

1/21/2019

Dear Campus Community,

Every day we see the pain and damage that racism inflicts in our society. And we know it is here at CC, too.

This week, we share with you the initial report and recommendations from the “Colorado College Antiracism External Review,” a yearlong project conducted by Roger L. Worthington, director of the Center for Diversity and Inclusion in Higher Education. The report is an examination of our policies, practices, structures, and communications, as well as our academic and co-curricular programs.

Professor Worthington immersed himself in CC’s campus culture by being in residence on campus during Block 3 and visiting classes, meetings, departments, offices, programs, and conducting focus groups over that time. I am grateful to all who helped Professor Worthington during his visit, and I thank him for his thorough review and report.

External reviews often make us feel vulnerable, and perhaps defensive. But I ask you to read this initial report, be critical and analytical, digest it, take it seriously. Be open to it, own it, and think about what is most important for us to do to improve.

This spring we will gather responses and input from the campus community, and identify areas for further examination. Our steering committee of faculty, staff, students, and alumni guiding this effort will work closely with Professor Worthington and his team to organize a series of specialized consultations and campus visits by national experts. We will also assign specific recommendations to key groups for consideration. We will develop an implementation timeline by the end of the academic year.

As you know, diversity, inclusion, anti-racism, and bias interrogation work have been a priority this past year, and that continues. We are focusing our efforts through New Student Orientation; educational opportunities for students, faculty, and staff; our Untold Stories project telling the lived experiences of marginalized people at CC; a new anti-discrimination process; and now, the initial report from our external review.

This work is critical to our commitment to building a CC community where all students, faculty, and staff can thrive. Let’s become that CC.

Sincerely,

Jill Tiefenthaler

**COLORADO COLLEGE
ANTIRACISM EXTERNAL REVIEW:**

**INITIAL REPORT
AND RECOMMENDATIONS**

**Roger L. Worthington, Candace M. Moore, Jenna Sablan,
Jobi Martinez, Melissa Rocco, Di-Tu Dissassa**

**Center for Diversity and Inclusion
in Higher Education**

December 13, 2018

TABLE OF CONTENTS

The Colorado College Context	3
Antiracism Framework	6
Anti-Black Racism	12
Curriculum and Co-Curriculum	16
Classroom Climate and Faculty Development	21
Faculty Diversity	25
CDO Organizational Structure	30
Communications	32
Accountability	37
Conclusions	44
References	46
Appendix	48

The Colorado College Context

Since its founding in 1874 by Thomas Nelson Haskell, Colorado College has served as a model institution designed to provide a distinct higher education experience for all of its members. *US News & World Report* recently named Colorado College the “Most Innovative Liberal Arts School,” and is consistently ranked among the nation’s top liberal arts colleges. Colorado College graduates represent distinguished scholars, social and environmental justice advocates, athletes, and Nobel Prize and Academy Award winners. Colorado College enrolls, prepares, and graduates exceptional students who join alumni such as Abigail Washburn, Tom Shanker, Michael Nava, Abdul Aziz Abdul Ghani, and Glenna Goodacre.

Colorado College is known for its unique “Block Plan” schedule, an intense and immersive academic schedule that allows students to engage in one single subject for three and a half weeks under the college’s 10:1 student to faculty ratio. Each semester contains four “blocks,” totaling eight blocks a year. Each block starts on a Monday and ends on the following fourth Wednesday. The classes typically meet in the mornings on Monday through Friday with potential lab time in the afternoon, though these opportunities can vary from class to class. At noon on the fourth Wednesday starts “Block Break,” in which the College enacts an academic break until the following Monday. During Block Break, according to the institution’s website¹, students can enjoy Colorado College’s unique outdoors location by visiting mountains, canyons, or national parks. Self-described as “outdoorsy,” Colorado College also houses an the Department of Outdoor Education, which provides outdoor recreation and education programming, including hiking, camping, and backpacking trips.

Colorado College is a selective, predominantly white, elite, liberal arts college located in Colorado Springs. Among degree-seeking undergraduates, 65.8% are white, 24.3% are students of color, and 8.9% are international (holding in mind that there are limitations with disaggregated statistical data when examining subgroup representation). Eight percent of students are first-generation college, and 12.1% of students are Pell Grant recipients.² Over the past 10 years, there has been a 35.8 percent increase in domestic students of color (not including international students), and 25.4 percent increase in faculty of color. Within the student body, race and class

¹ <https://www.coloradocollege.edu/basics/blockplan/blockbreak/>

² https://public.tableau.com/profile/cc.ipe#!/vizhome/Diversity_Student_Demog/StudentDemographics

are inextricably intertwined; 80% of white students are full tuition paying, whereas 73% of students of color are on need-based financial aid. In the context of the location and culture of Colorado College, students are quickly bifurcated by wealth on the basis of the things they bring with them to college and the activities they can afford, which translates directly into racial-ethnic segregation on the basis of who does what with whom. The *New York Times* recently ranked Colorado College second among institutions that draw more from the top one percent than the bottom 40% of income classes. On another level, a student of color complained that the confluence of race and class perpetuates another stereotype that does not fit for him: “When people look at me, they immediately assume I am poor [because I am not white].” Assumptions about race and class are pervasive, and expectations for assimilation are an essential feature of racial tensions within the student body, as well as faculty and staff.

In 2018–19, 23.7% of faculty and 21.4% of staff identified as people of color.³ Representation of U.S. racial-ethnic minorities is better among non-tenure-track (63.6%), and tenure-track (37.5%) versus tenured (14.7%) faculty.⁴ Student diversity within some majors is extremely limited. For example, based on the most recent year of completions by major available (2017), 23 majors had at least 25% of students of color graduates, 19 majors had less than 25% student of color graduates (5 of which had zero students of color graduate). Note: Seven majors did not graduate any students in 2017 and are not reflected in these counts.⁵

Colorado College has expressed a commitment to creating and fostering an environment where all students, faculty, staff, and guests feel welcomed and have the ability to thrive. Some notable advances in working toward that commitment include, but are not limited to, the following: (a) the creation of the Diversity and Equity Advisory Board to address issues of equity and diversity for faculty and staff, to improve campus climate, to address issues of retention, and to interact with search committees ; (b) “Good to Great: The Journey Toward Inclusion” and “Toward a Daily Antiracist Agenda” workshops for trustees, president’s cabinet, faculty, and staff; (c) the adoption of a smudging policy for Native students; and (d) an executive in residence working with New Student Orientation, Outdoor Education, Butler Center, and student groups on bringing inclusion into outdoor education.

³ https://public.tableau.com/profile/cc.ipe#!/vizhome/Diversity_Fac_Staff/FacultyStaff

⁴ <https://public.tableau.com/profile/cc.ipe#!/vizhome/InstructionalFacultyStaff/FacultyDashboard>

⁵ https://public.tableau.com/profile/cc.ipe#!/vizhome/GradRetention/Grad_RetDashboard; because there are some majors with small numbers of total enrollees at Colorado College, there is of course some caution in interpreting these data; however, diversity by major and department, among students and faculty, is still an important observation

However, a long history of campus incidents suggests a campus climate in need of analysis and improvement. In 2002, the *Catalyst* (student newspaper) printed an infamous April Fools satire edition containing content that was “full of insensitivity, harmful and fallacious stereotypes, derogatory language, and vulgar imagery,” resulting in the firing of two of its editors (Tignor, 2018; [Reckoning with The Catalyst’s Racist Past](#)). In 2007, the *Catalyst* reported that Colorado College Hockey players posted photos on Facebook of members of the team in *blackface*. On multiple occasions, there have been reports of racist costumes worn to parties during Halloween, including the most recent holiday during Block 3 of 2018. In the Fall of 2015 there were incidents on Yik-Yak targeting Native students and African American students with racist postings.

On Tuesday, March 20, 2018, Colorado College was targeted by an anonymous mass email containing racist, sexist, and trans-antagonistic content, sent to approximately 900 members of the Colorado College community and specifically attacking two dedicated African American campus leaders—both senior administrators in positions of authority at the college. An initial response from the Office of Communications indicated that the email was “spam,” resulting in criticisms about how the college handles racist incidents. President Jill Tiefenthaler denounced the racist email saying, “We fully support our colleagues who were targeted. We stand against racism and hatred and will continue to do the work to build a strong, inclusive, understanding community.” Dr. Paul M. Buckley, Assistant Vice President and Director of the Butler Center, made the following statement during the First Monday Event on March 26, 2018:

While we strive—albeit imperfectly—toward inclusive excellence, our work can be meaningful...even laudable in every moment that we choose words and actions, enact policies, create practices, engage pedagogies, develop curricula, implement activities, and invest in each other in ways that honor the humanity of each of us; especially those whose human dignities have been historically denied and suffered persistent violence and degradation.

On April 16, 2018 members of the Black Student Union attended the faculty meeting to denounce specific professors and departments of the college they believed to be racist. The faculty immediately voted to eliminate the “West in Time” series in the *all-college* curriculum,

effective immediately. A proposal was developed by the Curriculum Executive Committee during Blocks 1-3 of 2018 to reframe the general education requirements across the curriculum for the college.

In September 2018, Colorado College contracted with the Center for Diversity and Inclusion in Higher Education at University of Maryland to engage in this external review of racism on campus. This report details the findings from the lead consultant's residency at Colorado College during Block 3 of 2018 (October 21 through November 14). The lead consultant's visits included a range of meetings and activities: Classroom observations; student club meetings and student government meetings; departmental faculty meetings; individual meetings with faculty, staff, and students; meetings with key staff members in offices such as outdoor education and enrollment management; campus community, arts, lectures, and sporting events; meetings with senior academic leadership and center directors; faculty, staff, and administration governance meetings, such as trustees, council and committee meetings; and meetings with the steering committee convened and charged to review and respond to this incident (see Appendix).

This report outlines a conceptual framework for understanding racism and antiracism at Colorado College based on the residency of lead consultant, Roger L. Worthington, along with key recommendations regarding how Colorado College can advance toward the goal of becoming an antiracist institution. The report begins with a framework for antiracism as the foundation for this work moving forward.

Antiracism Framework

Higher education institutions are microcosms of the larger systemic racism reflected in U.S. society and commonly reproduce social inequalities. Thus, it is essential that colleges and universities become aware of how they reify and reflect racism in the broader context (George Mwangi, Thelamour, Ezeofor, and Carpenter, 2018). Higher education institutions can also act as agents for positive social change. Colorado College has embarked upon an *antiracism initiative* in an effort to eradicate racism embedded in institutional policies, procedures, practices, and everyday operations. The *antiracism initiative* also will place the institution on the cutting edge of racial justice in U.S. higher education. The framework here presents antiracism from the perspective of (a) systemic racism and the white racial frame; (b) antiracism and its relationship to diversity, inclusion, and equity; and (c) antiracism and transformational institutional change.

Antiracism and Racial Framing

Feagin's (2010) theory on racial framing and counter framing suggests *systemic racism* is advanced through a *white racial frame*—a broad, persisting, and dominant racial frame that has rationalized racial oppression and inequality in U.S. institutions, such as colleges and universities. The *white racial frame* is so pervasive and institutionalized that it is considered the country's dominant “frame of mind” and “frame of reference.” It encompasses and advances a positive orientation to whites and whiteness and a negative orientation to others who are not identified as white. As a result, racial ethnic minorities are often exploited and oppressed by institutional structures, including those designed to support access and equity. According to Kendi (2017), “Racial disparities in everything from wealth to health have persisted in the United States because racist policies have persisted, and oftentimes progressed.”

Educational institutions privilege and value whiteness by the very nature of their foundations in the *white racial frame* upon which they were established (Feagin, 2010). They treat racially inequitable opportunity structures (such as admissions criteria, curriculum etc.) as if they are normative and acceptable, and unwittingly tolerate, accept, or reinforce unequal opportunities for students to learn and thrive—they treat people of color as less worthy or less complex than white people (Pollock, 2008). Feagan (2010) suggests that many white scholars and other analysts seem puzzled about the constant recurrence of blatantly racist incidents, events, and commentaries in U.S. society, having accepted a contemporary racial framing that U.S. society is “colorblind” or “post-racial.” DiAngelo (2018) describes *white fragility* as a framework for understanding a powerful means of white racial control and the protection of white advantage, which is reflected in responses to racial discomfort with emotions such as anger, fear, and guilt—and behaviors such as argumentation, silence, and withdrawal from the stress inducing situation. Even white scholars of a liberal inclination regularly underestimate the depth and extensiveness of current racial hostility and discrimination (Feagan, 2010).

