Developing an Institutional Anti-racist Framework
Agenda

1. Introduction & Antiracism Framework  
   10 Minutes

2. Systemic Antiracism Foundations  
   10 minutes

3. Campus Perspectives:  
   • St. Cloud State University &  
     St. Cloud Community & Technical College  
     20 Minutes
   • Minneapolis College  
     15 Minutes
   • St. Paul College  
     15 Minutes

4. Q & A  
   15 minutes

5. Closeout  
   5 Minutes
Equity 2030
Common Language & Key Definitions

“First, we shape our language, then our language shapes us.”
**Key Definitions**

**Diversity** encompasses acceptance and respect. It is understanding that each individual is unique, and our individual differences need to be recognized. These can be along the dimensions of race, ethnicity, gender identity, gender expression, sexual orientation, socio-economic status, age, physical/mental ability, religious beliefs, political beliefs, or other ideologies.

**Inclusion** promotes broad engagement, shared participation and advances authentic sense of belonging through safe, positive, and nurturing environments. It is about accepting and celebrating the rich dimensions of diversity contained within each individual.

**Equity** is the proportional distribution of desirable outcomes across groups. Sometimes confused with equality, equity refers to outcomes while equality connotes equal treatment. Where individuals or groups are dissimilarly situated, equal treatment may be insufficient for, or even detrimental to, equitable outcomes.

More directly, equity is when an individual’s race, gender, socio-economic status, sexual orientation, etc. do not determine their educational, economic, social, or political opportunities.
Key Definitions

**Racism** is defined as one dominant group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.
Key Definitions

**Anti-Racism** is the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.
Minnesota State: Prioritizing an Inclusive Environment

Minnesota State is committed to maintaining an environment that prioritizes dignity and respect free from discrimination and is supportive of all members of our community affected by this global health crisis. Bias, discrimination, and harassment are against our values and violate Minnesota State policies.

For more information, please go to https://www.minnstate.edu/board/policy/1b01.html
Minnesota State Anti-Stigma Campaign

Official COVID-19 Statement from Minnesota State

"Minnesota State remains committed to creating a welcoming and inclusive environment for all stakeholders throughout the response to COVID-19. We recognize that the diversity of our student body and employees is one of our greatest strengths. While fear, concern, and anxiety are normal reactions to this public health challenge, we cannot let such feelings cloud our judgment, or lead us to target, stigmatize or discriminate against any individual or group. We must be aware that certain employee and student populations, especially those of Asian-descent, may experience xenophobia, racism or be treated differently on our campuses or in the surrounding community because of fears related to the spread of the COVID-19 virus. Stigma, bias and misinformation hurt all of us, create mistrust and shift attention away from the critical effort to prevent and contain COVID-19. There is no excuse for xenophobia or discrimination and it will not be tolerated on our campuses."
Anti-Racism Ethos and Framework

**Courageous Actions and Education**
- Understanding Historic Foundations of Racism
- Critical Race Theory
- Stereotype Threat

**Dealing with Conflict**
- Trauma Informed
- Restorative Practices
- Informed from Campus Climate

**Collaboration with Community**
- Community and Business Partnerships
- Creation of Accountable Inclusive Community
- Ensure and enact commitment for anti-racist values
Antiracism in Higher Education

Debra Leigh
Interim Vice President – Cultural Fluency, Equity and Inclusion
Antiracism is.....

ACTION

• A conscious effort to know yourself
• That acknowledging personal privileges
• Provides equitable opportunities for all people
• Change systems and the culture of organizations
• Confronts acts of racial discrimination and the complexities of systemic racism
• Change personal racial biases
Antiracism in Higher Education is...

**ACTION**

- More than support for faculty and students of color
- Does away with deficit thinking
- Provides education about the realities of white supremacy, power, and oppression
- Drives conscious leaders to change organizational culture by overhauling policy, practice, procedures
- Calls out and makes clear white immunity, white fragility and white privilege
- Establishes mutually accountable relationships with people of color
- Addresses systemic racism inherent in hiring, recruitment, and retention practices
- Eliminates discrimination in grading practices
Antiracism in Higher Education is...

ACTION

- Fully funded, staffed and resourced Office of Equity and Inclusion. (No single individual can make all the necessary changes for an institution to achieve their antiracism goals)
- Examines why groups and individuals are systemically oppressed and marginalized
- Exposes discriminatory behaviors.
- Redistributes power equitably that has been held by dominate groups across racial lines.
- Creates ecosystems that achieve equity.
- Teaches the historical realities of racism
Antiracism in Higher Education is...

**ACTION**

- Increase access to people of color
- The onus to adapt and change is not put on people of color
- Racial justice is part of the conversation
- Board of trustees and presidents understand white supremacy in relations to self and privilege
- Whites develop stamina that allows for constructive engagement when facing difficult racial matters (DiAngelo, 2011)
- Uplifts local organizations involved in antiracism efforts
Antiracism is Not...

