

**The Bucknell University  
Campus Climate:  
Latest Actions and Progress**



**Bucknell**  
UNIVERSITY

**January 2014**

## Executive Summary

This report describes the extensive steps that Bucknell University has taken to improve its campus climate since the publication of the Campus Climate Task Force Report in September 2011 by President John Bravman. That report was developed by a group of faculty and staff whom President Bravman had charged with assessing the campus climate for students at Bucknell and offering recommendations on how our campus climate might be improved.

Bucknell began this intensive evaluation of its campus climate knowing that many other colleges and universities face the same type of challenges we do in the areas of student alcohol consumption, engagement and diversity. We also know that there are no easy solutions to these types of problems and that it can be difficult both to develop and sustain progress in addressing them. These are challenges of culture and community, of will and desire, of decisions made by individuals one day at a time, as part of a larger societal culture in which many of the same issues pervade daily life.

At the same time, we also know that our university campus is a special place, where students come to build their most authentic, greatest selves, and that the University has a duty to support students in achieving their dreams, enriching their minds and preparing to become leaders in their communities, their professions and the world. It is with that commitment in mind that the University has undertaken a candid self-assessment of its campus climate issues and developed a multi-faceted approach to creating a stronger, more supportive, more intentional environment for living and learning at Bucknell. We offer this report not as a summation of work completed, but as continuing affirmation of our commitment to the goals we set two years ago to understand and strengthen our campus climate for the good of our students, for the future of Bucknell.

The Campus Climate Task Force developed its report through intensive work across an academic year. The task force reviewed related data, demographics and behavioral evidence; met with dozens of faculty and staff knowledgeable about campus climate issues; and held numerous focus groups and structured interviews with students. In its report, the task force identified key problems in our campus climate as well as a

comprehensive set of recommendations designed to address those challenges. The task force grouped these challenges into the following areas:

1. Lack of student intellectual engagement outside the classroom;
2. Dominance of fraternity and sorority activities over campus social life, with few students participating in non-Greek social opportunities;
3. Excessive alcohol consumption combined with a party atmosphere, which leads to inappropriate behavior;
4. Lack of social spaces on campus that facilitate non-Greek social activities;
5. Unhealthy and unequal gender dynamics that disempower women students;
6. Sexual assault and ignorance regarding what constitutes and what causes sexual assault; and,
7. Lack of diversity that leads to students from under-represented backgrounds having difficulty fitting in at Bucknell.

The task force also made more than 75 tactical suggestions, grouped under the following recommendations:

1. Engage, educate, and empower our students so that they can be key catalysts for improving the campus climate;
2. Transform Bucknell's party culture, creating a healthier social environment for our students to develop the ability to interact in productive and mature ways;
3. Reduce the dominance of Greek life at Bucknell, thus establishing a more equitable social environment;
4. Promote a more intellectually and civically engaged student body;
5. Increase the diversity of our student body, provide support for all students, and foster an environment of respect for all;
6. Improve the gender climate so that female students experience positive interactions with their peers;
7. Increase education regarding sexual misconduct and create a climate of zero-tolerance for sexual assault;
8. Improve and increase social space on campus, so that small and large groups of students have places to meet for intellectual and social activities;

9. Educate and train faculty, staff and administrators about the campus climate so that they can provide leadership to change the existing dynamics; and,
10. Demonstrate broad and sustained institutional commitment to change, providing leadership and resources where they will have the greatest impact.

The Campus Climate Task Force Report crystallized the conversation at Bucknell about the experience of our students, especially out of the classroom, and changes that the University and all of us in the campus community could make to strengthen it. Since then, our discussion and our commitment to improving our campus climate have taken on new seriousness and depth.

In this new report, we provide an update on the action steps Bucknell has taken since the release of the September 2011 report, including those steps that have been completed and those now in motion. These steps fall into four general categories:

- I. New and Improved Programs
- II. New Personnel
- III. Changes in Policies
- IV. New and Renovated Facilities

As the steps summarized in this document indicate, the work of the last two years has resulted in many positive changes, including the following:

- We have made the focus of our Middle States re-accreditation process improving the integration of academic and residential learning.
- The comprehensive campaign is supporting major investments in expanded out-of-class student engagement.
- Faculty have made important new commitments to student advising, to giving students extracurricular learning and leadership experiences and to challenging students with new opportunities for academic engagement.
- Faculty and staff have secured federal and state grants that are investing in new initiatives to expand student out-of-class engagement, recruit and retain more under-represented students and reduce sexual misconduct and underage alcohol consumption.
- Expanded investments are producing strong positive changes for the Residential Colleges, residence hall programming, student academic fellowships, summer faculty advising and student leadership development.
- Appointments of new personnel with a focus on campus-climate related issues have brought vital energy and ideas to difficult problems and resulted in

innovative new strategies that already are improving student experiences in a range of areas.

