



CLAREMONT MCKENNA COLLEGE

PRESIDENTIAL INITIATIVE ON ANTI-RACISM
AND THE BLACK EXPERIENCE IN AMERICA

***THE PRESIDENTIAL INITIATIVE ON
ANTI-RACISM AND THE BLACK EXPERIENCE IN AMERICA:
THE STEPS TAKEN – THE STEPS AHEAD***

The Presidential Initiative

On June 18, 2020, President Chodosh announced *The Presidential Initiative on Anti-Racism and the Black Experience in America*. *The Presidential Initiative* aspires to develop a “vision, strategy, action plan, and accountable measures” for a “long-term, structural, integrated educational response to racism, inequality, and inequity.”

The Presidential Initiative was created:

Not just to support our Black community, but to expand it.

Not just to study racism, but to find effective ways to end it.

The Presidential Initiative is a core priority for the College in both the short- and long-term. The work is challenging and vital to our shared success. Even through the pandemic, we made progress in 2020-21. We will build on this progress in 2021-22 and beyond “until we have developed a community that no longer needs *the Initiative*.”

The Commitments

Four commitments drive *The Presidential Initiative*:

- *We learn best when we own it.* This is our work, our shared **responsibility**.
- *We learn by doing.* This is a learning **experience**.
- *Change is effective when centrally embedded in our daily work.* This is a fully **integral** educational response.
- *What’s measured gets done.* This is about **outcomes**.

Shared Responsibility

The Initiative is committed to a collaborative, community effort.

Over the course of the first phase, *The Presidential Initiative* has established the CMC community’s strong, *shared responsibility*.

In 2020-21, five steering committees led the effort: one each for faculty, staff, students, and alumni, and one senior College-wide steering committee that includes the chairs of each of the four underlying committees and *the Initiative*-wide coordinators.

The steering committees established a foundation of achievement and a pathway for future actions in pursuit of clear outcomes through a series of recommendations attached in Appendix A.

Together, the collective work on *the Initiative* produced a wide array of impacts, described in the following sections.

Learning Experience

The Presidential Initiative stated:

This is the moment for us to demonstrate our commitment to addressing complex problems. This cannot be limited to the study of racism. We must all develop the behavioral commitments, ethical courage, and effective strategies to empower members of our community to combat racism.

Several strong programs concretely strengthened the *learning experience* at CMC in grappling with the role of race and racism and its impacts.

The College implemented new coursework, workshops, research collaborations, and institutional resources to bolster these commitments.

First, the Faculty Fellows program identified **fourteen** full-time faculty of all ranks and varied disciplines who committed to sustained participation in community learning and engagement on topics related to race, racism, and racial inequalities, with a particular focus on Black experiences in the United States. The Faculty Fellows participate in workshops, organize professional development opportunities for faculty, or create co-curricular learning opportunities for faculty or students. Faculty from economics, government, psychological science, history, literature, and religious studies, as well as from the Center for Writing and Public Discourse and the Murty Sunak Quantitative and Computing Lab, received support to grow their capabilities and expertise. (A list of these fellowships is provided in Appendix B.)

Second, *The Presidential Initiative* awarded five grants for the development and revision of courses geared towards anti-racism and the Black experience in America. Such courses will focus on voice in authorship; the psychology of child development; the economics of poverty and inequality; COVID-19, public policy, and community impacts; and the impact of race in the coffee industry. (A list of these new courses or course enhancements is provided in Appendix C.)

Third, CMC institutes, centers, and labs undertook major research efforts to make intellectual and material contributions to combat racism. This included collaborations on the challenges of creating change in structures of inequality through Project 20/20 and workshops on bias and anti-racism. Also, student leaders of the research institutes and

other student organizations participated in workshops on equitable hiring and interview practices. (See Appendix D for a more detailed description of these collaborations and programs.)

Fourth, the Athenaeum continues to offer many superb programs on race, racism, and the Black experience in America, with appearances by leading Black intellectuals and leaders in 2020-21 and this academic year (including several scheduled for the spring semester): Anna Deavere Smith, Kimberly Falcon-West, Annette Gordon-Reed, Anita Hill, Gary Hoover, Tyehimba Jess, Martha Jones, Peniel Joseph, Terrence Johnson, Ibram X. Kendi, Glenn Loury, Charles Mills, Yusef Komunyakaa, Zadie Smith, Michael Steele, and Beverly Tatum.