Educational policies often privilege people from positions of higher social class, economic wealth, family employment, health care, housing, and early education in ways that reinforce unequal opportunities (Pollock, 2008). Diversity and inclusion efforts in institutions of higher education, in the absence of systematic antiracism efforts, sometimes operate to marginalize people of color and those from other oppressed groups, perpetuating longstanding practices that arise from and reproduce a modern form of racial and cultural colonization.

According to Kendi (2017), “Racial unity is impossible when racial inequalities are created and maintained by racist policies that are justified by racist ideas.”

Antiracism, Non-Racism, Equity, Diversity, Inclusion, and Justice

Principles of *equity*, *diversity* and *inclusion* provide the “frame” for the vast majority of institutional initiatives oriented toward *social justice*. Therefore, *antiracism* first must be understood as differentiated from *non-racism*. *Non-racism* can be expressed by an individual saying simply, “I’m not a racist,” but that simple declaration does not mean that the individual will not inadvertently (or purposefully or covertly) engage in racist acts or participate in systemic racist processes. Thus, *non-racist* refers more accurately to a sense of identity (“what I am not”) rather than an active orientation toward the world and one’s moral obligations within it. Identifying as *non-racist* does not require a person or entity to actively engage in actions designed or intended to combat systemic racial injustices—it is a passive form of opposition to racism in the abstract and devoid of action.

Antiracism can also be distinguished from *diversity* and *inclusion*. Although principles of *diversity* and *inclusion* are fundamental prerequisite conditions for *antiracism*, they are not sufficient conditions in-and-of-themselves for *antiracism* efforts to proceed. *Diversity* commonly refers to compositional diversity among the students, faculty, staff, administrators, and trustees at a college or university. There are a multitude of ways institutions pursue diversity, and fundamentally, *antiracist institutions* must actively pursue compositional diversity among its constituent groups simultaneously as they work to enact policies, practices, and standards to pursue racial justice. Here we emphasize “simultaneously” because one does not effectively function without the other—that is, it is impossible for a predominantly white institution to become *antiracist* in advance of achieving compositional diversity, and achieving a genuine commitment to compositional diversity goals are virtually impossible unless an *antiracist* agenda is actively enacted. Furthermore, compositional diversity efforts related to the student body are inextricably intertwined with the compositional diversity of faculty, staff, and administrators across the institution, as well as the multicultural competencies of faculty and staff as a whole. Thus, compositional diversity among faculty and staff, and professional development for all employees, are critical prerequisites of *antiracism* efforts.

Inclusion typically refers to the processes by which people from historically marginalized groups gain a sense of belonging within organizations and institutions that have historically been exclusionary, such as elite colleges and universities. *Inclusion* is often misconstrued as a “charitable” process of socialization for those “underprivileged” students, which helps them learn and adopt the values, beliefs, attitudes, mores, norms, and cultural practices of the members of historically privileged groups. This perspective of inclusion implies that exclusion shifts toward *inclusion* only by a process of assimilation. Rather than being required to assimilate to the heretofore exclusionary culture of an institution, people from marginalized, minoritized, and excluded groups should have full access to all of the fundamental rights and privileges of power, ownership, and governance of the institutions they inhabit without having to relinquish the personal identities or cultural heritages they bring with them to the institution. Inclusive environments involve, engage, empower, and respect the values, talents, beliefs, backgrounds and ways of living of all people in order to recognize their inherent worth and dignity. Again, *inclusion* cannot be achieved without the work of *antiracism* to dismantle and replace historical policies, procedures, practices, and standards that first established and then maintained exclusion within institutions of higher education.

The principle of *equity* in higher education institutions typically refers to providing *equal access, equal opportunity*, and standard operating procedures that reflect *fairness*. *Equity* principles are often applied in situations regarding applications, admissions, selection, hiring, promotion, advancement, assessment, evaluation, professional development, recognition, rewards, and awards. *Equity* is often associated with compliance with laws, regulations, guidelines and policies in ways that are intended to level the playing field and instill fairness. Accountability is another essential feature of *equity*, because compliance requires assessments of operational processes and outcomes in such a way as to prompt, and enforce, accountability. In the absence of formal policies, procedures, practices, and standards, or in their uneven application, or lack of enforcement, institutional processes and outcomes will likely become inequitable, and accountability is virtually impossible. Thus, at the very core of the principle of *equity* is the consistent and evenhanded application of culturally relevant policies, procedures, practices, and standards across time, place, and persons—compliance and accountability.

Justice in higher education is closely tied to the work of *antiracism*. *Racial injustices* are ubiquitous in the United States in the form of inequities of health, wealth, education, power,

employment opportunities, legal protections, and, indeed, life and liberty. The principle of *justice* compels us to work within the boundaries of our institutions to ameliorate the injustices that impinge upon members of our communities from without, and to educate ourselves and our communities to understand, and pursue enlightenment about the suffering that occurs in the worlds beyond the scope of our own awareness. Writing from a Catholic higher education perspective, Brackley (2006) provides a set of seven “higher standards” reflecting *justice* in higher education institutions: (1) strive to understand the real world; (2) focus on the big questions; (3) free ourselves from bias; (4) help students explore and discover their positionality and worldview (revised from the original); (5) economic diversity; (6) truth in advertising; and (7) speak to the wider world. Brackley concludes by describing the promotion of *justice* as a more “equitable distribution of world resources and a new economic and political order that will better serve the human community at the national and international level” (2006). Ultimately, *antiracism* work requires an understanding of the educational mission that extends beyond the walls of the ivory tower pursuits of intellectual discourse for its own sake, and locates the mission in the amelioration of social ills within our own communities and beyond.

Antiracism and Transformational Institutional Change

Transformational institutional change is the overarching goal of *antiracism* work in higher education. *Antiracism* is an active form of institutional change effort designed to alter the way an institution does business by fundamentally changing longstanding policies, procedures, practices, and standards that overtly or covertly contribute to and maintain racial hierarchies, inequities, and injustices. Becoming an *antiracist institution* requires that each unit of the college clarify its objectives, identify gaps, confront the obstacles, and develop strategies for achieving its goals, as well as monitor and evaluate its progress toward meeting its objectives (Basham, Donner, Killough, & Rozas, 1997). That is, *antiracism* work is only possible when engaged as a comprehensive, campus-wide effort designed to fundamentally transform the standard operating procedures and change the inputs, processes, and outcomes of the institution. An *antiracist institution* must address threats to racial justice by critically examining standard operating procedures, policies, assumptions, beliefs, values, and its underlying historical context. Kendi (2017) notes that in order to establish *antiracist* ideas we must understand the role of *power* within a specific context. Framed as acts of racial justice, *antiracism* is not confined solely to issues on the dimension of race—instead, the foundational lens of racial justice provides the

critical framework from which issues of intersectionality coalesce with marginalizing oppressions based on multiple identities can be deconstructed and disentangled from institutional organizational structures and policies. When considering what will help a campus become *antiracist* it is vital to examine what *antiracism* will mean and what principles need to be implemented in the context of a particular campus (Kendi, 2017).

At the very entry level of *antiracism* work, *recruitment* of students, faculty, staff, and administrators cannot be separated from essential efforts of *retention*, which brings into focus the critical impacts of campus climate, curriculum and instruction, research and inquiry, intergroup relations and discourse, student/faculty/staff achievement and success, leadership development, nondiscrimination, procurement and supplier diversity, institutional advancement, external relations, and strategic planning and accountability—all of which must be addressed across a multitude of intersecting social identity characteristics and focal groups (see Figure 1).

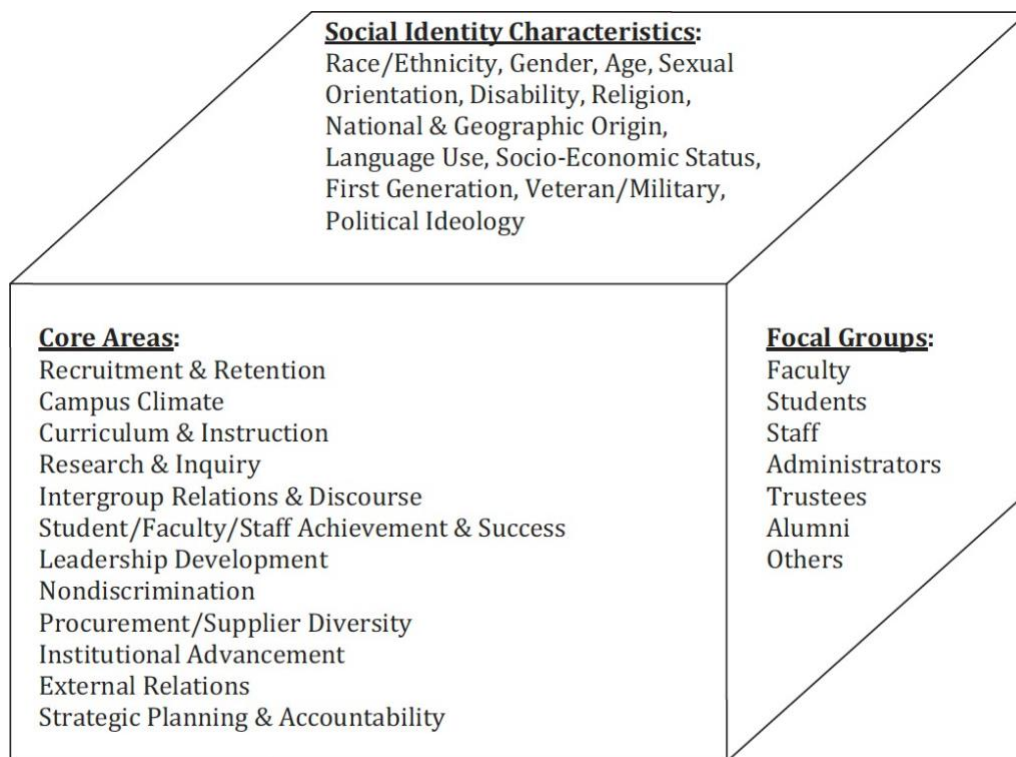


Figure 1. Three-dimensional model of higher education diversity. Adapted from “Advancing Scholarship for the Diversity Imperative in Higher Education: An Editorial,” by R. L. Worthington, 2012, *Journal of Diversity in Higher Education*, 5, p. 2. Copyright 2012 by the National Association of Diversity Officers in Higher Education.

Intersectionality and Multiple Forms of Oppression

Intersectionality theory provides an analytic framework to understand and conceptualize how interrelated systems of structural power affect the lives of people from historically marginalized and minoritized groups (Crenshaw, 1989). Whereas this report focuses primarily on an external review with a focus on antiracism efforts, it is critical that emphasize that a multitude of voices were brought to the table to take part in the critical self-examination, including but not limited to people belonging to LGBTQ groups, cisgender and gender nonbinary individuals, people with disabilities, members of racially and ethnically minoritized and marginalized groups, people from differing religious and spiritual identities, and other marginalized group members. Antiracism and the work of institutions to become antiracist must be cognizant of and attentive to the multiple identities of people within those institutions, and the intersections of power, privilege, and oppression, such that work on antiracism must account for power structures related to gender identities and expressions, sexual orientations, abilities and disabilities, religious and spiritual identities, social class structures, and other social identity characteristics.

Intersectionality is a fundamental premise of the antiracism framework presented here as the foundation for institutional change at Colorado College. Beginning with antiracism, and in particular anti-Black racism, the Colorado College community is charged with coalescing around a focal priority as a starting point for broader, more expansive change efforts. With this framework in mind, we discuss emergent themes from the consultant residency at Colorado College and resulting recommendations. Themes included: Anti-Black racism; Curriculum and co-curriculum; Classroom climate and faculty development; Faculty diversity; Chief Diversity Officer organizational structure; Communications; and Accountability.

Anti-Black Racism

Anti-Black racism is a systemic condition impacting the lives of Black people across the world daily, particularly in the U.S. As noted by Goode and Nicolazzo (2016),

Whether through the killing of Black men, women, and transgender people, or the daily racial microaggressions (Sue, 2010a; Sue, 2010b) faced by people of color, Black people specifically, racism still has a large role in shaping current sociocultural conditions. As microcosms of the broader culture in which they are embedded, institutions of higher education are not immune from the effects of anti-Black racism (p. 1).

