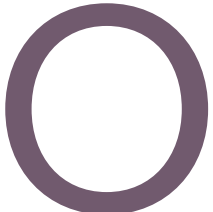




# Our Plan *to Become an* Antiracist Institution

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ur mission – to provide the finest liberal arts education in the country – requires us *to strive for an environment that does not foster negative experiences or outcomes based on race.* With antiracism central to our mission, our faculty, staff, and students will experience greater equity and inclusion, our teaching will become more impactful, and our students will be better prepared to make positive change in the world.

*To work toward this ideal, together, we created this Antiracism Implementation Plan.*

**I**t is a living document that will change as members of our community engage with it and implement its initiatives. It will evolve as we welcome more perspectives to CC, transform our campus culture, learn, and grow. While we may never achieve the goal of becoming an antiracist campus, every step we take toward antiracism will make us better, and prepare our students to push for progress in the world. We will work diligently on this, and we won't stop. This work is our new normal. Colorado College has experienced overt racist incidents in recent years, from students posting hurtful messages on a social media platform to an anonymous, hateful, racist, anti-Black, sexist, and trans-antagonistic email that many CC campus community members received in March 2018. The pain and hurt laid bare by these incidents also uncovered long-experienced racism in classrooms, student extracurricular activities, and the workplace. Student efforts, including a 2015 petition asking the faculty for curricular changes to improve inclusivity, went for years without action. As we strive to offer the finest education, we must acknowledge racism exists here, engage in difficult discussions, and proactively do the hard work of actively opposing racism and setting a more inclusive and equitable course for CC. Racism has been present at CC since its formation, and continues today, in the actions of individuals and groups,

in the outcomes of policies, and in the experiences of our physical environment. Racism remains systemic. We are not in a post-racist society or institution; we feel the effects of racism daily. In Fall 2018, Colorado College underwent an external review of racism conducted by Roger Worthington, Ph.D., executive director of the Center for Diversity and Inclusion in Higher Education. A final report and recommendations were delivered in May 2019.

Over Summer 2019, a small group with representation from the faculty, student body, Board of Trustees, and administration met to draft the goals, strategy, timeline, and metrics for our work going forward. This implementation plan will guide CC's ongoing, long-term efforts toward becoming an antiracist institution. In drafting this implementation plan, the small group considered the key recommendations from the external review report, including developing a collaborative implementation plan for the Antiracism Initiative<sup>1</sup>; building coalitions to develop, advance, and promote the initiative; connecting our core values to antiracism at CC; appointing leadership for equity, diversity, and inclusion; transforming the curriculum to support antiracism; examining and improving diversity and inclusion in enrollment and student life; increasing compositional diversity campus-wide; and developing a strategic communications plan for the Antiracism Initiative.

This document contains the goals, plans, and responsible parties developed by the small group for our Antiracism Implementation Plan.

## LEARN TERMINOLOGY for DIVERSITY, EQUITY, INCLUSION, and ANTIRACISM<sup>2</sup>

### COMPOSITIONAL DIVERSITY

Compositional diversity refers to the degree to which people vary in their racial, social, and cultural identities in an organization or institution. This variation inevitably means that different life experiences and perspectives are also represented.

### EQUITY

Equity is a strategy for achieving equality through policies, practices, and processes that involves consideration of the varying needs people have to thrive and succeed.

### EQUALITY

Equality refers to the degree to which people are treated the same to accomplish fair treatment.

### INCLUSION

Inclusion refers to the degree to which an organization or institution welcomes all its members, encourages everyone to voice their perspectives, does things to make all members feel heard, empowers all members to influence the organization or institution, and fosters a sense of belonging among everyone.

### ANTIRACISM

Antiracism is the active process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes so that power is redistributed and shared equitably. Antiracism is an approach to understanding race, racism, and the evolution of racial ideology that helps us understand the many ways that racism is embedded in the structures of U.S. society, including schools, health care, governments, and banks. Antiracism also helps us better understand how race, racial ideology, and racism shape our understanding of ourselves and others.

### RACISM

Racism in the U.S. is a form of bias, based on prejudice, power, and white supremacy, that includes attitudes, behaviors, and systems that oppress Asian/Asian American, Black/African

American, Latino/a/x, Native American, Alaskan Native, Native Hawaiian, Pacific Islander, and multiracial people and privilege White/European American people. More generally, human beings create systems and organizational structures that reinforce racism. Individual and interpersonal racism is a result of the beliefs, attitudes, and actions of people that support or perpetuate racism. It happens at both an unconscious and conscious level and can be both passive and active.

### BIAS

Bias is a constellation of human cognitive and emotional processes that involve attitudes, beliefs, assumptions, judgments, expectations, and preferences. These processes direct how we behave toward people we perceive as different from us, and are often automatic; they can either be implicit (outside our awareness) or explicit (within our awareness).

