



diversity equity  
inclusion justice

# Confronting Your Historical Racial Legacy

How to Get Buy-In, Mitigate Risk, and Avoid Change Management Barriers

- 1 Identifying Major Barriers to Progress
- 2 A Tested Approach to Securing Buy-In
- 3 Discussion with Peers

# Meet the Research Team



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# Identifying Major Barriers to Progress

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SECTION

1



# Hallmarks of an Antiracist Institution

Continuous Behaviors and Actions that Promote Racial Justice in Education

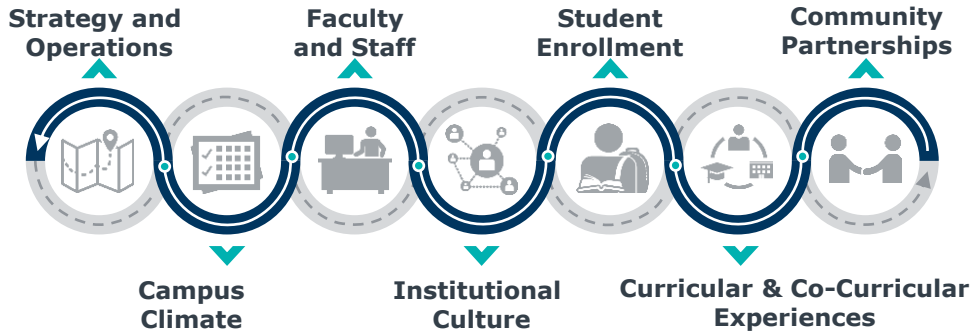
## Guiding Questions

- 1 What are the defining behaviors of an anti-racist institution?
- 2 What are the primary barriers to advancing racial equity?

## Research Methodology

<b>120+</b>	Articles examined for literature review	<b>50+</b>	Research calls with executives, faculty, and content experts
<b>200</b>	Antiracism statements reviewed across higher ed. and K-12	<b>30+</b>	EAB experts across higher ed and K-12 functions

## A Framework for Transformation



# Drilling Down on Institutional Culture

## EAB's Latest Research Initiative



## Addressing Historical Legacies of Racism at Your Institution

EAB's research helps institutions engage in deeper efforts to reckon with ties to racial oppression – examine their history, understand harm caused, and work with harmed communities to determine how to best move forward

