



Hallmarks of an Anti-Racist Institution

Overcoming Historical and Systemic Barriers to Institutional Racism

We will begin at 1:32 p.m. Eastern
Time once everyone has joined

Zoom Webinar Features

The screenshot shows a Zoom Webinar interface. At the top left is the EAB logo. The main title is "EAB Virtual Session 2020". Below the title, there are three callout boxes with orange borders and yellow dots pointing to specific features in the Zoom interface:

- Chat:** "Use the Chat feature to send messages to all panelists or everyone". This points to the "Chat" button in the bottom toolbar.
- Closed Captions:** "Enable Closed Captions and Show Subtitle or View Full Transcript". This points to the "Closed Caption" button in the bottom toolbar, which has a dropdown menu open showing "Show Subtitle", "View Full Transcript", and "Subtitle Settings...".
- Q&A:** "Use the Q&A feature to ask questions". This points to the "Q&A" button in the bottom toolbar.

The bottom toolbar also includes "Audio Settings", a "Leave Meeting" button, and icons for "Chat", "Closed Caption", and "Q&A".

Meet the Research Team



Catherine Kelley



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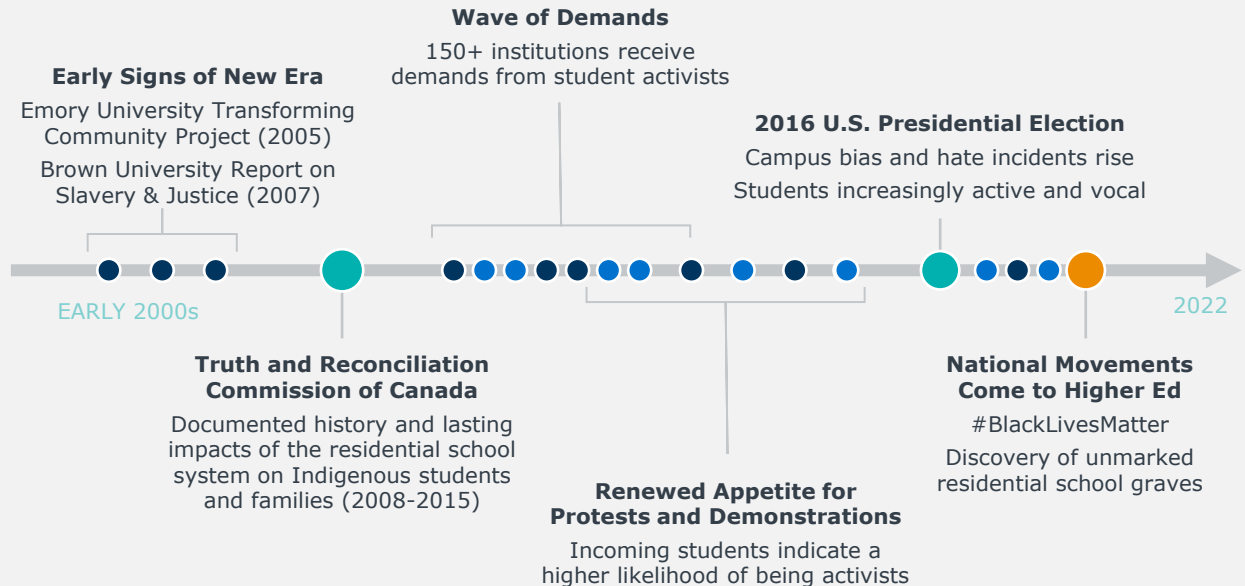
Jane Alexander



Liz Rothenberg, PhD

A Reckoning Long in the Making

Higher Ed Facing Renewed Pressure to Confront Historical Legacies

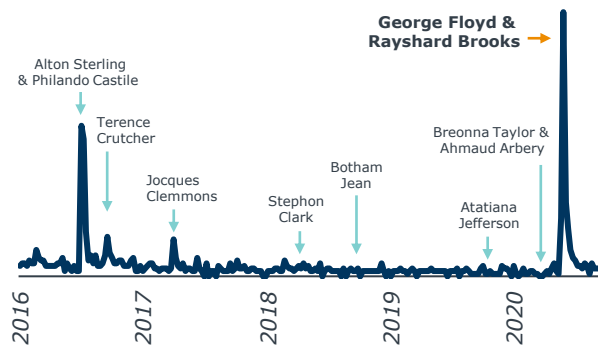


Is This Time Different?