### RACE

Race is a socially constructed classification that groups or sorts human beings into various categories based on perceived shared physical and social characteristics.

### OPPRESSION

Oppression is the social act of placing severe restrictions on an individual group, or institution. Typically, a government or political organization in power places restrictions formally or covertly on oppressed groups so they may be exploited and less able to compete with other social groups. The oppressed individual or group is devalued, exploited, and deprived of privileges by the individual or group who has more power.

### MICROAGGRESSION

Microaggressions are behavioral forms of bias that are expressed mostly during interpersonal interactions and are based on stereotypes and prejudice. They are derogatory insults and invalidations that are directed at persons from oppressed groups.

<sup>1</sup> The original text of this document refers to the college's plans and efforts as an "initiative." To convey the essential, critical goals of our community, and to impact lasting change, the college will now refer to the work as a "commitment" outside of the current language of this document.

<sup>2</sup> Provided by the DEI team and the Butler Center. Please see a continually evolving glossary on the website.



# GOAL 1: MAKE DIVERSITY, EQUITY AND INCLUSION CENTRAL TO COLLEGE LEADERSHIP

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## INITIATIVES:

1. Create a campus committee to oversee the work
2. Create a three-person diversity leadership team



# The president and every member of the Cabinet are responsible for making diversity, equity, and inclusion a top priority.

Each division will have measurable diversity, equity, and inclusion goals, and progress toward these goals will be included in Cabinet members' annual evaluations. Rather than relying on one chief diversity officer to oversee the implementation of our antiracism plan, we will build the college's capacity for inclusive excellence by

**(1) creating a campus committee to oversee this work, and**

**(2) elevating the leadership of this work to a diverse three-person team, made up of members with expertise in equity, diversity, and inclusion.**

One member of the team will focus on the academic program; one on students; and one on employees. The team will be dedicated to the college's diversity and inclusion goals, lead strategic implementation, and keep antiracism front and center at the college. The team will introduce the antiracism framework to all incoming trustees, faculty, staff, and students, and develop understanding, accountability, structure, and opportunities for college community members to embrace and further the college's antiracism initiative. These team members will work within their units and across the college. They will be a primary resource for the college's Diversity and Equity Advisory Board, working together and meeting regularly with the college president. They will

have primary responsibility for the day-to-day implementation of the plan and ensuring that the campus committee has the information necessary to oversee this work. This three-person approach will improve efficacy and accountability in this work, allowing for greater reach and collaboration. The team, comprised of diverse candidates identified through national searches, will improve this evolving implementation plan and provide leadership to ensure that the plan is carried out. We hope to draw a robust pool of internal and external candidates.<sup>1</sup>



Rosalie Rodriguez, senior associate dean of students for diversity, equity, and inclusion and director of the Butler Center

**The new senior associate dean of students/director of the Butler Center** will be one member of this team, focused on anti-

racism, diversity, and inclusion in student life. This focus will alleviate the heavy workload carried by the Butler Center staff, vice president and dean of student life, and others, who have previously guided efforts collegewide. The position of assistant vice president/director of the Butler Center will be eliminated at the end of the 2019-20 academic year as we shift to this new student-focused structure,



Being antiracist means that every Colorado College policy, procedure, and practice intentionally and strategically combats racism and the ways of thinking that support it. An antiracist commitment requires that we recognize and acknowledge what racism looks like at Colorado College. This is hard work that might inspire resentment, fear, incredulity, frustration, and anger in many members in our community, but as author Ibram X. Kendi says, "the only way to undo racism is to consistently identify and describe it — and then dismantle it." We must address how our various institutional policies and practices reproduce racial and other kinds of inequities and dehumanize human beings in all their glorious individuality and potential. As we create change, it is essential to develop systems and practices of accountability.

**- CLAIRE OBERON GARCIA**  
dean of the faculty, provost,  
professor of English

<sup>1</sup> In June 2020, the college hired new leaders for senior associate dean for equity, inclusion, and faculty development and senior associate dean of students for diversity, equity and inclusion/director of the Butler Center, and named an interim director of diversity, equity, and inclusion for staff. A new assistant vice president for diversity, equity, and inclusion for staff and administrative operations was hired in August 2021.

# Why Three Instead of One?

By **Claire Oberon Garcia**

Colorado College's commitment to become an antiracist institution compels us to make substantive changes in all areas of college life and activity. To combat racist ideas, policies, and behaviors, we must develop and implement antiracist ideas, policies, and behaviors. We can only do this on the ground level, with the guidance of people who have deep expertise in the areas of academics, human resources, and student life.