Dancy, Edwards, & Earl Davis (2018) explained that there are, “Three dimensions of anti-Blackness manifest within higher education [...]: (a) interpretations of Black labor through colonial arrangements; (b) relationship between labor, ownership, and education; and (c) institutionalization of Black suffering” (p. 178). Their exploration of higher education as a system of oppression rather than the individual actions of members within the organization offers an “understanding of the academy [that] also provides room for recognition of anti-Blackness embodied by non-White bodies” (Dancy, Edwards, & Earl Davis, p.178). The points illuminated in their scholarship connect directly to the lived experiences of Black faculty, staff, and students in the cultural climate of Colorado College.

Anti-Black racism does not occur in isolation. It occurs within the context of anti-indigenous and other forms of racism, sexism, classism, elitism, trans-antagonism, heterosexism and homophobia, ableism, antisemitism, Islamophobia, and other forms of oppression and marginalization. A corollary to the difficulty engaging in discussions about anti-Black racism, is the challenge of highlighting the role of *whiteness* within cross-racial interactions, especially in terms of *white fragility* (DiAngelo, 2018). The lack of difficult dialogues about the role of white fragility in raising concerns about anti-Black racism perpetuates a vicious cycle of problem identification and denial.

Across multiple meetings with faculty, students and staff, it became apparent that there are serious fractures in relationships at Colorado College that deeply intersect with concerns about race relations, racism, power, privilege, and hegemony. Persistent tensions among faculty along racial lines were evident both between and within groups. Some faculty of color expressed frustration over the small numbers of tenured senior faculty of color occupying positions of power and leadership at the College, especially at the department chair level, prompting stories of bullying and retaliation within some departments. There was a consistent theme among Black and African American faculty, students and staff describing Colorado College as not only having a longstanding history of problems with racism, but anti-Black racism in particular. These participants were quick to point out that the *antiracism initiative* should not focus exclusively on anti-Black racism, but that special attention should be given to the unique and prominent problems of anti-Black racism at Colorado College—an important distinction. This was particularly evidenced by one faculty member saying,

I am a proponent of intersectionality. I don't think the sole focus should be on anti-Blackness but specific conversations need to focus on decentering whiteness, and stop focusing on 'people of color' as a monolithic group. Treating people of color as a unitary group makes it extremely difficult to talk about anti-Blackness.

There is a sense of hegemony, marginalization, and tokenism among many faculty of color, and particularly African American faculty. There is a "revolving door" in which junior faculty of color come and go over the course of one to five years, in which only two African American women occupy tenured faculty positions—one tenured in 1997 and the other tenured twenty years later in 2017. There is only one Black Senegalese man tenured on the faculty. Retention of African American faculty must be a critical focus of antiracism efforts at Colorado College. Multiple people interviewed for the external review identified a substantial list of African American men who came to Colorado College as Riley Scholars or as finalists in an applicant pool, but were not hired into permanent positions, along with an additional group who were hired but left before going up for tenure. Retention is a significant concern among African American men in the ranks of the junior faculty. Numbers for faculty belonging to other minoritized groups are obscured by the practice of aggregating faculty not identified as white into a singular 'faculty of color' group, a practice that masks significant problems of faculty diversity, tokenism, isolation, and personal identity preferences.

Miscommunications and misunderstandings arising from difficult conversations about anti-Blackness have resulted in rifts between African American faculty and white faculty, as well as faculty from other minoritized racial and ethnic groups (Latinx, indigenous Native, Asian American, International), all of which exacerbates anti-Black sentiments. In the context of such small numbers of faculty from different minoritized racial and ethnic groups, and the intensity of relationships in such confined working conditions, conflicts have boiled over into public spaces involving gossip that crosses professional boundaries to include students and throughout the institution. In the words of one senior administrator: "White people disagree all the time, but it doesn't make headline news. When Black people do, all of a sudden, it's a crisis." Public conflicts have had a number of deleterious outcomes, including disengagement among junior faculty colleagues who prefer to avoid taking sides in interpersonal conflicts, divided loyalties

within faculty-student relationships, and the deterioration of administrative functions necessary to run academic programs.

Black faculty pointed to the lack of accountability within the structure of Colorado College as a fundamental feature of anti-Black racism. A call for accountability was evidenced in this comment, “If a student tells somebody about experiences of racism or tokenism, what is going to happen? Nobody knows! Students feel like the system is against them, and faculty often feel similarly. There is no professional code of conduct.” This example can lead to mistrust of the institution by Black faculty, administrators, students, and staff. The realities mentioned by the faculty are connected to a larger narrative of anti-Black racism in higher education.

Recommendations for Dismantling Anti-Black Racism

Dismantling anti-Black racism in the campus culture is a process that requires ownership/acknowledgement on the part of the institution of practices, behaviors, policies, and culture that upholds systems of oppression, power, and privilege. Colorado College has an opportunity to embody an antiracist paradigm as demonstrated through the commitment of its members within the organization to unearthing harmful practices and rectify injustices. We offer the following recommendations:

Reconciliation Practices. To aid in improving race relations, we recommend ongoing facilitated discussions at all levels of the college using a modified difficult dialogues structure.

Antiracism Policies. By developing specific policies that focus on antiracist tenets into a code of conduct for Colorado College, the organization and its members have a structure for which to address harmful behaviors and actions toward others.

Partnerships with Colorado Spring Black Affinity/Civil Rights Organizations. Expanding the institution’s reach to the Colorado Springs community is vital to the success of its antiracist efforts. The partnerships can serve as a resource to help tailor Colorado College’s antiracist outreach programming. Moreover, these increased relationship building activities should be sustainable and integrative rather than using a traditional programming model. The partnerships have the potential of building a broader and more supportive community for Black faculty in Colorado Springs.

Chartering a Black Lives Matter Chapter on Campus. In line with the institutional goals of being an antiracist institution, we recommend Colorado College charter a Black Lives Matter chapter purposed for faculty, administrators, students and staff. The organization could

also partner with local area Black affinity and/or civil rights organizations. The institution should ensure there are measures of accountability for institutional leadership in response to recommendations from the chapter.

Incentivizing Formalized Mentorship. To support developing and sustaining pathways through the professoriate, the institution should invest in a formalized mentorship program. Recognizing the very low number of tenured Black faculty, we offer potential partnerships with area colleges/universities to serve in the program until Colorado College builds a critical mass of Black faculty.

- **Collaborative Teaching Opportunities**—related to formalized mentorship, demonstrating a value for collaborative teaching opportunities allows faculty to co-create culturally responsive courses for students. Colorado College can offer recognition of collaborative teaching activities in the promotion and tenure process.

Antiracism Standards in Evaluative Processes. If the institution would like to serve as the exemplar of an antiracist campus, policy development attached to an evaluative structure will certainly assist the institution in accomplishing this goal. For instance, the university can collectively develop antiracist evaluation standards in merit-based and/or performance-based evaluation processes for faculty, administrators, and staff.

The viability of the aforementioned recommendations is directly related to the commitment of campus leadership and buy-in from the broader community. Therefore, a need of sincerity and willingness to develop sustainable measures that shift the campus culture are very important. Ultimately, CDIHE can assist Colorado College through specialized consultations devoted to dismantling anti-Black racism in the campus culture.

Curriculum and Co-curriculum

The curriculum at Colorado College has been intensely critiqued. One of the strongest concerns raised by students during the external review residency was about faculty comments in class that could be perceived as racist. Individual students and representatives of student organizations repeatedly expressed deep dissatisfaction with specific instructors as well as entire departments, describing racist interactions with faculty both inside and outside the classroom. Faculty need to evaluate the content of their instruction as well as the sensitivity of their instructional delivery to promote a classroom climate that is conducive to inclusion and *antiracism*.

Engaging all faculty in the work of creating an *antiracist* curriculum will be a key part of this process. Professional development opportunities that help faculty improve their curriculum design and teaching is an important first step. Increasing faculty knowledge, skill, and competency for delivering course content in an antiracist manner will be critical for this process to occur. Increasing faculty capacity and interest to recognize and understand the varying experiences of students regarding race, gender, sexual orientation, disability, and other identity characteristics is also important. The Crown Center is the central office tasked with providing faculty development programming for the college, yet the directorship of the center is staffed on a rotating basis by an appointed faculty member. While a helpful resource to have the Crown Center for faculty development, the organizational structure of the office is not robust enough to support increased professional development opportunities for faculty, and the rotating nature of the directorship presents challenges with consistency in the delivery of programming on highly specialized subjects like *antiracism*.

The “West in Time” requirement was dropped at the end of the 2017-18 academic year in response to student demands. While this action was applauded as long overdue, it also resulted in significant concerns from some faculty regarding issues of academic freedom, course offerings, and teaching loads. The Curriculum Executive Committee moved rapidly at the outset of the 2018-19 academic year to develop a proposal to revise the general education requirements for the college, which are addressed in more detail below.

In 2015, students presented a petition demanding general education requirements that address topics of race, class, gender and sexuality, as well as other marginalized and minoritized identities. In part, this demand arose from concerns among students of color about racism in the classroom (and elsewhere) on the part of their peers. In response to these demands, the Curriculum Executive Committee introduced a proposal during the Block 3 faculty meeting that included a curriculum requirement titled “Learning about Power and Equity.” The rationale for the proposed requirement is as follows: “It is imperative in today’s world to gain a critical understanding of how political, economic, and social systems produce and sustain inequalities and inequities, and how positions and identities related to race, gender, and sexuality create different opportunities, experiences, and perspectives.” The proposed requirement included two components: (1) a one-block course designated as fulfilling the Power and Equity (PE) requirement; and (2) participation in eight activities (e.g., talks, roundtables, performances,

workshops) to help students develop sustained and critical engagement around issues of power, equity, and related topics throughout their years at Colorado College.

During the faculty meeting on November 12, 2018, there were some criticisms offered about the extent to which the proposal to revise the general education requirements effectively addressed issues of antiracism. In a subsequent meeting during the external review residency, one faculty member stated the following: “We still center everything on white students. Why do we need an isolated, catch-all, one-block general education requirement? Power and equity should be integrated throughout the curriculum. The proposal has two blocks of languages—Western languages. Why not two blocks of REMS—recognition of colonialism, empire building, and genocide?” Another faculty administrator put it this way: “On the Block Plan, the first-time students interact with each other is often around high stakes issues in the classroom. Education about race, power and equity needs to be integrated in the student experience from the first moment they arrive on campus.” On November 27, 2018, the Colorado College Student Government Association (CCSGA) Inclusion Committee submitted the following resolution calling on the faculty to halt progress on the new curriculum proposal until the report from this external review has been made public:

We the Inclusion Committee believe that it is in the best interests of the College to align its new curriculum with Colorado College’s contemporary vision and commitment towards anti-racism, inclusion, diversity, and a deep understanding of intersecting identities. We hereby propose that any discussions on the new curriculum should be halted until we receive Dr. Roger Worthington’s residency report in the shortcoming month. This information is crucial to the construction of this new vision and commitment and should be part of the decision-making process with our new curriculum.

This resolution reveals the level of significance some members of the Colorado College community have placed on the external review, and in particular, this report. While the recommendations listed here can serve as a helpful tool, it is important to point out that this report should not be the only guidance for developing *antiracist* curriculum at Colorado College. It is ultimately the responsibility of the faculty to deeply and thoughtfully assess the integration of *antiracism* into the curriculum. With that in mind, we offer the following recommendations:

Recommendations for the Curriculum and Co-Curriculum

Expanding the breadth and depth of the PE requirement. The proposed revisions to the general education curriculum at Colorado College have many strengths. A general education requirement with a central focus on Power and Equity (PE) is a substantial improvement over the current set of requirements as long as the criteria used to approve courses for PE designation are clearly and definitively focused on power, privilege, inequities, oppression, marginalization, and critical theories. Pairing coursework with co-curricular activities introduces a set of expectations that have the capacity to become embedded in the culture of Colorado College. Spreading the co-curricular activities across time has the distinct advantages of expanding the potential impact beyond one course at a particular point in time and incorporating a variety of different types of activities provides multiple pathways for learning. Nevertheless, this well-considered change to the general education requirements of the College is not a quick fix for addressing *antiracism* in the curriculum.