- Newly assigned class deans and faculty fraternity and sorority advisers are delivering expanded mentoring and support to students.
- New policies have affirmed the University's values and provided important new tools to reduce sexual misconduct and relationship violence.
- Expanded communication is promoting important discussions among parents and students about campus climate issues.
- Fresh research into student perspectives and related collaborations with other institutions are informing new ideas for programming and support that students want and need most.
- Students are using our recreational spaces, library spaces and new hearth spaces for new levels of personal interaction with one another and with faculty.
- Students have stepped forward to take leadership roles in promoting dialogue, understanding and changing for the betterment of the community as a whole.

As these steps and the many other signs of progress encapsulated in this report reflect, the campus climate is a constant creation of every individual who shares it, especially our students. Over these last two years, students, faculty, staff, parents and alumni have all contributed both to the continuing discussion of the campus climate and to the action steps large and small that continue to define it. Much work remains to be done. It is also clear that the work so many are doing at and for Bucknell is already enriching the quality of the university experience that is our campus climate.

## I. New and Improved Programs

The Campus Climate Report underscored the many programming steps we can take to affect and improve the experience of students on campus. Our programming efforts since then have been comprehensive, aimed at deepening and expanding the meaningful personal bonds students develop as classmates and friends and with their faculty and staff, as well as at creating a more complete infrastructure for campus climate improvement. These efforts have resulted in marked progress around campus climate in each of the following areas:

- Setting goals
- Expanding student learning opportunities
- Improving leadership and student mentoring
- Enhancing communication and research
- Securing grants

Specifically, we have taken these steps to begin or improve related programs:

- Made our residential liberal arts mission the focus of our Middle States re-accreditation.
- Instituted the new President's Council on Diversity and established diversity goals.
- Prioritized University Learning Goals across the curriculum.
- Targeted major campaign investments in student engagement.
- Set new goals for raising our retention and degree-completion rates.
- Expanded the Residential Colleges, residence hall programming, summer faculty advising and student leadership development.
- Appointed class deans and faculty fraternity and sorority advisers to support and mentor students as their campus lives evolve.
- Partnered with other institutions on related learning collaborations.
- Conducted research about undergraduate perspectives on Bucknell and campus communications.
- Enhanced communication to students and parents about campus climate issues.
- Began the first-year integration series to help students make informed decisions about academic, leadership and personal matters.
- Supported student-led community conversations on campus climate.
- Consulted with renowned campus-life experts on improving campus climate.
- Secured grants for out-of-class intellectual and entrepreneurship experiences.
- Secured federal and state grants to strengthen campus-climate programming, the understanding of and support for diversity and the recruitment and retention of under-represented students and out-of-class intellectual engagement.

The following summaries describe these and other related initiatives in more detail:

## **A. Setting Goals**

### ***Middle States Re-Accreditation Focus***

In our Middle States self-study, in preparation for our decennial review, we have chosen to focus on a key question: How are we delivering on the promise of residential liberal arts education? That focus has given us an opportunity as a campus community to analyze and reflect on what we do well and how we could improve.

Our five resulting recommendations all orient around our residential liberal arts mission. These recommendations include, specifically, a recommendation that Bucknell continue working intensively on improving our campus climate and such related factors as better assessing the student life experience, aligning our core curriculum with our goals as a residential campus, and supporting faculty through the merit review process for engaging students inside and outside the classroom.

### ***President's Council on Diversity***

In spring 2012, the president appointed this council of faculty and staff and charged it with recommending, monitoring, assessing and reporting on campus-wide programs, policies and personnel organizations that support our diversity objectives and initiatives. Taking such steps is an important part of improving our campus climate, as the Campus Climate Report noted. This council will provide a critical organizational and advisory role in ensuring that Bucknell meets its diversity objectives. The council, led by the associate provost for diversity, has developed a diversity vision and a diversity plan through intensive dialogue with programs and people across campus that is building consensus around meaningful diversity goals embraced by the campus community.

### ***Learning Goals***

In 2007-08, the faculty approved nine educational goals designed to align with Bucknell's mission and strategic plan. In conjunction with these goals, the faculty has developed learning goals for each of the two colleges, as well as learning outcomes for academic departments and programs. In 2012, as part of the larger focus on academic student engagement, the faculty voted to have faculty members include on their syllabi the learning goals for each course and its relationship to departmental and University learning goals.