George Floyd's Death Reinvigorates the Civil Rights Movement

Despite Years of Murders, Public Awareness Doesn't Spike Until 2020

Shooting Victims, #blacklivesmatter Searches



Americans Take to the Streets in Record Numbers

“About 15 million to 26 million people in the United States have participated in demonstrations over the death of George Floyd and others...These figures would **make the recent protests the largest movement in the country's history.**”

New York Times, July 3, 2020

But White Allyship Quickly Fades

15%

Support for BLM among White adults **fell from 60% in June 2020 to 45% in June 2021**

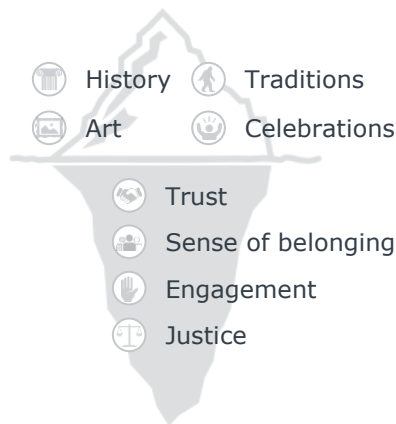
92%

Of private university leaders ranked campus protests and polarization as **lowest priority** for 2021-2022

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



82%

Of higher ed institutions released a public antiracism statement in 2020



80%

Of Canadian Universities have developed a plan to advance reconciliation since 2015



80+

Higher ed institutions have joined the Universities Studying Slavery consortium



“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

Urgent Forces for Foundational Transformation

7

Mission Critical



Failing to make progress on racial justice harms students, faculty, staff, and communities

2x

Black students more than twice as likely to say the racial climate on campus is poor

17%

Increase in the number of **hate crimes targeting Indigenous peoples in Canada** from 2016-2018

Current Climate



Failing to make progress on racial equity leaves institutions vulnerable to future flashpoints

27%

Percent of **alumni** who "strongly agree" their alma mater would investigate discrimination complaint

40%

Of **student activist** demands were focused on racial justice on college campuses in 2020

Industry Leadership



Addressing racial inequity is a differentiator amid changing demographics and enrollment decisions

81%

Percent of **anti-racism statements** do not acknowledge historical complicity in racial oppression

1 in 3

HBCUs see continued spikes in freshmen enrollment since the 2016 US election

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

Four Barriers that Impede Progress

Obstacles Raise Concerns about Long-Term Prognosis

1

**Insufficient Understanding
of Systemic Racism**



3

**Inadequate
Accountability Mechanisms**



2

**Unclear Strategy
and Priorities**



4

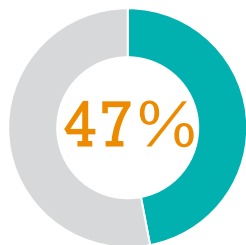
**Lack of Coordination
and Collaboration**



Insufficient Understanding of Systemic Racism

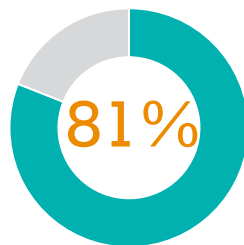


"Systemic Racism" Increasingly Enters Vernacular...