1. A truly comprehensive approach to *antiracism* in the curriculum will require more than one required course with co-curricular activities. It may be possible (even advisable) to consider an expansion of the one-block course requirement into a two- or three-block course requirement, with appropriate cross-counting of PE courses with other requirements in the general education or incorporated into the majors.
2. Require that the co-curricular requirements be fulfilled across four years and mandate that activities offered on an annual or semi-annual basis may not be repeated to fulfill the requirement. Incorporating these criteria into the requirement will increase the effort of the College to offer a sufficient number of co-curricular activities to meet these expectations. Faculty must engage in collaborative partnerships with the administrators and staff responsible for co-curricular activities of the College for this requirement to be fully effective.
3. Review of courses to fulfill the PE requirement should be conducted by a panel of faculty with specialized expertise in contemporary critical race theories. If course review procedures have already been established, then faculty with this expertise should be engaged in those processes as appropriate.

Multi-pronged approach to antiracism across the curriculum. We recommend a multi-pronged approach to deeply integrating *antiracism* across the curriculum (not only in the

general education requirements). This approach would be implemented in a phase-wise fashion of curriculum revision over the course of years, and ultimately have the capacity to result in greater cultural shift for the campus. This effort will require substantial investment in reviews by outside experts. It should be designed as a comprehensive review of virtually all course offerings at Colorado College (including STEM fields), and a review of syllabi and instructional records to provide assessments and recommendations for the integration of *antiracism* across the curriculum. Colorado College currently schedules department and program reviews every 7-10 years. A first step would be to incorporate specialized consultations for antiracism in the curriculum during these regularly scheduled program and department reviews. For departments and programs that are scheduled to receive reviews more than 3 years into the future, the College should arrange specialized consultations to assess their curricular offerings within a shorter timeframe as part of the *antiracism initiative*. Faculty development should be one facet of the departmental curriculum reviews, identifying discipline-specific professional development opportunities for all faculty regarding issues of classroom climate and *antiracism* (see also the faculty development section of this report). Building capacity for faculty and students to engage in difficult dialogues in the classroom, and for staff to promote difficult dialogues in co-curricular programming is warranted—instilling the foundations for systematic, integrated, purposeful, facilitated interactions across differences of identities, values, beliefs, perspectives and worldviews.

Building an infrastructure of incentives for *antiracism* curriculum revisions.

Appendix 2 of the Agenda for the Special Meeting: Tuesday, November 27, 2018 titled Curriculum Development Grants: Diversifying Learning Across the Liberal Arts provides a substantive system of incentives for the development of new or redesigned courses with a focus on power, equity, inequality and/or diverse experiences; offer opportunities to exchange ideas and plans with other teacher-scholars; define clear and consistent learning outcomes; and creates an opportunity to engage in continuous improvement for this effort. The College should further invest in this incentive program to expand the impact beyond courses designed to meet the PE requirement, and toward a system of rewards and accountability for all faculty members to increase knowledge and capacity for instructional antiracism activities. A companion program of instructional awards could be developed to provide recognition to faculty who receive positive evaluations regarding an inclusive classroom climate on teaching evaluations.

First Mondays Event series as co-curricular *antiracism* activities. The First Mondays Event series should become an integral component of the co-curricular offerings within the *antiracism initiative*. At present, there is a single allocation of one slot (Block 5) in the First Mondays Event series designated as a themed event around the Dr. Martin Luther King, Jr. holiday. Consistent with the PE requirement proposal, one way to facilitate numerous opportunities to engage in co-curricular activities is to have campus-wide activities with major speakers focusing attention on *antiracism* issues. Potential speakers might include Ibram Kendi (American University), Brittney Cooper (Rutgers University), Lonnie Bunch (National Museum of African American History and Culture), Jelani Cobb (*The New Yorker*, Columbia University), Eve Tuck (University of Toronto), Prudence Carter (UC Berkeley), Michele Norris (The Aspen Institute, Race Card Project), Ta-Nehisi Coates (*The Atlantic*), Robin DiAngelo (author), Christine Stanley (Texas A&M University), Kenji Yoshino (New York University), Shaun R. Harper (University of Southern California), Sharon Fries-Britt (University of Maryland), Joe R. Feagin (Texas A&M University), Julie J. Park (University of Maryland), Joy DeGruy (Portland State University), Cheryl Matias (University of Colorado, Denver), Sylvia Hurtado (UCLA), Nancy (Rusty) Barcelo (University of Illinois), Kimberly Griffin (University of Maryland), Mildred Garcia (AASCU), Leigh Patel (University of Pittsburgh), William Ming Liu (University of Maryland), W. Kamau Bell (CNN). These lectures would help to advance community-wide engagement in the *antiracism initiative* and provide important content for the delivery of *antiracism* across the curriculum. A steady stream of campus-wide lectures on *antiracism* by the major thought leaders in the country would serve as a powerful statement of commitment on the part of Colorado College, as well as establish relationships with those scholars in ways that could help substantiate institutional transformation.

Classroom Climate and Faculty Development

Classroom climate has been one of the prominent themes of concerns raised during the external review, and faculty development emerged very early in the process as a central component of our recommendations for the *antiracism initiative*. Students have registered complaints about experiences of racism in the classroom on the part of some instructors and peers, in the form of (a) microaggressive actions or comments; (b) “spotlighting” (calling on) students who belong to minoritized racial and ethnic groups when discussing topics directly or peripherally related to the racial or ethnic origins of those students; (c) the use of racial epithets

(like the N-word) in the classroom under the guise of “originalism,” free speech or academic freedom; (d) direct statements referring to beliefs about academic or intellectual deficiencies of people belonging to minoritized racial and ethnic groups; (e) direct statements about expectations for low performance by students from minoritized racial and ethnic groups; and (f) faculty, staff, and administrators excusing racial micro- and macro-aggressions on the part of other students or faculty in the classroom—among other examples. As Harper and Davis (2016) point out, faculty members (and others) need to understand that these complaints are about racism, and that it is important for professors to understand and recognize how they say and do things, often unintentionally, that constitute racism in the classroom.

These types of problems were described repeatedly by participants in the external review throughout the residency in ways that corroborate the prevalence, severity, and problems of accountability. These problems have been longstanding complaints by students at Colorado College, and although they commonly occur at other institutions as well, they have been widely known and discussed extensively for many years at Colorado College. Faculty of all racial and ethnic backgrounds reported concerns about problematic practices of their own faculty colleagues and sometimes pointed to a lack of accountability. Students reported their own experiences, retold experiences of their peers, and commonly described a lack of accountability when complaints were registered—but sometimes students also expressed a lack of knowledge about how to register complaints. Staff commonly retold stories they had heard from students who have come to them for support in the wake of experiences of racism in the classroom. Administrators identified racism in the classroom as a frequent problem and expressed concern that the culture at Colorado College does not adequately support a system of accountability that will enable them to respond effectively to student concerns. These are known problems in all of academia—the more central issue to the external review of racism at Colorado College is the lack of accountability and responsiveness, until now.

Harper and Davis (2016) proposed eight actions to reduce racism in college classrooms. Not all of their recommendations are directly applicable to every classroom or to every instructor—but some part of this list will be applicable to everyone. Thus, it is critical for every faculty member to understand and realize that all of these things happen on a regular basis—and belonging to an *antiracist institution* requires that we reflect on our own needs for professional

development and call on our colleagues who need to work on cultural competencies and classroom climate. They are as follows:

- Recognize your implicit bias and remediate your racial illiteracy.
 - Don't be surprised when an African American student (or other student of color) writes well.
 - Stop asking the Latinx student in your classroom (or other students of color) to speak for all Latinx people (e.g., spotlighting).
 - Quit thinking that all Asian American students (or other students of color) are the same.
- Be aware that stereotype threat may be occurring among students of color.
- Meaningfully integrate diverse cultures and peoples into the curriculum.
- Responsively address racial tensions when they arise.
- Recognize that you and your faculty colleagues share much responsibility for racial inequities.

(The article can be found at the following URL: <https://www.aaup.org/article/eight-actions-reduce-racism-college-classrooms#.XA5YMJNKhmA>).

It is fundamentally impossible to develop, master, and consistently exhibit the skills necessary to teach learners from the full range of racial groups and cultural backgrounds we encounter in our classrooms. Some of us have professional development experiences that have prepared us to work effectively across racial and cultural differences, and we all have areas of needed growth to make improvements across the lifespan of our careers—all of us, no exceptions. We also have a responsibility to realize and understand the impact on students when they encounter some of our colleagues who have not had adequate professional development or who have misguided assumptions about the impact of their pedagogical practices on students—and it is incumbent upon all of us to build a community of racially and culturally literate educators. As such, we offer the following list of recommendations designed to foster an antiracist classroom climate:

- If you have never taken the implicit bias test, you can find it here: <https://implicit.harvard.edu>. Take some time to do it now. Ask your colleagues if they have taken the test and encourage them to do so if they haven't.

- If you know that students have complained about their experiences of racism in the classroom in your department or program, raise your hand in a faculty meeting and ask your colleagues to spend some time on the agenda talking about these recommendations.
- Place a written statement on your syllabi that informs students that you are committed to actively working to ensure a positive learning environment for students from all backgrounds, that you—like everyone else in the world—make occasional mistakes despite your best efforts, and that you are committed to talking about and learning from your mistakes.
- Regularly include extra credit assignments on your syllabi encouraging students to write a brief reaction paper using current literature by authors reflecting diverse perspectives on a topic covered in your class (or topics students think should be covered)—consider incorporating readings from these assignments on future syllabi.
- Encourage your department colleagues to adopt the practice of regularly engaging in outside expert reviews of your curriculum for racial inequities and culturally equitable content, including the content contained on your syllabi.
- Utilize the Equity Scorecard (<https://cue.usc.edu/tools/>) in your department to assess how practices in your department might be sustaining racial inequities in student outcomes.
- Formulate *antiracism* faculty development plans for everyone in your department and pursue funding to implement faculty development activities for individual faculty members, programs and departments, and the College as a whole.

Faculty development at Colorado College, as in most institutions of higher education, occurs through a multitude of activities. The Crown Faculty Center serves as the central hub for systematic faculty development activities for the College by encouraging and facilitating the “development and maintenance of imaginative, dedicated, and self-reflective teaching,” and promoting and supporting faculty scholarship, research, and writing. The Center accomplishes these activities through a series of activities throughout each academic year, including but not limited to the new faculty orientation series, the Crown Center’s 2nd Tuesday faculty luncheon series, teaching and learning circles, the early summer faculty retreat, and support for pedagogy and scholarly/creative work, as well as an abundance of other resources for faculty and staff. The Center is run by a rotating, part-time faculty director with a 1/3 teaching load reduction and summer salary support. The director role is intended to be rotated every four years. Equity and

inclusion programming is incorporated into the work of the Center in a variety of programs, including new faculty orientation, the faculty luncheon series, early summer faculty retreat, and outside workshops.

The current director of the Crown Center submitted a proposal for (a) shifting to a co-director model (i.e., two half-time co-directors with 4-year staggered term appointments), (b) funding to hire a senior faculty, tenured co-director for the Center (c) funding for Crown Faculty Fellows program (fellowships would be for either teaching and learning, or research), and (d) request for funding of a paraprofessional in the Crown Center to support administrative activities. Part of the rationale for the proposal was to support inclusive and equity-minded teaching and learning at Colorado College. Although the proposal is a thoughtful and well-reasoned approach to increasing the resources allocated to the Crown Center to enhance the quality of work and broaden the scope of impact of the Center, we believe the proposed resource allocations are quite modest and somewhat conservative.

We believe the College requires a more robust plan for increasing the breadth, depth and integration of *antiracism* faculty development activities on campus, as well as resources allocated for individual faculty members to pursue *antiracism* professional development activities off campus. Expanding the proposal to substantially increase *antiracism* faculty development activities for Colorado College will require an in-depth assessment of current baseline activities, evaluation of additional needs for new programs and activities, as well as a formal plan for the phase-wise development of new organizational infrastructures to greatly expand the scope of impact across the College. We recommend that Colorado College schedule a comprehensive specialized consultation of faculty development for the College as part of the yearlong external review. This specialized consultation should be coordinated with the comprehensive reviews for the curriculum (addressed elsewhere in this report) and classroom climate. All three of these specialized consultations should go hand-in-hand to provide a comprehensive set of external review assessments that have the deepest and broadest impact on teaching and learning at Colorado College.