The traditional chief diversity officer model is not an effective way of transforming an institution structurally and culturally, and is not consistent with CC's decentralized, non-hierarchical culture. The illusion that a high-level administrator who sits on the Cabinet will be able to construct systems of accountability and change racist policies and practices campus wide is just that — an illusion. Antiracism doesn't happen top down. It happens on the front lines of the classrooms, departments, offices, and programs. We need people who have the expertise and authority to give informed support and guidance on the ground level with individuals who are doing work every day in their particular areas. Every current policy and practice must be scrutinized under an equity and inclusion lens, and when necessary, new policies and practices must be put in place. No one person has the necessary expertise to do this in-depth analysis and to help those responsible in different areas make real change.

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**Parties accountable:** President, Cabinet, and Extended Leadership Team, including associate vice president of human resources<sup>3</sup>

and the new position will report to the dean of students/vice president for student life. Under this new model, the Butler Center will focus on student support – as was its original intent – but also continue to work campus-wide via the collaborative leadership team.



Peony Fhagen, senior associate dean for equity, inclusion, and faculty development

A senior associate dean of the faculty for diversity, equity, and inclusion will focus on academics, working with faculty to examine and develop the curriculum, diversify the faculty, and improve the classroom experience. The new dean<sup>1</sup> will be a member of the faculty, report to the dean of the faculty, oversee the Crown Faculty Center, and work closely with its director. The faculty completed a general education review and revision in May 2019 and adopted a new general education program and curricular requirements, with a central imperative to examine power, diversity, and inequality. The new dean will work with faculty as they transform the curriculum, teach a diverse student body, understand student demographics and classroom climate, and work to improve self-awareness around these issues.



Eric E. Lee, assistant vice president for diversity, equity, and inclusion for staff and administrative operations

A diversity and inclusion leader in human resources<sup>2</sup> will manage these efforts as they relate to employees. In recent years, in addition to working with students, the Butler Center has worked in partnership with HR's Excel at CC professional development program to facilitate educational opportunities for faculty and staff. The new diversity and inclusion manager in human resources, reporting to the associate vice president of human resources<sup>3</sup>, will now lead this work with employees, providing foundational principles and practices; teaching about racism; cultivating an appreciation for equity, diversity, and inclusion; and helping employees champion antiracism. This new role also will inform search processes; work toward improving diversity and inclusion in staff recruiting, hiring, and retention; and respond to bias incidents in the workplace.

**The Antiracism Plan Oversight Committee** is charged with ensuring that the initiatives of the antiracism plan are being implemented and assessing the impact of these initiatives. The committee will provide an annual progress report to the Board of Trustees Executive Committee. The committee will include students, faculty, staff, and the president of the college. The CCSGA vice president of inclusion is an ex officio member, as are the staff and faculty co-chairs of the Diversity and Equity Advisory Board and the three-person leadership team (the chair will rotate among the team members). Other members will be appointed by CCSGA, Staff Council and the Faculty Executive Committee.

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<sup>1</sup> Per an earlier note, the senior associate dean for equity, inclusion, and faculty development was hired in June 2020.

<sup>2</sup> A new assistant vice president of diversity, equity, and inclusion for staff and administrative operations was hired in August 2021. Note the updated title for this position.

<sup>3</sup> This position no longer exists. The accountable party is now the senior vice president for finance and administration.



Colorado College’s commitment and work towards becoming an antiracist institution is fundamental to creating a culture around campus that can acknowledge the lived experiences and realities of our Black, Indigenous, and People of Color community members. The onus of racism’s legitimacy no longer lies on the shoulders of those who experience it but is rather a responsibility everybody must take ownership of.

– CAMERON MONGOVEN '21



The Antiracism Implementation Plan challenges me to think more critically about every decision I make and every program we put on in Campus Activities. It challenges me to continue my development and education as an equity-focused and student-centered person and professional. On the job, this means redesigning some of our traditional campus programs in order to stop prioritizing tradition over students’ lived experience — just because CC has always done something one way doesn’t mean that is the right, most just, or inclusive way to move toward progress and antiracism. I encourage my team and colleagues to slow down (which can be antithetical at times to the Block Plan), and think about whether our events live up to our goals and values as an institution.

- **AMY HILL**, director of campus activities and student orientation



Antiracism is the active, daily, ever-evolving detangling, interrogation, and rewiring of the systems that have performed the maintenance of white supremacy. Antiracism is not a destination. It is an arduous process of deconstruction toward a radical liberation that will fulfill the true potential of this nation.

What that pledge to me meant was an acknowledgment that a) racism still exists and is very much alive in Colorado Springs and on the campus b) there is work to be done consistently and it will be a process. But the full-throated statement and aspiration to become an antiracist institution, and the dedicated funds for that endeavor was and is bold. It’s up to us as a collective to continue the way in a variety of scalable ways.

