

External Review on Racism and Anti-Racism at Colorado College
Proposal Submitted by the Center for Diversity and Inclusion in Higher Education
Submitted: August 23, 2018

Our Approach to the External Review

On Tuesday, March 20, 2018, Colorado College (CC) was targeted by an anonymous mass email containing white-supremacist, sexist, and anti-trans content, sent to approximately 900 members of the CC community and specifically attacking two dedicated campus leaders. President Jill Tiefenthaler denounced the 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.” In our phone call, President Tiefenthaler described the community reactions as anger, fear, and frustration. As part of the institutional response, Colorado College has requested proposals for an external review of racism on campus, with the goal to become an anti-racist institution.

Ibram Kendi, author and professor at American University, states that in order to establish anti-racist ideas we must challenge policies and racism by understanding the role of power within a specific context. “Racial disparities in everything from wealth to health have persisted in the United States because racist policies have persisted, and oftentimes progressed,” (Kendi, 2018). An anti-racist institution must address threats to racial justice by critically examining standard operating procedures, policies, assumptions, beliefs, values, and our underlying historical context. According to Kendi (2017), “Racial unity is impossible when racial inequalities are created and maintained by racist policies that are justified by racist ideas.” When considering what will help a campus become anti-racist it is vital to look at what anti-racism will mean and what ideas need to be implemented in the context of the campus (Kendi, 2018).

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 the initial RFP calls for an external review with a focus on anti-racism efforts, in reference to the sexist and anti-trans harassment and intimidation, it is critical that a multitude of voices are 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. Anti-racism and the work of institutions to become anti-racist 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 anti-racism 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.

In addition, higher education institutions are microcosms of the larger systemic racism reflected in U.S. society, and can sometimes act to reproduce social inequalities. They can also act as agents for positive social change. Thus, it is essential that colleges and universities become aware of how they reify, reflect, but also resist racism and other intersecting forms of oppression

within the broader context (George Mwangi, Thelamour, Ezeofor, and Carpenter, 2018). Our external review will proceed with these assumptions in mind.

A deep understanding and immersion of the Colorado College institutional context is necessary to achieve the goals set out by President Tiefenthaler and the CC community. The Center for Diversity and Inclusion in Higher Education (CDIHE) has a unique capacity to fulfill this mission with the expertise of the core Center staff as well as national affiliate faculty working with us. We propose the following multi-phasic external review process to accomplish the goals outlined by President Tiefenthaler and the Colorado College community.

- Phase I: Residency, Campus Immersion, and Needs Assessment (Fall, 2018)
- Phase II: Specialized Consultations by CDIHE Experts (Winter, 2018/Spring, 2019)
- Phase III: Reporting & Presentation per Specialized Consultation (Spring, 2019)
- Phase IV: Optional Implementation Components by CDIHE Team (Summer/Fall, 2019)

Our proposal begins with a description of the CDIHE—highlighting our unique capacity to provide the highest quality external review for CC. We then describe in detail each of the phases conceptualized for the project. We conclude with a broad overview and menu of options from which the CC community may select as focal interests for the review, providing the greatest level of flexibility for the project.

Center for Diversity and Inclusion in Higher Education

The Center for Diversity and Inclusion in Higher Education (CDIHE) is housed in the College of Education at University of Maryland, College Park. CDIHE serves as a national center for research, policy, professional standards, and consultation for universities across the country and abroad on critical issues related to equity, diversity, inclusion, and social justice in higher education. CDIHE is comprised of an executive director, a director, two postdoctoral fellows, an office manager, and a graduate assistant. The Center draws expertise from a large pool of affiliate faculty comprised of nationally and internationally recognized scholars, practitioners, administrators, and thought leaders from higher education institutions and national associations (a listing of thought leaders affiliated with the CDIHE is attached as an Appendix).

Consultation Team Roles and Responsibilities

Roger L. Worthington, Ph.D. – Executive Director

Dr. Worthington is a nationally recognized scholar, administrator, and thought leader regarding diversity in higher education. He has served as the senior institutional diversity officer in two major research institutions (University of Missouri, and University of Maryland); was a founding member of the board of directors for the National Association of Diversity Officers in Higher Education (NADOHE); has received three prestigious Ford Foundation Grants through the Difficult Dialogues Initiative; was the founding board chair for the Difficult Dialogues National Resource Center (DDNRC); editor of the *Journal of Diversity in Higher Education*; and has conducted or consulted on a wide range of topics related to equity, diversity and inclusion on more than two dozen different college and university campuses.