### ***Campaign Initiatives***

As part of the WE DO Campaign's priorities, we have identified six strategic academic and residential learning priorities, in such areas as sustainability and the creative campus, that together will transform the opportunities for learning and growth our students experience at Bucknell. In each of these areas, with the help of Bucknell's donor community, we will develop new and expanded programs that include fresh out-of-class academic engagement experiences for students. In addition, the campaign's Residential Learning Initiative is specifically focused on securing support to develop a range of new and enhanced opportunities for students to grow and develop across every year of their undergraduate experience, such as through programs in leadership

development, endowed residential learning experiences and more.

### **Degree Completion**

While the University is proud that 94 percent of our first-year students return as sophomores, and 90 percent of our first-year students graduate from Bucknell, we have higher aspirations for graduating the students who enroll at the University. Improvements in our degree-completion rate will be a strong indicator that our students increasingly find Bucknell a welcoming, supportive environment, including our campus climate, for their college aspirations. Toward these ends, following the work of a degree completion task force of faculty and staff, we have set goals of increasing our six-year graduation rate to 95 percent and our sophomore-year retention rate to 97 percent. The task force's recommendations to reach these objectives encompass a range of academic and administrative changes designed to improve support for student fulfillment and success inside and outside the classroom.

## **B. Expanding Learning Opportunities**

### **Residential Colleges**

Residential Colleges are themed living-learning communities for first-year students that bring students with similar interests together under the guidance of faculty mentors. Students who have participated in them say that these have been among the best experiences of their Bucknell education, enriching their learning and living experience, their engagement and their appreciation for diversity of all kinds. With a new marketing campaign and new faculty summer advising, the fall 2013 Residential College participation grew more than 40 percent over the previous year, to 349 students. More than one-third of the Class of 2017 participated. We are hopeful the rapid growth this year signals that we have turned an important corner in bringing students into this meaningful and successful program. We also changed the reporting line for the leadership of the Residential Colleges both to the Dean of Arts & Sciences and Dean of Students, allowing better integration of academic and student life, classroom and residential efforts.

### **Residence Hall Programming**

Recognizing that the programming offered in our residence halls has a major impact on campus life, we have quadrupled our investment in this student-created programming, including for experiences of Affinity House residents. The result has been a dramatically increased range of social, cultural, entertainment and recreational offerings that give students many more non-alcohol

related opportunities to get to know one another and enjoy campus and the local region. For example, in fall 2013, 97 Residential Advisers hosted more than 300 programs that addressed such areas of student life as health and wellness, civic engagement, social interactions and personal responsibility.

### **Presidential and Deans' Fellows**

The Presidential Fellows program provides scholarships worth more than \$20,000 each to some of our most accomplished students and includes scholarships and research opportunities under the mentorship of faculty. In fall 2013, new recruitment and marketing efforts helped us enroll our largest number of fellows ever – 32, instead of the prior year's 18. Meanwhile, in that program and our Deans' Fellows program, which supports some of our finest students in each college, we have developed new programs to create a bond among these students, increased the academic quality of the fellows' experiences, and expanded efforts to help them develop strong mentoring relationships with faculty.

### **First-Year Integration Series**

In the fall of 2012 the First Year Integration Series (FYIS) replaced the seven-week program known as Transitions to give first-year students the opportunity to design their own curriculum around workshops in each of four categories: academic success, University resources, diverse perspectives and lifelong learning. These categories are intentionally closely linked to the nine educational goals established by the faculty. In fall 2013, FYIS offered more than 150 workshops ranging from small 15-person discussions to events attended by many hundreds. The result is that throughout their first year at Bucknell, new students encounter a range of insights from faculty and staff on adjusting to college, directing their own educational and social lives and relating well to students who come from different backgrounds than them.

## **C. Improving Leadership and Mentoring**

### **Summer Faculty Advising**

The choices that students make during the summer before their first year about the courses and student activities that they want to pursue can have a dramatic impact not only on how they start life at Bucknell, but also on the tone for their entire four years here. Given the crucial importance of those decisions, in summer 2013, 40 faculty reached out to every entering student to discuss course selection, the Residential Colleges, our expectations for coursework and what students wanted to get from their college experience. These interactions with faculty had a direct impact on the marked increase

in the incoming class's engagement, compared with previous incoming classes, in such experiences as new-student Orientation, the summer Building on Foundations program, Residential Colleges and the First-Year Reading Experience. We are assessing this faculty contact process now and will be adjusting future summer faculty advising of the incoming class to make the most of this commitment.

