

Colorado College
Antiracism Commitment
AY 22-23 Dean of the College Office Action Plan

Goal 2A *Review and revise college policies, procedures, handbooks, and practices.*

Action Plan:

- As part of our Student Success efforts, the college is revising its structure as it relates to supporting our students' progress and goals while at CC and beyond. A student success committee - a cross-campus group of offices who are working together to identify barriers to student success on campus and advocate for programmatic, policy, or other structural solutions to those challenges – has been formed to advance these efforts. The college is also forming an enrollment management working group, and continuing the CARE Team, to proactively identify at-risk students and intervene whenever appropriate. [ongoing]
 - Selection of committee compositions [block 1]
 - Review of academic and other policies and procedures: grades, academic standing, student time-off, etc. [fall 22]
 - Recommendations related to policy and procedural changes [ongoing]
 - Improve access levels, business processes, and training in Stellic [spring 23]
 - Develop exit interview protocols that are consistent for all students [block 2]
 - Identify predictive data for at risk students [fall 22]

Goal 5D *Review and enhance co-curricular programming to ensure that antiracism efforts are supported in all activities*

Action plan:

- In order to simplify and enhance student access to different opportunities at CC, the college is forming a working group to streamline our structure as it relates to High Impact Practices. This group will study different models for funding, organization, and leadership as it relates to high impact practices at CC. [22-23 academic year]
 - First draft of HIP@CC structure and leadership [block 4]
 - Proposal for possible “opportunity fund” [spring 23]

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AY 22-23 Career Center Action Plan

The Career Center team believes that ADEI work should be a core theme or lens through which our processes, policies, programs, services, and the work that we do are grounded. To support embedding ADEI as a foundational piece of our work, the Career Center has the following goals:

Goal 4E *Staff professional development as it relates to antiracism efforts will be assessed and modified, and incorporated into employment processes*

Invest in staff development and ADEI learning

- Career Center team participates in 1-2 ADEI trainings/block
- Career Center team members participate in 1-2 ADEI learning opportunities/semester (EX: Webinar, book, workshop, etc.)
 - Progress to date: July and August the Career Center participated in Unconscious Bias Training, Part one of the Diversity Assessment Workshop, Essential Practices for Leaders Communicating Across Difference, and Inclusive Job Descriptions: Why do They Matter, and How do you Write One?
- Promote Career Center Team openings to HBCU's and diverse professional associations. Job posting and interview questions reflect values of ADEI

Goal 2A *Review and revise college policies, procedures, handbooks, and practices*

Vet programs, advertising, processes, policies, and services through an identity lens

- Use an ADEI recommended identity list to consider how various identities might be impacted by Career Center programs, advertising, processes, policies, and services
- Intentional evaluation of language used in advertising, policies, processes, etc. For example, conducted significant research on competency language and definitions created and solicited feedback from ADEI leaders

Goal 3A *Identify needs, programming, and support systems for all marginalized students*

Engage at least 75% of students in at least one career center activity

- Engage students through outreach and programming focused on early career engagement
- Collaborate with other departments in engaging and supporting affinity groups such as first-generation, Bridge scholars, Boettcher scholars, etc. in career development

- Develop and execute a plan to activate career center student employees in student engagement

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AY 22-23 Sustainability Office Action Plan

Goal 2B *Review and revise the college mission and core values*

Antiracism is both an explicit and implicit piece of sustainability. Sustainable Goal 10 of the United Nations Sustainable Development Goals (SDGs) is *Reduced Inequalities*, which is a steppingstone in anti-racism efforts. That theme continues throughout the SDGs, including goals such as *No Poverty, Quality Education, Clean Water and Sanitation, Decent work and Economic Growth*, and more. Even within the ‘common’ understanding of sustainability as reducing environmental impacts lies implicit antiracism efforts through environmental justice work.

The plan for the OoS is to continue to spread this message and understanding of sustainability and connect the SDGs to work across campus. Our metrics remain the same as in years past: we utilize the Sustainability Tracking, Assessment, and Rating System (STARS) to catalog and rate our efforts and progress annually.