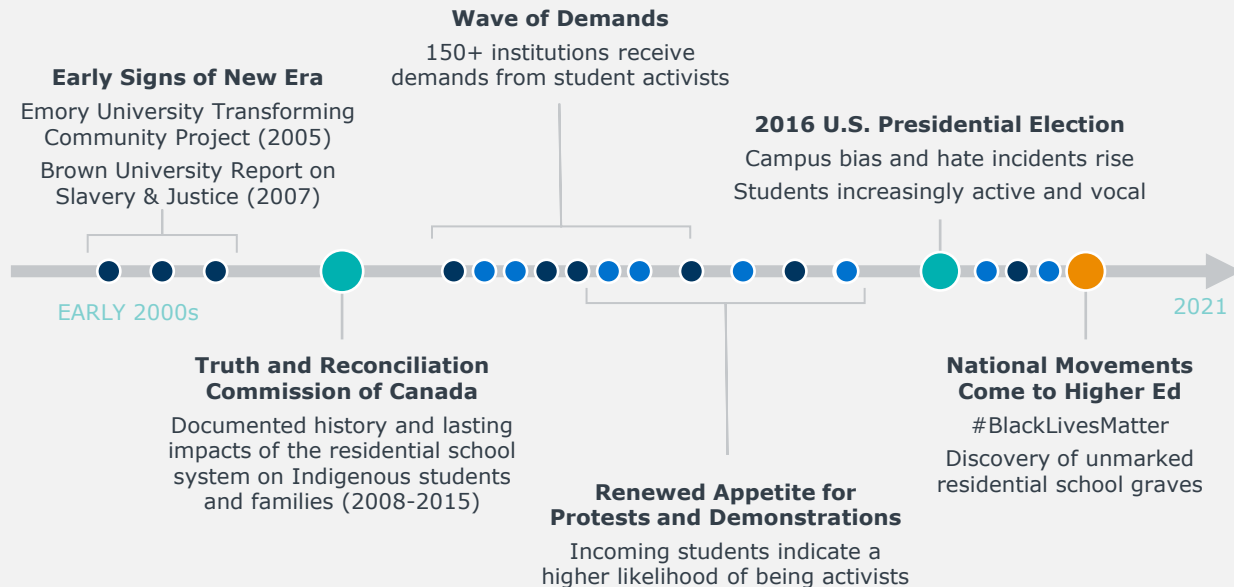
### Key Research Questions

- 1 How are institutions addressing their historical ties to racism?
- 2 What is motivating and preventing institutions from taking action?
- 3 How are institutions mitigating perceived and actual risks of addressing their historical ties to racism?

# A Reckoning Long in the Making



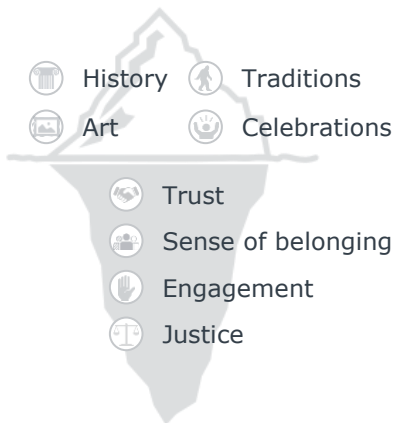
## Higher Ed Facing Renewed Pressure to Confront Historical Legacies



# More Than Symbols at Stake

But Institutions Struggle to Move Beyond Low-Hanging Fruit

**Actions Focus on Most Visible; Do Not Connect to Deeper, Systemic Issues**



**“We’re long on rhetoric and we’re long on basic low-hanging fruit.** That is—how do we get more Indigenous people hired? How do we involve elders in a meaningful way? How do we provide more scholarships or bursaries to Indigenous students?—**and really that’s where it ends,** mostly, across the country.”

*Dr. Shelly Johnson, Canada Research Chair in Indigenizing Higher Education*



# Rinse and Repeat

## Institutions Stick to the Same Playbook in Response to Current Moment

### Investigate



*History of Slavery at the University of Georgia: Symposium on Recognition, Reconciliation, and Redress*



*McGill University Examining Its Connections to Slavery and Colonialism*

### Apologize



*Wake Forest Apologizes for Slavery in University's Past*



*Dalhousie University Apologizes for Historical Ties to Racism, Slavery*

### Memorialize



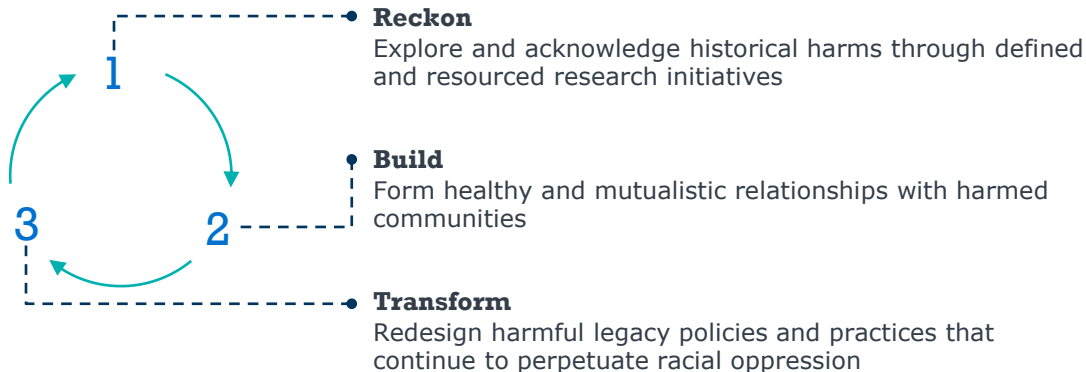
*William & Mary to Build Memorial to Honor Slaves Who Built It*



