Antiracism Commitment Committee Final Charge Report

Purpose:

This report aims to provide an update on the accomplishments and work conducted over the 22-23 academic year by the [Antiracism Commitment Committee](#) (ACC). The ACC was formed as an accountability body that evaluates the implementation and impact of CC's antiracism plan and guides the revision and development of new goals as the plan evolves and remains relevant.

The goals of the committee are outlined below:

1. To hold the CC community accountable for making continuous progress on antiracism goals.
2. To use appropriate assessment tools to track progress, identify gaps and resistance, and recommend new antiracism work goals.
3. To ensure that offices, departments, and programs improve coordination of antiracism work efforts.
4. To provide an annual report to the CC community and the Board of Trustees about the progress of antiracism goals.

This academic year, the committee was provided a charge by the president's office and focused on applicable items as a group. In contrast, other items within the charge were determined to be better suited for the ADEI leadership team. Collective and collaborative perspectives were shared to address each component of the charge. The following section will detail how each charge element was explored, managed, and status. The second section provides recommendations about the trajectory of the ACC. Finally, the third section will conclude this report by offering a summary of the experience shared by the members.

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Charge Areas of Focus:

1. Review progress and make recommendations on antiracism goals 1, 2, 4, and 7, and review mid-year progress on goals 3, 5, and 6 regarding recommended actions stated in the report.

The ACC determined that the broad nature of the goals within the antiracism plan, combined with the multiple ways each division approached plan construction, has made it challenging to assess the progress made concretely in entirely. Alignment of broader goals with divisional efforts, ADEI leadership teamwork, pillars, and the lens is needed; however, the following activities and or areas of opportunity have been identified:

Progress:

Invest in Student Antiracism Resources

Each department within the division of student life met with Senior Associate Dean Rodriguez and AVP Hope to create assessment-oriented and time-bound goals specific to their areas. Each departmental strategic plan was submitted to the Dean of Students in December of 2022, with reports on progress towards these goals due at the end of the academic year (June 2023).

In particular, the initiative to "provide more paid opportunities for students to work on elements of the Antiracism Implementation Plan" was realized within the Butler Center due to increased funding provided by a donor. In all, the Butler Center was able to hire 23 students as interns, peer educators, mentors, fellows, and program assistants across eight separate initiatives including, Multicultural Student Leadership and Engagement, Peer Education, International Student Engagement, Immigrant Rights, Queer, and Trans Collective, Behind the Masc, (masculine identified), Table Talk (women/femmes of color), First-Generation Scholars, in addition to general community building, and social media outreach. Each student must be trained in their subject matter and participate in ongoing professional development; all program's goals are assessed for impact.

Due to the success of these initiatives, future plans include expanding these initiatives beyond the Butler Center by starting a fellowship program. While this idea is in its infancy stages, the intention is to provide funding, structure, and support articulated above for student employees to work on ADEI initiatives in departments across campus.

Academic and Co-Curricular Programs

The Crown Center for Teaching (CCT) has become a hub for campus educators, faculty, and staff, to come together and exchange ideas about teaching, broadly defined, that promotes student success. The CCT is directed by Senior Associate Dean Fhagen and guided by a Crown Advisory Group consisting of 6 academic staff and 2 faculty members. The CCT's new vision and mission goals center on ADEI, anti-oppressive, equitable, and inclusive teaching.

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Students are beginning to see the CCT as a resource for them as well, including students who are interested in teaching for a career, students who want to provide feedback about their experiences in the classroom with faculty and staff who teach, and students who have conducted research projects on teaching and learning in higher education. To continue to grow the center in terms of engaging students, CCT now employs two student assistants who work directly with Senior Associate Dean Fhagen.

The CCT has engaged approximately 65 faculty throughout the academic year through two signature CCT programs: The Instructional Coaching Program and The Mentoring Alliance Program. Faculty coaches for the Crown Instructional Coaching Program provide 1:1 coaching for educators who want to expand their capacity in using inclusive and equitable teaching practices using the inclusive pedagogy observation protocol (IPOP). Conveners for the Crown Mentoring Alliance Program (MAP) each have a team of 3-5 new tenure-track or full-time visiting professors. These interdisciplinary teams provide critical support to their members, thus, fostering a sense of belonging, providing essential information about teaching on the block plan and supporting a balance between teaching, service, and research.