Of statements included references to **structural or systemic racism**

...But Few Connect Antiracism Back to Institutional History or Structures



Of statements **do not acknowledge historical complicity** in racial oppression

Hyper-Focus on Individual Interventions Overshadows Need for Long-Term Structural Changes



Individual



Hiring a chief diversity officer

Book clubs, self-reflection exercises

Anti-bias, antiracism trainings

Developing DEIJ or antiracism plan

Renaming buildings, celebrating Juneteenth

Expanding recruitment of racially diverse faculty



Structural, Systemic

Increasing racial representation among board and leadership

Acknowledging ties to racial oppression as part of institutional founding

Creating metrics for tenure, promotion that acknowledge racial justice goals

Unclear Strategy and Priorities

Institutional Efforts Center on Incremental, Low-resource Commitments

Commitments in Our Comfort Zone

Percentage of Statements with Action Items that Include Commitment to:

*Conduct Listening Tour/
Climate Assessment*



42%

Celebrate Juneteenth



40%

*Develop Antiracism
Trainings*



37%

*Form a Committee
or Taskforce*



31%

*Expand Services/
Supports for BIPOC*



25%



**No Connection to
Long-Term Strategy**

75%

Of statements with action items did not **connect them** to institutional strategic plans

**Actions Without Dollars
Undermine Sustainability**

37%

Of statements with action items **allocated funding** to them

Inadequate Accountability Mechanisms

EAB Analysis Reveals Gaps Around Ownership and Timelines

**67%**

Of statements with action items **did not include an implementation timeline**

**70%**

Of statements with action items **did not include measures of success**

Difficulty Translating High-Level Strategy to Unit and Individual Levels

“

Everyone loves to talk about shared governance but when we start talking about **shared accountability around equity and antiracism**, then suddenly it is just the Chief Diversity Officer, President, and Provost who are held responsible.”

Provost, Large Public Institution

Barriers Preventing Engagement with Antiracism Work



Insufficient Training and Development

Teams lack the tools and culture to support individual reflection and build ownership over antiracism efforts



Concerns About Professional Retaliation

Perceived personal risk in speaking up and engaging in this work due to fear of retaliation



Misaligned Incentives

Work that is recognized and rewarded not aligned with institutional vision and goals for antiracism

Lack of Coordination and Collaboration

Siloed Efforts Pose a Considerable Obstacle to Systemic Change

Antiracism Work is Often Done in Isolation Within Individual Units



Missing Interdependencies Limits Impact and Scale



Lack of connectivity results in redundancy and wasted resources



Siloed support systems result in uneven experiences across the institution for BIPOC



Insufficient attention to relationships leads to mistrust and lack of buy-in

Hallmarks of an Antiracist Institution

Continuous Behaviors and Actions that Promote Racial Equity in Education

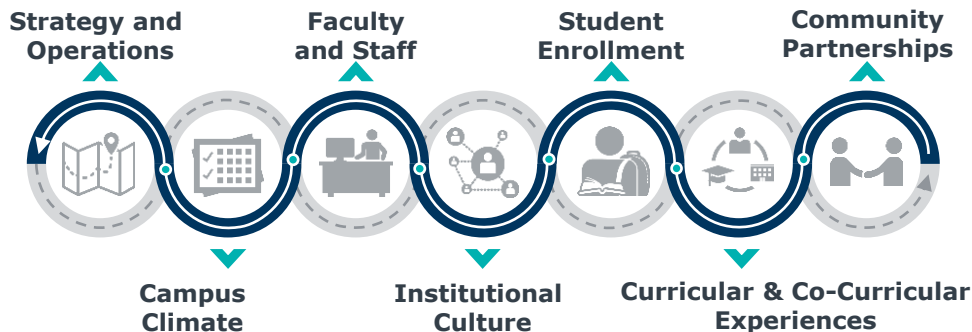
Guiding Questions

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

Research Methodology

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

A Framework for Transformation



Resources to Support Your Cabinet, Board



Creating a Shared Understanding of Institutional Racism



Builds a shared understanding of systemic racism and why institutions' efforts to address it often do not achieve the desired outcome.

Uprooting Systemic Racism at Your Institution



Introduces and applies systems thinking frameworks as tools to address systemic barriers to racial equity on campuses.