- **IDRIS GOODWIN**, director of the Fine Arts Center



I tell my students that only when we can dream of a better future will we get to make the realities that follow it. In my vision, we will have a more open exchange of ideas, a less defensive posture, and a more authentic multicultural perspective.

It makes me glad that we are openly having complex conversations. It has allowed me space to bring difficult conversations on race and racism into my classroom more confidently. It has allowed me to learn a lot about myself and grow in the process. It has made me a little less judgmental and more open to listening to ideas and recognizing the anger and hurt that various people are feeling or experiencing. It makes me believe healing is possible.

- **NEENA GROVER**, Verner Z. Reed Professor of Chemistry and Biochemistry, faculty chair of Diversity and Equity Advisory Board





## GOAL 2:

ESTABLISH ANTIRACISM, EQUITY,  
AND INCLUSION AS FOUNDATIONAL  
TO OUR COMMUNITY EXPECTATIONS

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### INITIATIVES:

1. Review and revise college policies, procedures, handbooks, and practices
2. Review and revise the college mission and core values

Because racism is systemic and institutional, we will critically examine our outcomes, policies, handbooks, procedures, practices, and daily operations to find areas where inequities, bias, and injustice are embedded.

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This work has started and will continue with a lens to see where policies, procedures, and guidelines contribute to or maintain racial hierarchies, pose a threat to racial justice, hinder our efforts toward greater diversity and inclusion, or foster bias. Policies, procedures, handbooks, and practices will be updated to ensure they support and do not thwart the antiracism initiative.

This goal will include a review and revision of the college mission and our core values to ensure that they communicate our priorities in this realm.

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**Parties accountable:** Board of Trustees, president, provost, dean of the faculty, vice president/ dean of students, vice president for communications, associate vice president for institutional planning and effectiveness, and the new diversity and inclusion team members noted on page 3-4.



An antiracist CC is a place where the community is actively questioning actions and policies to see where they have a discriminatory impact. This happens at an individual level as well as a systemic policy level. It's a place where funding is equitable, and where the college repairs the damage that has been done by its policies.

To be a part of this plan for me means to look at the work of my office, the Center for Global Education and Field Study, and evaluate the impact of policies, funding decisions, and initiatives from an antiracist perspective. It also prompts me to examine my own biases, attitudes, and actions, and to keep working on my own journey of understanding and change through education and being in community with others who are striving to be antiracist.

- **DREW CAVIN**, director of field study



## GOAL 3: INVEST IN STUDENT ANTIRACISM RESOURCES AND EFFORTS

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### INITIATIVES:

1. Identify needs, programming, and support systems for all marginalized students
2. Establish internship, research, service, and employment opportunities for students to work on the antiracism initiative
3. Provide grants for students to work on specific action steps for the antiracism initiative
4. Reassess the Butler Center



We are dedicated to providing holistic advising that supports all students as they work to achieve their educational, professional, and personal goals.

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This approach helps students learn and grow in an inclusive, innovative, and collaborative community. Our work has begun with the Advising Hub and initiatives such as the elder-in-residence. We will continue to strengthen and assess these efforts, and build upon them.

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In an effort to best support students from all marginalized groups, we will engage outside experts to conduct focus groups, identify needs, and recommend programming and support systems.

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We began this effort with Indigenous students in Summer 2019 and a focus on the needs of Muslim students in Block 4 2019. We will examine the needs of Black, Latinx, international, LGBTQIA+, Asian American, first generation, and other groups of students – as well as examine intersectionality – throughout 2020.<sup>1</sup> We welcome suggestions for additional consultations.

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On-campus internships – with the opportunity to earn academic credit – as well as summer research, service, and student employment opportunities, will be established for students who work on the antiracism initiative.

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To support student coalition building for the antiracism initiative, antiracism grants will be established for students proposing to work on specific action steps for the antiracism initiative.

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The Colorado College Student Government Association and Academic and Student Life Divisions will ensure that student funds are allocated equitably. The new senior associate dean of students for diversity and inclusion/director of the Butler Center will train all student group leaders who receive funding.

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With input from a series of focus groups being conducted during the 2019-20<sup>1</sup> academic year, we will reassess the Butler Center.

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We will look closely at clarifying expectations and reallocating resources to focus on student needs and achieving goals.