Faculty Diversity

Efforts to diversify the professoriate has been the focus of national attention across higher education for decades, with only limited success. Taylor, Apprey, Hill, McGrann and Wang (2010) identified two fundamental reasons higher education institutions should have a

diverse faculty: (1) as the population of the U.S. continues to become more diverse, it is essential that we provide a more diverse faculty members as role models for our increasingly and rapidly diversifying student bodies; and (2) there is a compelling case that students are better educated and prepared for leadership, citizenship, and professional competitiveness when they are exposed to diverse perspectives in their classrooms. There continues to be extremely low percentages of underrepresented racial and ethnic group faculty members on the faculties of the top fifty doctoral-granting research institutions. However, despite low percentages of underrepresented faculty in PhD granting institutions, growth in the numbers of doctoral students vastly exceeds the diversification of faculty across higher education—suggesting that faculty diversity is not solely a pipeline issue (Nelson & Brammer, 2010). Although there have been some advances in the presence of women in the professoriate, both women and faculty of color, especially women of color, lag behind their white and male counterparts in climbing the tenure ladder to reach full professor and achieve leadership positions in most higher education institutions. Li and Koedel (2017) reported that women and people of color, especially Black faculty, continue to be underrepresented in higher education academic faculty positions, whereas white and Asian faculty are overrepresented, and competition for hiring and retaining faculty of color and women does not result in a wage premium for those groups. Key to these findings are data that demonstrate that underrepresentation of women and people of color among faculty is not solely a pipeline issue and variance in earned wages is best accounted for by field of study, experience, and research productivity (Li & Koedel, 2017). Instead, implicit bias has been found to be an important factor in hiring and promotion decisions (Lee, 2005).

Faculty diversity has been a persistent focus of student demands for many years—decades—at Colorado College. Over time there have been small advances, as well as setbacks. Colorado College has gradually increased faculty of color across time and at 24% ranks second among peer institutions in faculty diversity.

A substantial number of faculty, staff and administrators, of all racial and ethnic backgrounds, devoted their time during the external review talking about the many challenges, primarily in the form of resistance from some faculty colleagues, trying to improve on the recruitment and retention of faculty of color, and in particular Black faculty. There are only eight Black faculty at Colorado College—only three with tenure. It is much more difficult to determine the numbers of faculty belonging to other racial and ethnic groups due to the practice

of aggregating faculty of color into a single group. There are several departments at Colorado College that have exclusively white core faculty members; and a handful of others with only one faculty of color. About half of the faculty of color at Colorado College have more than one department or program affiliation. These circumstances require remedy—departments, department chairs, search committee chairs, and academic administrators must be held accountable for making progress on faculty diversity. A specialized consultation is warranted to provide expert assessment and guidance on goals to increase faculty diversity.

There were a number of features of Colorado College that were addressed by faculty, staff, and administrators as inhibiting progress on faculty diversity. *Elitism* among the faculty was one of the challenges raised for recruitment and retention of faculty of color. Historically at Colorado College, faculty recruitment has occurred primarily from Ivy League institutions, along with institutions known as “the public Ivies” (highly selective, elite public research institutions). One person described the problem of elitism by drawing attention to the consultant’s doctoral granting institution, saying: “Elitism is a major problem here because the faculty of color often have not attended an Ivy League school, which is the norm for the white faculty. Somebody from UC Santa Barbara, a good school, would never survive here because they would be devalued—they don’t have the pedigree, they don’t come from an Ivy.” In conversations with many faculty members during the residency, a large percentage of faculty members introduced themselves with or mentioned their own elite doctoral institution during the course of the interview—which occurred with such frequency and naturally that it was a noticeable part of the culture at Colorado College. In response to raising this theme with an academic leader, the lead consultant was told, “Colorado College is an elite institution. That is part of our identity; we are not going to change that.” Thus, in the context of aspirations to become an *antiracist institution*, Colorado College will need to find the appropriate communication frame to take pride in its status as an elite institution without continuing to be perceived as *elitist*—which is to suggest that the elite status of the institution has the capacity to attract highly qualified faculty of any racial or ethnic background, but a reputation as *elitist* has undoubtedly fostered a climate of exclusion for many of its faculty of color, which reduces the likelihood of retention over time. Similarly, starting with a short list of doctoral granting institutions from which to search for and select new faculty diminishes efforts to achieve compositional diversity among the faculty, in part because those institutions are granting few doctorates to people of color, and advancing toward the goal of an *antiracist institution*

becomes far more difficult under those circumstances. Addressing elitism at Colorado College is not only a matter of the search and selection process, it is a matter of attitudes and beliefs—that excellent faculty only come from specific institutions and that Colorado College is elite centrally based on the pedigree of its faculty rather than on the achievements of the entire community of scholars of the institution.

Adopting an *inclusive excellence* frame, in terms of faculty diversity (as well as more broadly), is essential to advancement toward antiracism on this front. The American Association of Colleges and Universities (2005) frame inclusive excellence as re-envisioning both quality and diversity—"It reflects a striving for excellence in higher education that has been made more inclusive by decades of work to infuse diversity into recruiting, admissions, and hiring; into the curriculum and co-curriculum; and into administrative structures and practices" (p. iii). Over the past 15 years, inclusive excellence has become a dominant model for higher education equity, diversity, and inclusion efforts, reflecting the belief that excellence cannot be achieved without diversity and inclusion—a premise that is directly applicable to predominantly white institutions with predominantly white faculties. Students in the past two decades have consistently made demands that their colleges and universities increase the diversity of the faculty, in part because they want to learn from role models who look like them, and in part because they understand that the quality of their education is enhanced by the diversity of their faculty, and finally because they recognize that institutions of higher education were established on racist, sexist and elitist foundations.

Recommendations for Faculty Diversity

It was apparent from interviews during the residency that the College will benefit from the development of new policies, procedures, practices and guidelines related to recruitment, search and selection, hiring, retention, metrics, and accountability for inclusive hiring efforts. The implementation of evidence-based practices has the potential to significantly improve the outcomes of diversity hiring efforts. Although some departments and programs are actively engaged in the implementation of evidence-based practices for inclusive hiring, other faculty highlighted challenges inherent to the lack of consistency in the application of institutional policies, procedures and uniform practices as barriers to achieving faculty diversity across the College.

Colorado College only recently approved a policy to allow for hiring senior faculty

with tenure. The provost has announced an initiative on campus this year for programs and departments to submit proposals for recruiting senior faculty of color with tenure. We estimate that Colorado College would benefit from 10 new senior faculty of color joining the ranks of tenured faculty at Colorado College to help provide mentorship and administrative leadership on campus—a goal that could take up to three years to achieve. A program to advance cluster hires for senior faculty of color will enhance ongoing efforts to recruit new junior faculty, along with concentrated efforts at retention of current faculty. After three years of combined recruitment and retention efforts, faculty diversity at Colorado College could increase by nearly double the current number.

New senior faculty cluster hires have multiple added benefits beyond increasing the compositional diversity of the faculty. Tenured senior faculty have the capacity to provide (a) mentorship to junior colleagues, (b) program and departmental leadership, (c) service to College level governance and leadership, and (d) service on search committees and tenure committees to recruit and retain the next generation of faculty. Achieving a critical mass of tenured senior faculty should be a high priority for Colorado College. One way to enhance this process beyond opportunities for cluster hires at the senior level is to pursue funding through the Advancement Office to obtain support for endowed professorships for award winning senior scholars of color to join the faculty.

Recruitment and retention are only two components of a systematic, comprehensive effort to diversify the faculty. Community building is an essential component of working toward a campus climate reflected by antiracism. Community building occurs both within the College and in the surrounding community. It became apparent during the residency that there are a significant number of fractured relationships among faculty at Colorado College, a condition that diminishes the workplace environment in some departments, and hinders retention efforts. The College should consider conflict resolution and reconciliation efforts to repairs damaged relationships among colleagues and provide an opportunity for faculty to pursue work relationships that are productive and lead to job satisfaction. The community of Colorado Springs, Colorado is predominantly white and geographically segregated. Some faculty and staff of color live further away from campus (e.g., Denver) and commute into Colorado Springs so they can find community within commuting distance from work. It is understandably difficult to attract more diverse talent to this region under these circumstances. While struggles

related to campus location are acknowledged by members of the College community, steps toward action and engagement regarding these concerns need to be further explored through partnerships with the Colorado Springs civic leadership. Ultimately, work in this area will help to attract diverse talent, as well as retain new faculty after they arrive at Colorado College.

CDO Organizational Structure

The Butler Center has a significant role involving students, administrators, faculty and staff in living out the social justice mission for the institution. Dr. Paul M. Buckley currently serves as the assistant vice president and director of the Butler Center. Established relatively recently in 2014 as part of the Division of Student Life, the Butler Center has expanded the scope of work beyond addressing concerns of student diversity and inclusion to include a broad range of programs and activities involving students, faculty, staff, and alumni. As noted in the Butler Center statement of purpose:

The Butler Center invests in the cultivation of an inclusive campus community where the differences and similarities of individuals and communities are valued and explored through learning, mentoring, advising, facilitating dialogues, and providing a myriad of community-building activities. The Butler Center intentionally interrogates our shared beliefs, practices, and systems toward inclusive and equitable outcomes at Colorado College. (Butler Center Vision and Mission Statements, 2018)

During the course of the residency, there was a substantial amount of discussion among students, staff, faculty, and administrators about the expansive responsibilities that have been located in the Butler Center. Although there were a handful of criticisms of some Butler Center programs and activities, the vast majority of comments included praise for the work of the Butler Center on campus, as well as concerns about the extent to which a small staff in such a small space are spread thin in their capacity to accomplish their charge—and indeed work far beyond their original charge.

One way to advance toward an *antiracist institution*, respond to hate-bias incidents, and address equity and inclusion issues is to elevate the Chief Diversity Officer (CDO) position to a Vice President (VP) role. This VP-CDO should be a member of the President's cabinet and have broad responsibilities working with faculty, staff, administrators, and students. A cabinet-level position is essential in emphasizing the high level and structural importance of such a role as

CDO by having a direct reporting line to the President and advising and updating the cabinet on key racial and identity-based equity issues.

The CDO is an executive leadership role dedicated to implementing and planning equity, diversity and inclusion (EDI) efforts at a college (Williams and Wade-Golden, 2013).

Specifically, Williams and Wade-Golden (2007) highlight eight core areas in which CDOs aid institutions in meeting diversity goals:

- Elevating credibility and visibility of campus diversity by having top-tier leadership dedicated to diversity goals
- Leading strategic diversity planning efforts
- Building new institutional diversity infrastructure
- Enhancing structural diversity and success
- Informing search processes for faculty, staff, and administrators
- Cultivating diversity awareness and appreciation, such as through diversity training and cultural competency
- Interfacing with institutional accountability systems, such as through the conducting of campus climate studies
- Facilitating the development of new academic diversity courses and initiatives including in general education curricula and in faculty development programs

There are several models that Colorado College can consider in reorganizing the Butler Center into a VP-CDO model. Williams and Wade-Goldin (2007) describe three archetypes of CDO vertical structure: the collaborative officer model, the unit-based model, and the portfolio divisional model. The collaborative officer model is characterized by limited human resources, such as only having administrative and student support staff, in which the CDO functions more as a staff-level practitioner rather than a senior campus administrator. The unit-based model still requires that the CDO engage directly in leadership service, but the CDO oversees cultural programming professionals, administrative professionals, and other research or diversity professionals throughout the department (Williams & Wade-Golden, 2007). In the portfolio/divisional model, there are several direct reporting units in a vertically integrated portfolio, and the role of the CDO functions more exclusively in an administrative capacity, overseeing a cadre of directors and professionals engaged in the day-to-day activities of delivering service to campus communities.

The elevation of the VP-CDO to a cabinet-level position will require reorganization of the existing infrastructure for diversity and inclusion on campus. The Butler Center currently includes an Associate Director, a Diversity and Inclusion Programs Coordinator, a Gender and Identity Development Specialist, Coordinator of Mentoring and Diversity Initiatives, and (pending a new hire) an Indigenous/Native American Student Support Specialist. The Butler Center also should be connected to other key campus offices committed to supporting EDI efforts and responding to hate-bias incidents, including: Accessibility Resources, Center for Global Education & Field Study, the Crown Center, and the Title IX Coordinator and the Anti-Discrimination Team. Not all of these offices may share a common reporting line with the VP-CDO, but some would be more essential in the VP-CDO portfolio. The VP-CDO should have the authority (a) to identify metrics used by the College to advance and assess equity, diversity, inclusion, and antiracism efforts; (b) to review and modify efforts designed to recruit and retain a diverse student body, faculty, staff and administrators, including the oversight of equity in hiring practices for the College; (c) to identify needs of the College to require professional development for faculty, staff, and administrators regarding equity, diversity, inclusion, and antiracism efforts; (d) to work collaboratively with the faculty to review the curriculum; and (e) to work collaboratively with staff to advance co-curricular efforts related to equity, diversity, inclusion and antiracism efforts across the college. The new VP-CDO organizational infrastructure should be phased in over two to three years.

