



Racial Justice & Equity Task Force

FINAL REPORT

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Racial Justice & Equity Task Force Executive Summary

Background

On June 2, 2020, President Debbie Sydow appointed a 14-member task force on Racial Justice and Equity (RJ&E) to determine instances in which persistent inequities and lack of inclusiveness may have been carried out within each College department's policies, procedures, and structures. The task force enthusiastically accepted the President's charge and considered this historical work an honor as well as a gift to the campus. It undertook a year-long campus study, gathering data from both current and former faculty, staff, and students of color through the use of listening sessions and the Training Our Campus Against Racism (TOCAR) instrument. This study examined whether learners of color feel equitably supported in the classroom and in their experiences of accessing and receiving academic support services. Finally, this study explored the impact on the retention and achievement of students of color these inequities may have had. The task force provided semester updates on its study to RBC stakeholders, and it composed a final report at the study's conclusion that contextualized the task force's work in the history of the College, summarized its operations, and provided recommendations that addressed the charges provided by President Sydow.

Problem

The study revealed a need to cultivate equity and inclusion on campus, operationally, culturally, pedagogically, and otherwise. Data indicated an underrepresentation of students of color on the Dean's and President's Lists and the overrepresentation of BIPOC students on the Academic Probation, Suspension, and campus incidents lists. Most faculty in the Department of Languages and Humanities could envision the implementation of a culturally inclusive pedagogy and curriculum. The Department of Science and Mathematics, however, found this implementation more challenging given the nature of their courses within their disciplines. The staff at RBC experienced tensions around employee treatment such as exclusion from advancement opportunities in the workplace.

Solution

The RJ&E Task Force proposed recommendations in three interrelated areas: employee training, college policies, and the College's operations. We believe that changes in these three areas will catalyze the larger cultural shift that would benefit RBC. The data revealed a need for training in the areas of personal biases, inclusion, and equity for RBC employees on all institutional levels. Participants indicated an expectation of cultural competence from all College employees, with over 60% contending that culturally conscious professionals are equipped to advance equity and inclusion within the campus' academic structures through actions such as hiring faculty of color and offering additional courses focused on racial issues. Seventy-eight percent of participants indicated that increasing campus members' knowledge of the consequences of racism in the American society would inspire decisions and actions that promote their academic empowerment and resilience. Seventy-two percent of participants asserted that completing at least one workshop on dismantling racism was necessary as these forms of training would assist campus members with understanding racial/ethnic differences and supporting the community's growth and ability to discuss and analyze the various topics related to equity and inclusion within and beyond the classroom.

Value

Implementing these recommendations at Richard Bland College would enable RBC to realize its vision as "an institution in the vanguard of learning-outcomes based liberal arts education" that serves as "a model for testing and applying outcomes-driven solutions in higher education" by institutionalizing anti-racist action underpinned by an *ethos* of inclusion to cultivate equity.

Conclusion

The successful implementation of these recommendations depends both on realigning current resources and on identifying new resources and supports. The Racial Justice & Equity Task Force hopes that the College will address the recommendations provided herein and ensure the future of such work through the institution of a Department of Equity & Inclusion.



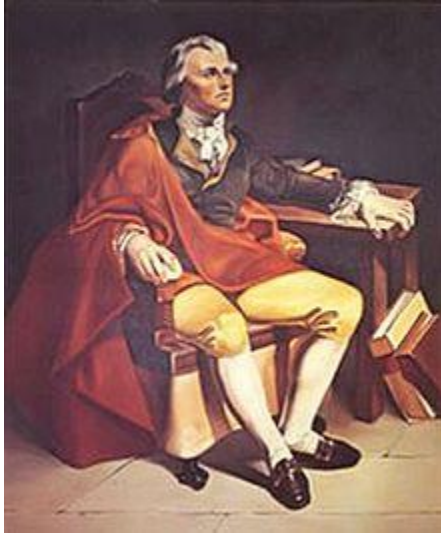


Richard Bland College
of WILLIAM & MARY

**RICHARD BLAND, II
&
A HISTORICAL REVIEW
OF
RICHARD BLAND COLLEGE**



Richard Bland of Jordan's Point, Prince George, Virginia



The eponymous Richard Bland, II was born to Richard Bland, I and Elizabeth Randolph Bland on May 6, 1710, at Jordan's Point in Prince George County, Virginia (Tarter, 2012). After the deaths of his parents, he was raised and received guidance from the Randolph family (his relatives) of Turkey Island in Henrico, Virginia. Richard Bland, II, was known as a man of erudition and intelligence. He studied at the College of William & Mary in Virginia and at the University of Edinburgh in Scotland. Like his father, he sat on the Board of Visitors at William and Mary. On March 21, 1730, he married Anne Poythress and had six sons and six daughters prior to her death in 1758. On January 1, 1759, Richard Bland married Martha Macon Massie, who died eight months after their marriage. He then married Elizabeth Blair Bolling, who died in April 1775. Bland managed his father's plantations with friends and family members. At the time of Bland's death in 1776, he inherited plantations that included 30 slaves (Pate, 1931).

Richard Bland's Political Career

Richard Bland was known as an owner of properties and as a planter, but he is best remembered for his political prominence in Virginia where he served on the Prince George County Court and sat on the local parish vestry (Tarter, 2012). In 1742, Bland served in the House of Burgesses and became a voice and advocate for colonial Virginia, and his writings laid the groundwork for British history in the colony (Mandress, 2021). He was also known as a collector and chronologist of documents in colonial Virginia, including those that recorded the bitter contrasts between the established aristocracy and supporters of the rising democracy. In his public service role, Bland served on and chaired important committees that relied on his scribal acumen and profound knowledge of law and history to draft resolutions that addressed the governor's, the king's, and the parliament's influence (or interference) in the local matters of the American colonies. He was described in a letter penned by Roger Atkins as an old experienced veteran of the Senate, a leader in public affairs, and an influential public figure in the Virginia colony (Bland, 1766). Bland first emerged as an apologist for the rights of Virginia colonists during the Pistole Fee Controversy when he co-drafted the Burgesses' resolutions of November 1753 to address the resolutions involving Virginia's Lieutenant Governor Robert Dinwiddie (who acted under the auspices of the British crown) for imposing a fee for land patents to which the colony's seal was attached without Virginia legislative approval. The resolution articulated that although the "parliament made the laws affecting the empire, they could not regulate the internal affairs of the colonies" (Mandress, 2021, para. 3). Between 1753 and 1774, Bland's newspaper articles, public letters, and pamphlets increased his popularity in response to the political crises and strained relationships between the General Assembly and the royal governor (Bland, 1891 & Olson, 2020).

