

Each year's panelists are invited from among incumbent or outgoing student government leadership at their respective universities. The State of the Ivy is traditionally moderated by the incumbent President of the Ivy Council. In addition to IPC delegates, the State of the Ivy is open to the public at that year's host school. Delegates are encouraged to ask any question they wish to the panelists.

The 2016 State of the Ivy marked the first time that the panel has ever taken place at Penn. We were exceptionally privileged that all eight Ivy League student governments were represented in this year's discussion.



Panelists from 2016 State of the Ivy, with moderator and Ivy Council president Paarth Shah (Princeton '16) Yale panelist Sydney Wade ('18) not depicted.

STATE OF THE IVY

MEET THE PANELISTS



Piyushi Bishnoi (Columbia '18)

Vice President of Student Life, Columbia Engineering Student Council

Vice President of Finance and Columbia University Head Delegate, Ivy Council

Piyushi is a junior in Columbia Engineering and from Austin, Texas. She is studying Computer Science on the Artificial Intelligence track with a minor in Econ. In addition to Ivy Council, Piyushi is also on the board of Society of Women Engineers, Multicultural Recruitment Committee, Columbia Dhoom, Stressbusters, one of the chairs of Asia Pacific American Heritage Month, and is an RA. Piyushi spent the summer interning for Citi financial services, and currently works as their campus recruiter at Columbia. In her spare time, Piyushi loves to run, listen/write music, do puzzles, and explore coffee shops around NYC.



Lelina Chang (Yale '18)

Ivy Council Co-Head Delegate, Yale University

Lelina Chang is a sophomore in Timothy Dwight College hailing from Long Island, New York. Lelina absolutely loves meeting new people from different backgrounds and listening to intriguing life stories. She has a huge passion for medicine access in underdeveloped countries as well as understanding ways in which we can improve US healthcare. At Yale, she is currently Events Director on the Yale LEAD Institute Board, a Timothy Dwight College Master's Aide, an active representative on Timothy Dwight College Council, a Yale College Council Associate, and a member of Yale School of Public Health's Universities Allied for Essential Medicines. She also spends a portion of her week at Yale Medical School doing research in immunology. Lelina is thrilled to be an Ivy Council Head Delegate and looks forward to meeting everyone at all the conferences!



Aleksandra Czulk (Princeton '17)

President, Princeton Undergraduate Student Government

Aleksandra is a junior from Chicago and is currently the President of Princeton's Undergraduate Student Government. She is majoring in economics and is working toward a Global Health and Health Policy Certificate. Aleksandra has also been involved with Students for Education Reform, Princeton's Entrepreneurship Club, Princeton Polish Society, and the Women's Mentorship Program. In her free time, Aleksandra enjoys reading books and articles about Chicago, drinking tea with friends, and meeting new people.

STATE OF THE IVY

MEET THE PANELISTS



William Greenlaw (Harvard '17)

Director of Finance, Harvard Undergraduate Council

My name is William Greenlaw, "green" like the color, "law" like attorney. I'm the director of finance for Harvard College's Undergraduate student government. It's my responsibility to create the rules and regulations for how we invest our \$500,000 budget to student organizations on campus.



Yuki Inaba (Brown '17)

Ivy Council Head Delegate, Brown University

Yuki Inaba grew up in Memphis, Tennessee, and is currently a junior at Brown University studying Neuroscience. In addition to being Brown Ivy Council's Head Delegate, Yuki advises first-year students in biology, volunteers with Project Sunshine at Hasbro Children's Hospital, and is involved with laboratory research in the Department of Molecular Biology, Cell Biology, and Biochemistry. She was involved in planning and organizing the Ivy Policy Conference at Brown in April 2015, and she is looking forward to the policy ideas that will come out of IPC 2016 at Penn.



Mitchell McBride (Cornell '17)

Vice President of Internal Operations and College of Arts and Sciences Representative, Cornell University Student Assembly

Mitchell McBride comes from Erie, Pennsylvania and went to Mercyhurst Preparatory School. He attended Bucknell University his freshmen year and transferred sophomore year to Cornell. He was on student government at both schools. At Cornell, he serves as College of Arts and Sciences representative, Vice President for Internal Operations, and Chair of the Executive Board of Student Assembly. He also serves as an at-large undergraduate representative on the University Assembly.

STATE OF THE IVY

MEET THE PANELISTS



Jane Meyer (Penn '16)

President (outgoing), University of Pennsylvania Undergraduate Assembly

Jane Meyer is a senior in Penn's School of Arts and Sciences and is the outgoing President of the Undergraduate Assembly. She was elected to the UA her freshman spring and has served as the Communications Director and Social Justice Committee Director. Jane is also the former Vice President of Penn Democrats. She hails from Long Island, New York.