*Ryerson University Unveils Monument Celebrating Indigenous Teachings*

# Three Components to Driving Lasting Change

## Confronting Your Historical Legacy Is a Nonlinear Path



### What Can We Learn from One Another?

See [eab.com](http://eab.com) to learn more about how your peers are addressing the stages of change



**Dr. Benoit-Antoine Bacon**  
*President*  
**Carleton University**  
*Ottawa, Ontario*



**Dr. Carol Henderson**  
*Vice Provost for Diversity and Inclusion*  
**Emory University**  
*Atlanta, Georgia*

## Share with Colleagues in the Chat



Share an **example of a legacy** at your institution that requires change and would benefit from this three-pronged process of driving lasting change.



# Fearing the Worst If We Act, Not If We Don't

## Leaders Are Risk-Averse as Influential Stakeholders Resist Change

87%

Of private higher ed board members identify as white

Board of Trustees



22

States have laws that protect Confederate monuments or restrict education on race and racism

U.S. State Legislature



\$11B

In alumni giving in 2019-20

Alumni/Donors



“ People are having to do this in public in ways they didn't have to before. **Institutions are being pushed and challenged in ways they've never been pushed before.** Some welcome it, others come kicking and screaming. **There are those whose minds go straight to risk.**”

*Chief Diversity Officer,  
Private R1 University in the United States*

# Identifying Three Hidden Fears Blocking Progress

## EAB's Review of Potential Risks Reveals Underlying Barriers to Progress

- ⚡ Reviewed and catalogued 40+ risks and barriers by type
- ⚡ Informed by research interviews across US and Canada
- ⚡ Developed risk impact and mitigation strategies





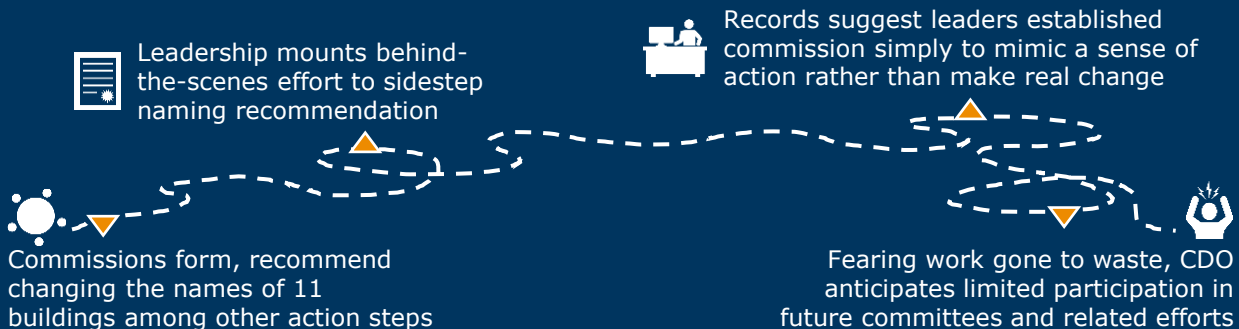
# No Guidance on How to Get It “Right”

## Absent Clear Goals and Process, Institutions Lack Confidence in Action

### Common **Procedural Fears:**

- Unprepared to manage changes to identity, symbols, traditions
- Uncertainty about necessary steps and actions
- Conflicting viewpoints about ideal process and successful outcomes
- Ability to maintain visibility, momentum over time
- Ability to adequately involve students and faculty
- Failure to adequately consider needs of harmed communities

## South Carolina’s Handling of Naming Report Stifles Trust and Participation in Racial Justice Work





# Hyper-Focus on Reputational, Financial Blows

## Confronting Legacies of Racism Perceived as Existential Threat

Common

### Institutional Fears:

- Exposure of institutional history of racism, exclusion, and oppression damages reputation
- Reliance on older predominantly white donor base; potential for decline in fundraising
- High-cost of changing or removing symbols
- Diverting attention away from other institutional goals
- Campus demonstrations, protests, sit-ins, or rallies

**\$1.5M**

Mellon Foundation grant withdrawn from UNC Chapel Hill after deal with Sons of Confederate Veterans