Fifth, the Dean of Students Office offered intergroup dialogue training sessions for students, faculty, and staff to build the necessary intellectual and social capabilities for collaboration across differences in identity, viewpoint, and experience, as central to learning outcomes and leadership development. (A fuller description of intergroup dialogue is provided in Appendix E).

Sixth, CMS Athletics developed a series of operational principles for diversity, equity, and inclusion and a commitment to eliminate racism. The committee developed a comprehensive set of programs and strategies centered on recruitment, capacity building, and community engagement. Each coach developed a plan to increase diversity outreach in recruiting student athletes and engaged in training on equitable recruitment and hiring strategies. CMS also created a fully integrated learning program for the department. In recognition of their exemplary efforts, CMS received the NCAA Division III April Diversity Spotlight, which was accompanied with a grant from the NCAA to support their continued work.

Finally, ASCMC and other offices and departments across the College supported programming by many student groups, including open forums, book clubs, guest speakers, and social media campaigns. For example, the Black Women's Collective (BWC) collaborated with the CMC Black Student Association (BSA), Advocates, and Young Men's Circle (YMC) on a movie screening of *On the Record*; the BWC, YMC, and Women of Color in Pre-health collaborated on an event focusing on Masculinity and Health Outcomes for Black men; Asian Pacific American Mentors (APAM) hosted an open forum on anti-racism and the experiences of APIDA individuals and groups; and a small group of students worked with staff in the DOS to develop anti-racism hot topics sessions for future intergroup dialogue offerings.

Integral Educational Response

Beyond and within the foregoing programs, in order to provide a strong foundation for these learning experiences, *The Presidential Initiative* has developed a more integral institutional strategy. Functionally, this means integrating these commitments as *central* to faculty recruitment and strategy and curricular development, student support and opportunity, and staff development.

The Dean of the Faculty is working on a comprehensive hiring strategy that internalizes the commitments of *the Initiative*. Faculty search committees learned how to develop

more diverse and inclusive recruitment practices. CMC is also participating in the Consortium for Faculty Diversity Fellow program for the next five years.

The College elevated the Title IX Coordinator position to Assistant Vice President for Diversity and Inclusion/Title IX Administrator, an expanded role that will build on individual student retention efforts from the time of admission to CMC through graduation, maintain Title IX oversight, and provide strengthened capacity to the Office of Civil Rights, particularly with respect to full implementation of the joint Title IX policy for the Claremont Consortium and the associated coordination with student advocates and other Title IX administrators.

CMC Public Safety developed a robust public safety program that implemented various opportunities to incorporate anti-racism, mindful policing, and bias awareness as part of the ongoing training for the department. The multi-week summer curriculum, in partnership with the Mindful Policing Institute, started with a full day training that included elements of managing conflicts, self-awareness, understanding responsibilities to the community, equity, systems, and behavior in community policing.

Public Affairs, through the *Conversations* series, developed more stories, student collaboration, and social media engagement. The department also enriched and diversified opportunities for alumni and parents to share experiences. Two branded websites, with detailed information about *the Initiative* and the Open Academy, will allow the community to continue to engage and learn about ongoing work and overlaps in support of the initiatives.

Outcomes

The Initiative is outcome-driven and committed to develop the tools to evidence its impact, to evaluate and assess whether “*our efforts have yielded the desired effects and how we can do better.*”

Outcome measures focus on the core commitments of *The Presidential Initiative*.

Not just to support our Black community, but to expand it.

Not just to study racism, but to find effective ways to end it.

Regardless of the specific pace of our progress, we must ask two questions each day.

Have we supported and expanded our Black community?

Have we studied racism and advanced effective ways to end it?

Our work here did not begin in June 2020. Many foundational and parallel efforts have supported it: the Student Imperative and personal and social responsibility initiative in 2013; the development of a civil rights office in 2014; the creation of the CARE Center in 2015-16; the development of dialogue training in 2016; the Kravis Opportunity Fund; and the advancement of the CMC Strategy to expand opportunities for all students.

Our work will continue “until we no longer need *the Initiative*.” We have made progress; *and* we can do better. For example, from 2015 to 2021, the proportion of Black or African American students, based on maximal reporting, increased 89%; yet, this is 9% of our total student population.