In his continued advocacy for Virginia and the general assembly, Richard Bland acquired more fame during the 1758 debates following the second of the Two Penny Acts. These laws affected the compensation of the clergy in the Virginia colony and the Church of England, and they were connected to the three-year drought and the low yielding tobacco crop. During the tobacco crop failures, the laws allowed for parish vestries to replace one year of cash payments or paper money for the year of poor tobacco harvest (Hill, 1977; Mandress, 2021) in lieu of 16,000 pounds of Tobacco, which was the legal annual salary of ministers. Issues arose related to whether the General Assembly could amend or repeal the statute establishing

ministers' salaries without obtaining royal consent. Bland penned several pamphlets responding to the leaders of the Virginia clergy and the Bishop of London providing legal precedents as well as both constitutional and practical justification for the Assembly's actions. He argued that in the case of emergencies, the General Assembly of Virginia had the right to take actions for the benefit of the colony without royal instructions to colonial governors (Bland, 1776). Without realizing the degree to which his work would cultivate colonial independence from the Church of England, Bland developed and emphasized the legal and moral claims, under natural law, for the rights of the Virginia colony.

After the Stamp Act Crisis, which required the colonists to pay a tax as represented by a stamp on paper documents such as newspapers, diplomas, legal documents, and playing cards to pay the expenses of Britain's debt from the Seven Years' War with France (1756-1763), Richard Bland wrote his infamous pamphlet, *An Inquiry into the Rights of the British Colonies* (1766), in which he denied that Parliament had the authority to impose taxes on the colony. He took the position that taxing the colonies could not be done without the General Assembly's consent (Gill, 2002).

Before experiencing ill health, Bland lived long enough to see the United States declare itself an independent nation; he was among a group of the Virginia House of Delegates to send the Virginia Congress to resolve "that these United Colonies are, and of Right out to be, Free and Independent States" (Mandress, 2021, p. 1), thus laying out the conception of "No Taxation without Representation." Richard Bland died on October 26, 1776, in Williamsburg, Virginia.

Richard Bland's historical legacy as an advocate for the Virginia colony caused him to be known best as a Virginia Statesman who was influential in the life of Thomas Jefferson, whom he mentored. In a letter to Governor Edward Coles, Jefferson referenced those who were enslaved and alluded to Bland's interest in alleviating their conditions (Founders Online, n.d.a & n.d.b). To the Virginia Legislature, Richard Bland brought forth a motion to ease the conditions of enslaved Blacks. This unpopular proposition was backed by Jefferson who was a younger legislator during the legislative session. Bland's motion was met with resistance and he was personally ostracized by his fellow legislators (Mandress, 2021).



Section 1 Introduction

A Historical Review of Richard Bland College

In his 1966 essay "The West Indian People," Barbadian writer and theorist George Lamming argues that the initiation of a people's regeneration and reconfiguration toward a greater wholeness must "take the form of the backward glance" (p. 67). For Lamming, this glance into the past must be undertaken "not in a state of complaint or in a state of rancor, but [...] as part of the need to understand" (p. 67). While writing in a particular historical moment and out of a particular cultural milieu, Lamming's identification of a reckoning with the past as a precondition for radical change resonates with Richard Bland College's current project of historical reckoning under the auspices of the Racial Justice and Equity Task Force.

The eponymous Richard Bland's complex relationship with Black enfranchisement in colonial America evokes the entanglement of the College's institution and development with racism. A dearth of primary sources from Bland exist; Clinton Rossiter (1953) asserts that only ten of his letters remain and that most of his library, bequeathed by Thomas Jefferson to the Library of Congress, perished in an 1851 fire (p. 36). Nevertheless, Bland is remembered by Thomas Jefferson in an 1814 letter to Edward Coles as having presented one of the earliest legislative attempts to expand rights for enslaved Africans before the House of Burgesses in 1769. Bland "move[d] for certain moderate extensions of the protection of laws to these people"

(qtd. in Merkel, 1966, p. 630) and Jefferson seconded.¹ Jefferson wrote that, in response, Bland was excoriated by the assembly, “denounced as an enemy to his country [and] was treated with the grossest indecorum” (1966, p. 630). Bland, however, died in 1776 owning thirty enslaved Africans. While his son entered a notice in the November 1776 issue of *The Virginia Gazette* with a request to settle any debts Bland’s estate might have owed, no record indicating the fate of these enslaved persons exists.

Histories of Black dispossession are also imbricated with the physical landscape of the College. Before the Civil War, the property on which the College now stands was a plantation owned by the Gurley family. During the conflict, the plantation functioned as an important node of Union-occupied territory during the 1864-1865 Siege of Petersburg. The postbellum campus then operated as the stock farm of Hatcher S. Seward, Rector of Virginia State University (then the Virginia Normal and Industrial Institute) and inheritor of the Seward Trunk & Bag Company (the main warehouse of which still stands at the corner of Guarantee St. and Wythe St. in Petersburg). A November 1921 issue of *The Rotarian* describes Seward’s farm as a hub of social activity, hosting prominent persons in the community including the contemporaneous Governor, Westmoreland Davis. After a brief interlude as a work camp for conscientious objectors to WWI, the land passed from the Seward family to the state, which established the Petersburg State Colony for the Negro Insane there in 1938. At the time, this was considered a “humane” move to separate those who were suffering from mental illness from those whose suffering had exacerbated (or precipitated) criminal acts. The institution, however, rooted itself in racist, pseudo-scientific pathologies that justified its operation as something of a plantation-in-micro.

The annexing of the Colony by Central State Hospital, and the Colony’s movement to Central State’s campus, opened the land for speculation by area businessmen in want of a college. Dr. James B. McNeer (1981), third President of Richard Bland College, narrates the College’s institution (and its eventual attempt to escalate) in his 1981 dissertation, “Political Factors Affecting the Establishment and Growth of Richard Bland College of the College of William & Mary in Virginia, 1958-1972.” Established in 1960 when higher education in the Commonwealth remained racially segregated and with the assumption that “this type of racially separated enrollment pattern would continue” (p. 2), it was clear that Richard Bland College filled the need of white, south-central Virginia residents for an inexpensive, state-supported, commuter institution near their homes. To that date, the area was served only by Virginia State College and for a brief interlude by the University of Hopewell, a short-lived venture of Hopewell-area businesspersons to provide the city’s residents a four-year college education grounded in the liberal arts. Learning from the failings of the Hopewell scheme, namely its “inability to garner widespread patronage from the larger political community” (pp. 69-70), Frank Ernst stepped in to fill the vacuum. A retired executive of the Allied Chemical Plant in Hopewell, Ernst related his vision for Richard Bland College delivering “a liberal arts and science curriculum [...] so long as consideration was given to such specialized areas as engineering training” (p. 74) in demand by local industry. Seeing an opportunity to use land vacated by the Petersburg State Colony, Ernst presented a proposal to the State Council of Higher Education in Richmond on June 23, 1959, that originally designated Richard Bland as a potential two-year branch of Virginia Tech. The proposal was met with support, and Del. W. Roy Smith – the eventual Chairman of the Virginia House of Delegates’ Appropriations Committee – said it was an “equalization of opportunity for white students since at the time Virginia State College was still designated by the State as being exclusively for Blacks” (pp. 76-7).