**\$1M+**

In funding threatened to be rescinded by one donor after alumni rally around "Eyes of Texas" alma mater

**\$2M**

Organizations spent up to \$2M to remove Confederate statues in cities across the US in recent years

Source: Li, "U. of North Carolina system under fire for \$2.5M to Confederate group in 'Silent Sam' deal," Dec. 19, 2019; Adams, "Why Applications and Enrollment are Spiking at Historically Black Colleges," May 13, 2021; McGee, "UT needs rich donors: Emails show wealthy alumni supporting 'Eyes of Texas' threatened to pull donations," *Texas Tribune*, March 1, 2021; EAB interviews and analysis.

# Efforts Stoke Personal (and Personnel) Fears



Risk of Retaliation, Fatigue Pose Barriers to Buy-In and Progress

Common

## Interpersonal Fears:

- Damaging relationships with board or state legislature
- Damaging relationships with certain student or alumni segments
- Potential to be ousted from current position
- Burnout for taking on the work, especially for BIPOC
- Managing uncomfortable dialogue about racial harm and healing



*Demand for Chief Diversity Officers is High. So is Turnover.*



*U of M Indigenous leader resigns, says administration frustrated anti-racism efforts*



*NC State loses student affairs official after complaints from conservative groups about his comments on social media*



*UT President Fennes sued for removing Confederate statues*



# Poll Question



Which of these types of fear is most common among senior leaders on your campus?



## Procedural

- Unprepared to manage changes to identity, symbols, traditions
- Lack of clear guidelines and next steps
- Conflicting viewpoints about “successful” outcomes



## Institutional

- Exposure of institutional history of racism
- Diverting attention away from other strategic goals
- Potential for decline in fundraising



## Interpersonal

- Damaging relationship with board, alumni, or legislature
- Concern about being ousted from current position
- Inability to manage dialogue about harm and healing



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# A Tested Approach to Securing Buy-In

The Principles of Risk Management

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SECTION

2

# Applying Risk Management to Mitigate Fears



Proactive, Strategic Efforts Effectively Shepherd Campus Through Change

## Key Components of a Risk Management Process



### Identify Potential Risks

Identify all risks;  
Likely to change  
over time



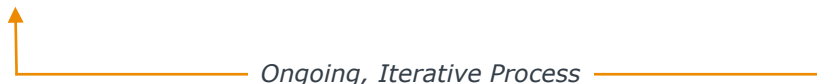
### Assess and Prioritize Risks

Use objective,  
predetermined  
criteria to prioritize



### Develop Risk Treatments

Design procedures  
and protocols for  
addressing risks with  
implementation steps



## Benefits of a Risk Management Framework

- ✓ Full view of organization's risk exposure
- ✓ Clear, predetermined criteria for assessing risks
- ✓ Risks prioritized in relation to context
- ✓ Risk treatments designed by area experts
- ✓ Continual monitoring and assessment built into process
- ✓ Ongoing communication with stakeholders

# No Stone Left Unturned

## Registers Force a Complete View of Potential Risks



### Comprehensive

- Register should include perceived risks, regardless of likelihood
- Should cover fears of most resistant stakeholder groups



### Categorized

- Risks should be sorted, organized logically
- EAB's recommendation:
  - Procedural
  - Institutional
  - Interpersonal



### Evolving

- Register should be a living document
- Register should be continually revised, regularly updated

EAB												
Monthly Risks												
Step 1: Identify Risks to Evaluation						Step 2: Determine Current Status of Risks			Step 3: Rate Likelihood, Impact for Total Score			
Risk ID	Date Raised	Raised by	Risk Category	Risk	Cause	Impact	Existing Policies, Responses	Current Response Effectiveness	Owner	Likelihood	Impact	Risk Score
Enter a unique reference number for each risk	Enter the date when the risk was first identified	Who brought this risk to the attention of the risk register?	What category does the risk fall into? (e.g. Facilities, Human Resources)	What is the risk itself? Describe enough detail so the committee can understand the risk	What would lead to this risk occurring?	What impact would this risk have on the school?	What, if anything, is already being done to address the risk?	How well are the current treatments, policies, and procedures addressing the risk?	Who owns the current response to the risk? (if applicable?)	Rate the probability of the risk occurring (1-5)	Rate the impact of the risk event (1-5)	Rate the impact on the school (1-5)