The Diversity Committee, composed of faculty, staff, and students, is tasked with oversight of these and other key metrics, including from survey-generated data, and outcomes to measure the progress of *The Presidential Initiative*.

In order to provide opportunities for community engagement, the Diversity Committee held a community update in December 2021 and others will take place in the spring semester. We look forward to this next phase of broader community engagement, planning, implementation, and impact.

In sum, the community efforts to date have already had a significant impact and set a foundation for taking on the challenges and advancing core CMC commitments outlined in *The Presidential Initiative*.

Priorities for 2021-2022

Synthesizing the committee recommendations, learning from and building upon the accomplishments and challenges faced in the first phase of *The Presidential Initiative*, we will continue to build on the foregoing programs and pursue the following key priorities this year:

- **Faculty and Staff Recruitment and Hiring** – we will continue to build on the structural interventions implemented in our recruitment and hiring processes to support the faculty’s development of a diverse pool of applicants for each employment opportunity at the College. We will also expand the training provided to all members of the community who participate in the hiring process in order to build capacity around minimizing the impact of bias, proactive recruitment strategies, expanded marketing efforts, and development of metrics to create systems of accountability. All searches will demonstrate efforts in alignment with the College’s goals. Proactive identification of promising teacher-scholars, in-person engagement both on- and off-campus, and active recruitment will be done continuously, both in advance of pending searches and even during times in which searches are not pending. The efforts described above will move CMC forward in significant and important ways.
- **Enhance and Expand Student Recruitment** – we will build on the current efforts in the Office of Admission and Financial Aid and implement a coordinated strategy that supports the recruitment and retention of a diverse student population throughout the College. We have added two additional staff members who are focused on strategic recruitment efforts. Athletics continues to advance opportunities and education centering on diversity, equity, and inclusion. Alumni and parents are committed to supporting the College in its efforts to yield admitted students. Our focus this year will be on continuing to increase access to

the College through expansion of pipeline programs, college transition programs, and college affordability.

- **Culture of Recognition and Acknowledgement** – we will develop opportunities to celebrate and recognize individuals and departments across the College that have exhibited extraordinary efforts to promote diversity and inclusion at the College and exceptional commitment to working against the impact and effects of racism. We intend to honor the work of students, staff, and faculty, as well as academic and administrative departments. The goal is to build a culture of recognition that fulfills the commitment that our actions are *integral* to the mission of the College.
- **Campus Climate Survey for the Entire Community** – as a tool to assess the current state of the campus environment, we will engage in a community-wide survey of students, staff, and faculty. We will be intentional to garner participation and focus our efforts on sharing the results broadly. The survey will also provide a new baseline metric for future comparison to assess improvement and strengthen our *outcomes* through effective *measurement*.
- **Outcome Measure Development** – we will continue to develop a full set of metrics in order to evaluate our actions and interventions: what worked well or poorly, how do we know, and why? We will evaluate our current institutional data and assess how best to improve it. Through such measures, we will adopt a holistic approach that can account for the success of our commitments through an evaluation of our performance.

Appendix A: Steering Committee Recommendations

In support of *the Initiative*, priorities were established during 2020-21 and each of the four steering committees proffered recommendations. The recommendations were escalated to *the Initiative* coordinators and then to President Chodosh. From that foundation, these recommendations below shape the implementation plans for 2021-22 and have been forwarded to the Diversity Committee in order to develop metrics that measure progress and create greater transparency and accountability.

I. Student Steering Committee Recommendations

We are committed to build on these programs in order to develop a more visible and effective level of direct support to Black students, students of color, and all students desiring to address racism and systemic violations of civil rights and structures of oppression. We know these efforts will result in a better experience for all students and a richer learning environment.

The Student Steering Committee made several recommendations:

- Create a more welcoming environment for all students in each academic department;
- Provide more advisor training and more structured general advising;
- Address the lack of diverse presence in faculty, staff, students, and key areas of college leadership, especially Black faculty; and
- Develop an avenue for student feedback and advice on college communications.

Students want to see themselves reflected in the composition of each department. Students want to feel they have access to each department without barriers to success. Students want more opportunities to engage with faculty about the departmental approach to learning and the collective goal for the major.

