



## Transcript of CC Conversation on Antiracism

*In this “CC Conversation on Antiracism,” diversity, equity, and inclusion leaders share updates on CC’s Antiracism Implementation Plan and their thoughts on how dual pandemics have affected the CC community. Manya Whitaker, associate professor of education, moderated the panel on September 29, 2020.*

Manya Whitaker: Good afternoon and welcome to a CC Conversation on Antiracism. I'm Manya Whitaker, I'm an associate professor and chair of education here at Colorado College. I have the pleasure today to moderate our panel discussion about how true pandemics are affecting life here at Colorado College. But before we get started, I'd like to ask each panelist to introduce themselves and in doing so to share their initial reaction to CC's goal of becoming an anti-racist institution. I'd like to begin with senior associate Dean Fhagen followed by senior associate Dean Rodriguez before we reintroduce ourselves to senior associate Dean Barbara Wilson.

Speaker 2: Peony, you're muted.

Peony Fhagen: That better? There we go. Thank you, Manya. Hi, everybody. I'm Peony Fhagen Senior Associate Dean for equity inclusion and faculty development, and I'm really happy to be here. To answer Manya's question about my original reaction to CC's anti-racism plan, I have to say I was pleasantly surprised, I've been engaged in anti-racist, feminist social justice work for a very long time. And I did a lot of work at my previous institution Wheaton College and we had a diversity and inclusion strategic plan, but the word anti-racism wasn't often mentioned, and it definitely felt like a giant leap in terms of DEI work to actually know an institution that is using the word and using it as a front and center approach and framework to its work.

Peony Fhagen: So, for me, it was a pleasant surprise. Before I turn it over, I'd I'd like to ask everyone to please join us in acknowledging that Colorado College was founded upon exclusions and erasers of black and indigenous people. Colorado College is on the unseated land of the Ute, the Rapahoe, the Comanche and Cheyenne peoples. The land was worked by black people who are often in servitude. This acknowledgement demonstrates a commitment to working, to dismantle the ongoing legacies of racism and settler colonialism. Rosalie.

Rosalie Rodriguez: Thank you, Peony, for that reminder. I think it's important context as we jump into this conversation. As Dr. Whitaker already mentioned, my name is Rosalie Rodriguez. My

pronouns are she, her, hers. I am senior associate Dean of students for diversity equity and inclusion and director of the Butler Center here at Colorado College. And I do share Dr. Fhagen's sentiments that I was very pleasantly surprised as I began looking at Colorado College in this position I have been in higher ed for nearly 20 years now. And I have yet to see an institution articulate a plan centered around anti-racism not around diversity and inclusion.

Rosalie Rodriguez: Some have even gone as far as to look at the difference between equity and inclusion. But I have yet to see an institution really articulate a plan specifically around anti-racism. And that was a huge reason why I wanted to be a part of making this happen and moving this agenda forward here on campus. Thank you. Barbara.

Barbara Wilson: Hi, everyone. My name is Barbara Wilson and I'm serving as the interim director for diversity equity and inclusion for staff. My other full-time job, I'm the associate vice president for administrative services. So, I've been here 20 years. And so, when the plan, the anti-racist plan came out almost a year ago now, I think it was November and I as many others have said, "How's this going to work? We're accustomed to nationwide a chief diversity officer model, I'll put that out there. So, how is this going to work?" I am so pleased that the college went this route. Having served now for about a month and a half, the amount of work to really become an anti-racist institution requires three leadership people it's not just centered in one area.

Barbara Wilson: The plan won't be successful if it resides just with three people. While I'm interim, I thought, "Well, why am I doing this? This is not necessarily my background field." Is because the work is so important. It's going to require a team and that we wanted to keep the attention and momentum for staff and employee. So, I'm very honored I'm working with two phenomenal exceptional women. Who's very professionals in this field.

Manya Whitaker: Thank you all so much for joining us today. I know you're incredibly busy. So, I'm going to start with fellow psychologist, Dean Fhagen, and asked you to help us understand some terminology. So, since you've committed to becoming an anti-racist institution, but not everyone fully understands what that means. What is anti-racism? And how is it different from inclusion and equity? What happens when we confuse the terms or use them too rigidly or perhaps most often when we use them too broadly?

Peony Fhagen: Thank you, Manya for asking these important questions to get our conversation going. So, let me first start by defining diversity equity and inclusion before relating them to anti-racism. Historically, organizations focused only on diversity. There's one word started to represent different aspects of problems and organizations and institutions such as exclusionary practices, unfair policies, discrimination, microaggressions, inequality, and lack of representation. We now delineate between these challenges. They are now captured in the words, diversity, equity and inclusion. The word diversity refers to the degree to which people vary in their social identities and cultural backgrounds in an organization or institution.