Dari Seo (Dartmouth '16)

Student Body Vice President, Dartmouth Student Assembly

Dari Seo is a senior at Dartmouth College from San Jose, Costa Rica. He is a Government major and Environmental Studies minor and is Dartmouth's 2015-2016 Student Body Vice President. In addition to his involvement in Student Assembly, Dari is also an Undergraduate Advisor, member of Agape Christian Fellowship, involved with the Greek System, Korean Student Association, and plays for the Men's Club Soccer Team. Previously, Dari served as an executive member of the International Student Association and was part of Dartmouth's Christian a cappella group, X.ado.



Sydney Wade (Yale '18)

Student Organization Consultant and Ezra Stiles College Rep, Yale College Council

Sydney Wade hails from Atlanta, GA. She served on the Freshman Class Council last year as Secretary and Freshman Olympics Co-Chair and is very enthusiastic about working on policy this year with YCC. Sydney hopes to double major in Economics and Molecular Biochemistry and Biophysics—without going crazy. She is particularly interested in global health and healthcare entrepreneurship. Outside of the Yale College Council, Sydney is involved in Matriculate, STARS, and Bridges ESL. In her free time, Sydney enjoys dancing, traveling, running, designing, and binge-watching TV on Netflix.

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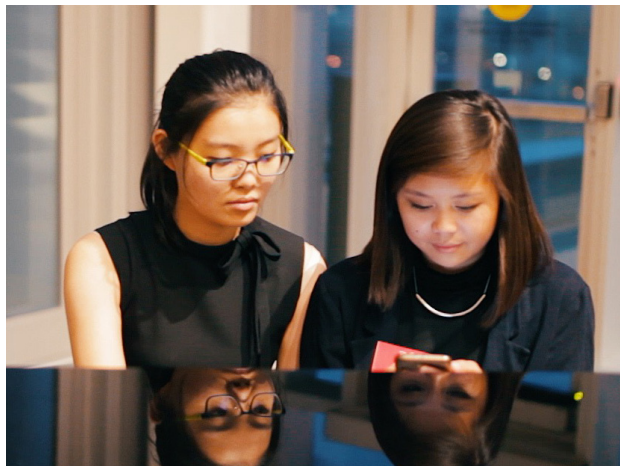
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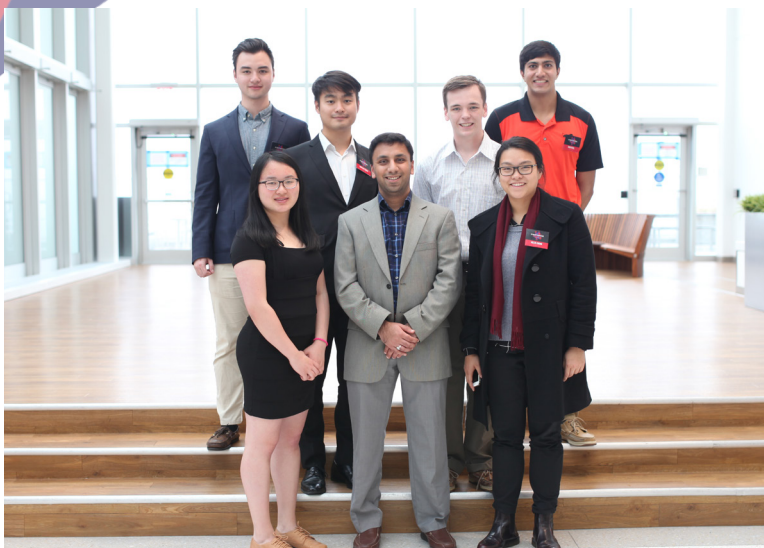
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COLLEGE



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UNIVERSITY



UNIVERSITY
OF
PENNSYLVANIA



PRINCETON
UNIVERSITY



YALE
UNIVERSITY



GEORGE
WASHINGTON
UNIVERSITY

AFTERWORD

With the conclusion of the Ivy Policy Report, we want to reiterate how appreciative we are to have a group like the Ivy Council comprised of such unique, intelligent, and innovative minds. The content of our past conference is not something to be taken lightly. Inequalities, especially relating to gender, race, and socioeconomics, are not ones that will be eradicated overnight. It comes from an active effort from both student body and administrative action to one day abolish this concept.

While we should be grateful to attend these elite universities, it does not come without an even greater responsibility. It is our job to refuse to sit idly by while these imbalances are perpetuated on our campuses. As Mahatma Gandhi said, "Be the change you wish to see in the world." This transformation originates with the individual and then through the individual, we change the status quo.

The Ivy Council network is meant to cultivate a collaborative platform for inter-Ivy communication where students have the opportunity to identify unaddressed shortcomings in our universities systems as well as share and exchange ideas and projects that are benefiting our schools. As members of the Ivy Council, and as Penn students, we are honored to have hosted IPC 2016. We look forward to the installment of the brainstormed resolutions throughout the Ivy League and we are excited for the upcoming year with the Ivy Council.

Tara R. Uleplic (C'18)

Co-Content Director, 2016 Ivy Policy Conference

2016-17 Ivy Council Co-Head Delegate, University of Pennsylvania



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