## Get Started with EAB's Risk Register

Forthcoming

- Centrally track 40+ identified risks
- Measure impact
- Develop and track treatments



# Spotlighting Urgency

Three-Part Assessment Identifies Risks That Need Immediate Attention

## Everything Seems a Top Priority Under the Typical Risk Assessment Calculation

	<i>Likelihood</i>	<b>X</b>	<i>Impact</i>	<b>=</b>	<i>Risk Score</i>
Ability to maintain visibility, momentum over time	<b>3</b>		<b>2</b>		<b>6</b>
Failure to adequately consider needs of harmed communities	<b>2</b>		<b>3</b>		<b>6</b>



## Accounting for Time Horizon of Potential Risks Clarifies, Prioritizes Planning

	<i>Likelihood</i>	<b>X</b>	<i>Impact</i>	<b>X</b>	<i>Urgency</i>	<b>=</b>	<i>Risk Score</i>
Ability to maintain visibility, momentum over time	<b>3</b>		<b>2</b>		<b>1</b>		<b>6</b>
Failure to adequately consider needs of harmed communities	<b>2</b>		<b>3</b>		<b>3</b>		<b>18</b>

*Accounting for urgency allows institution to prioritize scarce resources on higher-scoring risk*



# Getting Ahead of Fears with a Treatment Plan

Predetermined Measures Demonstrate Preparedness to Deal with Risks

## From Crisis Response ...



### Reactionary

Actions in response to flashpoints, rely on anecdotal data, often overlook long-term

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### Misguided

Time, money invested in risks without considering underlying context and problems

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### Uncoordinated

Guidelines unwritten; Questions arise among key stakeholder groups

## ... To Risk Treatment



### Rollout Strategy

Treatments include detailed steps and communications necessary for actionable implementation



### Identified Resources

Formally lays out the resources, time, supplies needed to treat risk



### Success Measures

Treatments include measures to indicate plan effectiveness in mitigating risk

# Putting Risk Management to the Test

## The Case of Dixie State University's Name Change

### Quick Facts



Founded  
in 1911



12,000  
students



Public university,  
St. George, Utah



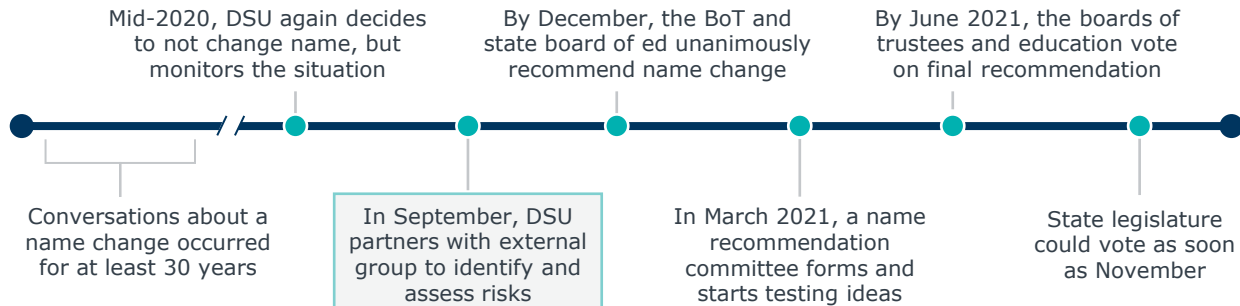
All white board  
of trustees



Republican state  
legislature trifecta

## Effort to Change Name Long Met with Resistance. What Changed?

*After Decades, DSU's Decision to Change Its Name Accelerated This Past Year*



# An Effective Strategy for Enabling Change



## Risk Identification and Assessment Overcomes Stakeholder Resistance

### Objectives of the "Dixie" Name Impact Study

#### Understand

the interpretations of "Dixie"