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**Parties accountable:** Board of Trustees, president, provost, vice president for student life/dean of students, vice provost, and the new senior associate dean of students for diversity and inclusion/director of the Butler Center

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As a woman of color whose time at CC has been marked by the antiracism initiative, the Antiracism Implementation Plan has shaped my experience as a student. Even in my short time as a student here there have been massive shifts in the campus culture as a direct result of the plan, whether that is in the way that professors write their syllabi or in the ways that offices around campus interact with students, or something else completely. I know that there is a lot of work to be done, but I know that as a community, if we are willing to put in the work, we can get it done.

- **SAKINA BHATTI '22**, former CCSGA student body president

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<sup>1</sup> This work continues beyond 2020 as part of the college's ongoing commitment to antiracism.





## GOAL 4: SUPPORT & ENGAGE ALL FACULTY AND STAFF IN ANTIRACISM WORK

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### INITIATIVES:

1. Develop evaluation criteria and reward systems to ensure that antiracism work is considered in annual reviews for faculty and staff
2. The Crown Faculty Center will create a shared foundational understanding of race, racism, and racialization — including fostering a shared language and increasing institution-wide antiracist communication — and enhance opportunities for cross-disciplinary collaborations
3. Faculty will develop college-wide framework for antiracist course offerings
4. Faculty grants will continue to be awarded to develop new courses or redesign existing courses to diversify the curriculum
5. Staff professional development as it relates to antiracism efforts will be assessed and modified, and incorporated into employment processes

Our faculty and staff of color have for decades advised, worked on committees, responded to incidents, supported students and one another, taken proactive measures, and stayed committed – while experiencing blatant hurt and racism.

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They have consistently done the heavy lifting, making CC a stronger community. That work must be honored and recognized. We will increase our support for faculty and staff of color here today, acknowledging the profound impact they have at CC already, and developing their leadership so they can have even greater effect.

Each division and department will engage in diversity, inclusion, and equity work. As part of their requirement for service at Colorado College, faculty and staff members will dedicate efforts toward community building, campus antiracism work, and mentorship of students.

For the work of antiracism to be successful, all faculty and staff must see it as part of their responsibilities to the college, and as something for which everyone must be held accountable. The Faculty Executive Committee, in collaboration with the provost and the dean of the faculty, will develop faculty evaluation criteria and reward systems to ensure that antiracism work (including publicly engaged scholarship) is considered in annual reviews,

promotion and tenure, awarding of professorships, and post-tenure reviews. Similarly, human resources, in collaboration with Staff Council, will develop evaluation criteria and reward systems that become part of annual performance reviews for staff.

The Crown Faculty Center's work and leadership will be expanded and resourced to reflect the centrality of this work. The new dean for diversity, equity, and inclusion<sup>1</sup> will oversee the Crown Faculty Center and help the center work toward creating a shared foundational understanding of race, racism, and racialization, fostering a shared language, increasing ease of institution-wide communication on what is meant by antiracism, and enhancing opportunities for cross-disciplinary collaborations. This will include course content selection, pedagogy/teaching a diverse student body, student demographics/classroom climate (especially considerations for minoritized students), and instructor self-awareness relating to identity, social location, values, and assumptions.

The new dean also will work with faculty to develop a college-wide

framework for antiracist course offerings that is broad enough to allow departments to tailor it to specific disciplinary needs, yet also specific enough to address essential elements of a holistic approach to an inclusive curriculum. Faculty will learn to effectively design syllabi that reflect the values of antiracism and inclusive education.

The college will continue to award faculty grants to develop new courses or redesign existing courses to diversify the curriculum, with a specific focus on including and addressing issues of equity, power, inequality, and diverse experiences.

The new diversity and inclusion leader in human resources<sup>1</sup> will work with Staff Council and all staff to manage antiracism efforts as they relate to staff. Existing educational offerings for faculty and staff such as Good to Great and Toward a Daily Antiracist Agenda will be assessed, modified, led, and managed by this team member. This work will be incorporated into search processes, recruiting, hiring, retention, and in response to bias incidents in the workplace.

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**Parties accountable:** Board of Trustees, president, provost, dean of the faculty, Faculty Executive Committee, human resources, and Staff Council will oversee this work in their respective areas in 2019-20<sup>2</sup>; the new dean for diversity and inclusion and the new human resources diversity and inclusion leader<sup>3</sup> will join the team in 2020-21.

<sup>1</sup> See notes regarding new DEI hires on page 4.

<sup>2</sup> This work continues beyond 2020 as part of the college's ongoing commitment to antiracism.

<sup>3</sup> See notes regarding new DEI hires on page 4. The new staff diversity and inclusion leader is now part of finance and administration.