Ultimately, the reorganization of infrastructure in personnel, fiscal resources, and space will require extensive planning and negotiation that extend beyond the focal recommendations of this report. Thus, we recommend a specialized consultation that will help Colorado College move from the current structure to an integrated structure based on campus input and needs. Elevating the CDO position to a cabinet-level VP with the reallocation of resources will help to advance and facilitate the scope, capacity, and impact of the *antiracism initiative*.

Communications

At the outset of the external review process, in particular during the preliminary visit by the lead consultant on October 1, 2018, the external review steering committee identified communication about diversity, inclusion, and equity efforts at Colorado College as a potential focus of specialized consultation by the CDIHE. Members of the steering committee noted that there are many good things the College does related to equity, diversity, and inclusion that are

not being communicated throughout the institution, and at times the ways the College communicates about problem incidents contributes to perceptions that the administration is indifferent, denying, or silencing voices that reveal racism on campus. One member of the steering committee pointed out that the College is perceived as communicating about diversity issues only in response to an incident, which makes the administration seem reactive rather than proactive. In addition, the lead consultant emphasized the importance of communications about the antiracism initiative as a means of helping to define the initiative, promoting buy-in and support for the work of antiracism, and publicizing action efforts and progress over the course of time. President Tiefenthaler requested a specialized consultation on diversity communications as part of the external review. Dr. Jobi Martinez was contracted for a 3-day campus visit during the course of the lead consultant residency on November 12-14, 2018. A comprehensive report based on her consultation will be submitted at a later time; the information in the section below provides a set of preliminary observations and recommendations.

Strategic communication research asserts that media elites and individuals with social and political power play a significant role in creating and advancing messages that shape society's perceptions of others. According to framing theory, when strategic communication processes fail to consider political and social power, they participate in the construction of messages that position privileged individuals in the dominant groups in society. Feagin (2010) argues that colleges and universities support and protect the values and ideologies of white individuals through policies, practices, and structures. In order to advance the *antiracism initiative*, Colorado College must confront white racial frames that dominate institutional practices, policies, and discourse.

Colorado College is actively engaged in strategic communication and strategic framing of campus activities and issues of diversity, equity, and inclusion. Like other colleges and universities, Colorado College is engaged in addressing and communicating its support of diversity, inclusion, equity, and anti-racist policies, practices, and structures to dispel notions of racism, inequity, and bias. Despite active engagement in communicating support for diversity, inclusion, and equity, higher education communicators fail to recognize their role in framing. The framing activities Colorado College is currently engaged in requires Communications staff to acknowledge their role in framing, as well as potential unintended consequences to frames that inadequately support the initiative or inadvertently silence voices critical to the initiative.

Strategic Communication Concerns

Communication practices must align and support the antiracism initiative designed to examine and challenge incidents that contribute to an atmosphere of racial injustice. According to faculty and staff, a campus-wide e-mail was sent by the Communications Division that described the racist, sexist, trans-antagonistic email as “spam.” This was an error that was quickly recognized by Communications staff as well as members of the broader campus community. “Spam” is defined as a form of junk mail, or unwanted messages, unsolicited messages that are soliciting sales of products or malware. Describing the previous email as spam inadvertently contributed to a sense of confusion about the campus response to the hateful, offensive, demeaning act, and unintentionally implied a sense of denial or indifference about racism at Colorado College. The email inadvertently perpetuated a frame that administrative leaders are dismissive of persistent racial injustices at Colorado College.

Discussions of the spam email emerged in several meetings with CC faculty, staff, and students. Despite activities and communication since that email, the spam frame (denial, indifference, silencing) remains connected to the president and indirectly to the *antiracism initiative*.

Compositional diversity frame. The pursuit of compositional diversity among students, faculty, and staff is one essential component of advancing an antiracism agenda, yet in- and-of-itself is insufficient to achieve that goal. Commonly, however, diversity efforts often focus almost exclusively on a compositional diversity frame of reference—if we increase the number of X students by Y percent, then we are achieving our goals. Instead, progress made on compositional diversity metrics reflects underlying processes of access and equity, and to a lesser degree inclusion, climate and justice. When an institution is caught in the compositional diversity frame, the focus is persistently on the shift in numbers rather than the actual lived experiences of the people represented by those numbers.

In their efforts to highlight advances in the compositional diversity, Colorado College has been criticized by individuals in underrepresented populations who feel they are being commodified and serving as tokens in the effort to portray the College as inclusive. The use of images of people of color on campus in an effort to advertise the compositional diversity of Colorado College becomes a challenging proposition—effectively communicating the values of Colorado College as an inclusive campus must be balanced with truth in advertising and

concerns about misrepresenting the diversity that actually exists. As one faculty participant in the external review stated, “White students benefit from the portrayal of Colorado College as more diverse than it really is; students of color feel betrayed, misrepresented, and commodified.”

Crisis communication. In a crisis or following a crisis, the reputation of an organization can shift from favorable to unfavorable and can change how stakeholders such as faculty, staff, current and prospective students, and alumni interact with an organization. In crisis communication, reputational capital, the organization’s stock of perceptual and social assets, and the relationship it has with its stakeholders are key in recovering from a crisis. Typically, during crisis communication, organizations participate in communication activities that promote recovery and response. In the response phase, organizations risk losing stakeholders because of the way a crisis is framed or addressed (Coombs, 2007). In crisis communication, a crisis manager establishes or shapes the crisis frame by emphasizing certain cues. Cues often include external causes of the crisis, whether the crisis was accidental or intentional by members of the organization, and who is responsible. Crisis managers responsible for shaping, defining, or establishing the frame also determine how much stakeholders attribute responsibility for the crisis to the organization.

Responding to racism. Responses to racism, in many ways, have shaped how faculty, staff, students, and alumni seek to participate and communicate the *antiracism initiative*. While Communications staff members were considerate and supportive of the antiracism initiative, many expressed confusion on the goals and purpose as well as how to communicate effectively about the antiracism initiative. Initiatives should focus on the specific institutional and social contexts of antiracism such as the curriculum, institutional policies and practices, recruitment, admissions, and communication. The initiative should also promote antiracism as the norm for the organization and educate individuals on how antiracism is translated in society as a whole. Communications in a campaign must reflect the commitment of the institution and attempt to avoid contradictory statements or actions.

Antiracism campaigns should also inform individuals within the organization on how to recognize antiracism practices and activities. This includes educating individuals on what racism and antiracism are, being aware of their consequences, knowing how to intervene, and feeling supported by their organization and social environment. In an anti-racist campaign in Australia (Berman & Paradies, 2008; Donovan & Vlasis, 2006; Rankine, 2014), an organization developed

“What is Racism” and “What is Antiracism” definition guides because of multiple (mis)understandings of the concept and the initiative.

Preparing the Front Line

Preparing the front-line involves training, educating, and informing critical staff, faculty, and administrators on how to strategically communicate, frame, and advance the antiracism initiative. Preparing the front-line includes formulating a strategic campaign plan but also identifying key communicators, what is important to communicate, negotiating contest frames, and ways to engage multiple constituents. Preparing the front-line can be achieved through the formation of a communication action team (CAT). A CAT is recommended by strategic communication experts to successfully advance a comprehensive initiative such as the antiracism initiative. Building a CAT to advance the anti-racist initiative expands participation, provides multiple perspectives, and grounds the plan into the academic enterprise of the institution.

A CAT can support the antiracism frame by working with all communication teams, faculty, staff, students, alumni, and external media in shaping the frame in ways that support each constituent group. A CAT can work to bring together these multiple frames and transform them into subframes that support the main antiracism frame. Subframes and frame dimensions are similar to strategic plan goals. Units within an organization begin to identify how their work aligns with the goal and expected inputs and outcomes.

Inputs > Outputs > Outcomes

Existing antiracism frames will guide the College in developing an antiracism communication plan. An antiracism communication plan will guide the institution in identifying appropriate text, images, communication vehicles, and desired outcomes of the communication plan. Oftentimes, strategic, communication, and diversity action plans focus primarily on inputs and outputs but often neglect outcomes. For example, in diversity and inclusion plans, a commitment is made to increase funding to support strategic diversity hires to increase the compositional diversity of faculty. The desired output is then an increase in the number of faculty from underrepresented groups in various departments. These inputs and outputs neglect the retention strategies necessary for faculty hires to succeed at predominantly white institutions.

Communication inputs should also consider, in addition to providing frames and subframes, communicating these frames, but also developing communication tools that guide faculty, staff, students, and alumni in understanding their roles in the initiative. Guides for

faculty should frame antiracism and faculty commitment to identifying practices in curriculum, hiring, tenure, and engagement with students. Student guides should include their commitment to sharing classroom experiences, student life experiences, promoting dialogue amongst groups, building allies, and other student life activities that promote racism or support antiracism.

Accountability

Accountability refers to assuming responsibility for decisions, activities, programs, structures, policies, procedures, standards, goals, evaluations, outcomes, resources, consequences, and benefits (Garcia, Hidgins, McTighe Musil, Nettles, Sedlacek, & Smith, 2001). In higher education institutions, we are most accountable for pursuing mission-driven goals, activities, and outcomes through the appropriate allocation and use of limited resources (Bok, 2016). The Colorado College mission statement declares that the institution seeks to provide “the finest liberal arts education in the country” and the statement of core values identifies the imperative to learn from diverse perspectives, which provide guiding principles for advancing the antiracism initiative—combined, they reflect the guiding principle of *inclusive excellence* that underlies the mission-driven core of this work. Building on the principle of accountability, the fundamental premise of an external review of racism is an assessment of the historical legacies, traditions, cultural features, policies, practices, standards, and lived experiences of members of the Colorado College community. Ultimately, the central outcome of an external review must be accountability—without accountability the antiracism initiative cannot proceed. Thus, step one of accountability for the antiracism initiative is a series of endorsements from major constituencies across the College, representing students, faculty, staff, administrators and all levels of governance.

Throughout the external review, accountability was a central theme that arose in a multitude of ways. During the preliminary visit one member of the steering committee described the culture at Colorado College as “a libertarian campus with an interpersonal frame of operations” in which things get done on the basis of relationships more so than on formal protocols. Another captured this theme succinctly in this way: “Following rules is not part of our culture.” Numerous people pointed to the positive cultural values of the relational atmosphere at Colorado College—something that has been a pride point for the institution across decades since the advent of the Block Plan and the practice of informality in faculty-student relationships.

However, participants in the external review also pointed to inconsistencies in the application of policies, procedures, and standards across time, place, and persons. Concerns were expressed about accountability with respect to faculty governance, administrative decision making, resource allocations, hiring, tenure and promotion guidelines, disciplinary procedures, due process, confidentiality, classroom climate, teaching standards, faculty teaching and advising loads, professional standards of conduct, security, and responses to racism on campus. Indeed, one of the most common responses to the external review itself was skepticism based on assumptions that follow through and accountability would not be integral to the process. The concerns raised about accountability were so pervasive and wide-ranging that selecting a few exemplars or trying to characterize the entirety of issues would be cumbersome and overly complicated. Therefore, the remainder of this section will focus on a number of specific accountability mechanisms that can be put in place to advance the antiracism initiative. Some of the accountability mechanisms may already exist at Colorado College in one form or another, which may not be known to the external reviewers—however, there were numerous concerns raised about consistency of application and follow through even when specific policies and practices are in place.

Administrative and Faculty Governance Structures

There were extensive concerns about the evolving nature of administrative and faculty governance structures in carrying forward the antiracism initiative. Members of faculty governance committees expressed concerns about the antiracism initiative as a directive from the administration that had not been vetted first through faculty governance, and sometimes perceived it as ill-defined. Other faculty members expressed deep concerns that some of their colleagues were adopting a defensive posture about the initiative because they were uncomfortable with the very notion that an antiracism initiative implied that they (or the institution) were being portrayed as racists. Some faculty and some students simply acknowledged, “Aren’t we all racists?” Others recognized the inherent systemic racism of an institution founded to serve elite, white, affluent constituents, in which the racism “baked in” to the foundations of the College were in need of overhaul before the institution can emerge as a national leader for racial justice in higher education.