Peony Fhagen: This variation inevitably means that different life experiences and perspectives are also represented. This is now often referred to as compositional or representational. Diversity research demonstrates that organizations and institutions function better with more

compositional diversity. Equity is the degree to which policies and practices of an organization or institution take into account the varying needs of its members so they can thrive, and succeed. You might be wondering what the difference is between equity and equality. In fact, historically equality has been the focus in terms of establishing laws that mandate equal treatment in the workplace, when buying homes, when applying to colleges, when voting, et cetera.

Peony Fhagen: Work on equal rights historically, and currently continue to be critically important. However, we now understand that equal treatment alone does not lead to equality. Why? Because institutional and systemic oppression of people from particular cultural groups, along with privileging people from particular cultural groups, have created such monumental gaps at all levels of societal functioning that equitable treatment is necessary to achieve equality. Finally, inclusion refers to the degree to which an organization or institution welcomes all of 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.

Peony Fhagen: So, now that I have defined diversity equity inclusion, I'll provide a brief overview of what anti-racism is before relating it to DEI. So, anti-racism is an approach to understanding race, racism and the evolution of racial ideology. This approach helps us understand the many ways that racism is embedded in the structures of US society, including schools, healthcare, local, and federal governments and banks. Anti-racism helps us better understand how race, racial ideology and racism shape our understanding of ourselves and others. Anti-racism also provides a framework for how to dismantle racism at the individual, interpersonal, institutional and structural levels.

Peony Fhagen: So, anti-racism is an approach and framework that can be used at the organizational or institutional level to promote compositional diversity, to ensure equal treatment, to develop equitable practices and policies, and to promote organizational and institutional cultures that are inclusive. An anti-racist approach and framework will help us to continually work on diversity, equity and inclusion at CC. We can use anti-racism to transform our community. As we learn how to use an anti-racist approach and framework, we will come to understand that it has impact beyond CC. It will help us better understand and address racism in Colorado Springs, in Colorado, in all the US States and many of the countries around the world where CC students and their families come from and where CC alums and their families reside.

Peony Fhagen: So, I will conclude my answer by summarizing what it means to be an anti-racist institution and what it means to be an anti-racist educator with two lists of actions. Note that these lists are not exhaustive. First, being an anti-racist institution means that CC community members use an anti-racist approach and framework to be anti-racist, to put race at the center of what we do as an institution, to understand the major forms of racism that we are fighting against, including individual, interpersonal, institutional, and structural racism, and also colorblind racism. To fight against all forms of racism, to fight against any isms that have infected the CC community.

- Peony Fhagen: And to use an anti-racist lens to revise practices and policies and processes across the institution that are biased and inequitable and lead to inequality. Second, being an anti-racist educator means using anti-racist pedagogy to explain race, racism and the particular racial formation that develops in and around the classroom, a program, a department and academic curriculums. To define the particular realms of experience that both individuals and groups find themselves in because of race. To explain how white supremacy impacts curricular design, classroom dynamics and assessment tools. To discuss how racism is part of the structures and mechanisms of courses and teacher expectations for writing and how teachers provide feedback and what we value in terms of classroom behavior and in-house and how assignments are constructed and graded.
- Peony Fhagen: To acknowledge the need and power in telling stories and offering narratives about anti-racist struggle and counter stories. To acknowledge narratives that convey white supremacy. To recognize the evolving needs of students to participate in the dominant and hegemonic, even at the cost of anti-hegemonic and anti-racist action. And finally, to reveal the difference in classrooms between feeling safe, feeling comfortable and feeling brave. When it comes to race, racism, and anti-racist work is important that everyone feel brave. Unfortunately, we cannot guarantee that everyone will feel safe, though we strive for that at CC. It is also important that many also feel uncomfortable. It's only through discomfort that we grow, develop, and change for the better.
- Peony Fhagen: Please note that the anti-racist educator list of actions is heavily based on the forward called on anti-racist agendas written by Asal Annoi for the book, *Performing Anti-racist Pedagogy, Rhetoric, Writing, and Communication*.
- Manya Whitaker: Thank you so much for those clarification that we desperately needed. If people listening or anything like me at all, I like to get in the nitty gritty of the details of this. And so, I want to ask Dean Rodriguez to expand upon a lot of what Dean Fhagen said about what it means to be anti-racist by talking very briefly about what does it mean to apply an anti-racist lens to institutional functioning? What does that look like? And how does that address systemic racism?
- Rosalie Rodriguez: Thank you for that question, Manya. I think it's so important because I believe that application is where we often get stuck. I'm going to provide a couple of examples, but when we talk theoretically about dismantling oppressive systems, usually that's met with very little opposition. However, when you start to point out very specific policies or procedures that are structurally racist, people often react very defensively. Further, there are times when we have to recognize that a system is not actually broken, but rather working the way it was exactly intended to by benefiting only certain groups. And that requires a complete overhaul rather than just kind of tinkering around the edges.
- Rosalie Rodriguez: So, let's take for example what Barbara already brought up about CC's implementation of a three-person diversity leadership model. Very few places would their response to saying, "We're going to hire three full-time people to fulfill a need instead of one," be met with contention. However, we're so ingrained to equate the concentration of power with our idea of leadership that many have struggled to fathom how three is better than one in this instance. The reality is a large part of applying an anti-racist lens is