Ernst, however, was rebuffed by Virginia Tech, which was reluctant to take on the “potential[ly] expensive and speculative” (McNeer, 1981, p. 79) work of fostering a branch so far from its center. Ernst also approached the University of Virginia, and McNeer surmises that the institution was “working hard to maintain a philosophy of ‘benevolent fraternalism’” (p. 80) toward its three branches – Clinch Valley (later UVA-Wise), Mary Washington, and George Mason – and did not want to overly tax itself by making inroads into a new area. William & Mary, however, agreed to the arrangement; along with its other satellites, Richard Bland would effectively give William & Mary “control over higher education for white students from

¹ Merkel, however, highlights that Jefferson’s use of “these people” is open to broad construction; whether the phrase refers to the enslaved, to freedmen, or to all Africans is unclear.

Richmond, south to North Carolina and east to the Atlantic Ocean” (p. 81). Ernst’s appointment to the Board of Visitors at the College of William & Mary by Governor J. Lindsay Almond in 1960 enabled him to “use his expertise and state-wide contacts to push for a strong Southside Virginia college under the auspices of William & Mary” (1981, p. 68).

The efforts to escalate RBC from a two-year college to a four-year college arose in part to challenge the establishment of the Virginia Community College system, particularly John Tyler Community College in nearby Chester. W. Roy Smith used his influence to exempt Richard Bland from legislation that would corral the College into the VCCS. If Richard Bland was to join the VCCS, “the affiliation with the College of William & Mary would be dissolved and the College would [...] develop the same type of educational programs as John Tyler” (McNeer, 1981, p. 170). McNeer highlights the fact that the area would then “possess identical state-supported two-year colleges located within fifteen miles of each other” (p. 170). Richard Bland’s efforts to escalate drew criticism from General Assembly power-players such as L.C. Bird and L. Douglas Wilder, both of whom saw the move drawing an inquiry from the U.S. Department of Health, Education, and Welfare. Bird, in particular, believed the Department would interpret Richard Bland’s move as “an attempt by Virginia to avoid establishing a state-wide program for the complete desegregation of its public-supported colleges and universities” (p. 208). *The Progress Index* documents that, as predicted, the Department eventually sent a fact-finding team on February 19, 1970, to assess the situation.

Simultaneously, Richard Bland’s escalation efforts provoked opposition from the faculty and students of Virginia State College (now Virginia State University). First, the leadership of VSC “had not been considered by Southside Virginians who favored the establishment of a two-year institution” (McNeer, 1981, p. 9) because white area residents viewed VSC as “a college for Black students that would likely continue with that mission” (p. 9). Second, this move dovetailed with a proposal by Virginia Tech to acquire VSC’s School of Agriculture (p. 204). One thousand people attended a public meeting on February 2, 1971, on the Virginia State campus to voice their concerns over the institution’s future. Sensing a lack of concern from the administration about Richard Bland’s escalation and its impact on the welfare of Virginia State, the students burned President James F. Tucker in effigy (p. 209). Richard Bland’s escalation gambit became exceedingly political. Indeed, McNeer writes that “[i]t would always be necessary to use *sub rosa* political activity to assure even a minimum degree of stability for the institution” (p. 121). W. Roy Smith swore in a special meeting of the William & Mary Board of Visitors in 1970 that he would “assist Virginia State College in its efforts to retain a School of Agriculture so long as Virginia State College did not oppose Richard Bland” (p. 212).

This political wrangling culminated in a class-action suit brought against the Board of Visitors of the College of William & Mary, the President of Richard Bland College, and the Governor of Virginia, *Norris v. State Council of Higher Education*, 327 F. Supp. 1368 (E.D. Va. 1971). The plaintiffs – a group of Virginia State College faculty, students, and community members – were supported by the NAACP’s Legal and Defense Fund and joined by the American Civil Liberties Union as an *amicus curia* in January of 1971. They asserted that the escalation of the predominantly white Richard Bland College from a two-year institution to a four-year institution would “frustrate” the efforts of Virginia State College to desegregate, implying that the escalation represented, in effect, “Virginia [...] still operating a racially identifiable dual system of higher education” (“Norris” np). Moreover, the plaintiffs sought to enjoin the escalation of Bland, to require state officials to prepare a plan for the desegregation of every state-supported college and university in Virginia, and to require Richard Bland’s ultimate merger with Virginia State. The three-judge panel that presided over the case enjoined the William & Mary Board of Visitors and the President of Richard Bland from escalating the College on May 12, 1971, citing such an escalation as a violation of the 14th amendment (“Norris” np). Judge Butzner’s opinion points out that it was not until the 1970-71 academic year that Richard Bland’s catalogue “mention[ed] that it was open to all students regardless of race,” adding that the College had “only recently” attempted to recruit Black students and employ Black faculty (“Norris” np). The opinion terms the escalation effort “a goal almost without precedent,” inferring that the escalation would effectually “provide a four-year college for white students” (“Norris” np).

The College of William & Mary, loath to inspect its own racial clefts at the time, disavowed its support of Richard Bland's escalation. Davis Young Paschall, contemporaneous President of William & Mary, responded to inquiries from Regional Civil Rights Director Eloise Severinsson that "the escalation of Richard Bland was a legislative act and he and the Board of Visitors were obliged legally to accept that decision" (McNeer, 1981, p. 223). In an interview with McNeer, Paschall confided that W&M moved to escalate Richard Bland at a time when its administration "was very anxious politically to have no ruffling of the feathers on any integration issue" (pp. 238-9). McNeer argues that if the leadership of William & Mary had recommended the escalation of Richard Bland at the same time as they had for Christopher Newport, "it might have been possible to have accomplished the goal without having had such widespread opposition from the Virginia State College community" (p. 245), coinciding as it did with "the turmoil created by internal leaders at Virginia State" (p. 245) and thus becoming "a rallying point for those opposing [its] leadership" (p. 245). McNeer concludes by recognizing the *gravitas* of the *Norris* suit, particularly how the "use of political pressure by the supporters of Virginia State College [...] focus[ed] attention on the desegregation of all state-supported institutions of higher learning in the Commonwealth of Virginia" (p. 248).