Dr. Worthington will serve as the project manager and lead consultant for the external review. He will meet with university administrators, key campus constituents, and steering committee.

Worthington, R. L.
Center for Diversity and Inclusion in Higher Education

He will be engaged in all phases of the project, including an initial campus immersion visit, coordination of specialized campus consultation visits by affiliate faculty, coordinate and lead report writing, and engage the CC community in the presentation/distribution of findings.

Candace M. Moore, Ph.D. – Director

Dr. Moore is an Assistant Clinical Professor in the Higher Education, Student Affairs, International Education Policy (HESI) program. Her research agenda focuses on qualitative research methodologies and inclusive campus environments. She is a former student affairs administrator and a 2016 recipient of the National Association of Student Personnel Administrator Region III Outstanding Contribution to Teaching Award.

Dr. Moore will provide administrative support and consultation throughout various phases of the project. She has expertise to serve as an expert consultant for one or more of the specialized consultation visits. She will contribute to the report writing and presentation/distribution of the findings.

CDIHE Affiliate Faculty

As noted in the Appendix, our affiliates offer a wide-range of expertise in the areas of campus climate, anti-racism, diversity and inclusion, higher education organizations, and social justice.

Our affiliates will serve as expert consultants for one or more of the specialized consultation visits. They will contribute to the report writing and presentation/distribution of the findings.

Melissa Rocco, Ph.D. – Post-doctoral Fellow

Dr. Rocco's research focuses on the influence of identity development processes on leadership understanding, learning, and development. She has worked in curriculum design, teaching, facilitation, organizational change, and program development at University of Maryland, University of Southern Maine, Ohio State University, Deloitte Consulting, and Kappa Alpha Theta Fraternity and Foundation.

Dr. Rocco will serve as the CDIHE project coordinator and co-consultant for the project. She will help to coordinate and facilitate the specialized consultation visits, integration of report writing, and preparation of final report and presentations.

Jenna R. Sablan, Ph.D. – Post-doctoral Fellow

Dr. Sablan's research focuses on higher education policy and college access. She has served as an institutional research associate and as an American Educational Research Association/American Association for the Advancement of Sciences Congressional Fellow. As a research associate in the Pullias Center for Higher Education at University of Southern California, Dr. Sablan participated in and led various research projects, including directing a program evaluation of a summer bridge program.

Dr. Sablan will serve as a project team member, reviewing consultation reports and helping to formulate broader conceptualizations of campus needs and priorities, contributing to the integration of consultation reports into a cohesive whole.

Di-Tu Dissassa, M.A. – Graduate Assistant

Di-Tu Dissassa is a doctoral student at the University of Maryland - College Park and her research interests are hate crimes/bias incidents on college campuses and diversity in STEM. Di-Tu has experience with facilitating intergroup dialogues on social identities, ally hood, power, and privilege.

Di-Tu will serve in an assistive role with all phases of the project, especially with collating consultation report information and assisting in the development of an integrative set of strategies for anti-racism on campus.

Affiliate Faculty – Potential Specialized Consultations

In anticipation of a number of core areas that will become the focus of the specialized consultations (described in more detail below), we have been in contact with a small number of our affiliate faculty to raise the possibility of contacting for their service on this project. Thus, in addition to specialized expertise offered by members of the Center staff, specialized consultations may include engagement with some of the following individuals:

- **Rusty Barcelo, Ph.D.** – Administrative leadership, student affairs, and faculty development.
- **Alma Clayton-Pederson, Ph.D.** – Organizational development for inclusive excellence, capacity-building and sustaining change across organizations.
- **Chris Linder, Ph.D.** – Gender issues, sexual violence, student activism.
- **Jobi Martinez, Ph.D.** – Social media, marketing and communications, campus programming for diversity, inclusion and equity.
- **Rayshawn Ray, Ph.D.** – Implicit bias workshops for search committees, hiring officials, and campus security/law enforcement.
- **Libby Roderick, M.A.** – Faculty development, difficult dialogues teaching and learning, curriculum.
- **Anneliese Singh, Ph.D.** – Transgender and gender nonbinary inclusion
- **Kelly Slay, Ph.D.** – Anti-racism in Enrollment Management and racial climate.
- **Jyotsna Vanapalli, M.A.** – Equity, diversity, inclusion strategist for HR.

Phase I: Residency, Campus Immersion, and Needs Assessment (Fall, 2018)

President Tiefenthaler expressed an interest in having the lead consultant become immersed in the context and culture of Colorado College. The rich traditions, geographical and historical context, and unique academic practices of the block schedule are critical aspects of the central goals of the consultation. Few consulting groups have the capacity to arrange a month-long site visit as the foundation of a year-long external review project. The CDIHE has the capacity to provide this immersive consultation as the catapult for additional consultation activities.