Below are some of the opportunities moving forward this year:

- Continue to develop and implement an even more proactive model of academic advising that will provide more guidance in such areas as course selection, access to resources, and scheduling;
- Create a summer program to support the successful transition to college by helping entering students learn and prepare for the full range of demands and expectations, as well as the support resources available at CMC;
- Allocate financial support through the Sponsored Internships and Experiences (SIE) program for summer research, internship experiences, and advisor support for projects and research in the areas of combatting racism and structural inequality; and
- Develop more opportunities for Black community engagement by connecting Black students and families with our alumni, faculty, staff, and other students.
- The College will continue to offer skills workshops in intergroup dialogue, anti-bias training, and anti-racism education on an annual basis.

II. Faculty Steering Committee Recommendations

The Initiative has strong institutional commitments centered on the faculty:

At the heart of the academic experience is the curriculum and our faculty and student research opportunities, research institutes, centers, and labs. CMC is uniquely positioned to address systemic issues because of the strength of our applied research opportunities. We have the ability to engage in larger societal challenges while addressing our internal obstacles as well. We will work together with departments to expand the opportunity to recruit Black faculty and learn about structural inequities and challenges that will guide our solutions. CMC is committed to providing increasing levels of support for faculty and students to teach, learn, research, and lead in the study and practice of structural and policy reform.

Recommendations of the Faculty Steering Committee include:

- Promote and evaluate course innovation grants, through financial resources from the Dean of the Faculty's office, to allow faculty to create or modify courses focused on anti-racism and courses on the Black experience in America;
- Develop and fund a Faculty *Presidential Initiative* Anti-Racism Fellows Program that will support faculty in creating opportunities to build capacity across the college in various methods and perspectives on understanding and working against the impact of racism;
- Create a Scholar-in-Residence program that will bring faculty to CMC with a focus on scholars who can educate and engage the community about the Black experience in America;
- Support evaluation and addition of a general education requirement that addresses racial and ethnic understanding; and
- Implement intentional hiring strategies to promote the recruitment of diverse candidates as visitors, post docs, and tenured and tenure-track faculty.

Faculty are focused on increasing the diversity in all departments and committed to developing an environment that supports the retention of faculty of color. Faculty are deeply committed to creating a learning environment that develops students' tools to engage diverse perspectives and communicate across difference. Additional recommendations follow:

- The Dean of the Faculty Office will facilitate the hire of one new CFD Fellow each year for the next four years;
- The College joined the National Center for Faculty Development and Diversity and will use this year to expand the resources available in the areas of inclusion education, mentoring, and retention, particularly for pre-tenure faculty;
- The Dean of the Faculty Office will provide funding to expand the advertising of faculty positions and train faculty members on effective practices and skills for service on search committees. In addition, departments will submit a report on their diversity and inclusion efforts and achievements in the search and hiring process;
- CMC will apply the current Mellon grant to hire a faculty member in Spanish with a focus on the African Diaspora in Latin America;

- CMC has another hiring opportunity under the Mellon grant;
- CMC is working on an ambitious funding proposal for a new series of faculty hires across the college and at various ranks; and
- CMC will continue to recognize demonstrated leadership in developing anti-racism pedagogy, programming, and applied learning experiences for students through grant funding and merit recognition, e.g., the Faculty Fellow program and course development grants.

III. Staff Steering Committee Recommendations

The Initiative established a vital role for staff:

Staff are central to the way students experience CMC. All members of our community must have the capacity to engage in a manner that demonstrates commitment, fluency, and strong capabilities to address matters of race, and diversity and inclusion more generally. Direct support will be provided to staff for professional and program development.

The Staff Steering Committee made important recommendations:

- Coordinate an annual professional development conference for all employees that focuses on educating the community about diversity, equity, inclusion, and anti-racism that covers a variety of topics (accessibility, effective dialogue, viewpoint diversity, etc.);
- Create a staff anti-racism fellowship program for those who want to make larger community contributions and advance their learning; and
- Develop a student-staff mentorship program that can support students in need of assistance as they transition to CMC.

Staff want to incorporate a commitment to anti-racism as part of the evaluation of performance and to see the value reflected. Staff want to see their departments assess their current policies and practices in order to remove any barriers to access.

