



UNIVERSITY OF  
Redlands

# ANTI-RACISM ACTION PLAN

JUNE 2024





## LETTER FROM THE PRESIDENT



Dear Faculty, Staff, Students, Trustees, and Alumni of the University of Redlands,

It is my honor to present the University of Redlands' Anti-Racism Action Plan. I want to thank those who worked tirelessly to develop it over the last 24 months. This plan fulfills a commitment this University made to embrace and do the work to address systemic racism. This plan provides a road map for the work ahead to fulfill our full potential.

The strength of the University of Redlands is its people. This community thrives because of the connections formed and the bonds that are built through shared common beliefs. In November of 2020, the University of Redlands committed to being an anti-racist institution. This commitment was expressed at the highest levels of our leadership and shared governance.

I look forward to working with our community on this important work. Thank you for your participation in advancing a culture of inclusive excellence at the University of Redlands. It is through education, passion, and hard work that we can create real, lasting, and positive change for current and future generations.

Forward Together,

A handwritten signature in black ink, reading "Krista L. Newkirk, J.D." in a cursive style.

Krista L. Newkirk, J.D.  
President

## LETTER FROM THE CHAIRS

The pleasure and challenge of working with a diverse group of professionals is harnessing its creativity to drive to a larger goal. We have had the good fortune to lead a dynamic group toward the development of this Anti-Racism Action Plan. We appreciate the dedication and seriousness of purpose that each member of the Anti-Racism Committee has brought to the task at hand.

It has indeed been a task. To break down and develop initiatives for fifteen individual items of the Anti-Racism Charge would have caused some to shy away from the sheer enormity of the task. Instead, we have been able to work with leaders from all areas of the University community, faculty, staff, students, and alumni, to develop not only a comprehensive plan for action, but to build a foundation for the work going forward as a University.

We offer this plan as a beginning and encourage every member of the University community to find their own place within it. There is room for each of us as we continue to move forward, together.

Sincerely,



Christopher Jones, J.D.  
Senior Diversity and Inclusion Officer

A handwritten signature in black ink that reads "Christopher Jones".



Adriana Alvarado, Ph.D.  
Associate Professor and Chair, Department  
of Leadership and Higher Education, School  
of Education

A handwritten signature in black ink that reads "Adriana Alvarado".

## HISTORY

In the wake of the murder of George Floyd in May of 2020, the University of Redlands created an Anti-Racist Statement. This statement expressed the commitment to unite the University Community in solidarity against racism in all of its forms. As evidence of this commitment, the University's Anti-Racist Statement was led by its first sentence that it was the expression of the faculty, trustees, and leadership of the institution.

The Anti-Racist Statement called specifically for the creation of an Anti-Racism Action Plan. A plan whose purpose is to center the voices of those who identify as Black, Indigenous, and People of Color is in becoming an anti-racist university. This Anti-Racism Action Plan flows from the creation of the University's Anti-Racism Committee (ARC). The ARC was provided with a Charge that laid out explicitly fifteen (15) areas of focus. See, Appendix 1.

## FRAMEWORK

### Philosophy

In order to develop a comprehensive action plan, the ARC was guided by a national framework developed by the National Association of Diversity Officers in Higher Education (NADOHE). In 2021, the National Association of Diversity Officers in Higher Education (NADOHE) published "A Framework for Advancing the Anti-Racism Strategy on Campus" (Framework).<sup>1</sup> The NADOHE Framework provided a way to achieve two primary needs in creation of an action plan:

1. A focus on racial equity; and
2. A ranking of priority areas based on institutional needs.

At its core, the Framework is structured to achieve racial equity in higher education. It is different from larger DEI efforts. Anti-racism is specific towards achieving **racial** equity, and racial equity is achieved through looking systemically at institutional policies and practices.

Within the Framework, there are ten (10) priority areas identified where anti-racism strategies could be implemented. The following priority areas are identified in the Framework:

1. Institutional Structure
2. Policies and Procedures

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<sup>1</sup> Available at

<https://nadohe.memberclicks.net/assets/2021/Framework/National%20Association%20of%20Diversity%20Officers%20in%20Higher%20Education%20-%20Framework%20for%20Advancing%20Ant-Racism%20on%20Campus%20-%20first%20edition.pdf> .