unlearning many of the things that we have accepted as true or taken for granted that they're just the way that things operate.

Rosalie Rodriguez: That cognitive dissonance we feel when presented with this new framework is real and can be threatening or disorienting, and therefore naturally incur resistance. When I take this a step further and think a little more broadly about the ways we signal worthiness in an academic setting, having published in top tier journals for faculty or scored in a specific range on the SAT or ACT for students are widely accepted measures of success or academic prowess despite well-documented studies that show both of these markers were built for wealthy white male and Judeo-Christian constituencies.

Rosalie Rodriguez: And that they actively and knowingly disenfranchise other groups. Many top tier journals, for instance, consider multicultural or feminist focus studies to be specializations that are not worthy of their publication, but relegate them to secondary or tertiary journals. The SAT has long eliminated questions that the majority of white students score poorly on, but will keep questions laid in with cultural bias at over 80% of black students score poorly on. If we know that these things are built in a way that actively disenfranchises marginalized folks, but continue to uphold their value in determining access to our own institution, then we continue to uphold systemic racism.

Rosalie Rodriguez: But if you tell a group of scholars that, where they publish isn't as meaningful as they thought or tell admission board that standardized testing isn't a good measure of ability, it can be extremely again, threatening and still that conversation is necessary. Part of applying this anti-racist framework is recognizing that concentration of power credentialing, defensiveness, individualism are all parts of what Tema Okun lists as hallmarks of white supremacy culture. When we recognize these as patterns and can accept them not as personal flaws, but rather an unexamined lens that we have operated from, we can really begin to unlearn the practices and start to reorient ourselves towards this anti-racist lens.

Manya Whitaker: Thank you. Thank you, both. Because now with that broad understanding of anti-racism, what it looks like on the ground, I want to turn our attention to the national landscape, where there continued to be protests and movements seeking to address race-based police brutality, seeking to address the disproportional effects of COVID-19 on black and brown communities. And most recently, the women in ICE custody who are being coerced into having hysterectomy. It's easy to immediately see the entities at fault at the macro level, but I'd like to ask Dean Wilson to talk about how do we see these two pandemics of racism and health emerging at Colorado College?

Barbara Wilson: Thank you. In order for me to talk about that intersection and what's happening at CC, I'm going to go back to the national level, because the magnitude of the inequities and the disparities that you just mentioned are high, they require attention. And one area right now, I'm going to talk about the health. So, you read the paper, all the research you want to do. There is now confirmed data and continued evidence that racial and ethnic groups particularly black and Latinx are disproportionately affected by COVID across the nation. They are being harmed, infected by the virus at a higher rate and nearly twice as likely to die from the virus as white people.

Barbara Wilson: If you didn't know, the New York Times have to file a lawsuit. They filed a Freedom of Information Act in order to obtain the CDC data, to release the information that confirm the drastic disparities on the impact of COVID-19 on African-American, Latino and native American communities. Without that lawsuit, we wouldn't be able to have this data so that there's more research not as being shown to confirm those disparities. I'm going to throw some different elements also of this intersection. For people of color and women disproportionately, they are represented in the front line. Hourly paid jobs right now, they're essential. And they have to continue working and working onsite.

Barbara Wilson: We're talking healthcare, grocery stores, drivers, the warehouses, housekeeping. I'll just read an article recently particularly the Latinx community working in homes to clean. They've not been able to clean, so there's no income coming there. And the articles were saying they are coming back into those homes, turns out though they have to be around people with COVID. There's a high risk that's associated with there. Trades and crafts, childcare, all during pandemic.

Barbara Wilson: And these jobs, many of them are exposed to the virus as a high risk. And again, the nature of these jobs cannot be done remotely. Another element, and I'll come back to that as I speak about Colorado College is the wage and equities, by gender and race that's going on right now. The gender gap is a measurement to show how far yet the nation has to go for women to be paid equally and fully in our economy, particularly women of color. And I can go into some data which I'm going to do really quickly. So, based upon, this was early March of 2020, this is Bureau of Labor Statistics, I mean, there's data out there that tracks wage and women are now earning 82 cents to the dollar of men. Then you take that to another level.