Our lead consultant, Roger Worthington, will visit Colorado College during an approximately 4-week visit to campus to engage in the following activities:

1. Strategy and goal setting meetings with the president, president's cabinet, key campus leaders, and the steering committee for the external review.

2. On-boarding activities designed to begin a campus immersion experience that will provide optimal exposure to the CC campus culture and context necessary to fully advance the external review to a depth and breadth consistent with the project goals.
3. Course assignment for exposure and experience with the block schedule. Periodic attendance and curriculum engagement at a level appropriate to the goals of the review.
4. Engagement in campus programming, governance systems, administrative meetings, athletic and entertainment events, dining experiences, student organization meetings and events, living and learning communities, among others.
5. Focus group interviews and one-on-one interviews as appropriate to gather information for the external review.
6. Colorado Springs, CO community engagement activities critical to the context of the external review.
7. Substantial periods of independent writing and document review.

A tentative draft of the day-by-day, week-by-week itinerary should be developed through a collaborative process between the consultant and steering committee at least two weeks in advance of the residency.

The culmination of the residency will provide CC with a comprehensive external review initial report that highlights specific areas in need of attention, specific strengths of the College in achieving its goals, and help to prioritize future phases of the external review within the institutional budget to advance toward the type of institutional change necessary to achieve its goals. The recommendations for Phase I will be presented during a 2-day return visit in the late-fall early-winter of 2018.

Phase II: Specialized Visits by Consultation Team (Winter, 2018/Spring 2019)

The second phase of the external review will entail an elective menu of targeted consultation visits by national experts affiliated with the CDIHE. The menu of options will be detailed in the culmination report for Phase I, prioritized through the intensive campus immersion experience of the lead consultant in collaboration with the CC community. A wide variety of options will be explored in Phase I to include but will not be limited to the following:

- Athletics
- Marketing and Promotions
- Administration
- Admissions
- Recruitment
- Student Life
- Curriculum
- HR--Staff
- Academic Affairs
- APT--Faculty
- Faculty Development
- Campus Safety
- Community Relations
- Law enforcement
- Governance

We will craft the Phase I report to prioritize and offer a menu of options for these or some other formulation of additional targeted consultation visits. Campus administration and the external review steering committee will have the opportunity to select from the menu of options.

Once established, the additional specialized consultations will be coordinated, scheduled, and administered through the CDIHE, in collaboration with the CC steering committee, and through the extensive network of higher education diversity professionals affiliated with the CDIHE. We will recommend 4-8 specialized consultations based on your budget, needs, and priorities.

Phase III: Reporting and Presentations per Specialized Consultation (Winter/Spring, 2019)

Each specialized review will result in a detailed report with recommendations, submitted to the lead consultant, and processed by the CDIHE consultation team to develop an integrated review report (with specialized review reports as appendices) that provides an overall conceptualization, specifically targeted recommendations for the campus, and broader set of integrative recommendations to achieve the goals of the consultation.

Once the CDIHE consultation team has processed all of the specialized reports, adding to the depth and breadth of information from the residency, campus immersion, and needs assessment, we will construct a comprehensive, integrative report detailing the findings from the entire external review and provide recommendations for specific action steps—implemented to achieve the overall goals of the external review. Oftentimes, during the process of an external review, action steps (especially those involving the simplest and easiest actions) will be initiated as the process unfolds. Our team will encourage these in progressive action efforts along the way, highlighting them in the final integrative report, and providing additional recommendations to build upon them in the future.

The lead consultant will travel to Colorado Springs, CO for the purpose of visiting CC again and delivering the final report during a 2-day visit. Presentations will be made to key administrators, the steering committee, and (if desired) to a broader campus community audience.

Phase IV: Optional Implementation Components by CDIHE Team (Summer/Fall, 2019)

We have included in this proposal an optional opportunity to select a number of implementation components that can be delivered by the CDIHE network of expert consultants. These implementation programs will be specifically tailored to the needs, context, and culture of Colorado College in a way that helps the institution to rapidly advance toward the goals associated with becoming an anti-racist institution.

Summary

Our overall strategy for this external review consultation will be to provide a deeply integrative, comprehensive, and contextually-driven consultation. We developed the proposal as a set of menu options to provide the greatest level of flexibility according to Colorado College's institutional needs, priorities, and budget considerations. We look forward to having the opportunity to work with Colorado College and becoming deeply immersed in the unique context of your outstanding institution.