In *The Content of Form: Narrative Discourse and Historical Representation* (1987), Hayden White highlights how reckoning with one's history – "willing backward in time" – enables a rearrangement of the accounts of events "in order to endow them with a different meaning or to draw from the new emplotment reasons for acting differently in the future" (p. 150). The work of the Racial Justice and Equity task force affords the College this opportunity, and the rearrangement of accounts such work entails raises a pivotal question: when did Richard Bland become a multiracial, multicultural campus, and *did* it become one? Moreover, the task force's work reveals areas in need of illumination by the backward glance, such as when the first Black student enrolled at the College. Historically contextualizing the development of RBC's current demographics, particularly of on-campus students, could potentially tell the story of a campus that has turned some important corners, even if there is a lot of work to do and distance to go.





Richard Bland College
of WILLIAM & MARY

THE CAMPUS STUDY



Section 2 Introduction

The Racial Justice & Equity Task Force Campus Exploration & Study

The RJ&E Task Force's Final Report presents the results of its campus study which focused on current and former students and employees of color and their experiences with race, equity, and inclusion within Richard Bland College's academic, social, and workplace systems. This report also includes the departmental perceptions of the systems in place to support, develop, and advance members of the campus who represent Black, Indigenous, (and) People of Color (BIPOC). The campus exploration process revealed signs of multiple inequities, representational and otherwise, that prompted the task force to design a study with exploratory protocols that included taking steps to capture the perspectives of participants in qualitative and quantifiable ways. Producing a document reflecting on RBC's history while acknowledging how its past has impacted the current environment was necessary, considering that some study participants regarded the perceived inequities at Richard Bland College as being enflamed by racist injustice. For these reasons, the Racial Justice & Equity Task Force considered its exploration as an opportunity to initiate complicated, possibly uncomfortable, but necessary campus dialogues that can lead to considerations of institutional improvements.

The RJ&E Task Force identified three goals for their campus study. The first goal was to understand the lived experiences of former and present employees and students of color at Richard Bland College as it pertains to their feelings of inclusion, support, and equity on campus. The second goal was to pinpoint the genesis of RBC's present inequities and trace their development to the present. The final goal of this study was to use data from this exploration to formulate a transformative action plan that will move RBC toward its aspirational identity as a multicultural, anti-racist, inclusive, and equitable institution. To better conceptualize the study, the RJ&E Task Force offers the following *Conceptual Framework for Examining RBC's Multicultural, Anti-Racist Identity* (Figure 1):

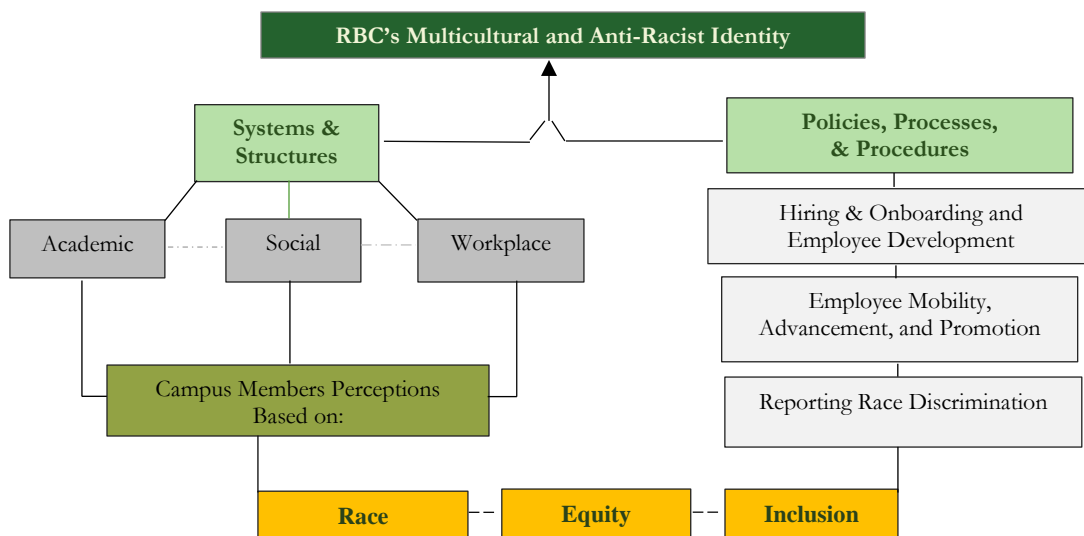


Figure 1: "Conceptual Framework for Examining RBC's Multicultural, Anti-Racist Identity"

This conceptual framework displays the key elements included in this study. Relevant variables are shown under broader constructs that list and organize the observed components. The arrow located at the top of

the model points to Richard Bland College's aspirational identity of a multicultural and antiracist campus as it guides the overarching constructs and its variables to the sole purpose of this study. The details below describe how this study—its purpose, structure, and variables—was conceived by task force members.

Framework Location - Bottom: Race, Equity, and Inclusion Variables

At the base of the framework are the *Race*, *Equity*, and *Inclusion* variables situated in the dark gold boxes. Serving as the foundation of the Racial Justice & Equity Task Force's inquiries, these elements were the lenses through which the task force observed the academic, social, and workplace structures on campus. The inquiries around the policies, processes, and procedures are also linked to the variables. The race, equity, and inclusion variables are connected with black dotted lines to signify their connections as units of analysis as well as to indicate their distinctive working definitions in this study. This approach was necessary as the terms are often grouped in diversity, equity, and inclusion discussions without full clarification of their respective roles when one is engaged in racial justice work.

Framework Location - Left Side: Green Box – Systems and Structures

Situated under the systems and structures construct are grey boxes in which the *Academic*, *Social*, and *Workplace* components are located and connected with grey dotted lines. The dotted lines link the variables as interrelated components while distinguishing them according to the specific contexts in which race, justice, and equity were observed. For this study, the *academic* variable refers to students' involvement with professionals within the academic divisions. It also includes professors' instructional approaches, responses to students' needs and concerns, and the educational supports provided to promote success. The *social* structure variable includes the students' experiences with social engagement with peers and professors beyond the classroom environment. It also points to students' and non-students' perceptions of their involvement with peers and employees on campus. The *workplace* variable captures the work-study students' and employees' perceptions of the established working climate. Simply, the variables listed under the systems and structures construct provide ways of understanding how individuals of color perceived how they were treated by campus members outside of their racial and ethnic groups.

Framework Location – Right Side: Green Box – Policies, Processes, & Procedures

Listed under the green box are the variables of *Hiring & Onboarding and Employee Development; Employee Mobility, Advancement, and Promotion*; and *Reporting Discrimination* (in light grey boxes). The research components assessed current and former students as well as current and former employees within the scope of their experiences with learning and working in a two-year residential college system. Feedback on RBC's hiring and onboarding experiences provided by respondents will reflect their beliefs about the recruitment and selection policies and processes along with the College's procedures for helping them adjust and transition into work-study, full-, or part-time positions. The employee mobility construct will include respondents' perspectives of opportunities for professional advancement within and across departments on campus. The *Reporting Discrimination* variable references clear policies and procedures for filing reports of racial discrimination.