Barbara Wilson: And let me read that black women are typically paid 62 cents, native American women 57 cents, Latinos just 54 cents for every dollar paid to white, non Hispanic male. Again, there's numbers, I can also go by race and for men. So, keep that in mind. There's also the wage gap. In addition, women are going to say workers of color and women are being the hardest hit by the loss of jobs. The unemployment rate for black and Latinx have the highest rate nationally. Again, I'm going to use the Bureau of Labor Statistics. This is the data that we rely on here at CC as well, September, 2020 is last month. Then we can talk about who has access to healthcare, who doesn't have access to healthcare.

Barbara Wilson: I'm going to call this food insecurity. Hunger is real across the nation, involuntary furloughs, having to decide, "Am I going to pay my groceries, my utility bills or roof over my head?" This is happening across the nation. And again, the disparities and the inequities for people of color is so high. So, I going to set that up. Now, let me talk briefly about Colorado College. We're a small community. We're like a small town. And we have similar scenarios in order for Colorado College to meet its mission, it's requiring, CC is requiring many of our employees to come to work on site in particular. And having worked in human resources, I know that data, many of our positions that are hourly paid frontline positions are representative of women and people of color.

Barbara Wilson: And their jobs are essential. No doubt about it. And they take their jobs seriously. We're talking about facilities, we're talking mail services, campus safety, student life, children's center, finance. So, they're here. We've been fortunate at Colorado College compared

to our employers across the nation and even higher education. We have been able to maintain wages for full-time-benefit-eligible employees, unless the employment has ended because there have been those occasional situations. Our temporary occasional employees are not working right now. We're limiting who's on campus. Compared to other employers, I would say our health plan, our premiums are reasonable. Many of our employees have signed up when they participate so access to health care has continued.

Barbara Wilson: Human resources reminded us last week that they will conduct a pay equity study next year. That's important when I talked about wages. And we talk to the co-presidents weekly and they are aware of that disparate impact that puts racial and ethnic groups at an increase of getting sick, of having income gaps, of having to care for children at home or other members of their family. So, what is occurring now starting to occur is intentional attention policies. What's changing right now? What needs to change? Decisions that need to be made and how is it being communicated? And how will affect the community?

Barbara Wilson: Rosalie could also talk there. She's done some studies on even COVID and the impact of students, particularly students of color. We're having these discussions now as a college. In July of this year, the State of Colorado passed a Healthy Family and Workforce Act. And this act requires all employees be provided up to two weeks of paid sick leave based on three categories that have to do with COVID-19. So, if you're interested, contact human resources. But a week and a half ago, Colorado College on its own, I've noticed a temporary benefit of a relief for full time, hourly and exempt staff who are working 100% of the time, whether at home or onsite.

Barbara Wilson: And that announcement stated, "We recognize that our staff may need time off from work for self-care And well-being beyond what is covered by college provided paid leaves. The leave is available through the end of this year consists of six and a half days. Contact HR, if you want more information." The last piece I think coming from my background of the national scale and here within CC is supervisors, you make a difference. Department chairs, you make a difference in the work-life here at Colorado College. When you talk about people, "Why do you stay at a job? What keeps you here?" "It's my supervisor. It's how I'm treated."

Barbara Wilson: "Is there inclusion? Do people care about me?" So, supervisor exercise, some empathy, exercise your grace, talk to your employees, understand their personal commitments. What's going on in their lives? Do they have children to care for? Do they have personal health issues that they need to be aware of? Is there a possibility for some flexibility, alternate work schedules? Just be in tune to support them. And I got a shout out to two people that worked with me, April Scriven, mail services supervisor, Danielle Martinez, children's center director. They have a mission. They have a responsibility in the college, and yet they're the first ones to talk about their employees, checking in with them and reminded me. We thought it considered this as a college that makes these decisions. Thank you.

Manya Whitaker: What I've heard from the first three answers from each of you, is that it's obvious that different people across campus who occupy different social positions as well as different spaces on campus have very different concerns and different priorities when it comes to

implementing our anti-racist institutional plan. So, my next question is for each of you though, how do you plan to include your key constituencies, voices and concerns in your work given that you work collaboratively as a team? And I'll start with you Dean Fhagen.

Peony Fhagen: Thank you for that question, Manya. So, the work I do with faculty, I don't see it as my work per se. It is their work. That is, I am a guide for their work. I think of it as it being up to each faculty member to do what they need to, to make necessary changes on an individual level, on the interpersonal level, on the department program level and across faculty leadership to support CC's goal of being an anti-racist institution. Therefore, I really do work together with faculty. I listen to faculty, I hear their voices so that I better understand how to support them in this work.

Manya Whitaker: Thank you, Dean Rodriguez.