## GOAL 5: MAKE ANTIRACISM A CENTRAL VALUE IN CC'S ACADEMIC AND CO-CURRICULAR PROGRAMS

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### INITIATIVES:

1. Create new curriculum that incorporates and encourages the development of courses and learning opportunities that challenge racism and racist legacies in the U.S., globally, and in academic disciplines
2. Develop one course in each of six “Learning across the Liberal Arts” categories
3. Conduct a curriculum review and mapping process to address gaps and ensure that principles of diversity, inclusion, and antiracism are helping to guide course offerings across the entire curriculum
4. Review and enhance co-curricular programming to ensure that antiracism efforts are supported in all activities

The faculty adopted a new general education program and curricular requirements in May 2019, to be implemented in the 2020-21 academic year<sup>1</sup>.

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**T**he Curriculum Executive Committee — with representation from faculty, students, and staff — determined that an examination of power, diversity, and inequality would be a central component in the new general education program.

This new curriculum incorporates and encourages the development of courses and learning opportunities that challenge racism and racist legacies in the U.S., globally, and in academic disciplines. It eliminates the West in Time requirement and adds a two-block Equity and Power requirement. Students will take one course in each of six “Learning across the Liberal Arts” categories: Analysis and Interpretation of Meaning; Creative Process; Formal Reasoning and Logic; Historical Perspectives; Scientific Analysis; and Societies and Human Behavior.

The college will conduct a curriculum review and mapping process during the 2020-21 academic year<sup>2</sup>, which will be led by the new dean<sup>3</sup> and director of the Crown Faculty Center in collaboration with the dean of the faculty and CEC. The intent of this review is not only to help ensure the new general education requirements are in place, but that we can address gaps and ensure that principles of diversity, inclusion, and antiracism are helping to guide course offerings across the entire curriculum. Department external reviews will also include assessment of antiracism progress.

Co-curricular programming will be reviewed and enhanced to ensure that antiracism efforts are supported in all activities.

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**Parties accountable:** Board of Trustees, president, provost, dean of the faculty, vice provost, vice president for student life/dean of students, new dean for diversity and inclusion, and Curriculum Executive Committee

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<sup>1</sup> New general education program and curricular requirements were enacted in May 2019 and apply to students who started in the 2020-21 academic year.

<sup>2</sup> This process was completed in the 2020-21 academic year.

<sup>3</sup> See notes regarding new DEI hires on page 3.



For me, our commitment to antiracism means more constant reflection on personal privilege and positionality. It means centering our attention on examples of explicit and structural (perhaps unconscious) racism. It means working to understand and to empathize with historically marginalized groups, although I cannot fully comprehend. And it means having frequent conversations about and through uncomfortable topics, with the purpose of respect and dignity to all.

- **DANIEL JOHNSON**, professor of economics and business



## GOAL 6: INCREASE COMPOSITIONAL DIVERSITY OF CC COMMUNITY

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### INITIATIVES:

1. Extend admission efforts to high schools in major urban areas that draw from a range of races and ethnicities
2. Make changes in the allocation of aid resources to help address pervasive inequities present throughout much of higher education
3. Increase the hiring of faculty, staff, and short-term employees from underrepresented groups and enhance retention efforts to ensure that new hires succeed and thrive
4. Implement new hiring practices across the college to make diversity a priority and to minimize implicit bias
5. Ensure the college's changing demographics are reflected in the Board of Trustees and alumni and parent groups



To increase the compositional diversity of CC's student body, the Office of Admission will extend its reach to high schools in major urban areas that draw from a range of races and ethnicities.

**T**hese efforts will also improve CC's socioeconomic diversity. The college will communicate truthfully and transparently about the current characteristics of the student body and communicate the antiracism initiative as a set of transformative experiences designed to engage students in new ways of seeing and understanding the world.

The college is committed to raising funds and making significant changes in its allocation of aid resources to help address pervasive inequities present throughout much of higher education. As one example, the Campaign for Colorado College has set a goal of raising \$100 million for financial aid, including \$20 million for the Colorado Pledge, which supports Colorado students from low- and middle-income families by making a CC education as or more affordable than attending the state's public flagship university. In addition, the college has committed to launching the Stroud Scholars initiative. This program will begin in Summer 2020<sup>1</sup> with its first class of 25 students from low-income families who have just completed their first year at an under-resourced Pikes Peak area high school. The college readiness program will support these students throughout their high school careers with summers

on CC's campus. Students who successfully complete the program will receive automatic admission and a full-need scholarship to CC. If the program is a success and we can raise additional funds, we will expand the Stroud Scholars initiative to include Denver students and Southwest Native American students.

On the faculty side, the provost and the dean of faculty are working to ensure that the diversity of CC's faculty and curricular offerings continue to increase, and that faculty from underrepresented groups not only join the college but succeed and thrive.