#### Quantify

perspective shifts among stakeholders

#### Measure

potential impacts of changing vs. keeping name

### Process Reveals Risks of Keeping the Name

#### Risk Category

#### Example Risk

#### Risk Assessment Strategy



Reputation

Negative impact on reputation outside of Utah



Brand

Discomfort wearing apparel which includes "Dixie"



Recruitment and Marketing

Negative impact on ability to get a job with "Dixie State" on resume



Support

Damage to external partnerships and financial support

- Surveys
- Focus Groups
- In-depth interviews



# 2,900+

Respondents and participants



# Findings Inform Naming and Treatment Decisions

## Growth Aspirations

*Outsized impact on out-of-state recruitment, a key goal for the institution*

**33%**

of prospects say name has negative impact on OOS recruitment

**10%**

say name has negative impact on in-state recruitment

## Reputational Aspirations

*At least a 25% of nearly every group tested view 'Dixie' as having a negative impact*

**56%**

of out-of-state general population say name has negative impact

**49%**

of faculty and staff say name has negative impact

## Ability to Fulfill Mission

*"Dixie" doesn't align with open-education, inclusive, STEM-focused mission."*

*"We don't have a name that reflects our mission or our identity. I think there is a wonderful future ahead and I don't think we have to be anchored in the past to have a good future."*

*- Board of trustees member*

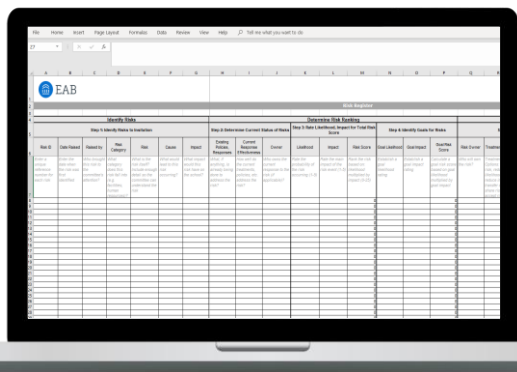


Utah Tech  
University

# A Practical Approach to Risk Management

## Bringing Risk Assessment Principles to Your Campus

### EAB's Risk Assessment Intensive



*Confronting Your Historical Racial Legacy: How to Get Buy-In, Mitigate Risk, and Avoid Change Management Barriers*

🕒 60-minute, interactive workshop

👥 Designed for senior leadership teams

- Accurately identify the risks that are most relevant to your institution's context
- Acquire the information and strategies needed to mitigate top risks and manage your campus through change

### Identify Risks

Review 40+ risks across 3 key categories with an EAB expert and your team

### Prioritize Risks

Score risks based on likelihood and impact in your context

### Treat Risks

Access existing mitigation strategies, with treatment creation guidelines

# Next Steps Toward Transformative Change



## How Can EAB Help You on Your Equity Journey?

**1**

### Schedule the Risk Management Workshop for Your Team

- Request the EAB workshop *Confronting Your Historical Legacy: How to Get Buy-In, Mitigate Risk, and Avoid Change Management Barriers*
- EAB staff share best practice research and help your team prioritize next steps

**3**

### Participate in an Institutional DEIJ Plan Review

- Request a review of your existing university plan or an in-progress draft
- EAB experts provide partners with research-driven advice and tailored guidance to improve their current strategy

**3**

### Learn More About the Evolving Role of the CDO

- Learn how peers have structured the CDO role and office
- Determine which skills are need-to-have vs. nice-to-have
- Build a job posting to hire your new CDO



Please let us know in the **poll** whether you would like to...

- (1) Register for the risk mitigation workshop
- (2) Participate in an Equity and Diversity Institutional Plan Review
- (3) Get access to the Evolving Role of the CDO whitepaper
- (4) All of the above

# Team Discussion

Introduce yourself, your institution, and explain what fear your alumni have about confronting historical legacies on your campus. As a group, we will discuss ideas for mitigating this fear.

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- 1 What fears do alumni have about confronting your historical racial legacy?
  - 2 How can/have you mitigated this fear? What other strategies do peers suggest?
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