Rosalie Rodriguez: Sure. I think much like Dr. Fhagen, I see myself as an advocate or a microphone for student concerns. I think right now it is essential to be very intentional about how I connect with students because they don't know me. I started in the middle of a pandemic and most of my work has been online. And so, the organic ways that we fall into meeting and talking with each other isn't really available. So, I have begun intentionally meeting with some students and listening to their concerns and talking about the areas where they would like to see change. What has been their experiences? What are some of the things that I would not know because I wasn't here prior?

Rosalie Rodriguez: And I hope to increase that now that we're hopefully settling into a bit of a rhythm for this semester setting up more meetings and encouraging and inviting folks from different areas to come and talk with me. I read very carefully and hopefully, thoughtfully. The communication that students send to me. So, recently, actually just yesterday, I received, I think, three different emails concerning the same questions about our relationship with the Colorado Springs Police Department. And I don't know enough about what that relationship has been to be able to respond immediately to students, but I do take it very seriously as something that I need to inform myself of and get to know more about what their relationship has been.

Rosalie Rodriguez: And what the expectations of the college will be with that relationship going forward. I'm also making it a priority to listen to my colleagues who have been here and heard from students about those experiences and incorporating those into the lens that I'm taking as I'm making recommendations about what we should do moving forward.

Barbara Wilson: Good question. There's a couple of things that are in the works. I've reached out to staff council to request a meeting with them and to seek their assistance for me, for the team to start connecting with staff employees and begin a dialogue on the plan. I'm certain the majority of staff and even faculty still do not have a thorough understanding on the means to be an anti-racist institution. And that was where our first question. To really unpack that and be able to have substantive conversations. What do they think about that? Because you have to start there versus over here. Now, this is what we're going to do. And for employees to really understand their role to advance the plan, we also are I believe concerned members of the diversity equity and advisory board.



- Barbara Wilson: And we'll be reaching out to them as another resource and avenue to be able to communicate with the campus community and engage in those conversations. We meet with the co-presidents weekly, we get to hear what's on their mind. We get to share what's on our mind and what we're hearing. The team has been contacted by a number of departments and committees already wanting to understand and develop their understanding, their practices through the DEI lens, within their scope of responsibilities. I've already set up a few meetings and we'll continue with human resources, certainly that's already in the staff policies, recruitment and hiring practices, various policies, and we're available as a resource as well to the college leadership in that regard.
- Rosalie Rodriguez: One of the concerns when CC decided to have this three-person team as opposed to the CDO that Dean Wilson mentioned earlier, one of the concerns was that these were also figurehead positions that didn't actually have the ability to do anything. So, we've had a question from one of our participants in the audience about how much power do you all have collectively to actually affect meaningful change at Colorado College? Whoever wants to take it.
- Rosalie Rodriguez: I will start by saying I have really appreciated the spaces where I've been invited to bring the DEI lens, I'm on the COVID advisory leadership team. I'm not an epidemiologist. I studied biology many, many years ago as an undergraduate. And so, it's not a space that I would naturally think the Dean of students for diversity inclusion might be included. But it was really important and the request from Dean Edmonds or from vice president, co-president, sorry, Edmonds, was to make sure that we are applying this anti-racism framework to all of our decisions including COVID. And so, being asked into those spaces where we are making recommendations actively on a regular basis to the cabinet about how we are going to approach... For instance, we the decisions about repopulating campus and making that switch and having the ability to advocate in that space for the need to not just meet the needs of students who are going to need to take labs in person.
- Rosalie Rodriguez: But also students who don't have a safe or a home at all to go to and making sure that we are being equitable and making sure that they have access still to a CC education, even without a safe learning environment that is not our campus. So, seeing what we can do in those spaces for me, I feel like all of the things that I have been asked to comment on so far have been incorporated in one way, shape or form. I just was invited to another group to talk about exactly what Barbara had already mentioned. Really making sure that we're paying attention to the disparate rates of COVID impact and the racial composition and what that looks like on campus.
- Rosalie Rodriguez: We don't want to see that mirroring on campus, what it does in the broader community, because that would have some really serious impacts for us, if we start having two separate campuses where students color are essentially in quarantine and white students are not. And so, again, that request was taken very seriously and were implementing some changes in the way we track that information so that we can pay attention to it. So, we know and are able to respond proactively and not just reactively when we get ourselves into that framework.