In addition to the recommendations by the staff steering committee, below are some additional priorities for this academic year:

- Professional development for staff in the area of promoting respect, inclusion, and racial bias awareness in the workplace;
- Annual study and experiential workshops for the College leadership (the President's Executive Cabinet and Senior Advisory Council) on racism and other kinds of institutional barriers to inclusion and opportunity;
- Creation of a student associate program that will allow students to work directly with the President's Executive Cabinet, with the objective that each member of the Cabinet will develop a set of commitments in support of *the Initiative* for areas of the College they oversee; and
- A special service recognition award for the faculty member, department, staff member and students that demonstrate excellence in the development of programming or service contributions that advance anti-racism and inclusivity.

The College will continue to train staff members to focus on and report diversity and inclusion efforts and achievements in the search and hiring process.

IV. Alumni Steering Committee Recommendations

The Alumni Steering Committee made several recommendations:

- Conduct a study of the Black experience at CMC, with a survey for the 800 Black alums, so that the College can collect quantitative and qualitative data to learn about their experiences, and reconnect them with the College to advise on the implementation of new programs;
- Develop more regional ambassadors to assist with Admission and recruiting;
- Create more structured engagement for students once they are admitted so more formal interaction with admitted students can increase the yield;
- Create themed workshops to connect more students, faculty, alumni and trustees; and
- Assist with identifying and supporting more trustees of color.

Alumni are deeply engaged and committed to *The Presidential Initiative*. Alumni have sought out opportunities to incorporate these themes with the CMC Alumni Association. There continue to be focused efforts to reconnect and support alumni of color.

Appendix B: Faculty Fellowships

The College introduced *the Presidential Initiative on Anti-Racism and the Black Experience* Faculty Fellows program. The Faculty Fellows program identified 14 full-time faculty of all ranks and varied disciplines who committed to sustained participation in community learning and engagement on topics related to race, racism, and racial inequalities, with a particular focus on Black experiences in the United States. Over the course of three semesters, the Faculty Fellows will participate in workshops, organize professional development opportunities for faculty, or create co-curricular learning opportunities for faculty or students. The following faculty were selected to be part of the inaugural class.

Christine Crockett, Visiting Assistant Professor of Literature and Director of the Center for Writing and Public Discourse:

The project will focus on applying the research and expertise in inclusive and anti-racist pedagogy to explore alternative models of assignments and assessment with the goal of creating equitable labor and grading practices.

Stacey Doan, Associate Professor of Psychology and Director of the Berger Institute:

The project will develop modules on race and racism that can be implemented into Introduction to Psychology courses. The goal is to create a toolkit that other faculty can use as they teach the course.

Gaston Espinosa, Arthur V. Stoughton Professor of Religious Studies:

The project will implement internal workshops to build and expand capacity within faculty and serve as a consultant on ethno-racial and cross-cultural understanding. The goal is to expand the internal resources within the College to support students, staff, and faculty in building cross-cultural education competencies.

Jennifer Feitosa, Assistant Professor of Psychology and Director of METRICS Lab:

The project will apply research and expertise in assessing the effectiveness of diversity initiatives to develop tools for CMC to track its progress. The goal is to build capacity among CMC faculty, students, and staff for measuring our progress and creating a transparent process to ensure accountability.

Jeff Flory, Associate Professor of Economics:

The project will focus on applying the research in assessing the impact of diversity and inclusion efforts in the corporate world to academia, CMC specifically. The goal is to use the equity index as a framework to analyze the performance data from the College to ascertain what previous interventions have been impactful or what other opportunities should be explored.

Laura Grant, Assistant Professor of Economics:

The project will create a guide for students who would like to work with external grassroots organizations to inform them on how to engage with communities that are generally underserved. The focus will be on the engagement with Native American/ Indigenous communities and will have structure that is transferable to other communities as well. The goal is to provide students with the capacity to approach any organization and create an internship or service project opportunity.

Chloe Martinez, Lecturer of Religious Studies and Program Coordinator of the Center for Writing and Public Discourse:

The project is a multipart proposal that centers writing as a critical tool for fighting against racism. The project will have coursework components, speakers, workshops, and eventually a summer writing experience or conference dedicated to writing against racism. The goal will be to develop different internal structures to promote creative writing opportunities that focus on working against the impact of racism.