- Training that teaches tolerance or inclusive excellence
- About white saviors
- Cultural competency training
- Intercultural Development Inventory (IDI)
- Racist or reverse racism
Campus Perspectives:
St. Cloud State University
St. Cloud Community & Technical College

Mary Clifford
Debra Leigh
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

• In 1999 St. Cloud State University had several discrimination-related complaints against the University, and one of those turned into an antisemitism lawsuit

• The CODE Committee: Then President, Roy Saigo, put together a task force to research the existing types of diversity trainings which could meet the needs of the campus and the stipulations of the judgement. Theresa Fisher FA pres

• 2001 the state IFO Multicultural Issues Committee scheduled an anti-racism training, facilitated by Minnesota Collaborative Antiracism Initiative (MCARI). Debra and Mary attended this training and brought it back to SCSU.

• SCSU was in ongoing conversation with TOCAR at Minnesota State University Moorhead (Teaching Our Campus Against Racism)
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

- 2002 received $40,000 funding from Otto Bremer Foundation to train an anti-racism leadership team at St. Cloud State.
- Jim Addington and Carmen Valenzuela (MCARI) became mentors for the CARE Team and SCSU campus
- Feb 2004: The CARE Team was commissioned by President Roy Saigo
- NOTE: The CARE Leadership Team: students, faculty, staff, administrators, community members; our first team had approximately 30 members
  - The Team went through several trainings together
  - The Team was developing educational formats, and learning about conducting SWOT analyses for specific areas on campus
  - The Team was in conversation with other areas of campus but focused on long-term systemic change
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

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- The CARE Leadership Team: students, faculty, staff, administrators, community members
- NOTE: Initial .5 Debra and .5 Mary appointments to the CARE Initiative
- 2005 Debra was appointed to full time lead organizer
Saigo commends CARE

St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

Saigo, Roy H.

From: Debra Leigh and Mary Clifford
Date: Spring 2004

To: President Roy Saigo

Regarding: Resource request for the CARE Leadership Team

Thank you so much for the time and encouragement you offered to us at our lunch last Friday. In an effort to follow up with that discussion and discussions we have had with FA President Theressa Fisher, we would like to document our request for specific resources for the CARE Initiative to facilitate an expeditious and solid development of the program in this critical transition year. We also want to include for you, a bit of an update on what the CARE Leadership Team is doing and the plan for completing Phase II and moving into Phase III.

Dr. Fisher is only one of many who have shared with us your commitment to this project, and we want to do the best job possible for the University, the surrounding community, and the people who work and live in both these community groups. Your willingness to discuss the allocation of space and resources indicates to us a strong commitment to building a successful starting place for this group, which in turn, reiterates your support for the work this committee is doing. We are grateful to have such strong support; it is critical for the long-term success of the program, and we thank you for your efforts, your attention, and for your active involvement.

We look forward to hearing from you, and taking additional, directed, and focused steps toward building a better system of cooperation for SCSU, St. Cloud, and the members of these increasingly diverse communities.

So many good things are happening through the early process of organizing the CARE Leadership Team. We are certain, with your ongoing support, the best is yet to come.

Wishing you all the best, and thank you again,

Debra Leigh and Mary Clifford
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

• 2005 Worked to create 4-hour CARE Workshops *Understanding Racism and Antiracism Organizing* with MCARI team

• AY 2006/2007 the CARE Initiative facilitated 14 4-hour CARE *Understanding Racism and antiracism Organizing* Workshops by Debra, James, and Carmen offered on campus

• HEART Collaborative - SCSU, MSUM, Bethel,
  • The HEART Report - grant U of M Humphrey Institute
  • Work of campuses together, supported by MnState

• 2009 ARPAC - AntiRacism Pedagogy Across the Curriculum was created in collaboration between CARE and the Multicultural Resource committee

• Ongoing Trainings and several train the trainer events, trainings with leadership on campus and in the community
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

What - Anti-Racist Pedagogy Across the Curriculum A.R.P.A.C.

- The purpose of the ARPAC project is to provide intensive training for faculty committed to incorporating anti-racist pedagogy into courses across disciplines and across campus.
  - Analyzing and Understanding Systemic Racism
  - Anti-Racist Pedagogy in Higher Education
  - Anti-Oppression Strategies for the Online Educational Environment
  - Ongoing monthly Community of Practice
St. Cloud State University
Community Anti-Racism Education (CARE) Initiative

Create CommUNITY – Ongoing community work with local government and business representatives.

‘Conversations on Race’ FALL Event – Leadership Sangeeta Jha and Brandyn Woodard

MLK Breakfast – #MLK Every Day Neighbors Serving Neighbors is this year’s theme

COUNTLESS Care Trainings in the Community and surrounding area

COUNTLESS presentations and participation at national and regional conferences
Campus Perspective: Minneapolis College
Mindful Road Toward Equity, 2016-2020

Dr. Jay Williams
Equity & Inclusion

Why Do This Work?