### **Class Deans**

In fall 2013, the dean of students appointed four senior staff in her office to serve as class deans for each of our undergraduate classes. These deans are developing a close working relationship with class officers, encouraging and supporting programming that creates camaraderie and a sense of unity in the class and seeking out new ways to connect members of each class to each other and the University as a whole. The initiative is designed to nurture the friendships, community pride and sense of belonging that we know improve campus climate and enrich the student experience.

### **Student Leadership Development**

In the last two years, the Division of Student Affairs has implemented a variety of new programs designed both to strengthen the leadership experiences of students as well as to chart a long-term course for student leadership development at Bucknell. The former initiatives have included programs focused on more intentional advising of student leaders, fresh educational programs for new and emerging student leaders and more contact between staff and Residential Advisers and students interested in leadership. Meanwhile the division has conducted an assessment of leadership opportunities at Bucknell that will result in a comprehensive plan for investments, facilities and programs to advance the breadth and quality of student leadership experiences on campus.

### **Faculty Fraternity and Sorority Advisers**

As advisers to fraternities and sororities, faculty can have a tremendous influence on students outside the classroom. This commitment takes a great deal of time and energy, but can have an instrumental effect in the lives and decisions of the many students involved in Greek-letter organizations. With support from two parents, trustee Jeb '78 and Sally Bachman '78, we now have an endowment to provide grants of \$1,500 to faculty chapter advisers, creating an important resource for recruiting and supporting faculty who give this special mentorship to our students and thereby affect the quality of the campus climate through the positive influence of these student leaders.

### **Student Leadership in Reducing Hard Alcohol Consumption**

Students' consumption of hard liquor has been a significant issue at Bucknell, as at other universities, and has been a major factor in high-risk drinking on campus. In fall 2013, following candid conversations with the dean of students about the impact of hard-liquor consumption on student intoxications and hospitalizations, the leadership of campus Greek-letter organizations decided voluntarily to stop providing hard liquor at their social events. This commitment resulted in a marked decline in problems related to intoxication. Conversations are continuing with these student leaders about the positive results of their decision and how these leaders can continue to develop practices that help other students.

## **D. Enhancing Communication and Research**

### **Learning Collaborative for High-Risk Drinking**

Starting in 2011, Bucknell became part of the National College Health Improvement Program (NCHIP) learning collaborative, which convenes groups of institutions to collectively address student health problems related to high-risk drinking by bringing evidence into practice and measuring outcomes. We have recently extended our involvement in this partnership given the helpful information and ideas it has brought to our campus climate efforts and because of the increased capacity it gives us to share with other institutions what we are learning from our efforts. Bucknell is one of 31 institutions across the country participating in this collaborative initiated by Dartmouth. The initiative shares useful ideas and information about this subject among peer institutions, and has provided great insights to Bucknell as we have shaped a number of policies that we describe in the pages below, including our medical amnesty policy.

### **Research**

Good information is critical for making good decisions, including about campus climate matters. Since 2011, we have conducted a number of benchmarking surveys, including of student activities and engagement, to assess how Bucknell students view numerous dimensions of campus life. These include surveys about campus events and communications, athletics recreation and club sports, study abroad, communications with first-year students and our annual Fraternity and Sorority Affairs Leadership Summit. This research has so far influenced programming changes in student activities and event planning, new communications methods to inform students about the science of alcohol consumption and making good choices, and revisions to the leadership summit planning. We will continue to monitor areas like

these with research and assessment and adjust them as we learn what works best.

### **Campus Communication**

Communicating on a daily basis to students about our expectations of them, how they can help one another, and the opportunities that they have to grow at Bucknell is critically important to empowering them to direct their own campus lives and shape the campus climate in positive ways. Toward that end, drawing upon our research into the effectiveness of our student communications (as mentioned above), we have implemented new communications campaigns and are changing existing student media. These changes include the We Herd You Campaign, which informs students about our implementation of ideas they have suggested; a mirror-cling education effort about the reputational impacts of high-risk drinking that 67 percent of our students have reported influences their behavior for the better; the implementation of a new online network for student organizations to promote and manage their events; and improvements underway to our website and on-campus message center.

### **Parent Communication**

Parents can play a powerful role in encouraging students to make good choices for their own well-being and the quality of the campus climate. We must respect, at the same time, the fact that as a University one of our main responsibilities is to help students learn to make their own choices, and that federal law limits the information we can share with parents about a particular student's experience at Bucknell. In this context, we have tried to reach out to parents collectively much more than usual when we feel their input and support will be helpful in impacting the decisions students are making. This has included outreach to all parents about campus campaigns to reduce high-risk drinking and, in some cases, encouraging all parents to reach out to their students to support good decision-making by their sons and daughters when it has seemed that large groups of students were doing otherwise. The feedback from parents has encouraged us to continue these special communications efforts, which we intend to do.