The antiracism initiative was described as “changing the way the College does business; modifying standard operating procedures; transforming the institution.” Within that context, the

governance structures of the institution need to begin a process of inward reflection to identify institutional structures related to recruitment, hiring, admissions, retention, success, promotion and tenure, advancement, professional development, leadership, organizational structure, and assess of processes and outcomes inherent to the institutional mission using data-based metrics. In addition, there are administrative committees that are relatively new to the college that have yet to become fully functional within existing structures of governance: The Diversity and Equity Advisory Board, the Extended Leadership Committee; the President's Council. A senior leader wondered whether the College is ready for a Black Faculty and Staff Association. Others speculated whether it would be more effective to organize a "faculty of color" group.

Administrative structures at the program and department level in some places on campus are falling into disarray. There were several concerns about the lack of accountability on the part of department chairs and faculty governance. The practice of appointing department chairs on a rotating basis was questioned on the basis of multiple issues and challenges: (a) newly tenured junior faculty are thrust into department chair roles and forced to make difficult decisions related to senior colleagues who will ultimately cast votes on their promotion to full professor; (b) retaliation by colleagues when chairs rotate out of the role and back to the faculty; (c) the lack of professional development offered to newly appointed chairs; and (d) the relatively small sizes of many departments create numerous problems within the rotating chairs approach (among others). Similarly, the policies and procedures for promotion and tenure were criticized on multiple fronts: (a) over-reliance on teaching evaluations that disadvantage women and members of minoritized racial and ethnic groups; (b) the guidelines have not been updated in many year (even decades); and (c) the policies and procedures are not uniformly applied across departments or across time in ways that foster a climate of equity, accountability, fairness, and consistency. A process of systems level organic reorganization will have significant impacts on the development, endorsements, and implementation of the antiracism initiative. The uncertainty of these changes is producing significant anxiety and requires structured facilitation to move forward. Thus, we recommend a specialized consultation for the entire College on governance and accountability that will provide detailed, specific recommendations for advancement and improvements.

Student Dynamics

Students at Colorado College come from widely disparate backgrounds—socially, culturally, and economically. Part of the mission of Colorado College is to prepare students “for learning and leadership throughout their lives.” This should begin during the marketing and recruitment stages. In the words of an alumnus: “More work has to be done before students enter the institution—we weren’t aware what we were walking into. Focus mentorship on students that are thinking about coming to Colorado College. All students need to be informed about what CC is trying to accomplish.” A faculty member suggested that “some students come to Colorado College not because they wanted the ‘CC—that is Country Club—experience.’ They came to CC because they wanted to go to the best school they got into—which just happened to be Colorado College.” Other students do, in fact, come to Colorado College because of the reputation it has for being “outdoorsy” and having opportunities for block breaks in the mountains skiing or rock climbing. The challenge for Colorado College in this respect regarding accountability, on the one hand means transparency, and on the other hand means actively working to reduce the bifurcation that currently exists along race and class and culture and expectations. According to one alumna: “It is the elephant in the room.”

There are a multitude of ways Colorado College can and should work to reduce or eliminate the bifurcation among groups of students from different backgrounds. Take immediate steps to move away from standard operating procedures for recruitment of students from the same high schools already represented among current students. In the words of one faculty member: “There are high school students in Denver who don’t even know this place exists [because Colorado College is not marketing the school to them].” Engage in intentional efforts to disentangle race and class in the incoming class of students. Declare the antiracism initiative in a way that promotes awareness among all students that they will be offered an opportunity to sign an antiracism pledge or will be held accountable to an antiracism code of conduct.

Advance a program to systematically introduce the antiracism initiative to students before they arrive, during campus visits, integrated into orientation, and built-in to the first-year experience. Develop and promote antiracism as a central feature of outdoor education and field experiences. Advance the integration of courses with a critical lens throughout the curriculum—offering incentives to faculty for revising courses and creating new ones. Develop and offer co-curricular programming that centralizes antiracism and confronts systems of oppression. Begin

working immediately on the multitude of intersecting forms of oppression as an integral component of the antiracism initiative. Build programs that require students from different backgrounds to interact with each other across differences of race, class, gender, sexual orientation, disability, religion, and other identities—offer or require those programs of students across all four years at Colorado College. Develop an algorithm for matching students in the residence halls during their first year so that self-selection into social class cliques is dramatically reduced. Establish atypical living and learning communities in the residence halls specifically designed to break down class barriers and promote interactions across differences. Eliminate the frame that classism and elitism are proxies for racism by intentional, systematic, integrated, purposeful, facilitated, interaction across differences.

Antiracism Pledge or Code of Conduct

This recommendation may be controversial, in part because the recommendation is fundamentally to *explore* these possibilities—as opposed to a definitive recommendation. There are pros and cons to each of these options, and there may be strong preferences on both sides for one or the other, or none at all. Thus, the recommendation is to systematically develop a series of difficult dialogues over an extended period of time, in a variety of different types of forums (e.g., student orgs, department meetings, focus groups, town hall meetings) to discuss and fully vet the pros and cons. Our recommendation is to clearly establish a moratorium on a conclusion to the series of dialogues for a set period of time—this helps to avoid the development of factions that detract from a full dialogue by pushing an agenda for an immediate decision. Give this recommendation some time to percolate maybe as long as a full year or more.

An antiracism pledge would be crafted in such a way as to allow members of the Colorado College Community to sign on voluntarily. It allows for autonomy and personal privacy and self-regulation. It provides a sense of unity on the identity of the campus as an antiracist institution. It is not an enforceable policy. It signifies a common set of principles by which people who choose to sign on are voluntarily agreeing to abide. It becomes a social norming ritual that helps advance the antiracism agenda of the College by choice.

An antiracism code of conduct is a higher stakes idea. It would be a code of conduct, like the honor code, that is enforceable. It would include a set of policies and procedures that would be required of all members of the community. Along with specific advantages, there would also be challenges and hazards. It would create an entity (council) to oversee and enforce the code.

There would be debates and possibly conflicts about how to define what will be included as part of the code, and how to enforce it. There would be risks of a legal nature. Overall, a code of conduct would be much more difficult to develop, implement, and maintain.

Classroom Climate

The vast majority of concerns about accountability reflected concerns about racism in the classroom—either on the part of faculty or on the part of students. Faculty have a role to play in both cases. When confronted with student conduct that reflects racism, faculty should be equipped to respond effectively and decisively to intervene in a manner that maintains the educational atmosphere of the classroom for all students. Classroom management skills to deal with these behaviors do not come naturally to most professors, and faculty development to enhance these skills is a useful tool.

A somewhat more complicated classroom climate issue is reflected in complaints about professors using textbooks with racist imagery or content, using racial epithets in the classroom under the premises of originalism, free speech or academic freedom and other similarly racist behaviors. The College should have clearly articulated procedures for students to register complaints about this type of behavior, and faculty governance should put in place mechanisms for progressive intervention with faculty who engage in this type of conduct. More than one faculty member suggested that Colorado College should adopt a code of professional conduct for professors in the classroom—one that clearly defines unacceptable behavior while avoiding infringements on principles of academic freedom, and provides explicit consequences for code of professional conduct violations.

Faculty governance processes should be in place to establish the code of professional conduct for professors along with guidelines for enforcement. Similar to the student Honor Council, the faculty may want to establish a council for professional conduct as a mechanism of faculty governance for this policy. Department chairs, the dean of the faculty, and the provost may also play critical roles.

Faculty Development

Faculty development is an essential aspect of accountability for issues of classroom climate. We should never assume that faculty arrive already equipped to teach and interact with students from different backgrounds with ease and mastery. Although it is often tempting to presume characterological issues are at play when concerns about racism arise with respect to

faculty behavior, more often than not the issue is one of skill development and experience—even among advanced senior professors. The Crown Faculty Center provides faculty development programming that could be enhanced and focused more directly on the skills faculty need to promote antiracism in the classroom. Additional resources may be necessary to embark on a comprehensive faculty development program designed to equip faculty with the capacity to effectively engage in difficult dialogues teaching and learning, or advance skills for antiracism. Faculty development also has an important role in curriculum development across the College.

Faculty Diversity

Faculty diversity is a multifaceted set of issues for Colorado College. Although 37.5% junior tenure-track faculty belong to minoritized U.S. racial-ethnic groups, only 14.7% of tenured professors belong to one of these groups. Progress in diversifying the faculty is progressing at the junior level but the challenges of retention continue to be problematic as many junior faculty of color leave before achieving tenure. The College has announced a plan to recruit senior faculty of color through cluster hiring procedures—which should begin to shift the burden of leadership and mentorship off of junior faculty in the coming years. More importantly, the College needs to embark on a plan for retention of junior faculty of color that will continue the growth of faculty of color in the tenured ranks.

Department chairs are a critical component of accountability at the department level for the retention of junior faculty (issues regarding the rotating chairs policy will be address next). Evaluations and incentives for department chairs should be used to help advance retention of junior faculty of color. Chairs should be empowered to work collaboratively with junior faculty to develop a plan for mentoring and professional advancement activities. Beyond the department chair, entire departments can be accountable through the application of incentives (and disincentives) that accrue based on their record of recruiting and retaining faculty of color.

Metrics that accurately account for diversity in the faculty should be improved. The practice at Colorado College of aggregating ‘faculty of color’ or ‘U.S. minorities’ in reports should be revised. Although the College may find it necessary to aggregate faculty in this way for specific reporting reasons, the disaggregated data should be available for internal purposes of accountability.

Complaints and Transparency

There were numerous examples of complaints about concerns over racism in which the outcome was unknown. One student told about an incident in which a member of campus security removed a protest flag from a residence hall because he was offended by what he believed was desecration—although the complaint resulted in the flag being returned, the student was never informed about the outcome of his complaint against the officer. Similar concerns were raised about a number of other complaints about faculty behavior in classrooms, student behaviors on or off campus during College activities, and faculty complaints about mistreatment by colleagues, department chairs, and staff. Complaints are registered, and often that seems to be the end of the story. This is a problematic frame for the College. In some cases, it is clear that the College has an obligation for confidentiality, especially related to employment or student records. However, it is critical even in those instances to fully engage the person making the complaint to make sure there are open lines of communication to the extent allowed by law or policy and answer questions directly and honestly. Otherwise, perceptions of sweeping complaint ‘under the rug’ become the dominant narrative and subsequent concerns begin with that assumption. “Inaction” is not the frame the College wants to convey in the context of the antiracism initiative.

Conclusions

Colorado College has experienced a series of racist incidents over the course of more than a decade; and this does not necessarily set the institution apart from other higher education institutions in the country or among its peers, yet the antiracism initiative will place the College at the forefront of work to combat institutional racism. The external review of racism by the Center for Diversity and Inclusion in Higher Education (CDIHE) at the University of Maryland is contracted to proceed over the course of a yearlong effort to begin a process of institutional transformation toward an antiracist identity. The partnership between the College and the CDIHE has the capacity to advance an initiative that is unique and unprecedented—placing Colorado College on the cutting edge of antiracism work in higher education.

This initial report is the culmination of the residency during Block 3 of 2018 by the lead consultant, and the beginning of long-term commitment on the part of the College to build the organizational infrastructure to become an antiracist institution. The residency provided the lead consultant with nearly a month-long immersion into the Colorado College cultural milieu—a deep dive into the Block Plan and the context of this unique elite liberal arts institution. The

report provides guidance for the College on the meaning and underlying assumptions of antiracism. The recommendations contained in the report provide an unflinching, uncensored evaluation of the challenges faced by the institution moving forward in this endeavor. Building on the strengths and unique characteristics of the College, the antiracism initiative will fundamentally change the way Colorado College does business in educating its students for the future.

The report provides guidance for further evaluation and more immediate recommendations for change, touching on themes of anti-Black racism; the Curriculum and the Co-curriculum; Classroom and Faculty Development; Faculty Diversity; CDO Organizational Structure; Communications; and Accountability. Next steps include the selection of additional specialized consultations that will take place over the course of the winter and spring of 2019, building upon the basic observations and conclusions produced by the residency. We have recommended specialized consultations to address (a) anti-Black racism; (b) curriculum changes in line with the antiracism initiative; (c) inclusive hiring practices to address faculty and staff diversity; (d) modifications in the ways Colorado College engages in recruitment strategies for the student body; (e) faculty development issues for antiracism, classroom climate, and difficult dialogues teaching and learning; (f) administrative leadership and faculty governance issues regarding tenure and promotion, faculty evaluations, departmental leadership and the rotating chair policy, and issues of accountability; (g) the organizational infrastructure for equity, diversity, and inclusion and the CDO; and (h) issues of student life related to the bifurcation of the student body in the context of race and class at Colorado College.