DEIJ Plan Design Lab



Institutional Plan Writing & Assessment

- **Plan writing** starter kit supports your team and saves time
- **Plan assessment** provides specific, research-driven advice on your existing DEIJ plan

Metrics Selection Workshop

- Provides tools to isolate the handful of metrics that best fit your unique context and capabilities

Divisional Alignment Exercise

- Cascades institutional goals and metrics to divisions and departments¹

Available on Demand



Individual Resources

- [Key DEIJ Terms Brief](#)
- [Curated Antiracism Reading Guide](#)



Institutional Resources

- [Interactive Infographic](#)
- [Antiracism Statement Analysis Insights](#)

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 healing at the institutional and community level?

Share with Colleagues in the Chat

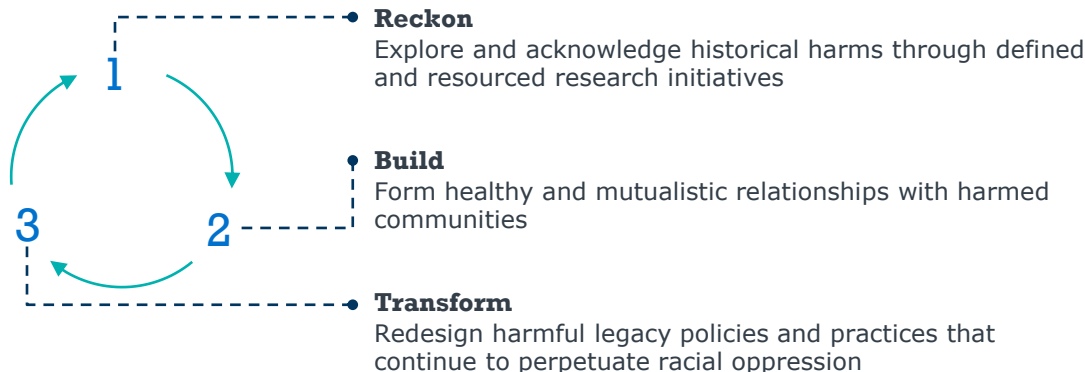


Share an **example of a legacy** at your institution that requires change and would benefit from this three-pronged process of driving lasting change.



Three Components to Driving Lasting Change

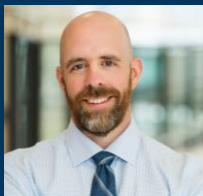
Confronting Your Historical Legacy Is a Nonlinear Path



What Can We Learn from One Another?

Listen to this [podcast episode](#) about reckoning with slavery and indigenous displacement

Watch the [webinar](#) to learn how to address your institution's racial legacy



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



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

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

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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



Leadership mounts behind-the-scenes effort to sidestep naming recommendation



Records suggest leaders established commission simply to mimic a sense of action rather than make real change



Commissions form, recommend changing the names of 11 buildings among other action steps



Fearing work gone to waste, CDO anticipates limited participation in future committees and related efforts

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

WSJ

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

Austin
American-
Statesman

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

Applying Risk Management to Mitigate Fears

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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