This work includes both requiring and fostering the development of search processes that reduce implicit bias and result in more diverse candidate pools, investing in professional development and community resources for faculty of color, and implementing a new hiring initiative that seeks to recruit faculty from under-represented groups at the tenured level. Data show that cluster-based hiring of senior faculty is one of the fastest and most important ways to not only diversify faculty ranks, but also ensure success at the junior level, because senior faculty are essential for both mentorship and



When you are trying to be an antiracist organization, there are several things to keep in mind.

1. No one gets to opt out of the practice of being antiracist. There's no cheat sheet and there is no end to the practice.
2. It's better to go through the process together so you can radically change the system with everyone participating. We need everyone.
3. It's a transformative process.
4. It calls on us to permanently change and that is hard. Yes, it's uncomfortable. All change is.
5. Have some compassion for yourself and for those who are genuinely struggling to learn the practice. This work is about vulnerability and being human. We recognize we are imperfect. We realize we won't always get it right. We forgive and keep practicing because we care and we want to be different.
6. Being antiracist is a starting point because all oppressions are interconnected. Don't stop at being antiracist. Move from there to intersectionality.
7. TRUST that being antiracist creates a more equitable place — even if you might not be there to experience what that feels like. Even if the equity is imperfect!
8. You cannot be antiracist without talking about money and power.

- **NANCY HERNADEZ '96**, alumna and activist

<sup>1</sup> The Colorado Pledge program was implemented in 2020, yielding 134 admitted students from Colorado, 26% of whom qualified for the program.

for reducing burdens too often borne by pre-tenure faculty members. In addition, tenured faculty bring both the experience and job security necessary to help advance antiracism goals more broadly. Searches under this program have begun<sup>1</sup>, and we intend to continue this hiring initiative for at least three more years so that a significant new cohort of tenured faculty with representation across the college is in place by 2023.

The college will also take advantage of the Block Plan structure to increase shorter-term but meaningful engagements from distinguished visiting teacher-scholars and to host additional diversity, equity, and inclusion fellows in various co-curricular programs who can also contribute to these goals. Also, while the college has made progress since 2011 in hiring a more diverse faculty, some departments do not reflect that progress. The dean of the faculty will work with those departments to ensure their hiring processes employ best practices for recruiting a diverse faculty.

Increasing compositional diversity will also be a priority in staff hiring and retention, with both the associate vice president of human resources<sup>2</sup> and the new diversity and inclusion leader for human resources<sup>3</sup> carrying responsibility for ensuring that hiring practices across the college make diversity a priority and are designed to minimize implicit bias. Finally, and of importance, the Board of Trustees and alumni and parent groups should reflect the changing composition of the student body, faculty, and staff.

Hiring diverse faculty and staff must be complemented with focused retention efforts. The first initiative for our new diversity and inclusion leader in human resources will be to develop a set of initiatives to support faculty and staff of color as they transition to working at CC and living in Colorado Springs. The latter will include a new program to build community for CC's faculty and staff of color with other professionals of color in Colorado Springs.

Compositional diversity is an essential step, but it must be coupled with creating an inclusive environment in which structural racism, overt and implicit bias, and other forms of inequity are minimized. That is why the central goals of this implementation plan focus on inclusion and antiracism.

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**Parties accountable:** Student diversity – Board of Trustees, president, vice president for enrollment, and vice president for advancement. Faculty diversity – Board of Trustees, president, provost, and dean of the faculty. Staff diversity – Board of Trustees, president, senior vice president for finance and administration, associate vice president for human resources<sup>2</sup>, and new human resources position for diversity and inclusion<sup>4</sup>. Board of Trustees and Alumni Association Council Diversity – Board of Trustees, vice president for advancement, and director of alumni and family relations.



<sup>1</sup> Hiring diverse faculty is an on-going commitment of Colorado College.

<sup>2</sup> This position no longer exists. The accountable party is now the senior vice president for finance and administration.

<sup>3</sup> See notes regarding new DEI hires on page 4.

<sup>4</sup> See notes regarding new DEI hires on page 4. The new staff diversity and inclusion leader is now part of finance and administration.





**Q:** What does it mean for CC to be an antiracist institution?

**A:** This is a critical and necessary step we must take, and the journey will never be over, but we have to continue making progress.

**Q:** How does CC’s Antiracism Implementation Plan affect you individually?

**A:** I have to ask myself continually *what I can start and stop doing to work toward becoming antiracist*; I have my own work to do, as we all do.