### **Community Conversations**

The Campus Climate Report became a significant influence on the decision some students made to initiate a continuing series of campus conversations about student responsibilities to one another, diversity and other campus-culture issues. We have been proud to support the students leading these efforts and of the hundreds of students who have participated in the four

community conversations in fall 2013 alone. In addition to positive dialogue among students, these conversations have spun-off a related group that is only for first-year students and promises to foster a greater sense of unity among the members of the Class of 2017.

### **The Civic Learning Series**

More than 50 faculty, staff and students participated in an extensive rolling dialogue across the fall 2013 semester to discuss the mission and value of civic engagement in higher education, consider related assigned readings, and develop new ideas for increasing student engagement and promoting responsible citizenship.

### **Consultation on the Fraternity and Sorority Experience**

Richard Keeling and his firm are nationally respected experts in helping colleges and universities achieve their goals for student learning. We hired Keeling and Associates in 2012 to conduct a comprehensive assessment of our fraternity and sorority programming. Their recommendations have provided us with a powerful array of ideas that we are now implementing to strengthen our Greek-letter organizations and support them in recruitment, educational and social activities. We are confident that through these carefully developed ideas informed by Keeling's expertise, we can strengthen our Greek-life chapters and increase their ability to give students in our fraternities and sororities more experiences that align with the University's campus climate and learning goals.

## **E. Securing Grants**

### **Engineering Entrepreneurship**

The College of Engineering has secured several grants that will result in new entrepreneurial experiences for students both inside and outside the classroom, focused on transforming the workplace and economy in America. A \$1 million grant from the Kern Family Foundation will support a variety of related initiatives, including extracurricular competitions and programs that give students practical product-development experience with engineers and entrepreneurs who challenge students with real-world projects as clients. A grant from Accenture will support faculty and alumni in helping students develop ideas into tangible products and services through prototypes, testing, market analysis, cost development and business plans. The college also became one of 13 institutions accepted by the National Academy of Engineering into its Grand Challenges program, designed to inspire engineering students to solve the great problems of the future. The Bucknell program, which is being supported by two Bucknell donors, is being incorporated into a Residential

College and will challenge students with classroom and extracurricular experiences focused on interdisciplinary learning, entrepreneurship, global awareness and service.

### **Diversity in the STEM Disciplines**

In fall 2013, the National Science Foundation awarded the College of Arts and Sciences \$450,000 to develop a program focused on retaining and recruiting women and under-represented students in the STEM (science, technology, engineering and math) fields. The program will bring a small number of incoming first-year Bucknell students to campus for five weeks of hands-on research experiences alongside faculty and upperclass students, plus longer experiences in subsequent summers. These experiences will prepare students for the habits of thinking and rigors of the STEM disciplines, nurture the students' growing expertise and expose them to related career opportunities.

### **Diversity Awareness and Support**

Bucknell secured two grants from the Consortium on High Achievement and Success (CHAS) to address the challenges faced by historically under-represented students during their first two years in STEM majors. Both grants are helping to educate faculty and staff on challenges and best practices for supporting these students, including ways of fostering a deeper understanding of how racial identity shapes individual attitudes and can be managed to create a more positive experience for students of color and other under-represented groups at Bucknell.

### **Campus Culture**

The extensive work we have undertaken to improve our campus climate requires considerable resources and staff time. Since the publication of the Campus Climate Report, we have secured two grants to help these efforts, one from the Pennsylvania Liquor Control Board for reducing and eliminating underage and dangerous drinking and the other from the U.S. Department of Justice to support efforts in reducing sexual misconduct and dating violence and interpersonal violence. The latter grant, for \$300,000, is being used to fund a staff position dedicated to enhancing preventative education for students and positive bystander behavior; increase the awareness of dating violence, sexual assault and stalking; foster greater male student involvement in prevention efforts; and strengthen community support for survivors, among other purposes.