The Framework (Figure 1) display of variables shows the specific and interconnected contexts that have been assessed by members and former members of the Richard Bland College community. The framework is intended to offer a visual model that promotes a comprehensive understanding of the trajectory of the task force's research. It also illustrates how the constructs and variables lead back to the guiding questions for this study.

This report was preceded by two written updates provided to the campus community that included the William & Mary Board of Visitors. These fall and spring reports narrated the progress of the Racial Justice & Equity Task Force and kept the College's internal and external stakeholders informed of the steps taken to engage students and employees in the racial justice work on campus. Furthermore, the documents served as information and progress management tools that organized completed tasks as well as a record of task force members' responses to the social justice related events occurring in the nation and their impact on

higher education and the Richard Bland College community. The Fall 2020 Progress Report clarified the task force's commitment to racial justice in the inclusion of the following statement: "We stand in solidarity with individuals who refuse to remain silent as actions of injustice exclude, negate, or nullify individuals" (Watts-Martinez & Addington, 2020; p. 3). In the Spring 2021 Progress Report, concerns about the checkered pasts of colleges and universities in terms of dealing with racism, equity, and inclusion appeared in the discussions on race-neutral stances and attitudes of indifference around racial discrimination. A general acknowledgement of higher education's contributions to inequality and injustice through the cultivation of apathy and the ensuing inaction toward racism were also highlighted (Watts-Martinez & Addington, 2021). The basis of the report was that the lack of campus allyship for marginalized communities further perpetuates oppression and is demonstrative of institutions' hesitancy, unwillingness, or inability to assume the role of affecting change (Brown, Legon, MacTaggart, 2020). Despite individuals' feelings of racial indifference, many colleges and universities remain hopeful that the civil unrest in America will eventually serve as a national and global wake-up call, since apathy and indifference preserve injustice, inequality, division, and exclusion in collegiate environments and elsewhere. Since the murder of George Floyd in May 2020, higher education institutions have begun to reckon with their racist and discriminatory past and taken a stand against racism and all forms of discrimination in their proclamation that "enough is enough." Many have become intolerant of the regularity of the unassailable show of senseless violence by police officers and others who continue to devalue and dehumanize the lives of people of color (Spina, 2021).

In President Debbie Sydow's advocacy for anti-racism, she remains concerned about the debilitating effects that racism, inequality, and exclusion have on organizations in general and Richard Bland College in particular. Therefore, she continues to lead, with probity, the efforts to dismantle any existing inequities in the College's structures and systems through the Racial Justice & Equity Task Force's campus exploration and study. The preliminary findings that were categorized based on survey respondents' perceptions of the structures (academic, administrative, and social) and Policies-Procedures were shared with the College's internal and external stakeholders during the fall 2020 and spring 2021 semesters. Provided in this report, however, are a full set of results that emerged out of the data gathered across the campus with formalized findings yielded from the RJ&E's quantitative assessments (descriptive data) and qualitative assessments (anecdotal via interviews and listening sessions) of not only the administrative, academic, and social structures at RBC but also the participants' perspectives regarding the ways in which departments and offices perceive students, specifically learners of color, in their efforts to progress toward degree completion.

These data have been shared in the following sections:

- 1) Departmental Review of Student Support
- 2) Presentation of Results
- 3) Insights from the Campus Community
- 4) Discussion
- 5) RJ&E Task Force Recommendations and Action Steps
- 6) Appendices
- 7) Bibliography

The organization of the Racial Justice & Equity Task Force's Final Report supports its audience's ability to grasp campus members' perceptions of the College's historical and present levels of race-consciousness as demonstrated through equity and inclusion practices and policies that have impacted the educational and employment experiences of its BIPOC communities. The *Introduction*, *Departmental Review of Student Support*, and *Presentation of Results* sections encourage further reflection on ways to improve the academic, administrative, and workplace experiences on campus. These actions must take place if the institution hopes to thrive and meet its strategic vision and goals. The *Discussion*, *Insights from the Campus Community*, *RJ&E Recommendations*, and *Conclusion* sections serve as yardsticks to measure the College's progress and accomplishments toward its future identity as a diverse, equitable, and inclusive learning and working environment.

Diversity, Equity, & Inclusion

Richard Bland College's two-year residential campus consists of students from a variety of racial and ethnic backgrounds, gender identities, and sexual orientations with only a small fraction of the College's employees able to substantively identify with or connect to their experiences. In academic institutions comprised of individuals with multiple characteristics, leaders have learned that diversity, equity, and inclusion are neither equivalent nor synonymous. In effect, these components of equality hardly operate in unison in the prioritization of equal opportunity for the advancement of mutual respect, accountability, and mobility within and across the academic and work environments.

This report focuses on fairness for individuals of color through the observation of common structural hurdles on campuses such as employee and student treatment, inclusion and support for students and employees, and the policies enacted and procedures in place to counter racial discrimination. This report is organized around inquiries into the ways in which equity and inclusion are fostered in the systems and structures within and across Richard Bland College's offices and departments, how retention of students of color are impacted on a campus comprised of mostly White employees, and the appropriate steps for building an anti-racist learning and working environment in an equitable and genuinely inclusive place in which individuals of color can be their authentic selves.

- The task force's study of the departmental and campus members' perceptions of the conditions of racial equity on campus included the following steps: (1) The approval of the study; (2) Campus-wide notification of the study, its purpose, and process; (3) Criteria established for survey and listening session participants; (4) Determination of interview questions and protocols; (5) Distribution of departmental and office *Point of Interest Questionnaires*; (6) Hosting interview and listening session, respectively; (7) Population sampling for a manageable and defined subgroup due to campus de-densification; (8) Data collection; (9) Data organization, review, and analysis; and (10) Interpretation of data followed by the writing. Utilized as the change model in this stage was the Multicultural Organization Development Change Model (MCO).
- The transition into the second stage of campus change will occur as the RJ&E Task Force progresses into its *Planning & Implementation, Monitoring & Assessment Stage* phases during the Fall 2021 semester. This will be a period in which the Racial Justice & Equity Task Force will prepare Richard Bland College for a transition into the organizational principles of cultural allyship and human advocacy. These critical movements will follow the Kurt Lewin's Change Model in this Post-Exploration Stage.

Diversity.