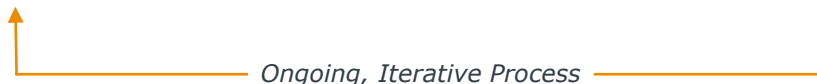
Assess and Prioritize Risks

Use objective,
predetermined
criteria to prioritize



Develop Risk Treatments

Design procedures
and protocols for
addressing risks with
implementation steps



Ongoing, Iterative Process

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

Putting Risk Management to the Test

The Case of Dixie State University's Name Change

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Quick Facts



Founded
in 1911



12,000
students



Public university,
St. George, Utah



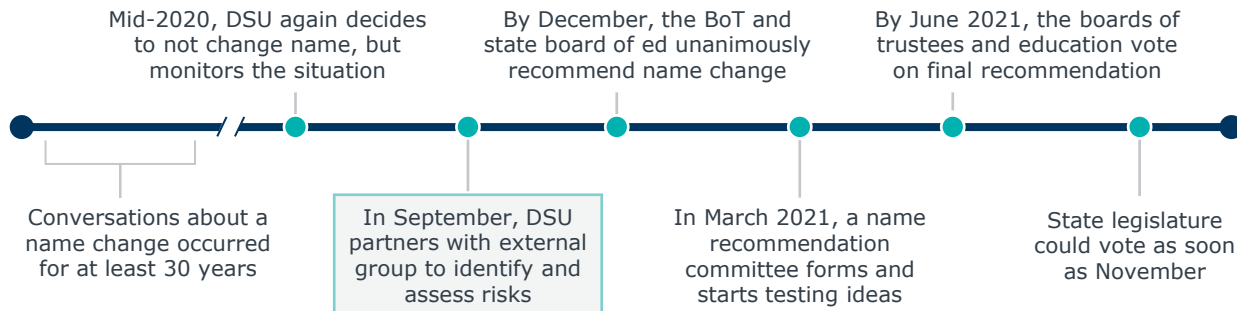
All white board
of trustees



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



Source: "[Dixie State Name Process](#)," Dixie State University, accessed Oct. 28, 2021; Dixie State, [Board of Trustees](#), accessed Oct. 28, 2021; "[Utah State Legislature](#)," Ballotpedia, accessed Oct. 28, 2021; Cortez, "[Utah lawmakers could vote to rename Dixie State University as soon as November](#)," *Desert News*, Oct. 27, 2021; EAB interviews and analysis.

An Effective Strategy for Enabling Change

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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	<ul style="list-style-type: none">• Surveys• Focus Groups• In-depth interviews <div>✓</div> <div>2,900+</div> <div>Respondents and participants</div>
	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	

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

Get Started with EAB's Risk Register

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Register Provides a Complete View of Potential Risks

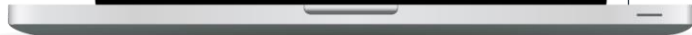
File Home Insert Page Layout Formulas Data Review View Help Tell me what you want to do																		
27																		
A B C D E F G H I J K L M N O P Q R																		
EAB																		
Risk Register																		
Identify Risks Determine Risk Ranking																		
Step 1: Identify Risks to Institution Step 2: Determine Current Status of Risks Step 3: Rate Likelihood, Impact for Total Risk Score Step 4: Identify Goals for Risks																		
Risk ID	Date Raised	Raised by	Risk Category	Risk	Cause	Impact	Existing Policies, Responses	Current Response Effectiveness	Owner	Likelihood	Impact	Risk Score	Goal Likelihood	Goal Impact	Goal Risk Score	Risk Owner	Treatment	
Enter a unique reference number for each risk	Enter the date when the risk was first identified	Who brought this risk to the committee's attention?	What category does this risk fall into (e.g. facilities, human resources)?	What is the risk itself? Include 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 do the current treatments, policies, etc. address the risk?	Who owns the current response to the risk (if applicable)?	Rate the probability of the risk occurring (1-5)	Rate the main impact of the risk event (1-5)	Rank the risk based on: likelihood multiplied by impact (0-25)	Establish a goal likelihood rating	Establish a goal impact rating	Calculate a goal risk score based on goal likelihood multiplied by goal impact	Who will own the risk?	Treatment Options: risk, reduce likelihood, transfer, share risk, accept risk	
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- Centrally track 40+ identified risks
- Measure impact
- Develop and track treatments

Click [HERE](#) to access the Risk Register on EAB.com

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

2

Increase Institutional Understanding of Systemic Racism

- Learn why institutions' efforts to address systemic racism often fail and what to do about it
- Identify the manifestations of systemic racism at your institution and efforts in place to address it

3

Answer 15 Critical Questions Before Removing a Racist Symbol

- [View](#) the infographic with 15 must-ask questions to ensure your reckoning work is successful
- Quickly access essential guidance on reckoning with your institution's racial legacy



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

- (1) Register for the risk mitigation workshop
- (2) Register for the understanding systemic racism workshop
- (3) Download the [15-Must Ask Questions](#) infographic
- (4) All of the above