## **II. New Personnel**

The expertise and commitment of our personnel are essential to any changes in our campus climate. The Campus Climate Report underscored the critical need for new appointments in several areas. The staff members hired through national searches to fill open and new positions in the last two years have brought fresh new energy and expertise that have increased the quality and range of support we are able to offer students for a better campus climate. Appointments since fall 2011 include the following:

- General Counsel, reporting to the President
- In the Office of the Provost:
  - The Associate Provost for Diversity
  - The Director and Associate Director for Institutional Research
  - The Director of Disability Services
- In the Office of the Dean of Students:
  - The Associate Dean of Students for Diversity
  - The Director of LGBTQ Resources
  - The Director of Multicultural Student Services
  - The Director of International Student Services
  - The Title IX coordinator
  - The Interpersonal Violence Prevention Coordinator
  - The Director of Outdoor Education and Leadership
- In the Office of Enrollment Management:
  - The Associate Dean for Admissions for Multicultural Recruitment
  - The Admissions Counselor for Multicultural Recruitment

The details on these positions are as follows:

### **General Counsel**

In fall 2012, with the pending retirement of our general counsel, we had the opportunity to recruit to this position someone not only with the requisite legal expertise but also with particular knowledge related to our campus climate goals. In addition to her extensive legal experience, our new general counsel – who, consistent with prior practice, reports to the president – has experience representing, training and working with institutions across the country on issues associated with sexual misconduct on university campuses and with Title IX regulations, and has been instrumental in shaping



policies and informing actions that the University has taken around campus climate issues.

### ***New Women's and Gender Studies***

Increased academic focus on gender and related issues is essential to address sexual misconduct. We have changed our Women's and Gender Studies Program into a stand-alone academic department and hired a new tenure-track professor specializing in women's and gender studies.

## **Office of the Provost**

### ***Associate Provost for Diversity***

We created this new position to bring leadership and oversight to a range of diversity initiatives, including recruitment, retention and professional development for faculty and staff; diversity in the curriculum and in co-curricular programs; connections with the broader community that can support and expand Bucknell's commitment to diversity; and oversight of the University's compliance with the Americans with Disabilities Act. We filled this position in August 2012. In addition to the above roles, the associate provost, who reports to the provost, has taken a leadership role in the new President's Diversity Council described earlier in this document.

### ***Institutional Research***

Good decisions about campus climate initiatives require sound, relevant information about student interests and needs and the levels of effectiveness of our programs. Since September 2011, we have filled the vacancy of director of institutional research as well as the new position of associate director, doubling our capacity to research and apply good information to an array of institutional decisions, including on programs directly related to our campus climate goals. The University is also adding an associate director of assessment to coordinate assessment activities for all academic and administrative units and through that work will support strategic initiatives, including a better campus climate.

### ***Director of Disability Services***

This new director's position, which was filled in January 2014, supports students who have physical, psychological, health, sensory or learning disabilities. Some students come to Bucknell well aware of their particular needs, while others discover them as they progress through the University. This director works to ensure the students' positive experience here and that Bucknell's institutional practices and facilities enable their success.

## **Office of the Dean of Students**

### ***Associate Dean of Students for Diversity***

We filled this position, which had previously existed but had been left vacant, in March 2012. The associate dean provides the vision and direction for the campus on student diversity and a campus culture of inclusiveness. The new dean has been closely involved in initiatives designed to achieve such goals as increasing the diversity of our student body and fostering an environment that respects and supports all students. These initiatives include the President's Diversity Council.

### ***Director Positions***

The associate dean of students for diversity supervises the directors of the Office of International Student Services, Multicultural Student Services, and Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) Resources. In the last two years, we have filled director positions for each of these offices. Together these offices create the Department of Intercultural Equity and Advocacy within the Division of Student Affairs.

### ***Title IX Coordinator***

In March 2013, we created two new full-time positions within the Division of Student Affairs that have responsibilities devoted to sexual misconduct issues: a Title IX coordinator and the interpersonal violence prevention coordinator (mentioned below). Both positions have been filled with highly qualified professionals who have helped provide training and support for students, faculty and staff. This includes the Title IX coordinator's work on revising the Sexual Misconduct and Relationship Violence Policy, enhancing the training provided for the Hearing Board for Sexual Misconduct, developing personnel training for Title IX and the Clery Act (e.g., how to recognize and report crimes that include sexual misconduct, who must report, confidentiality concerns) and providing training to all personnel that fill the role of federally described Campus Security Authorities.

### ***Interpersonal Violence Prevention Coordinator***

The staff member in this new position, who was hired as noted directly above, has assumed leadership across campus for facilitating prevention education programs that address sexual assault, dating violence and stalking. This includes providing training, coordination and supervision of the Speak UP Bucknell peer education program; developing new prevention education materials; and partnering with others on campus to provide an extensive array of programs in prevention education and training for students, faculty and staff.