- Barbara Wilson: I'll speak up, having been at the college a long time. These positions are different. All three positions report to college leadership. It's not just one position that's in one division and within a hierarchy. There are voices that we now have, there's a plan with the responsibility to implement that. For lack of better way there's teeth. There is follow-through with the team and the model and what is ahead for the college and for us to help foster the implementation of the plan.
- Peony Fhagen: I'll just really quickly add to build on what Rosalie and Barbara have said. It's interesting, going back to the point that Rosalie made about viewing the CDOs may be more powerful than three people. And sort of building on that, I feel like I have impact both in the work that I do with faculty and academic affairs directly. That may be more distant if it were just one CDO and I do feel as if the community, whether faculty or staff welcome support and figuring out how to move the plan forward. And so, with that comes a way in which we're not just included, but our expertise is honored, and I have felt that.
- Peony Fhagen: And so, in that is power because folks ask us for our expertise, our advice, and we are as has already been said, heard, but heard also in having an impact on three different constituents, more directly than someone who's sitting in a CDO position. So, in fact, the power and the impact I believe is greater. And back to the point, three really is greater than one. Not to be simplistic about it, but I do see it playing out just that way.
- Barbara Wilson: If I can just add one more thought too, because while we are in faculty, student and staff. I'll say staff/employees, we're not operating in silos. We share, we bounce ideas that cross those three areas. It's very important. So, we are aware of what's going on over in the student side or on the employee side. That's very important for the plan and to be an anti-racist institution to forge ahead in that partnership.
- Peony Fhagen: Thank you. So, I'm back to my concrete things. And I know others who are here want to know what exactly have we done to make progress in our plan so far? I'm on the faculty side as a professor. So, I've firsthand knowledge of our progress there, but not everyone is aware of what's going on holistically around the campus. So, I love for each of you to talk about what have you seen progress been made? And what areas? And then what did we still have left to do?
- Barbara Wilson: I'll start since I've been here the longest, and I certainly know that Rosalie and Peony will speak for it because my world has been more on staff side. So, just like you said, Manya you know quite a bit of what's been going on on the faculty side. There have been a number of activities and the tangos and as we move ahead and then we stepped back a lot of talk with no action. Over the years, there has been progress to place, I'm going to say, importance and attention to mitigate those isms on an individual and institutional level.
- Barbara Wilson: I'm going to mention just a few, which I think are pretty important milestones. Certainly, though you can go to the CC homepage and under the search section, put diversity timelines, you're going to see information from the past. Some of it is not as current, but you're going to get a good flavor. So, for many years we had a women's concerns committee and a minority concerns committee. Very important, made up of

faculty and staff. Their focus was on primarily recruitment and probably the campus climate. I would say, "Well, they were very important. It lacked that power and authority that was needed and around, I think, 2015. Many of the faculty executive committee replaced that with the diversity equity and advisory board.

Barbara Wilson: An advisory board to the president on all matters of diversity and equity for faculty and staff. I'm going to say in 2016, 2017, the introduction of personal pronouns, chosen names, gender identity, somebody will say, "That's low, the rest of the world was already doing this." But we finally got on board modified our voluntary application app. And that's now our communication. In 2012, 2013 was building on the block, the strategic plan. There was a recommendation focus on the workplace, excellence, that focused on diversity. For a diverse and inclusive campus, professional development program, where journey to inclusion came about.

Barbara Wilson: During that time, a former Dean Wong and I co-chaired a group of faculty and staff recruitment and retention, and many of those ideas have taken shape now. We still need to go back and look at some more of those as well. We also, I call this giving someone else your watch and saying, "What time is it?" We conducted two climate surveys. We use an external business that partners with the Chronicle of Higher Education to assess higher ed institutions. We were able to personalize statements that included diversity, that feedback that we receive, which we got in 2016 has led us to where we are now.

Barbara Wilson: They said progress has been made, but we still need clearer, effective procedures with dealing with discrimination. And the college needs to have more of an emphasis on a diverse faculty, administration and staff. I'll just mention another one. And that has to do with policies. Policies were updated. We have an anti-discrimination and gender-based discrimination, policy, sexual harassment, and sexual violence policies. I'll pause there for my colleagues.

Peony Fhagen: I can go. So, in my short time here, I'll share what I've learned about what's been done. And also what's in the works, in terms of faculty facing kinds of progress with respect to the anti-racist plan. First, is I developed a more robust DEI development program for faculty searches. That includes a just-in-time approach. It includes meeting with each faculty search and going over information that will decrease bias and increase diversity, equity and inclusion in the search process based on whatever particular phase that was going on in the search at a given time.

Peony Fhagen: So, rather than conveying the information all at once, either in a half a day workshop, this allows faculty search committees to engage in processing and figuring out how to apply best strategies in sessions that I hold based on, for example, the position description. Based on how you review applicant materials, best strategies for interviewing candidates when it's at that point in the search process. And we've have a fair number of searches going on this academic year, and this program also provides faculty and to think through biases and assumptions. So, it's not just about best practices related to the nuts and bolts of the faculty search process.