Richard Bland College's journey toward systemic and structural change has primarily included diversity initiatives that have served as transformative tools that align with its mission, strategic vision and plan. The transformations to date have brought additional challenges for the consideration of diversity not only within the student population, but also in the College's personnel. Stein (2020) recommended that organizations have sufficient processes that balance intentionality and fairness. The adoption of unbiased hiring processes with neutral standards and requirements for equitable practices must be used in the consideration of professionals of color and candidates from mainstreamed communities. As change continues in the campus culture, fair and balanced hiring policies and procedures that consider applicants for positions among the faculty, administrative, and staff ranks must exclude preselection practices that show preference for a candidate. These bias actions negate the growth and expansion of the campus community and decrease an organization's chances of bringing in quality and innovative employees with different backgrounds and perspectives. In an environment in which the majority of employees do not represent marginalized communities, overlooking qualified professionals from communities of color denies RBC the opportunities to fully realize its strategic goals. Hence, hiring more people of color would enrich efficiency and productivity and would increase the College's profitability. In addition, a diverse workforce would advance thinking and writing around innovative student support and retention as well as increase student

engagement through opportunities to use the information acquired in their courses to drive cultural and systemic change that leads the College toward its multicultural, anti-racist, and equitable institutional identity (Hunt, Yee, Prince, & Dixon-Fyle, 2018).

Equity.

In a diverse environment, equity and equality operate differently. Equity is needed to ensure that the specific needs of individuals and groups are met (Friere, 2000). Equality, on the other hand, exists when people representing different backgrounds are treated the same (Equality and Human Rights Commission, 2018). When contextualizing the issue of equity in the Richard Bland College environment, it is important to consider the needs of all members as people require different forms and levels of support. The absence of equity contributes to a dispirited environment in which individuals experience a diminished sense of value and belonging and feel less inclined to produce their best work. On the other hand, the presence of equity contributes to student and employee retention in its role of strengthening the morale, performance levels and engagement of individuals (Garcia & Weiss, 2020; Geronimo, 2014).

From an academic standpoint, equity in education offers all learners equal opportunity for success by granting them access to the resources needed for their achievement. Equity also exists when all students are held to high performance standards with modifications to support their progression toward their courses' goals. In addition, equity lives within academic systems in which faculty identify values that influence systemic change (Smith, Kashubeck-West, Payton, & Adams, 2017), starting with self-audits for bias and the integration of unbiased curriculum and instruction that address the needs of different individuals and groups of students. Empowering all students to succeed is Richard Bland College's goal. Educational equity, however, is demonstrated among learners of color when professors invest energy into their academic development. Focusing on students' learning experiences in this manner creates an environment in which support is provided to "level the playing field" as a way to help students overcome success barriers. Support can be provided through strategies adopted from some students' prior educational experiences such as scaffolding of assignments (e.g. Breaking up their learning and allowing students to complete their assignments in chunks or allowing extending time with support) (Koplewicz, 2021), or working within their Zones of Proximal Development (e.g., determining what students are able to do with or without support). Professors create equitable learning conditions when they enthusiastically motivate learners to connect with their inner achiever and envision their success. By working with students from marginalized communities and discovering the impact of inclusive and exclusionary practices on their academic experiences, equity-minded professors position themselves to model support in the academic and working spaces at RBC.

When thinking of equity in the workplace, the observance of systemic issues and factors influencing the provision of reasonable accommodations, opportunities for employee promotions, and the addressing of salary gaps among groups of employees come to mind initially. As these concerns are important and must continue to be examined and addressed, often overlooked are the existing equities, or the lack thereof, in the social structures of an organization. Equity, as embodied in an organization's social structure or intergroup relations, encourages the dignified treatment of people in the workplace. Without equitable behavior, employees are left with viewing the notion of equity as a hollow concept in an environment of distrust (Chron Contributor, 2021). In a workplace devoid of trust, employees often perceive themselves and their work as being less valued than co-workers experiencing a sense of entitlement. This professional disposition tends to be fueled by arrogance and organizational representatives who cultivate and enable the behaviors that often alienate the "privileged" or "favored" employees and the "underprivileged" and "unfavored" within the organization's community.

As the Racial Justice & Equity Task Force continues to identify and address the disparities that contribute to forms of inequity on campus, it will work with administrative, faculty, and staff representatives to ensure that campus members from all backgrounds understand the benefit of working in community with each other. The approaches designed around these needs will complement the College's efforts to increase the employees' morale, workplace satisfaction, and sense of inclusion (Garfinkle, 2021).

Inclusion.

If *diversity* presumes the different representations of people's races, ethnicities, cultures, religions, abilities, gender identification, etc., existing in an environment, and *equity* ensures that these differences are respected and accommodated, then *inclusion* supposes that the status quo invites, creates space, and makes the time to listen to and understand differences (Meyer, 2019). In the context of higher education, inclusion mobilizes all campus members to fully engage in the academic and work experiences on campus. Ideally, when establishing inclusive classrooms, opportunities for all students to be active participants in an intellectually stimulating setting are guided by faculty who are adept at handling difficult discussions (Nelson-Laird, 2014; Souza, 2016). Also, the curricula for specific courses resonate with students and draw them into learning experiences that promote partnerships with professors and a team of resourceful student success specialists who support their achievement. Culturally intelligent and empathetic professors are likely to challenge students, especially learners of color who are targets of brutal hatred and racism, to question and stand against separatist ideologies and to hold others accountable for the harm they caused or might potentially cause to vulnerable communities. In the inclusive classroom, students from White communities may learn to acknowledge their privilege by understanding that it is better to be educated about racism instead of living in ignorance of it and through the unrest and instability it causes. In these safe learning spaces, these actions increase learners' odds of succeeding and progressing; inclusion practices may be reminders that all students are equally valued and deserve access to meaningful opportunities to learn within and beyond the classroom (Lathan, n.d.; United States Department of education: Office of Planning, Evaluation and Policy Development, 2016).

Parnell's (2016) assertions around co-curricular learning emphasize the effectiveness of out-of-classroom engagement. This form of involvement offers opportunities for students of color to process, communicate, and interact with peers within and beyond their communities. It also fosters inclusion in social spaces with peers from different backgrounds and with divergent philosophies and experiences, vocalizing their interests and concerns and developing into change agents on issues in need of their advocacy.

In the article, *How to Measure Inclusion in the Workplace*, Romansky, Garrod, Brown, and Deo (2021) stated that inclusion unlocks the potential of a diverse and equitable workplace. In these environments, employees feel accepted, respected, supported and appreciated. Moreover, they feel invited to provide feedback and contribute and inform the organization's decision-making processes. The article's list of the characteristics of inclusion caught the attention of the Racial Justice & Equity Task Force. Of the seven traits highlighted, four exemplified the conceptions encompassed in this study. They are:

Integrating Differences – Employees' voices and opinions are respected.

Belonging – When people in an organization acknowledge, accept, and care about members of their community.

Psychological Safety – Employees feel welcome to express their true feelings in the work environment.

Decision Making – The belief that members in an organization consider ideas and suggestions offered by other team members.

These notions best represent the task force's thinking around inclusion and could potentially play a role in strengthening Richard Bland College's inclusion brand. The other characteristics—*Fair treatment, Trust, and Diversity*—seemed too entangled in the RJ&E Task Force's operating definitions of diversity and equity.