### **Outdoor Education and Leadership**

In summer 2012, we appointed a new director for our outdoor leadership programs and the result has been an infusion of energy and ideas and a doubling in the number of student participants over previous offerings. These programs capitalize on our beautiful Central Susquehanna River Valley location by engaging students in rewarding outdoor exploration and providing a valuable option for learning, socializing, leadership development and discovery.

### **Office of Enrollment Management**

#### **Multicultural Admissions Recruitment**

In summer 2013, we filled two new positions focused on increasing our planning and effectiveness in recruiting and retaining diverse students, consistent with the University's strategic plan as well as related campus climate recommendations. These two new positions are the associate dean for admissions for multicultural recruitment and the admissions counselor for multicultural recruitment.

## **III. Changes in Policies**

Campus climate is affected by a range of University policies, including those having to do with academic student engagement, student activities, campus recreation and events. We have revised or introduced new policies where we felt they would bring us closer to the campus climate to which Bucknell aspires. We will continue to do so. We have made or are in the midst of making policy changes in the following areas, each of which affects our campus climate:

- Intellectual student engagement outside the classroom
- House Party Weekend
- Sexual Misconduct and Relationship Violence/Title IX
- Social Events
- Events with Alcohol
- Fraternities and Sororities

The details of these changes are as follows:

#### **Academic Engagement**

The faculty has grown concerned about potential grade inflation and the correlation it may have with the need for greater requirements for out-of-class student academic engagement. The Committee on Instruction therefore has undertaken a comprehensive study of grade inflation and, in consultation with the faculty, will be proposing a series of action steps and potential policies aimed in part

at increasing intellectual student engagement outside the classroom.

#### **House Party Weekend**

While not a specific policy change, Bucknell took an important step impacting campus climate by discontinuing House Party Weekend at the University. President Bravman's August 1 letter to the Bucknell community (which can be found on the Bucknell website) thoroughly describes the reasons for this decision, including how this event had changed over the years to become something that was no longer relevant to the mission of the University. This decision is an important step not only in strengthening our campus climate but also in affirming the University's values.

#### **Sexual Misconduct and Relationship Violence Policy and Title IX**

New federal guidance around campus sexual misconduct and Title IX regulations has expanded the government's expectations of higher education institutions. Our new general counsel and Title IX coordinator have been instrumental in working with others on campus to rewrite the University's policy governing the reporting, investigation and disposition of allegations of sexual misconduct in accordance with Title IX. These changes increase training for those involved in the disposition of such complaints (including hearing board members and advisers) and strengthen our practices for providing federally mandated Title IX training to University personnel across the campus. Our aim through these policy changes is to provide a mechanism through which allegations of sexual misconduct can be promptly and equitably resolved consistent with federal law, to increase education in preventing and responding to sexual misconduct, to better publicize resources available to all affected students and to make clear that we have zero tolerance for sexual violence.

#### **Social Events Policy**

Like the decision about House Party, our changes to the Social Events Policy reflect our focus on supporting a student community in which fun and mutual responsibility go together. This new policy allows student organizations to reserve the Uptown bar and performance space for events at which alcohol is served, and also doubles to 12 per academic year the number of pub nights that the University hosts at Uptown for students 21 and over. As requested by students, a new student tailgating policy was created to allow students to gather with friends prior to home football games. Further policy changes in this area, notably affecting events in fraternity houses, are under discussion.

### **Alcohol Policy**

Policies like our Alcohol Policy (and the related points system) are in place at universities across the country, but we believe there is room to improve how we respond to and prevent the high-risk drinking behavior that was a major reason for the Campus Climate Report. With these aims in mind, we have initiated a review of this policy with the help of a committee of students, faculty and staff, which will include a review of best practices across the country. By fall 2014, we expect to be implementing a new policy focused on the goal of protecting against underage drinking – in keeping with our legal obligations – and ensuring that those of legal drinking age can enjoy doing so responsibly.

### **Policies on Fraternities and Sororities**

We have implemented a comprehensive review of all institutional rules affecting the chartering of new Greek-letter organizations as well as the policy regarding disbanded Greek-letter organizations. Like our review of our Alcohol Policy, we are undertaking this review to make sure our policies define and communicate clearly and consistently our expectations of students and student organizations. Our aim in this case is also to create and implement a new accreditation standard for Greek-letter organizations that requires evidence of alignment with the University mission and values.