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AY 22-23 Office of Culturally and Linguistically Diverse Education Action Plan

Goal 3A *Identify needs, programming, and support systems for all marginalized students*

Antiracism is core value of the Office of Culturally and Linguistically Diverse (CLD) Education’s work. The Office of CLD Education advocates for students who belong to culturally and linguistically minoritized groups and seeks to educate campus about the invaluable assets these students embody and lend to the Colorado College community through education on culturally and linguistically responsive pedagogy. Consultations and outreach programs are tracked through Banner and office records. The Office of CLD Education also plans to honor and showcase multilingualism through a Linguistic Diversity StoryMap project during this upcoming school year (pilot: Fall 2022)

Goal 4E *Staff professional development as it relates to antiracism efforts will be assessed and modified, and incorporated into employment processes*

The Center for Global Education & Field Study (CGE&FS), and its three core teams (Field Study, ISSS, and Education Abroad) are deeply committed to expanding access and equity in all of its programming. Staff have been regular participants in campus DEI and Anti-racism workshops, and have introduced new procedures, programs, and policies based upon concepts within the Anti-racist framework, often seeking direct support from the school's DEI team as part of our ongoing commitment to the values inherent in ADEI work.

Goal 3A *Identify needs, programming, and support systems for all marginalized students*

Goal 3B *Establish internship, research, service, and employment opportunities for students to work on the antiracism initiative*

Goal 3C *Provide grants for students to work on specific action steps for the antiracism initiative*

Global Education:

Over the past year, the Education Abroad team within Global Ed has made several significant changes to the processes and policies surrounding study away to enhance student access and expand enrollment of students across many demographic categories related to SES and educational background. This has included changes to the Block Aid process designed to reduce gaps between high confidence/information students and students with less experience and confidence with the application process. We have also expanded outreach to students through enhanced workshop, panel, and student-facing info session offerings. For our international student population, we have expanded access to funding for the acquisition of visas needed to participate in many CC-led study away opportunities. Finally, in 2021-2022 a comprehensive study of the past 6 years of study away enrollment was completed, allowing CGE&FS to determine where there may be gaps or unique populations who participate at lower-than-representative rates in the range of study away opportunities available.

International Student and Scholar Services

The ISSS Team has instituted two new programs designed to enhance feedback and communication from our international student population to the team as well as to provide our international student population with a more coherent network of support specialists. The first of the two additions is the International Student Support Network, which brings together staff from 6 campus offices to explore expanded support for our international students, to respond to

student concerns, and to better integrate services across our various offices. This group meets blockly and will also receive reports from the International Student Advisory Board. The ISSN includes staff from the Global Ed ISSS Team, the CLDE Director, and staff from the Butler Center, Housing, the Career Center, and the Advising Hub.

The second initiative is the International Student Advisory Board. This panel of 7-9 students will serve as a sounding board for international student concerns as well as a direct conduit between international students and both the ISSS team and new ISSN group. This group will also meet blockly, and is designed to be comprised by students representing each academic year as well as a diversity of nations represented by our student body. It reports directly to the Asst. Director of ISSS but will meet independently.

These two new resources/structures are designed to create space where student concerns can be heard, and where connections to appropriate offices on campus are more immediate and deliberate. The goal is greater responsiveness as well as greater opportunity for inter-office support for the international student population.

Field Study

Field Study will relaunch the Antiracist Field Trip fund this year after a hiatus from COVID. This small grant offers funding for field trips that work on topics related to race and antiracism. We are also continuing to work towards more equitable funding across departments and trips, and the transparency of that funding as well.

The Director of Field Study has partnered with various faculty to offer workshops on creating antiracist field pedagogies for faculty to learn and plan for field trips that are inclusive and antiracist. We continue to track data on field trip courses to study demographic and other trends.

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AY 22-23 Office of Accessibility Resources Action Plan

Goal 3A *Identify needs, programming, and support systems for all marginalized students*

Antiracism work is at the core of our mission: Accessibility Resources collaborates with the Colorado College community to ensure that all aspects of campus life are accessible, equitable, and inclusive for people who experience disabilities. Through an intersectional approach, revised practices, and intentional outreach, we have expanded access for students from marginalized groups, including students of color and those from low- and middle-income families. These efforts have resulted in a more diverse population of students who receive support from Accessibility Resources. During the 2022-23 academic year, our staff will dive deeper into our data to determine if the population of students accessing disability support services represents the student body as a whole. We will also look at inquiry and usage rates. Based on the data, we will explore ways to improve outreach and practices to meet the needs of the college's diverse student population.