With regard to the inclusion of employees' perspectives, experts in the Diversity, Equity, & Inclusion (DEI) field reported that integrating, respecting, and amplifying the voices of employees of color are important inclusion actions that support those who feel ignored, silenced, shut down, or branded as difficult. These feelings are intensified when the viewpoints of their White counterparts are readily acknowledged, heard, and often supported regardless of their levels of competence on topics (O'Connor, 2020). Organizations that bring people's ideas and voices into the professional environment advance creativity and

trust among employees through the sharing of unique perspectives offered to address complex and critical matters. When Blacks and employees of color are excluded from the opportunity to share their thoughts among colleagues, they often feel unwelcomed and isolated and will eventually leave the workplace. Consequently, their organizations will fail to benefit from the wisdom that would have emanated from their lived experiences to assist with the process of framing or reframing problems or alleviating the blind-spots associated with cultural insensitivity.

Underestimating the value of employees' psychological safety in the work environment contributes to a mentally exhausting and emotionally draining experience and is antithetical to the conceptions of emotional balance and mental wellbeing. Generally, employees must feel safe and as if they belong before expressing themselves without feeling worried about sharing their concerns or facing retaliation (Webber, 2018). Employees of color often live with these issues at work through their confrontations with targeting behavior such as racism, bias, microaggressions, and other forms of discrimination. Higher education institutions are expected to arouse the curiosity of their communities but must understand the need to build environments that cultivate professional empathy and create safe spaces for vulnerable employees on campus (Friday Pulse, 2020). These environments are constructed with change models that effectively address the evolution stages of organizations.

As previously mentioned, the President of Richard Bland College charged the Racial Justice & Equity Task Force to engage in a historical and current review of the College's history of race-relations and the degree to which equity and inclusion existed in its structures, processes, procedures, and practices. The need for a campus-wide exploration around these concerns was immediately undertaken. The task force members developed a research design and established a protocol for their study. They found it useful to adopt two models that were suitable for the current changes as well as the anticipated transitions on campus. The *Exploration Stage* of the campus study marked the first phase of change at RBC. The escalating tensions, nationwide protests, and hostile racial climate set the pace for the College's movement into its first stage of change. The task force's study of the departmental and campus members' perceptions of the conditions of racial equity on campus included the following steps: (1) The approval of the study; (2) Campus-wide notification of the study, its purpose, and process; (3) Criteria established for survey and listening session participants; (4) Determination of interview questions and protocols; (5) Distribution of departmental and office *Point of Interest Questionnaires*; (6) Hosting interview and listening session, respectively; (7) Population sampling for a manageable and defined subgroup due to campus de-densification; (8) Data collection; (9) Data organization, review, and analysis; and (10) Interpretation of data followed by the writing. Utilized as the change model in this stage was the Multicultural Organization Development Change Model (MCOD).

The transition into the second stage of campus change will occur as the RJ&E Task Force progresses into its *Planning & Implementation, Monitoring & Assessment Stage* phases during the Fall 2021 semester. This will be a period in which the Racial Justice & Equity Task Force will prepare Richard Bland College for a transition into the organizational principles of cultural allyship and human advocacy. These critical movements will follow the Kurt Lewin's Change Model in this Post-Exploration Stage.

First Stage - Campus Change: The Exploration - Applying the Multicultural Organization Development Theory

The campus exploration of the Racial Justice Task Force was based in the Multicultural Organization Development (MCOD) Theory developed by Jackson & Hardiman (1994) who believed that organizations seeking to achieve their multicultural goals must envision their environmental systems as targets of change. The assumption behind the theory is that organizations seek to gain and maintain a competitive edge in their investment in their development into productive and high-performing entities in their roles of managing diverse, equitable, and inclusive learning and working environments (Bailey, 2014). Institutions adopting this model hold that:

- (1) Individual consciousness raising and training for individuals is necessary, however, they must address their policies and practices that support and benefit the status quo.

- (2) Mono-cultural organizations can only improve in their operations if an accurate diagnosis of their environment has been completed. The assessment of the organizations must be accompanied by change goals and intervention plans.
- (3) Organizations interested in change must pursue their goals with a clear vision of their ideal existence with multiculturalism informing all aspects of the change process.
- (4) The current state of the organization must own the data that describe what is and what ought to be and allow the comparison of these notions to establish the baseline for the racial justice work conducted in the environment.
- (5) The vision of change must be pictured and the ownership of the MCOB process by members of the organization is key to change.
- (6) Significant organizational change in social justice and diversity will occur if there is someone monitoring and facilitating the process. The commitment to the goals and to the change effort will contribute to the health of the organization (2014).

In acknowledging the College's early stage of its multicultural development, the RJ&E Task Force followed the MDOC systems change which includes:

1. Identifying and Developing a Change Agent Team
2. Determining System Readiness – Campus Leadership Support & Campus Awareness
3. Assessment and Benchmarking
4. Change Planning and Implementation

Considering the campus training and consistent racial justice, equity, and inclusion programming scheduled during the 2020-2021 academic year, the task force believed that Richard Bland College was primed for the kind of change that would prepare it for its eventual transformation into a campus with a multicultural and anti-racist identity. During the post-exploration period, the campus must continue its evolution into a culturally competent environment if it seeks to embrace the power of differences in its community.

Second Stage - Campus Change: The Post-Exploration Process Incorporating Applying the Lewin's Change Model

The post-exploration process will require an additional change model in its preparation to execute, monitor, and assess the plans of the Racial Justice & Equity Task Force. The task force members envision themselves facilitating campus change through a practical process that requires Richard Bland College community members to reject ideas that feed bias, hate, and other discriminatory behaviors and replace them with race-conscious, equitable, and inclusive thinking provided through training and development in an effort to move the campus in a direction that initiates change (Lewin, 1947). The task force will use the Kurt Lewin's Change Model to guide the College's steps toward its multicultural and anti-racist institutional identity.

Initially developed as a means to resolve social conflict, the Lewin's Change Model seems to be an ideal plan for organizational transformation. In the change process it is important to understand why change is necessary. The movement into new directions is needed if organizations hope to expand, grow, and fulfill their greatest purposes. As Richard Bland College deepens its commitment to the racial justice and equity causes, it will find that despite the expected and unexpected shifts in its environment, they must rely on their resilience to endure the vicissitudes of a journey that will require campus members' to bravely connect with and learn from the depths and breadths of their transitional experiences. To understand, accept, and progress toward change, the Richard Bland College community are encouraged to observe the utility of Lewin's stages in future transitional experiences that may require them to feel their way through the unfreeze, change, and refreeze steps:

Step One – *Unfreeze.*

Unfreezing refers to melting the “ice” and signifies a readiness for change in the ways in which an organization has understood racial exclusion and the indifferent forms of thinking and actions related to oppression among marginalized groups. The melting process at Richard Bland College will make it receptive to dismantling any academic, social, and administrative systems and structures that have reified the College’s status quo over the years. Within this stage, it is important to explain why a change must occur, especially since a transformation in the broader society begins with the deconstruction of any separatist ideologies adopted by members of the RBC community. A period of ideological and philosophical deconstruction will support the College in its efforts to become an upstanding and anti-racist community of cultural allies that is poised to embrace its power to eradicate racism, discrimination, and inequities that may have been kept alive in its social structures and built into its policies and practices. In short, the Unfreeze Stage of change presents opportunities for Richard Bland College to create the conditions that support constructive, equitable, and inclusive learning and working experiences that challenge the world view of racism and inequality.