The CCT partnered with the Faculty Executive Committee (FEC) on the Crown Forum Series, a theme-based series focused on providing space for faculty, staff, and students to have courageous conversations about topics directly related to teaching or that impact teaching and learning indirectly. This year's topic has been six of the antiracism implementation plan goals. Thus far, the Center has held 5 forums with an average of approximately 10 participants per forum, mostly faculty and staff. Each forum is facilitated by 2 FEC members and Senior Associate Dean Fhagen. Meeting notes for each forum can be found on the CCT Crown Forum [Series webpage](#).

The CCT currently supports four educator learning communities (ELCs) that each focus on one of the following topics: *Teaching Languages Equitably on the Block* (5 faculty, led by Nene Diop, French Department), *Academic Staff Professional Identity* (13 academic staff, led by Aaron Stoller, AVP for Student Success), *UNgrading* (14 members: 1 staff, 1 student, and 12 faculty, led by Peony Fhagen, Senior Associate Dean), *AI/ChatGPT* (10 members: 6 staff and 4 faculty-led by Peony Fhagen, Senior Associate Dean).

By the end of the academic year, the CCT will have hosted 19 workshop sessions, and 10 of these sessions cover topics directly related to ADEI in the teaching and learning process. These sessions will have been led or facilitated by 13 CC faculty and staff and 3 guests from outside the institution. Senior Associate Dean Fhagen and the Crown Advisory Group are evaluating workshop programming because attendance has been low for these sessions. In addition, the ACC has provided feedback on how to rethink workshop and event programming during the academic year, considering issues of time constraints on the block plan, stress, over-programming, and resource allocation. A significant goal for AY 23-24 is to develop a CCT workshop programming schedule and marketing strategy that optimally engages campus educators to maximize impact.

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Despite challenges with attendance, three of these sessions are part of more significant critical initiatives on campus. The first is a session on open education resources, publishing, and equity led by Librarian Dustin Fife, who also serves on the ACC. The open education initiative has expanded to an advisory group for open education, a grant program to support campus educators in revising courses to include available education, applying to participate in AAC & U's Open Education Institute, and the development of an OER Crown DocuGuide. Megan Nicklaus, Director of the Career Center, organized the second session on career competency development and coursework. The career competency development initiative includes Director Nicklaus and Senior Associate Dean Fhagen applying for a Council of Independent Colleges Network for Vocation in Undergraduate Education professional development grant award. The third session on curricular assessment and program evaluation facilitated by Amanda Udis Kessler, Director of Assessment and Program Review, led to a conversation between Director Kessler and Senior Associate Dean Fhagen about how to promote and support curricular assessment of ADEI learning goals, particularly for courses in disciplines that do not have a history of centering topics related to power, equity, isms, oppressions, etc. Director Kessler will be working on a curricular assessment guide for ADEI learning over the summer and making it available on her office's webpage and for use during 1:1 work with academic departments and programs.

Two important initiatives are underway that relate to high-impact practices (HIPs), which are effective teaching approaches that are equitable, inclusive, and anti-oppressive. The first initiative centers on experiential learning experiences, a HIP; specifically, several academic staff has worked since the fall semester to discuss how this HIP is used in co-curricular activities. The second initiative just started this spring semester and centers on developing a comprehensive college plan for using HIPs across curricular and co-curricular programs. As part of this initiative, Associate Dean Andrea Bruder, Senior Associate Dean Fhagen, and Director of Assessment Amanda Udis Kessler, applied to participate in AAC & U's Institute on HIPs.

Compositional Diversity
A baseline report of CC's workforce composition must be provided to ACC as projections of where we want to be as an institution. Currently, the ACC has had limited access to this information from HR. To be intentional about compositional diversity goals, a demographic evaluation must be clear and disaggregated at all levels, positions, and intersections. Calling out historical and current inequities and developing measurable outcomes to achieve the evidence-based goals around compositional diversity is necessary to make successful progress. The ACC acknowledges the concerns of many HR departments related to confidentiality, and creative solutions must be developed to mitigate data hoarding and adhere to our institutional commitment.