Peony Fhagen: Also embedded in the program is opportunity to think about bias, affinity bias, for example, and other forms of bias. I also know, and I'm sort of getting up to speed on the

work that some department and programs have already done in terms of articulating and a summary report what they are doing and what they plan to do around supporting the anti-racist plan. What are they doing in terms of department and program policies? What they're doing in terms of thinking about anti-racist pedagogy. And so departments and programs have started to do that and I actually will be meeting with each department and program to begin a conversation with each one, in terms of where they're at with respect to what they've said they're going to do and to support departments and programs that have yet to write that summary, that need further support around that.

Peony Fhagen: So, but nonetheless, I think there has been a good 12, 15 that have already done that which I think is a great start. Finally, I'm working with my colleagues across campus to put together a suite of faculty development programs. For example, thinking about a more structured, more robust and intentional pre-tenure mentorship program that, speaking of listening to voices, pre-tenure faculty have spoken loud and clear that there needs to be a more robust mentorship program that has been either ad hoc or at times not even existed. So, working with colleagues to put together a more robust program that in fact does impact not just pre-tenured faculty, but many pre tenured faculty are also by park folks. Just given the nature and the cycle of wanting to attract and recruit more by park faculty who ended up being pre-tenure faculty and are asking for more robust mentorship program.

Peony Fhagen: And then finally also thinking about leadership across the faculty and the pivotal critical role of chairs and program directors. And so, putting together chairs, directors development program that supports chairs and directors throughout the year with respect to the many kinds of levels of leadership that they engage in with their department and program and embedded in that program, of course, we'll be addressing diversity equity and inclusion within their department and programs. So, that just sort of gives you a taste of some of the suite of faculty development programs that I'm engaged in working on, with a variety of folks across campus.

Rosalie Rodriguez: And I think I have a unique position in that I came into inheriting a very talented staff who is already been in the very much the practice of creating anti-racist spaces for students on campus, and doing teaching and learning for many years across campus. And so, that those pieces have continued and we are looking at growing them in addition. So, spaces like a mind, body, soul, which is for femme identified women of color, the LGBTQ+ groups and forget many of them, there's quite a few that I can't name all of them, are continuing to operate and a first gen program for instance.

Rosalie Rodriguez: And those are some of the spaces where I'm seeing the most participation from students. I think we all recognize that this virtual environment is quite exhausting. And I think it speaks to volumes about what students know they get from those spaces that they are attending consistently, and really enthusiastically in those spaces. We're also continuing to do the teaching and learning pieces, training pieces with student groups. I actually met yesterday with the advisory committee for student athletes, to talk about developing a framework of training and account and how they can hold teams accountable for continuing to participate in ongoing learning and anti-racism education both as a team, but also collectively.

- Rosalie Rodriguez: And so, we started talking about what a framework for that would look like and how do we hold folks accountable and take into account, not just a one and done kind of training, but an ongoing series that builds upon the skills and utilizes the more senior members of athletics. And we're talking about these same things in teaching and learning more broadly in the Butler Center about how we empower student leaders, who have done those basic trainings to become partners with us in leading those trainings and opening up those spaces and utilizing the skills that they've had to join us in co-creating, more opportunities for that.
- Rosalie Rodriguez: Additionally, the three of us are actually meeting with Anushi Carnel who is the chair of the diversity and inclusion committee on the CCSG on a regular basis to talk about not just what we're doing about what's happening in CCSGA and having a strong relationship and making sure that she's feeling supported. And that we're also getting information that we might not get in other spaces. I think it's been... And this is... I can't claim responsibility for this I can only report that I've been really pleasantly surprised to see how many spaces where student voices are being brought into very high level committees. Like the COVID advisory team that I mentioned before was very intentional to make sure that international student voices in this conversation about how we're responding to COVID are being heard.
- Rosalie Rodriguez: Off-campus students' voices are being heard, those different constituencies in all committees that I am a part of have student voice and representation, which I think is really essential. And seeing some of the ways, especially my colleagues in international studies, have been able to continuously pivot as we get guidance after guidance and executive order after executive order, that really is throwing, I think, the entire international community into quite a level of uncertainty that we've not seen before, that their response has been amazing.
- Rosalie Rodriguez: And early on, I was just really impressed with their ability to create a study abroad experience in China, so that students who were in China can continue their CC education in ways that they would not have them because of some of the visa barriers here. And that really creative thinking by many of my colleagues that I think are often in back doors or back channels that we don't think of as necessarily these grandiose anti-racism efforts, but they truly are what that looks like in action. And I've been really impressed to see what my colleagues have done.
- Manya Whitaker: Thank you. So, we have about seven minutes left and I like to end these types of conversations with resources. So, a lot of folks around the country and here at CC have begun the process of engaging in book clubs, such as How to be an Anti-racist. The author came and spoke here last year, also White Fragility. And I know the Dean's office sponsored attendance at some workshops that Robin de Angelo was facilitating. And there's also been a lot of critique around these texts and other texts as well, but I'd love to hear you all speak briefly about some recommendations you have for people who do want to further their learning and how they should engage with texts that can sometimes be controversial. So, I'll actually start back with you, Dean Rodriguez.
- Rosalie Rodriguez: Sure. And I will keep my comments brief, but my advice is essentially to remember that these texts are salient. They are not sacred. I think folks have a tendency to look for a