3. Resource Allocation
4. Academic Equity and Student Success
5. Curriculum and Pedagogy
6. Hiring, Retention, and Promotion
7. Institutional Programming
8. Education/Training/Employee Development
9. Campus Climate/Culture
10. Admissions and Access

These priority areas served as the structure for the ARC as it worked towards its primary goal – to confront systemic racism by examining institutional and systemic practices.

The ARC began its work by identifying the way the NADOHE framework would inform the manner in which it could approach the specific areas of the Charge. The result of this process of identification was the development of three (3) subcommittees to organize the ARC’s review, develop recommendations for initiatives, and assign responsibilities. These three committees have been titled Transformation, Personnel, and Academic, respectively, and the NADOHE framework was organized as seen in the table below.

**Table 1. Organization of Framework by Subcommittee**

<b>Transformation</b>	<b>Personnel</b>	<b>Academic</b>
<ul style="list-style-type: none"> <li>• Institutional Structure</li> <li>• Resource Allocation</li> <li>• Institutional Programming</li> <li>• Campus Climate/Culture</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and Procedures</li> <li>• Hiring, Retention, and Promotion</li> <li>• Education/Training/Employee Development</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum and Pedagogy</li> <li>• Academic Equity and Student Success</li> <li>• Admissions and Access</li> </ul>

Membership

The membership of the ARC was carefully selected for representation across the University Community. While some of the initial members were appointed by the President, most constituent groups determined their own selection process and length of term. For instance, faculty included ARC membership in their formal governance elections. In addition to faculty representation, the membership of the ARC provided representation from staff and from students, including a cross-section of recognized organizations and groups. See, Appendix 3.

## PLAN

### Goals

To tackle the responsibility of creating actionable objectives and goals, the ARC subcommittees developed recommendations and aligned them to a timeframe based on expected completion time for achieving short, intermediate, and long-term goals.

Immediate/Short-Term	Intermediate	Long-Term
3-6 months	6-24 months	24 months

The “immediate” group would include: 1) those items that can be done without investments of further resources, and 2) do not need any outside assistance (e.g., consultant).

This work has resulted in an Anti-Racism Action Plan that defines actions that are achievable and measurable. In the next section, the plan is presented. This Anti-Racism Action Plan is a beginning, not an end. The intent of the ARC has always been to provide a plan for creating a University where anti-racism is a part of who we are and what we do.

The current University Strategic Plan, *Forward Together*, calls specifically for implementation of the ARC’s recommendations as a part of the path for accomplishing the University’s mission and vision. Our mission is to welcome, educate, and empower a diverse community of learners for lives of meaning, impact, and joy. As we move forward in integrating an anti-racist ideology within the foundation of the University of Redlands, the ARC offers this action plan to do the work, each day, that is a model for who we will be as a university that leads into our vision, that by 2032, the University of Redlands will lead California in providing a student-focused, personalized education that drives student success.

## Transformation

**Charge Item:** The development of key metrics related to diversity, equity, and inclusion in collaboration with Institutional Excellence. These metrics will be reviewed, shared, and evaluated to understand better where the University has made progress and where work is needed.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Integration of HEED Award Categories as dashboard for achievement	SDIO	Implement the current year application.	Annual	<a href="https://www.insightintodiversity.com/about-the-heed-award/">https://www.insightintodiversity.com/about-the-heed-award/</a>
Conduct a Campus Climate Survey	School of Education (The REAL Lab)	Develop an internal climate survey that can be repeated at regular intervals to gauge longitudinal progress.	Deploy in Fall 2024	
Review of Council for the Advancement of Standards in Higher Education	ARC	Identify applicable standards and self-assessment guides to implement best practices	Annual	See, <a href="https://www.cas.edu/standards">https://www.cas.edu/standards</a>

**Charge Item:** The representation of diversity in the naming and iconography across the campus and recommend opportunities to make improvements and/or provide historic context.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Incorporate criteria for honorific (non-financial based) naming	ARC, Advancement Committee of Board	Coordination with University Advancement to revise naming policy	Ongoing	



**Charge Item:** To ensure students feel safe when interacting with campus Public Safety or local police, balanced with the need to ensure Public Safety can keep our campus safe and respond to campus crises.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Monthly meeting between Public Safety officers in each of the residence halls	SDIO, in coordination with the Vice President for Student Affairs	Coordination with Residence Life about having those meetings.	Ongoing	Continuous log maintained by Public Safety of issues identified during monthly meetings and their resolution. To be reported on an annual basis.