Bhaven Mistry, Visiting Assistant Professor of Mathematics and Assistant Director of the Murty Sunak Quantitative and Computing Lab:

The project has a dual focus on providing tools for faculty who want to learn how to create more inclusive classroom concepts in quantitative courses and to develop pre-orientation programming that can support college transition and readiness of the expectations of college-level quantitative courses. The goal is to disrupt the thinking that only certain disciplines can address racism or support anti-racism work and to disrupt self-defeating beliefs that only certain types of people are inherently better at math.

Jeho Park, Visiting Assistant Professor of Mathematics and Director of the Murty Sunak Quantitative and Computing Lab:

The project will provide support to create internal workshops on algorithmic bias. The goal is to educate the community about how bias exists in areas that may externally appear obvious and how the bias leads to inequitable outcomes.

Jessamyn Schaller, Associate Professor of Economics:

The project will develop modules on race and racism that can be incorporated into Economics 50. The goal is to have adaptable modules that can be used as a resource for any faculty assigned to teach the course. Moreover, the work has the potential to introduce anti-racist teaching and learning to CMC students in critical and foundational ways, early in their academic experience at CMC.

Diana Selig, Kingsley Croul Associate Professor of History and George R. Roberts Fellow:

The project will support the creation of internal workshops, consultant services on inclusive pedagogy, and the incorporation of anti-racism theories and practices in the classroom. The goal is to ensure that faculty who have evolving or emerging interests in incorporating anti-racism education in their courses can gain the capacity to do this work in accordance with best practices.

Aseema Sinha, Wagener Family Professor of Comparative Politics and George R. Roberts Fellow:

The project will support community-learning sessions that build capacity to do anti-racist work among students, faculty, and staff and to engage in cross-disciplinary conversations about racism and anti-racism through various perspectives and from various disciplines. The goal is to allow the community to think about the implications of racism and how to end it through a broader scope, in alignment with the College's commitment to *the Initiative* and the Open Academy.

Derik Smith, Associate Professor of Literature:

The project is focused on building a stronger partnership between CMC and the Reintegration Academy. The Reintegration Academy is committed to supporting individuals who are transitioning out of incarceration and working to provide mentorship and resources to deter recidivism. The goal is to work against the impact of the school-to-prison pipeline and inequities in incarceration and to allow opportunities for members of the community to learn and share with individuals who have different life experiences.

Sharda Umanath, Associate Professor of Psychology:

The project will develop a college transition program to assist students in their efforts to acclimate to college expectations. The goal is to remove barriers to academic success and facilitate a smoother transition to the academic experience by making transparent the parts of the curriculum that may seem hidden.

Appendix C: Course Development Grant Program

The College launched grants for the development and revision of courses geared towards anti-racism and the Black experience in America. Five proposals were selected for funding:

Christine Crockett, Visiting Assistant Professor of Literature and Director of the Center for Writing and Public Discourse; *Megan Gallagher*, Professor of Literature and Assistant Director of the Center for Writing and Public Discourse; and *Sue Layden*, Senior Associate Dean of Students for Student Success:

The grant will support the development of a new course centered on teaching writing from a strength-based approach that centers the validity of the student's own authorial voice gained from their prior writing experience and educates the transitional value of their prior experiences to their current academic setting.

Jeff Flory, Associate Professor of Economics:

The grant will support the addition of a new unit to Developmental Economics that will embed and address issues of racism into the curriculum, particularly in such important topics like poverty and inequality. The 2-3 week unit will help students explore how racism factors into these issues.

Tomoe Kanaya, Associate Professor of Psychology:

The grant will support the creation of a new unit in Child Development and Educational Policy that will focus on racial disparities in education, specifically in Black and Latinx communities.

Fred Lynch, Associate Professor of Government:

The grant will support revisions and updates to Government 105 and Government 113. The revisions will enable students to study the impact of COVID-19 on communities of color and structural vulnerabilities that Black and Latinx people experience as they navigate the American health care system. Case studies will be developed to generate constructive conversations about structural racism and Black and Latinx experiences in America.

Jamel Velji, Associate Professor of Religious Studies:

The grant will support revision of his Freshman Humanities Seminar course and will contribute substantively to anti-racism teaching at CMC. The proposal's objectives are to deepen and expand the course's existing coverage of race and its impact on the culture and industry of coffee. The course will generate important conversations about global Black experiences, identity, and power.