singular voice or almost sacred text to gain all of the knowledge on this topic. And it's really essential to understand that a singular text does not exist and in my opinion should not exist. It's what Chimamanda Adichie calls the danger of a singular story. Looking to one book concentrates power in the way that we just talked about being really a hallmark of white supremacist culture.

Rosalie Rodriguez: And that it is important to read these books and to also read, as you mentioned, the critiques of these books, and to read other books that you haven't heard of from authors that maybe are not as familiar to you because they're not on the New York Times bestseller list, Kimberle Crenshaw, Patricia Hill Collins, Layla Saad, the list goes on. There are two books that have been really salient to me that never show up in any of these spaces, one is called *Sentipensante, Sensing/Thinking Pedagogy* from Laura Rendón which really argues for educating for wholeness and liberation and calls for us to stop divorcing the intellectual from the emotional.

Rosalie Rodriguez: The others confronting environmental racism. I think, we hear often that science and social justice don't go together. And I think, very early in my career Robert Bullard's book, that was my first contextualization into putting anti-racism framework into practice although, at that time it wasn't necessarily called anti-racism. It was just literally called environmental racism, but is it a really important and salient book that I would recommend to anyone.

Peony Fhagen: I can go next. To build on what Rosalie was just talking about in terms of not the texts that are just front and center on the New York Times bestseller list, although those are books that are great to get started. But I was thinking about books that are perhaps a bit more classic books that you often see the authors referred to. So, such as the *Pedagogy of the Oppressed* by Paulo Freire. It was written in 1970s, but it's amazing how applicable it is now. And it's a smaller book, but it's so powerful and particularly in relation to what Rosalie was talking about in terms of emotional holistic approach to teaching individuals from a variety of backgrounds.

Peony Fhagen: And so, I recently read that book in and it really had an impact on me and I think it will have on others too who've not been exposed to it, also it's not quite a classic like the *pedagogy of the oppressed*, but it was written a bit ago. And I do think it is important for, for folks who are doing this work to be steeped in more knowledge about history. And so, *The History of White People* by Nell Irvin, I think, is a really, really useful read. And I also suggest exposing yourself to podcasts. There's actually a podcast, *The Colorado Matters Podcast*.

Peony Fhagen: Actually, their September 25th episode, they interviewed Nell Irvin talking about her book and it's called *Historian: Racism Is Real; Race Is An Ideology*. So, sometimes approaching a book like that, starting with listening to a podcast and an interview with the author is a nice way to get acquainted. And finally I would recommend the podcast called *Black Wall Street 1921*. Again, I'm getting acquainted with some history, I think is really grounding and this particular podcast delves into a number of historical events that have occurred. And I think it's really, really useful to listen to it's with Nia Clark.

Rosalie Rodriguez: So, my background is human resources, it's relationships, it's building relationships. I'm going to recommend one and it's Emotional Intelligence 2.0 by Travis Bradberry and Jean Greaves. I think it's important, or to have conversations examine your own biases because talking about changing habits. Emotional intelligence looks at a reflection of your own self awareness, self management of relationships, social awareness, and how again are you going to manage relationships? Because all of us in the workplace in particular should be striving to have successful, respectful, cordial relationships that meet both our needs.

Rosalie Rodriguez: Another book I'm almost done reading. And it was actually my colleague who was the chief diversity officer at Metro State College of Denver, which is now called a university it's called Fix Your Climate: A Practical Guide to Reducing Microaggressions, Microbullying, and Bullying in the Academic Workplace. Very practical, there's guides. And I think this is what we will also meet here at Colorado College.

Manya Whitaker: Thank you all so much. We are out of time. I want to thank you all for attending, whether it was in this webinar or on Facebook live. We will be recording this and we will upload it, in some time, once we can get everything fixated and gotten together. We'll definitely share that with the community. Thank you so much. And thank you three panelists for participating. I appreciate it.

Peony Fhagen: Thank you, Manya.

Barbara Wilson: Thank you, Manya.

Rosalie Rodriguez: Thank you, Manya.

Barbara Wilson: Thanks.

Manya Whitaker: Bye.

Barbara Wilson: Bye.