**Charge Item:** The diversity of programs and speakers who present on campus.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Development of a Common Events Calendar to keep track of invited speakers and make list publicly available.	OIC	Coordinate with OIC and other offices who have regular events.	Ongoing	Form/survey to Deans to get information on criteria used currently within CAS/Schools (SOE)
Development of guide for how we have difficult conversations.	ARC	Use of a national model	Fall 2024	

**Charge Item:** Setting expectations for how each person will treat, respect, and include people of color.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Being actively anti-racist as a cultural norm	ARC	Embed anti-racism in the work plans and processes of the business units.	Ongoing	<ul style="list-style-type: none"> <li>• Utilization of Restorative Justice methodology – exploration of consistency and format]</li> <li>• First-year seminar/common read</li> </ul>

**Charge Item:** Deploy campus climate surveys and determine how to improve the campus climate for people of color, including when and how to conduct future campus climate surveys.

<b>Initiatives</b>	<b>Responsible Office</b>	<b>Action Steps</b>	<b>Timeline for Completion</b>	<b>Resources or efforts needed to identify further initiatives</b>
Conduct another Campus Climate Survey in Fall 2024	<ul style="list-style-type: none"> <li>• ARC</li> <li>• School of Education (The REAL Lab)</li> </ul>	Development of the next survey	<ul style="list-style-type: none"> <li>• Fall 2024 (Deployment)</li> <li>• Spring 2025 (Share Analysis)</li> </ul>	Consider incentivizing participation – “First 300 respondents get a gift card.”

## Academic

**Charge Item:** Curricula and pedagogy to promote educational equality and ensure that the University provides an education inclusive of the history, accomplishments, culture, perspectives, and the challenges facing people of color. These recommendations should include ways to make race and the history of racism more central to our curricula and educate all students on these critical issues.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Support the design and redesign of courses and programs to ensure offerings are inclusive and/or diverse in relation to BIPOC	<ul style="list-style-type: none"> <li>• Faculty</li> <li>• Provost &amp;/or Deans</li> <li>• Department chairs</li> <li>• Instructional Design</li> <li>• Educational Assessment Committee</li> <li>• Curriculum Committees</li> <li>• CIELO Center</li> </ul>	<ul style="list-style-type: none"> <li>• See what data/reviews have already happened.</li> <li>• Create review criteria/rubric for assessment of curricula.</li> <li>• Work collaboratively with CIELO</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate review, create rubric – Fall 2024</li> <li>• Analysis and implementation – Fall 2025</li> </ul>	<p>Time and personnel to review existing curricula and make recommendations.</p> <p>Funding to support training in curriculum revisions to support inclusive pedagogy.</p> <p>Time, funding and personnel to develop rubric.</p>