During the course of the specialized consultations in 2019, the College will take additional steps to change policies, procedures, practices, structures, and standards to begin the process of becoming an antiracist institution. At the conclusion of the 2018-19 academic year, the CDIHE will provide a comprehensive final report documenting change strategies and providing an implementation plan for the long-term initiative toward antiracism.

Roger L. Worthington, Ph.D.
Executive Director
January 11, 2018

References

- American Association of Colleges and Universities (2005). Making excellence inclusive: Preparing students and campuses for the era of greater expectations. Washington, DC: AAC&U. Available at: https://www.aacu.org/sites/default/files/files/mei/williams_et_al.pdf
- Basham, K. K., Donner, S., Killough, R. M., & Rozas, L. W. (1997). Becoming an anti-racist institution. *Smith College Studies in Social Work*, 67(3), 564-585.
- Brackley, D. (2006). *Justice and Jesuit Higher Education*. Retrieved from: https://www.xavier.edu/jesuitresource/online-resources/documents/keynote_brackley.pdf.
- Crenshaw, K. (1989). *Demarginalizing the intersection between race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics*. University of Chicago Legal Forum, 1989(1), Available at: <https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf>.
- Dancy, T. E., Edwards, K.T., & Davis, J.E. (2018). Historically White universities and plantation politics: Anti-Blackness and higher education in the Black Lives Matter era. *Urban Education*, Available at <https://doi.org/10.1177/0042085918754328>
- DiAngelo, R. J. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston, MA: Beacon Press.
- Feagin, J. R. (2010). *The White Racial Frame: Centuries of racial framing and counter-framing, 2nd*. New York, NY: Routledge.
- George Mwangi, C. A., Thelamour, B. Ezeofor, I., Carpenter, A. (2018). "Black Elephant in the room: Black students contextualizing campus racial climate with the US racial climate. *Journal of College Student Development*, 59, 456-474.
- Goode, Jason R. and Nicolazzo, Z (2016) "Black Lives Matter, But Not Here: A Case Study," *College Student Affairs Leadership*: Vol. 3 : Iss. 1 , Article 2. Available at: <https://scholarworks.gvsu.edu/csal/vol3/iss1/2>
- Harper, S. R., & Davis, C. H. F. (2016). Eight actions to reduce racism in college classrooms. *Academe*, Available at: [https://web-app.usc.edu/web/rossier/publications/231/Harper%20and%20Davis%20\(2016\).pdf](https://web-app.usc.edu/web/rossier/publications/231/Harper%20and%20Davis%20(2016).pdf)
- Kendi, I. X. (2017). Opinion: Racial Progress is Real. But so is Racist Progress. Retrieved from <https://www.nytimes.com/2017/01/21/opinion/sunday/racial-progress-is-real-but-so-is-racist-progress.html>.
- Li, D., & Koedel, C. (2017). Representation and salary gaps by race-ethnicity and gender at selective public universities. *Educational Researcher*, available at <https://journals.sagepub.com/doi/abs/10.3102/0013189X17726535?journalCode=edra>

McTighe Musil, C., Garcia, M., Hudgins, C., Nettles, M. Sedlacek, W., & Smith, D. (2001). *Assessing campus diversity initiatives: A guide for campus practitioners*. Washington, DC: AAC&U. Available at <https://www.aacu.org/publications-research/publications/assessing-campus-diversity-initiatives-guide-campus-practitioners>

Nelson, D. J., & Brammer, C. N. (2010). *A national analysis of minorities in science and engineering faculties at research universities*. Available at: <http://www.cssia.org/pdf/20000003-ANationalAnalysisofMinoritiesinScienceandEngineeringFacultiesatResearchUniversities.pdf>

Pollock, M. (2008). *Everyday antiracism. Getting real about race in school*. New York, NY: The New Press.

Taylor, O., Apprey, C. B., Hill, G., McGrann, L., & Wang, J. (2010). Diversifying the faculty. *Peer Review*, Available at: <https://www.aacu.org/publications-research/periodicals/diversifying-faculty>

Williams, D. E., & Wade-Golden, K. (2007). *The Chief Diversity Officer: A Primer for College and University Presidents*. Available at: <https://drdamonawilliams.com/daw-item/the-chief-diversity-officer-a-primer-for-college-and-university-presidents/>

Worthington, R. L. (2012). Advancing scholarship for the diversity imperative in higher education: An editorial. *Journal of Diversity in Higher Education*, 5, 1-12.

Appendix
Schedule of Lead Consultant Residency

Sunday, Oct. 21	
8:00am 4:30pm–6:00pm	Travel to Colorado Springs Arrival and check-in to CC apartment
Monday, Oct. 22	
8:30am–9:30am	Onboarding and Orientation to Colorado College Residency President’s Office
11:15am–12:15pm	First Mondays Lecture Lynn Hunt – UCLA “The Controversial History of Human Rights”
2:00pm–3:00pm	Meeting with Dean of the Faculty
4:00pm–5:00pm	Meeting with Assistant Vice President and Director, Butler Center
Tuesday, Oct. 23	
8:30am–10:00am	President’s Cabinet Meeting
10:30am–11:30am	Meeting with Vice President for Student Life and Dean of Students
12:00pm–2:15pm	Faculty Executive Committee Meeting
3:00pm–4:00pm	Heads of State Meeting
4:00pm–5:00pm	Meeting with President
Wednesday, Oct. 24	
9:30am–10:30am	Communications Divisional Meeting
12:00pm–1:45pm	Curriculum Executive Committee Meeting
2:00pm–2:55pm	Meeting with Provost
3:00pm–4:00pm	Meeting with Senior Associate Dean of Students
4:15pm–5:45pm	Meeting with Vice President for Information Technology and Chief Technology Officer; Senior Vice President for Finance and Administration/Treasurer
6:15pm–7:00pm	Korean American Student Association and Asian Student Union Meeting
7:00pm–8:30pm	Black Student Union Meeting

Thursday, Oct. 25	
9:30am–12:30pm	Classroom Observation
1:30pm–2:30pm	Meeting with Campus Chaplain
2:45pm–3:45pm	Meeting with AVP and Director of the Butler Center
4:00pm–6:00pm	Steering Committee Meeting
7:00pm–8:30pm	Minority Association for Pre-Health Students (MAPS) Meeting
Friday, Oct. 26	
8:00am–9:00am	Meeting with Director of the Butler Center
9:00am–12:00pm	Classroom Observation
1:30pm–2:30pm	Meeting with Vice Provost
3:00pm–4:30pm	Women’s Soccer: Colorado College vs. Air Force Academy (Optional)
5:00pm–6:00pm	Exhibition Opening in the Fine Arts Center (Optional)
7:00pm–8:30pm	Men’s Soccer: Colorado College vs. Trinity University (Optional)
Saturday, Oct. 27	
2:00pm–3:30pm	QuestBridge Information Session

Monday, Oct. 29	
7:30am–8:30am	President’s Council Meeting
12:15pm–1:45pm	Inclusion Committee Dialogue
2:00pm–3:15pm	Meeting with Office of Outdoor Education; Director of Outdoor Education and Executive-in-Residence
3:30pm–5:30pm	Chairs and Directors of Academic Departments and Programs
5:30pm–6:30pm	Debriefing Chairs and Directors meeting
Tuesday, Oct. 30	
8:00am–9:00am	Meeting with Director of the Butler Center
9:00am–11:45am	Classroom Observation

12:00pm–1:00pm	Staff Council Open Session Meeting
1:15pm–2:00pm	Phone Call with Steering Committee Member
2:00pm–3:00pm	Meeting with Vice President for Enrollment Management
3:15pm–4:15pm	Meeting with Faculty Member
5:30pm–6:30pm	Students for the Awareness of South Asia (SASA) Meeting
7:00pm–8:30pm	Feminist Collective (FemCo) Meeting
Wednesday, Oct. 31	
8:30am–9:30am	Meeting with Vice President for Communications
9:45am–10:15am	Meeting with Faculty Member
10:30am–11:30am	Athletics Divisional Meeting
11:30am–12:00pm	Meeting with Senior Associate Director of Athletics
1:00pm–2:00pm	Meeting with President
2:10pm–3:00pm	Meeting with Fine Arts Center Director and Faculty Member
3:00pm–4:00pm	Tour of the Fine Arts Center
4:15pm–5:00pm	Meeting with Director of Innovation
7:00pm–8:30pm	Multicultural Organization of Students: An International Community Meeting
Thursday, Nov. 1	
9:00am–12:00pm	Classroom Observation
12:15pm–1:15pm	Native American Students Union (NASU) Meeting
2:00pm–3:00pm	Meeting with Interim Vice President for Advancement
3:00pm–4:00pm	Meeting with Campus Safety
4:15pm–4:45pm	Meeting with Director of Human Resources
5:00pm–6:30pm	Dinner with Senior Faculty of Color
7:00pm–8:30pm	CCSGA (Colorado College Student Government Association) Meeting
Friday, Nov. 2	

8:30am–9:15am	Board of Trustees and Cabinet Breakfast
10:00am–10:30am	KPAWNS
11:00am–12:15pm	Meeting with Faculty Member
12:15pm–1:15pm	Board of Trustees and Cabinet Lunch
1:15pm–2:45pm	Diversity Equity Advisory Board Meeting
4:30pm	Travel home
Saturday, Nov 3 – Monday, Nov 5	Break
Tuesday, Nov 6	Travel to Colorado Springs
Wednesday, Nov. 7	
8:00am–9:00am	Breakfast meeting with Faculty Member
9:00am–10:30am	Enrollment Management All Division Meeting
11:00am–11:30am	Meeting with Faculty Member
12:00pm–1:00pm	Academic Department Meeting
1:15pm–1:45pm	Meeting with Student
2:00pm–4:00pm	Language Taskforce Meeting
4:15pm–4:45pm	Meeting with Faculty Member
5:30pm–7:30pm	Dinner with Junior Faculty of Color
Thursday, Nov. 8	
8:00am–9:00am	Breakfast meeting with Student
9:00am–9:30am	Phone call with President
9:30am–11:00am	Classroom Observation
11:30am–12:00pm	Meeting with Director of Campus Safety
1:15pm–1:45pm	Meeting with Faculty Member
2:00pm–3:30pm	Student Life Leadership Team Meeting

3:30pm–4:30pm	Extended Leadership Team Meeting
5:00pm–6:00pm	SOMOS Meeting
6:00pm–8:30pm	Dinner with Vice President for Student Life; Provost; Director of the Butler Center
Friday, Nov. 9	
9:00am–9:30am	Meeting with Director of the Crown Faculty Center
9:45am–10:30am	Meeting with Director of Field Study
2:00pm–2:45pm	Meeting with Faculty Member
3:15pm–3:45pm	Meeting with Student
4:00pm–4:30pm	Meeting with Faculty Member
Sunday, Nov 11	
3-5:30pm	Pick up Jobi Martinez at airport
6-8:30pm	Dinner meeting with Jobi Martinez
Monday, Nov. 12	
9:00am–10:00am	Advancement Senior Staff meeting
10:00am–11:00am	Meeting with President (Introduce Jobi Martinez)
11:30am–12:30pm	Meeting with Faculty Member
1:00pm–3:00pm	Alumni Conference Call
3:30pm–5:00pm	Faculty Meeting
5:30pm–7:00pm	Dinner meeting with Jobi Martinez
7:00pm–9:00pm	Public Lecture: John Kasich
Tuesday, Nov. 13	
8:00am–9:00am	Breakfast with Associate Dean of Academic Programs & Strategic Initiatives
9:30am–11:30am	Planning meeting with Jobi Martinez
12:00pm–1:30pm	Lunch with Faculty Member
1:30pm–2:15pm	Meeting with Faculty Member

2:15pm–3:00pm	Meeting with Faculty Member
3:00pm–4:00pm	Meeting with Faculty Member
4:00pm–5:00pm	Steering Committee Meeting
5:00pm–7:00pm	Conversations on Whiteness Meeting
Wednesday, Nov. 14	
8:30am–9:00am	Phone conversation with Faculty Member
9:30am–10:00am	Phone conversation with Faculty Member
10:00am–2:30pm	Check-out of campus apartment and prepare for departure
2:30pm–4:00pm	Pick up Jobi Martinez; transport to airport; debriefing meeting
4:30pm	<i>Departure – End of Residency</i>