– **ROCHELLE T. DICKEY, '83, P'19**, dean of students & vice president for student life



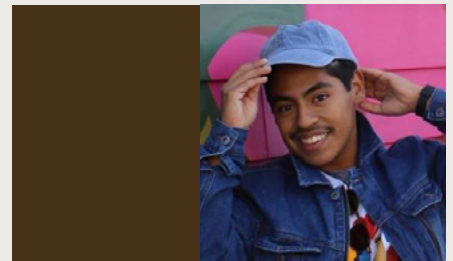
For me, antiracism at CC looks like a constantly evolving goalpost. I know that in some situations, this type of plan can feel frustrating, but I think that if we as a community look at the Antiracism Implementation Plan as something that is not stagnant, we can hold ourselves accountable to the work of being antiracist. In considering what an antiracist institution looks like, I think the most important things are that the voices and experiences of everyone on campus are equally valued, and that that no one on campus is at an advantage simply because of their identity. It looks like all students having equitable access to resources, no students feeling marginalized or tokenized in classrooms or outside, and every student having their basic needs met.

– **ELLIOTT WILLIAMS '21**, former student trustee



If the majority of the CC community were antiracists, working together to develop policies and actions that counter racism, I would feel more welcome, safe, and free to do my best work and continue to grow in community and collaboration with others on campus. People of color can never feel fully welcome and respected in a space in which their experiences and pain related to racism are disregarded to protect the privileges and comfort of those who benefit from systemic racism. I look forward to the day I can work freely with my fellow CC community members to build a more equitable and racially just society, confident that we share a commitment to the difficult but necessary work of antiracism.

– **CHRISTINA LEZA**, associate professor of anthropology



Antiracism means being willing to examine both our own actions and that of others under the righteous scrutiny of racial equity and reparation. It means ridding oneself of prior beliefs of one’s status as “racist,” “not racist,” and “antiracist.” An “antiracist” person (or institution) will actively make attempts (visible and unchampioned) to change the narrative of race in America.

CC being antiracist means that the college hosts events that honor different populations on campus as well as emphasizes antiracist practices in all that they do — even if it is at the expense of capital.

If CC was already an antiracist institution, I would feel like I fit in more and I would feel less like a “trophy.”

– **FER JUAN DURAN '21**



## GOAL 7: MAKE ANTIRACISM CENTRAL TO CC'S COMMUNICATION

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### INITIATIVES:

1. Conduct a communications audit to examine communications on diversity, inclusion, and antiracism, as well as discourse
2. Highlight achievements and contributions of community members from marginalized groups
3. Develop an antiracist strategic communications plan, including creating a shared understanding and building support for the plan, and keeping the college community informed

The Office of Communications and other campus communicators will be trained to assess past and present communications (as well as what is not said or represented) through the antiracist lens and improve their understanding of how framing can perpetuate stereotypes, bigotry, and racist ideology.

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**A** communications audit will be conducted to examine communications on diversity, inclusion, and antiracism, as well as discourse — the way community members voice their opinions and become informed. The audit will review existing interpretations of antiracism and guide reframing to support the goals of the initiative. This will include celebrating achievements and contributions of community members from marginalized groups. Also, communications policies, practices, procedures, and channels will be studied through a framing analysis. The anti-racism initiative will become a key

theme in CC communications. In recruiting students, faculty, and staff, the goals of the antiracism initiative and transformative experiences associated with it will be communicated, building campus community support for this work.

The Office of Communications will develop an antiracist strategic communications plan. This plan will outline the college's antiracism goals to build a shared understanding of this work and build support for it, and will keep the campus, alumni, and parent community engaged and informed.

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**Parties accountable:** Board of Trustees, president, vice president for communications, vice president for enrollment, vice president for advancement, and director of alumni and family relations



Antiracism means actively acknowledging racism exists here and now; learning; listening; questioning our own behaviors, practices, and systems; and acting to create a more just and equitable world.

If CC became an antiracist institution, we would all grow, in the classroom, the workplace, and in our interpersonal relationships. What an education we could provide for our students!

Every person from marginalized and oppressed groups whose story has not been heard — or heard well — and their skills, talents, and humanity would be honored and welcomed. We've started that process in Communications with *Untold Stories*. We're looking forward to telling and sharing more, not only about how CC is directly practicing antiracism but how our community is growing and adapting to become a better, inclusive place to live, learn, and work.

If we could truly become antiracist, we would identify and defy racism personally and in our policies, practices, and systems, and change. We would learn more, achieve more, be more. Imagine our graduates going out into the world and carrying on the antiracism work that was developed, modeled, and taught at CC. That's powerful!

- **JANE TURNIS**, vice president for communications









## OUR COMMITMENT TO ANTIRACISM

Our antiracism initiative is a college-wide effort to actively examine and oppose the ways that racism exists and persists at CC. With antiracism central to our mission, our faculty, staff, and students will experience greater equity and inclusion, our teaching will be more impactful, and our students will be better prepared to make positive change in the world.





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[www.coloradocollege.edu/antiracism](http://www.coloradocollege.edu/antiracism)