**Charge Item:** Ways to promote the faculty’s professional development in pedagogical practices that engage students of color and address discriminatory conduct (such as microaggressions) to ensure an inclusive classroom experience for all students across all programs.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Identify and secure funding that prioritizes professional development related to antiracism efforts.	Advancement	<ul style="list-style-type: none"> <li>• Identify existing mechanisms for supporting anti-racism when seeking grants.</li> <li>• Seek one grant a year to support professional development in</li> <li>• antiracism</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2024 Identify existing mechanisms.</li> <li>• Fall 2024 – Seek funding for professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Database of donors/ funding</li> <li>• Database of anti-racist conferences</li> </ul>
Provide faculty training to increase implementation of antiracist pedagogy as it applies in existing curriculum	<ul style="list-style-type: none"> <li>• SDIO</li> <li>• Hunsaker Chair</li> <li>• HR</li> <li>• Instructional design</li> <li>• Office for Inclusion and Community</li> <li>• CIELO Center</li> </ul>	<ul style="list-style-type: none"> <li>• Identify current training provided by Schools.</li> <li>• Train instructional support staff</li> <li>• Consolidate and de-silo current training.</li> <li>• Establish ongoing training</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2024 Identify existing mechanisms.</li> <li>• Spring 2025 – offer first antiracism training.</li> <li>• Ongoing</li> </ul>	Identify individuals to provide training and funding to compensate for training.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
<p>Establish policies and procedures that promote inclusive excellence for faculty and staff review</p>	<ul style="list-style-type: none"> <li>• PPC</li> <li>• Faculty</li> <li>• Administration</li> <li>• SDIO</li> <li>• Faculty Review Committee</li> </ul>	<ul style="list-style-type: none"> <li>• PPC initiated revision of handbook to include more inclusive language and metrics.</li> <li>• Support anti-bias training for individuals involved in review of faculty and staff.</li> <li>• Review and recommend revision of student evaluations of teaching to examine inclusiveness in classroom instruction and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Completed revision – Fall 2023</li> <li>• Initiate approval – Fall 2024</li> </ul>	<ul style="list-style-type: none"> <li>• Offer HR conferences focused on anti-racist processes.</li> <li>• Identify individuals to provide training and resources to compensate for training.</li> <li>• Time and personnel to review existing student evaluations of teaching.</li> </ul>

**Charge Item:** How to improve University processes, procedures, or financial priorities to promote student success and academic excellence for all students on an equivalent basis, regardless of race or ethnicity.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
<p>Support the translation and dissemination of documents into languages other than English most commonly spoken by students and their families</p>	<ul style="list-style-type: none"> <li>• Admissions</li> <li>• Student Affairs</li> <li>• SFS</li> <li>• Registrar</li> <li>• Communications</li> </ul>	<ul style="list-style-type: none"> <li>• Identify priority languages for communicating with students and their families.</li> <li>• Understand what documents are currently available in languages other than English.</li> <li>• Establish priorities for documents translation.</li> <li>• Work to identify funding for document translation</li> </ul>	<ul style="list-style-type: none"> <li>• Collect current data – Spring 2024</li> <li>• Prioritize documents to be translated – Fall 2024</li> <li>• Translate documents – Fall 2024/ Spring 2025</li> </ul>	<p>Staff time and possibly training will be needed, which will require funding</p>

**Charge Item:** Ensuring adequate and equally accessible support services for students while also ensuring that these resources are equipped to respond to and assist students who are suffering from the effects of a society impacted by historic and systemic racism.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Connect current students and alums	<ul style="list-style-type: none"> <li>• Advancement</li> <li>• Alumni relations</li> <li>• Student Affairs</li> <li>• OCPD</li> <li>• Student organizations (like Maroon and Grey Student Ambassadors)</li> </ul>	<ul style="list-style-type: none"> <li>• Update alum database.</li> <li>• Teach students to access and build networks of alums.</li> <li>• Create rubric that includes categories for race and other DEI items.</li> <li>• Advertise existing alum tools</li> </ul>	2024-2025	<ul style="list-style-type: none"> <li>• Time and funding for personnel working with students.</li> <li>• Funding for software if needed.</li> </ul>
Establish regularly scheduled safe spaces for BIPOC students to meet with faculty, staff, and/or administration to discuss their campus experiences.	<ul style="list-style-type: none"> <li>• All university</li> <li>• Office for Inclusion and Community</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule space in 25live</li> <li>• Figure out what groups students want to form and meet with and what would be useful.</li> <li>• Create and maintain a schedule</li> </ul>	Fall 2024 and ongoing	<ul style="list-style-type: none"> <li>• Space on campus with associated operating costs</li> <li>• Personnel to coordinate events.</li> <li>• Time for faculty, staff, and administrators to be available to students.</li> </ul>