## **IV. New and Renovated Facilities**

Campus spaces have a dramatic impact on campus climate. Bucknell's campus is a remarkable physical presence, with its classic Georgian architectural aesthetic; its superb classrooms, laboratory, library and athletics facilities; and its exceptional landscape, grounds and exceedingly well-maintained buildings. But it suffers from a serious deficiency of hearth spaces where students can gather informally to meet, talk, socialize, study and relax with old and new friends. Since the release of the Campus Climate Report, we have been expanding our hearth spaces and improving facilities via new construction and renovations. These changes include the following:

- The addition of the 70,000-square-foot Academic West building.
- New Affinity Houses, where students with similar academic and cultural interests reside together.
- A new residence hall complex to open in 2015 to incorporate extensive new hearth and living-room spaces for students to share.
- The development of a central area for offices serving under-represented students.

- Expanded hours in the library, athletics and recreation center, and dining hall.
- Improvements to residence hall lounges.
- New technologies in a variety of hearth spaces.

The details on these and other facilities changes are as follows:

### **Academic West**

The opening of this building in fall 2013 – the first new academic building at Bucknell in 10 years – marks a turning point in our use of indoor space to serve student engagement interests. The building features 16,200 square feet of classrooms plus numerous hearth spaces where students can study, talk with faculty and socialize together. These spaces already have proven exceedingly popular.

### **New Affinity Houses**

Affinity Houses and halls allow students with common intellectual or cultural interests to reside together and engage in regular discussions together with a faculty adviser. These arrangements have attracted great student interest and provided a 24-hour setting for lively, rolling discussions about related issues emerging in classes and the news. Since 2011, we have allowed students who are sophomores or older to propose new affinity concepts, resulting in houses featuring such themes as engineering and innovation, theatre and dance, the Black Diaspora and politics.

### **New Residence Hall Plans**

In fall 2015, we will open a new living complex with four residence halls and a student commons. The residences, which together will house 340 students from the junior and senior classes, will feature suite-style living for four students in each apartment with living rooms, as well as a central living room. The commons will include a large hearth space, meeting rooms and a café style eatery, with programming run by students. The complex will include an outdoor area with open recreational spaces. The result will be much more space for our students to socialize and interact together.

### **Diversity Student Office and Meeting Spaces**

To help convey to all our students that they have a supportive home at Bucknell, we have developed a central place for students who are not part of the majority population to meet with staff and each other. We converted a portion of the largest student hearth space, in the student center, into offices for the Intercultural Equity and Advocacy Center, which includes Multicultural Student Services, International Student Services, LGBTQ Resources, the Women's Resource Center and the

associate dean of diversity. This brings them next door to other student offices, including Campus Activities and Programs, Bucknell Student Government, the Outdoor Leadership Program, and Activities and Campus Events. The area also includes a meeting space that any campus organization can use. This renovation has increased interaction among students, which builds a stronger campus network for them, and given students of all backgrounds new opportunities to get to know each other.

### **Library Hours**

Bertrand Library is not only the intellectual heart of campus but also one of the most popular buildings among students. They gather there to discuss projects, conduct research, read, relax, grab coffee or a snack at the coffee bar, develop videos and use the extensive computer resources. In the last two years, we have reconfigured various library areas for more casual student use, including adding many comfortable chairs and couches; like the library's other areas, they are usually filled at all hours. But students conveyed to us that they wanted to use the library even more, so we now keep the library open Sunday–Thursday until 2 a.m. and Friday and Saturday until midnight.

### **Recreational and Dining Hours**

The Kenneth Langone Athletics and Recreation Center, Elaine Langone Student Center (ELC) and Bison café are popular among students, and we wanted to make these

spaces as available as possible for eating, socializing, recreating, meetings and non-alcohol events. These spaces are now open as late as 1 a.m. during the week, and the ELC hearth space is open 24/7. We also offer extended late-night dining and programming in the ELC. Elsewhere on campus we have added two outdoor basketball courts and two sand volleyball courts, with lights, so that they can be used anytime. Students already have shown tremendous interest and often use these spaces late into the night.

### **Reclaimed Space in Residence Halls**

In the Vedder Residence Hall, we reclaimed what had been an office space to create study rooms, a kitchen and a hearth space used for programming by Vedder's more than 350 student residents. The Mods gained a lounge space complete with printers, as students requested. Additional lounges across campus were updated with fresh paint and comfortable furniture. Plans are in place to reclaim lounges in both Smith and Swartz Residence Halls in fall 2015.

### **Technology Improvements to Lounges**

We have installed 52" televisions in 38 residence hall lounges and, thanks to generous gift from two parents, Neal and Anita Pilzer P'12, P'16, added Foosball, pool and Ping-Pong tables to several residence hall lounges. Changes like this give students new reasons to gather and mingle on campus and make campus even more like the home it is for them.