Appendix D: Institutes, Centers, and Labs

CMC institutes, centers, and labs undertook major research efforts to make intellectual and material contributions to combat racism. This included collaborations on the challenges of creating change in structures of inequality through Project 20/20 and workshops on bias and anti-racism. Also, student leaders of the research institutes and other student organizations participated in workshops on equitable hiring and interview practices. Special programs included the following:

- The Berger Institute for Individual and Social Development hosted speakers and presented panels. They launched a social justice series in which they held four virtual sessions for students to help provide a safe and conducive environment for processing reactions to current events and discussing activism ideas.
- The Center for Writing and Public Discourse invited a guest speaker and hosted a workshop for faculty on teaching anti-racism through writing.
- EnviroLab Asia hosted an anti-racism series of guest lectures.
- The Financial Economics Institute created and facilitated a financial literacy boot camp for high school students. They also hosted a roundtable discussion with a panel of experts from three different fields who brought their expertise on Fintech to bear and shed light on algorithmic bias from different angles.
- The Gould Center for Humanistic Studies sponsored student projects that address race-related issues.
- The Keck Center for International and Strategic Studies developed a program on Race, Gender and Identity in International Relations, including a full credit course, a speaker series, and a mentoring program. It also sponsored three faculty projects linked to anti-racism, including student research assistants.
- The Kravis Lab for Social Impact coordinated a research study on learning and transitioning to college.
- The Kravis Leadership Institute led a new seminar course on Leadership, Race, and Inclusion, as well as a speaker series.
- The Mgrublian Center for Human Rights offered a new course on Racism Today and Human Rights Abuses, Historical Dimensions and Redress, including extensive supplemental programming with multiple guest speakers and briefings on various topics related to police brutality and excessive use of force. It also supported a photo exhibit by Eli Reed, renowned Pulitzer Prize-winning photojournalist of Black life in America, and sponsored a team of students to work directly with a local human rights lawyer to conduct research and search historical documents and testimonies to help build the lawyer's arguments to pursue justice on current and historical human rights abuses.
- The Rose Institute of State and Local Government sponsored students working on national police reform efforts in the context of a decentralized policing system and the difficulties faced by California native tribes that are not federally-recognized.
- The Salvatori Center for the Study of Individual Freedom sponsored faculty-run Saturday seminars, guest speakers, and Athenaeum panels on race-related topics.

Appendix E: Intergroup Dialogue

Intergroup Dialogue (IGD), originally developed at the University of Michigan, is a research-based pedagogy that has been adopted by over 50 institutions across the United States and Canada. IGD is deeply dialogic in approach, with engaging opportunities for both inter- and intra-group work. A substantive body of research demonstrates the innovative pedagogy's effectiveness in supporting significant student learning outcomes and leadership development.

In short, engagement ensues in three primary ways: increased intellectual understanding; inter- and intra-personal affective and dialogue skill growth; and an expanded action-orientation and capacity to collaborate across difference to solve complex societal problems. Its assumptions and techniques may be relevant both to classes that have anti-racism, diversity, and inclusion as a formal topic and those that do not. Likewise, the approach can assist in course design and curricular initiatives, student programming, residential life education, athletics, and a number of other settings.

- Sue Layden, Sr. Associate Dean for Student Success, and her colleague, Dr. Kristie Ford, as an outside consultant, beginning in January of 2021, successfully offered three trainings for faculty and staff with positive outcomes, i.e., enhancing pedagogy, shifting teaching strategies, and an increased sense of community (particularly among BIPOC-identified staff and faculty). This included two Introduction to IGD pedagogy workshops and one IGD Facilitator Training workshop.
- Sue Layden and Vince Greer led the Dean of Students Office team in regular IGD trainings, using Ibram Kendi's *How to be an Antiracist* as a guiding document.
- Sue Layden and other members of the Dean of Students Office worked biweekly with a small group of ten students to learn about IGD, practice IGD dialogue, and research materials for hot topics for CMC use. Each student has developed a sample hot topic curriculum using Michigan lesson plan templates and feedback from the staff on their lesson plans.

The Dean of Students Office worked on an anti-racist learning module with 90 first-year guides (FYGs) and college programming board members (CPB) that employed IGD strategies to boost student leadership, self-authorship, and anti-racist skills; this intervention is part of the College's WSCUC accreditation study.