We are the Diversity plan for many 4-year institutions?
The 2015 total enrollment of MCTC was 12,815 students, including 458 students who hold an active duty or veteran status with the United States Military. These students are 54.6% female and 44.8% male, and 55.3% of these students are eligible to receive a federal Pell grant, which is an indicator of low-income status. At this college, 56.3% of the students identify as people of color and 26.9% are first generation college students. In total, 75.1% of students at Minneapolis Community and Technical College are classified as underrepresented. As of 2016, 86% of the students that attended this college each year were MN residents. 38% of the students enrolled had transferred from another institution and another 7% of students were participating in a PSEO program. More than 70% of all students were enrolled part-time.
Moment Before the Launch, 2015
Minneapolis College Strategic Diversity Plan 2016-2020

Formation of Equity and Inclusion Committee Structure

- Steering Committee (HR/EI)
- Inclusive Pedagogy and Curriculum (merged) (Derick Lindstrom, Lisa Bergin)
- Inclusive Facilities and Partnerships (Rosa Shannon)
- Institutional Cultural Fluency (Responsive)
- Inclusive Policies and Communications (Matt Crawford)
- Dr. Martin Luther King Celebration
- Culturally Responsive Advising (Oana Zayic)
- Star Scholars Avellino Mills-Novoa Fellowship (Jay Williams)
Equity and Inclusion Workgroups & Efforts

- Intercultural Development Inventory (Nanette Missaghi)
- Partnership with Mindfulness Practitioners/Conference
- Anti-Racist Pedagogy Across the Curriculum (Debra Leigh, Mary Clifford, Rebecca March)
- Anti-Racist Administrator Training
- Out From the Shadows of Minneapolis Book Project (Jay Williams, Alison Bergblom Johnson)
- Equity By Design (Prototype Year)
- Community Advisory Boards (Jay Williams, Nanette Missaghi, Rosa Shannon)
- Return of Minneapolis College Powwow (Williams)
- Culturally Responsive Pedagogy Institute (Lisa Bergin)
- Community Healing Collaborative (Catrina Huyn-Weiss)
- Communities of Practice (ARPAC/CRP)
Since My June Departure...

- Term “Chief” Dropped from all position titles
- CDO now the VP of Equity and Inclusion
- Equity Gap Initiative
- Equity By Design (Framed as Anti-Racist)
- Culturally Relevant Advising Training Launched
- Culturally Responsive Inclusion Training (CRIT)
- Workforce Training Sessions
- Living Room Conversations
- Creating Community Virtually
Campus Perspective: Saint Paul College
Anti-Racist, Trauma-Informed Institution Plan

Wendy Roberson, Dean of Student Success, Equity and Inclusion
Wendy.Roberson@saintpaul.edu
Saint Paul College

Quick Facts

- 65% Students of Color
- 87% of first time and full-time students receive financial aid
- 61% first generation students
- Average age – 24 years old
Saint Paul College
Campus Climate Study

Recommendations

- (Re)Build employee trust.
- Emphasize the importance of collaborative work.
- Continue to deepen equity work.
Trauma-Informed

A framework based on the awareness of the prevalence and impact of trauma that supports safety, collaboration, trust, empowerment and choice.
Plan Overview

- Demonstrate a clear commitment.
- Seek, develop and value contributions of members.
- Support shared governance.
- Increase BIPOC representation at all levels.
- Adapt trauma-informed practices.
- Expand College
Priority One

Institutional Structure

- Review and revise the Institution’s mission, vision and values.
- Support shared governance and shared decision making.
- Identify, establish and support personnel resources.
- Increase anti-racist engagement in Saint Paul BIPOC communities.
Priority Two

College Policies

• Audit and revise policy approval process.
• Review all College policies with anti-racist, trauma-informed lens.
• Conduct routine data-informed policy evaluations including racial impact data.
Priority Three

Human Resources

• Embed anti-racist, trauma-informed commitment throughout employment.

• Increase recruitment and retention of employees of color.
Priority Four

Employee Education and Training

• Provide mandatory and additional opportunities for employee development.
Priority Five

Finance and Resources

- Identify and establish financial resources that directly support holistic efforts.
- Audit and evaluation financial measures of success.
- Follow contract language for faculty ratios.
- Develop and launch a plan to increase and sustain support of BIPOC owned businesses.
Priority Six

Academics

• Provide mandatory and additional training for faculty.
• Incorporate anti-racist, trauma-informed pedagogy throughout academic experience.
• Expand curriculum.
• Review and revise all academic and classroom policies.
Priority Seven

Institutional Research

• Develop an anti-racist, trauma-informed practice of data collection.

• Develop a process to prevent the weaponization of data.

• Analyze student and employee experience.
Questions & Discussion