Faculty search committees continue to engage in the ADEI Development Program for Faculty Searches facilitated by Senior Associate Dean Fhagen. The Office of the Dean of Faculty provides a hiring guide that promotes using an ADEI lens in hiring processes. This year's tenured and tenure-track hiring cycle is wrapping up. Of the 14 hires, approximately 11 (79%) are

scholars from marginalized and minoritized backgrounds based on race, ethnicity, gender identity, and sexual orientation.

This year the supreme court is hearing arguments challenging affirmative action in college admissions. The anticipated removal of race-conscious admissions and its potential impacts have been front and center for the ADEI team and Admissions. Each College division has created a plan for possible consequences. The final decision is anticipated in June of 2023 and will have significant implications for admissions and possibly other programs and scholarships that are race specific.

Recommendations on goals 1, 2, 4, 7:

[22-23 Charge Goal 1.docx](#)

2.   The committee is also asked to develop metrics for measuring progress toward goals that are more nuanced and informative than "complete and ongoing."

This year, the ACC created a general scoring tool that could offer insight into the progress of any program, activity, or practice associated with our campuswide ADEI efforts. The left-hand column of the [ADEI Rubric](#) provides a grading scale. At the same time, the top row offers the recipe that any innovation must possess to make it operational about ADEI progress. The element within the tool provides a brief description of the level of impact that can be anticipated at each level as one applies more commitment, resources, and strategy behind their effort.

3.   The committee is also encouraged to create a bias response team with Tashana Taylor, Assistant Vice President for Civil Rights & Title IX Coordinator, to increase efficiency and consistency in how ADEI complaints are evaluated and resolved at CC.

The ADEI Leadership Team and the Assistant Vice President for Civil Rights & Title IX Coordinator worked together to develop a [Bias Incident Policy and procedure](#) completed with definitions. We propose that said policy/procedure be submitted for formal adoption via the usual channels of policy adoption and that a [change management model](#) be used to institutionalize its intent.

4.   The committee is also asked to work with Communications to develop a more streamlined website to communicate our commitment and progress towards goals.

The AVP for Staff Diversity and Inclusion has a meeting scheduled to discuss the ideas of the ACC related to website transformation. The conference is scheduled for April 12th. This meeting aims to discuss cosmetic changes needed, accessibility elements, and overall upkeep and provide an ambitious timeline of deliverables. All changes to the website will be at the discretion of the ACC in assistance with the communication division.

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Recommendations:

Given that this committee was traditionally designed to evaluate the progress through a lens of accountability on our institutional antiracism commitment, the first recommendation centers on how this body could be better used to fulfill its obligation successfully. Instead of a charge from the president's office, we recommend that the committee use its first academic year meeting to define the scope of work it plans to accomplish and provide this to the president's office by block 2. This allows for the diverse perspectives that make up the committee an opportunity to identify needs within the broader community and construct the goals of the ACC in alignment with other priorities such as the lens, pillars, and overarching institutions' ADEI strategy.

Upon invitation, the ACC would like to engage more with divisional leadership in meetings to discuss progress, brainstorm, and problem-solve as a collective community. This approach allows divisions to obtain a diverse perspective from a representative body on improvements during action instead of after the fact. This would refine a co-creative all-inclusive process, strengthening trust and relationships across the CC community. This also helps break down hierarchies, maintain effective communication channels, and apply activities accountability in a supportive community environment.

The ACC would like to regularly gain access to pertinent data and information, especially as it pertains to compositional diversity goals. Quarterly divisional demographic reports (or another agreed-upon method in consideration for confidentiality) offering insight into workforce trends, including internal promotions, hire, attrition, professional development, and exit data.

Conclusion:

The ACC has learned quite a bit about the work that has been taking place across campus. The commitment to becoming an antiracist institution appears live and apparent. However, moving forward to gain traction, it may be wise to invest in some concrete deliverables and motivate leadership to operationalize the plan in a meaningful, tangible, and outcome-driven way. To live up to our commitment, we must identify, address, and improve internal systems by engaging people who operate these systems, developing transparent communication and data practices, and recognizing that this journey requires quality enhancement strategies.