**Charge Item:** Ability of all students, particularly historically underrepresented students, to access the University’s programs of distinction, including honor programs and societies, scholarship selection, and competitive degree programs.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Support efforts to recruit prospective students from historically marginalized communities.	Admissions  Recruitment	<ul style="list-style-type: none"> <li>• See what data is already available about where outreach is directed.</li> <li>• Redistribute the resources to location of historically underrepresented students</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the data – Spring 2024 to Fall 2024</li> <li>• Implementation- Spring 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Time and funding for personnel working on recruitment.</li> <li>• Funding for materials needed to support recruitment.</li> </ul>
Support the alignment of current academic and extracurricular programming with the interests of historically underrepresented students (HUS).	<ul style="list-style-type: none"> <li>• Program leaders.</li> <li>• Provost</li> <li>• Student Life</li> </ul>	<ul style="list-style-type: none"> <li>• Find data on HUS participation.</li> <li>• Survey HUS on why or why not they participate</li> <li>• Review programs with HUS data and see what can be implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Collect the data – Spring 2025</li> <li>• Implementation – Fall 2025</li> <li>• Review and edit course – Spring 2025</li> </ul>	<ul style="list-style-type: none"> <li>• Time and personnel to examine existing programming and make recommendations.</li> <li>• Funding to support training in program revisions to support diversity, equity, and inclusion.</li> <li>• Time and personnel survey students.</li> </ul>



**Charge Item:** How to best address issues of intersectionality and the more significant impact those issues may have on Black, Indigenous, Latino/a/x, and people of color.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Pair students with alum mentors with shared experiences	<ul style="list-style-type: none"> <li>• OCPD</li> <li>• Alumni relations</li> <li>• Advancement</li> </ul>	<ul style="list-style-type: none"> <li>• Update database.</li> <li>• Have staff or find tool to help find connections</li> </ul>	Fall 2024 – Spring 2025	<ul style="list-style-type: none"> <li>• Time and funding for personnel work with students and alum.</li> <li>• Time and funding for personnel to maintain and update databases.</li> </ul>
Offer university sponsored events that highlight and address experiences that reflect BIPOC intersectionality.	SDIO Student Success Student Affairs OIC	<ul style="list-style-type: none"> <li>• Work to figure out intersectional programing.</li> <li>• Finds sponsors and spaces</li> </ul>	Fall 2024 – Spring 2025	<ul style="list-style-type: none"> <li>• Identify individuals to provide training and resources to compensate for training.</li> <li>• Time, funding, and space to offer events.</li> </ul>
Offer more prominent physical spaces across campus for BIPOC students to gather.	OIC Student Affairs Student Interest Groups	<ul style="list-style-type: none"> <li>• Review locations on campus.</li> <li>• Book locations</li> <li>• Decorate locations to be inclusive and intersectional.</li> </ul>	Fall 2024 – Spring 2025	<ul style="list-style-type: none"> <li>• Space on campus with associated operating costs</li> <li>• Time and funding for personnel to work with students and maintain space.</li> </ul>
		<ul style="list-style-type: none"> <li>• Work collaboratively to include space for BIPOC students in Master Plan.</li> </ul>		<ul style="list-style-type: none"> <li>• Funding for decorating space</li> </ul>

## Personnel

**Charge Item:** Policies, procedures, and practices that are identified as potentially having a disproportionate and negative impact on Black, Indigenous, Latino/a/x, and people of color.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives or to consult for examples of proposed initiative
Pay transparency	Human Resources	Pay ranges for all jobs posted for internal access.	<p>Drafted in Spring 2024</p> <p>Review by Administration in Fall 2024</p> <p>Make public in Spring 2025</p>	VP of Finance and Administration
Compensation Policy Draft	Human Resources/Cabinet	Updated compensation policy approved. Transparency and consistency of how compensation is set.	Part of employee policy handbook revisions – drafted in Spring 2024. To be made available in 2024-2025 academic year.	President Direct Reports
Performance Appraisals	Cabinet/Human Resources	<ul style="list-style-type: none"> <li>• Performance reviews to contain goals aligned to University Strategic goals addressing racial equity and justice.</li> <li>• Train supervisors on how to tie goals to employee reviews.</li> </ul>	Expected during 2025-2026 academic year	President Direct Reports

**Charge Item:** Recruiting, hiring, and onboarding processes to provide greater racial representation at all levels of the University: senior leaders, faculty, staff, and graduate and undergraduate students, with the understanding that the Board of Trustees is committed to further diversification of its membership.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify
Standard interview questions to be used across search committees.	ARC- Personnel Committee/ Human Resources	<ul style="list-style-type: none"> <li>• Draft questions to be vetted by ARC committee.</li> <li>• Cabinet review and approval.</li> <li>• Implement</li> </ul>	<ul style="list-style-type: none"> <li>• Draft questions – Fall 2024</li> <li>• Cabinet review and approval – December 2024</li> <li>• Implementation – Spring 2025</li> </ul>	
Standard DEI language for job descriptions that communicate values regarding racial justice to broaden appeal	ARC- Personnel Committee/ Human Resources	<ul style="list-style-type: none"> <li>• Draft language to be vetted by ARC committee.</li> <li>• Cabinet review and approval.</li> <li>• Implement</li> </ul>	Draft language by Spring 2025  Cabinet Review by May 2025  Implement by Fall 2025	
Intentional marketing of positions to increase diversity of pool	ARC- Personnel Committee	<ul style="list-style-type: none"> <li>• Intentional outreach using platforms specifically targeted to diversify outreach.</li> <li>• List of suggested posting sites/cost.</li> <li>• List vetted by ARC.</li> </ul>	Preliminary list by Spring 2024  Review by different units in Fall 2024  Final List by Spring 2025	

**Charge Item:** Education/training/professional development for our faculty, staff, students, and the broader community on anti-racism.

Initiatives	Responsible Office	Action Steps	Timeline for Completion	Resources or efforts needed to identify further initiatives
Unbiased and anti-racist recruiting and interview training for hiring managers.	<ul style="list-style-type: none"> <li>• ARC- Personnel Committee</li> <li>• Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Materials drafted and approved by ARC.</li> <li>• Materials approved by Cabinet.</li> <li>• Implement training.</li> </ul>	<ul style="list-style-type: none"> <li>• Training curriculum developed - Fall 2025</li> <li>• Cabinet Review – Spring 2026</li> <li>• Implementation – Fall 2026</li> </ul>	Human Resources to deliver training.
Anti-racism education for all employees.	ARC- Personnel Committee	<ul style="list-style-type: none"> <li>• Materials drafted and approved by ARC.</li> <li>• Materials approved by Cabinet.</li> <li>• Implement training.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify consultant –Fall 2025</li> <li>• Cabinet approval - Spring 2026</li> <li>• Implement – Fall 2026</li> </ul>	ARC Personnel Committee to identify an appropriate party to deliver training made available to all University employees.

## **Appendices**



## **Appendix 1: University anti-racist statement**

Endorsed by U of R faculty, administration, and trustees  
November 2020

The faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing and we intend it to be a new and permanent part of our life together.

## Appendix 2: Anti-Racism Commission Charge

In November 2020, the University of Redlands' faculty, staff, and Trustees issued a statement affirming the University's rejection of racism in all forms and expressed its commitment to create an anti-racism action plan. To best support this commitment, the Anti-Racism Commission (ARC) is hereby established with the following goals and charges.

The overarching goal of the ARC is to advance the institutional change needed to dismantle the University's systems that may perpetuate injustice and inequity. The objectives of the ARC are to identify and help implement the practices that will promote racial inclusion and oppose racism throughout the U of R community. With attention to those members of our community who have been underrepresented historically, we must commit to this work. Not only for our current students, faculty, and staff, but also for future generations.

The ARC will work with the Board of Trustees DEI Committee and senior leadership to better understand and address the historic and current inequities faced by Black, Indigenous, Latino/a/x, and other people of color at the University. The ARC will also review policies and practices to identify where improvements are needed to promote diversity, equity, and inclusiveness for all racial groups. The ARC will build upon the foundation set forth in the University's Anti-racist statement and will develop an anti-racism action plan that will be incorporated into the Strategic Plan of the University that is currently under development, to ensure that this work is of the highest priority.

The work of the ARC will be based upon the central tenet that each individual deserves the same consideration, justice, respect, opportunities, and support as well as a genuine appreciation for their perspectives, background, and culture.

To accomplish this charge, the ARC will evaluate and make recommendations regarding:

- Recruiting, hiring, and onboarding processes to provide greater racial representation at all levels of the University: senior leaders, faculty, staff, graduate and undergraduate students, and students, with the understanding that the Board of Trustees is committed to diversification at the Board level.
- Ability of all students, and particularly historically underrepresented students, to access the University's programs of distinction.
- The diversity of programs and speakers who present on campus.
- Setting expectations for how each person will treat, respect, and include people of color.
- Policies, procedures, and practices that are disproportionately and negatively impacting Black, Indigenous, Latino/a/x, and people of color.

- How to improve University systems that promote academic equity and student success for Black, Indigenous, Latino/a/x, and people of color inside and outside the classroom.
- Curricula and pedagogy that create a classroom experience that promotes academic equality and ensures that the University provides an education that is inclusive of the history, accomplishments, culture, and perspectives of people of color. This should include ways to make race and the history of racism more central to our curricula, as well as professional development on pedagogical practices that engage students of color and address microaggressions and discriminatory conduct.
- The recently conducted climate surveys and recommendations on how to improve the climate on the campus for people of color.
- The representation of diversity in the naming and iconography across the campus and recommend opportunities to make improvements and/or provide historic context.
- Safety on campus and how to ensure that students feel safe on campus when interacting with Public Safety or local police balanced with the need to provide Public Safety with the resources, they need to respond to protect our campus and to respond to a crisis on campus.
- Support services provided to students to determine if they are adequate and equally accessible, while also ensuring that these resources are equipped to respond to and help students who are suffering from the effects of living in a society that is impacted by historic and systemic racism.
- Education/training/professional development for our faculty, staff, students, and the broader community on anti-racism.
- Issues of intersectionality that have a greater impact on students and consider best practices on how to address those issues.

ARC will be mindful of diversity and inclusion work occurring on campus through other committees and groups and will collaborate and communicate with these groups to integrate their work with the charge and purposes of these other groups.

ARC will provide regular communications that highlight the work that is being done and the commitment of the University's leadership, staff, and faculty to making racial equity, opportunity, and inclusiveness a focused priority.

The ARC will report to the President, while also providing periodic reports and recommendations to the Board of Trustees DEI Committee and the President's Cabinet. The ARC will provide an annual report as well as updates each semester on progress and will host an annual public forum to communicate and engage in dialogue on its progress on this charge and implementation and refinement of the anti-racist plan once developed.

## Appendix 3: Membership of the Committee

### INITIAL MEMBERSHIP OF THE ANTI-RACISM COMMITTEE (APRIL 2022)

The membership of the ARC was intentional to provide for representation across the University Community.

- Christopher Jones, J.D. (co-chair), Senior Diversity & Inclusion Officer
- Adriana Alvarado, Ph.D. (co-chair, Associate Professor, School of Education
- Kelly Dries, Ph.D., Associate Provost, Professional Development and Engaged Learning
- Mario Martinez, Ph.D., Naslund Endowed Dean, School of Education
- Nora Pulskamp, , *Diné/Navajo*, Director, Native Student Programs
- Maria L. Muñoz, Ph.D., Professor, CAS – Faculty Representative
- Kay Thomas, President, URSAA - Staff Representative
- Adam Gottlieb, University of Redlands Alumni Board - Alumni Representative
- Nicol Howard, Ph.D., Associate Dean, School of Education - BSFSAA Representative
- Iyan Barrera-Sandri UCIC Representative

### THE ARC IS COMPOSED OF THE FOLLOWING INDIVIDUALS CURRENTLY:

- Christopher Jones, J.D. (co-chair), Senior Diversity & Inclusion Officer
- Adriana Alvarado, Ph.D. (co-chair), Associate Professor, School of Education
- Iyan Barrera-Sandri, Ed.D., Instructional Designer
- Anne Cavender, Ph.D., Associate Provost for Faculty and Academic Innovation, Senior International Officer
- Ron Jewe, Ph.D., Associate Dean, School of Business and Society
- Nóra Pulskamp, *Diné/Navajo*, Tribal Liaison and Director of Native Student Programs
- Maria L. Muñoz, Ph.D., Professor, CAS - Faculty Representative
- Kay Thomas, Past President, URSAA - Staff Representative
- Breanna Naylor, Student Body Leader - Student Representative
- Adam Gottlieb, Trustee, University of Redlands Alumni Board - Alumni Representative
- Michelle Kanu, School of Education - BSFSAA Representative
- Jeff Martinez, Director of Athletics - Student Affairs Representative
- Jennifer Solis, Admissions – CULTURA Representative