Step Two - *Change.*

The Change Stage involves individuals’ experiences of confronting their uncertainties and feelings of discomfort as a result of the Unfreeze process. Eventually, people begin to resolve their uncertainties and move towards thinking and acting differently, especially if they are able to determine the benefits of the change. Ideally, in this stage, individuals embrace the vision and their new roles and begin to display actions that support the organization’s new trajectory. During the 2020-2021 academic year, the Racial Justice & Equity Task Force provided programming in the areas of racism, anti-racism, bias, and discrimination. The programs became opportunities to have candid and difficult discussions on topics covering a range of social justice issues. Members who were unfamiliar with the hardships of people of color took the opportunity to examine their racial privilege, bias, and discrimination, which often made the conversations uncomfortable but productive and necessary for personal growth.

As the College continues its programming and transition, the campus growth process will be interpreted differently by those who are resistant to environmental change. Experts in the field of organizational behavior acknowledged that those who resist change will show different responses. For instance, some individuals will place themselves in “engagement purgatory,” a state in which individuals possess general feelings of satisfaction without necessarily connecting meaningfully to their work either cognitively or emotionally or both (Forentine, 2019). Others who feel harmed by the change, particularly those who have benefited from the organization’s former structures, may decide to explore places of employment at other locations if an organization’s new vision does not resonate with their personal or professional goals (Lewin, (1947).

Step Three – *Refreeze.*

When an organization’s changes are understood, they are accepted and lived out in the community. The crystallization of change leads to Refreezing. Refreezing occurs when change has been internalized and adds to employees’ levels of efficacy, stability, and comfort levels with the processes, as shown through their attitudes and actions. Moreover, the supports to change, and the mechanisms in place to sustain them, can be identified. Within the operations of the stabilized organization are the new and prevailing behaviors and approaches that are carried out and shared confidently with current and new employees. The campus members’ suggestions, and the RJ&E’s recommendation for action steps will provide Richard Bland College the trajectories that would assist their movement toward its aspirational campus identity and take steps that would enable them to normalize and sustain the changes.

The Multicultural Development Organizational Change and the Lewin’s Change Models were considered the appropriate management tools for the exploration and post-exploration stages at Richard Bland College. Moving the College through its cycles of change will be a complex but worthwhile process that will often require reminders of its purpose. These reminders will be based in the Racial Justice & Equity Task Force’s leading argument that guides this study. Richard Bland College’s vision of driving the momentum for

institutional change in support of their desire to accommodate a multicultural and anti-racist experience on campus would be the impetus for continued action steps. Actions that identify, call into question, and address the structures, policies, procedures, and practices that reinforce and perpetuate systemic racism and discrimination are needed to energize and sustain the College throughout its evolution. Without the intentional steps toward change accompanied by the empowerment of its campus community, the principles of cultural competence and allyship will not be embodied. Instead, these efforts and the mobility of its community would be undermined.

As Richard Bland College continues to move through its change processes, it will be important to understand where the campus stands in its current practices of supporting students. Despite the limited programming around race-awareness and cultural advocacy and their impact on student success during the pre-Covid era, the commendable efforts of members of the college must be understood within the contexts of its prior and present experiences of student support. Section 3 offers a view of the departments' and offices' assistance and services to groups of students on a daily basis. Understanding the legacies of support may be of value to those seeking to discover the experiences of the RBC students from underrepresented communities. The section's expanded perspective of the College support systems may be helpful in terms of assisting present and future campus members with creating objectives and making decisions regarding a review of support services and opportunities to build on the former or current programs. The information provided may also serve as foundational approaches in which legacy-building at RBC could continue for years to come.



Section 3

Departmental Review of Support Services

Responses to the Racial Justice & Equity Task Force Point of Interest Questionnaires

In August 2020, members of The Racial Justice & Equity Task Force sought to learn more about the ways in which departments across campus provided academic and support services to learners in general and students of color in particular. Understanding that all campus departments and units support students, the task force focused on the areas of the College that work directly with students throughout their academic and social lives in order to fulfill the goals of this exploration. The information collected from the departments oriented toward student support included responses to a list of questions and items specific to the functions of the respective areas. The responses from the departments addressed the guiding questions concerning the population of students meeting the criteria of this study. The campus units identified as working directly with students in support of their academic and social success are Admissions & Enrollment Services, the Faculty, Financial Aid, Student Success, the Library, Office of Residence Life, Records & Registration, Athletics, and Campus Safety & Police. The departmental directors received a non-standardized *Point of Interest Questionnaire*, meaning that each department was forwarded inquiries based on their unique functions. Administering the questionnaires according to each department's function was an opportunity to better understand how support services for students were aligned within and across campus units.

The task force anticipated that the questionnaires would lead department members toward profound reflective experiences that would provoke thinking around former and current practices and cultivate growth. This strategy is sharply evocative of the conventional philosophical thought of John Dewey (2019) who held that individuals do not learn from experience; instead, they learn from reflecting on experiences. The greater purpose of this approach, however, was to encourage a departmental self-study that brought students of color—their education, their educational supports, and their needs—into the center of this exploration. The below discussion brings the legacies of the departments' support services to the foreground and offers a synthesis of responses that begins to provide insight on the ways in which equity and inclusion are

demonstrated in the procedures, systems, and policies that support students' academic achievement. In addition, the departmental responses offer an initial view of how students of color are supported in an environment in which a disproportionate number of African American and employees of color are represented. This section sets the tone for this final report and serves as a gateway into a deeper analysis of student support services that will be articulated within the parameters of the guiding questions and lead to recommendations and action steps expressed in later sections of this report.

Department of Admissions & Enrollment Services

Admissions and Enrollment Services emerged out of an administrative model that incorporated enrollment, placement testing, advising, career services, personal counseling and student development, and programming in a single department up to the year 2007. This model continued to evolve (See the Department of Student Success) as RBC transitioned from a 100% commuter campus into a residential college with a growing population of students from geographical locations beyond the 50-mile radius of the Petersburg-Tri-cities area. Since then, the College has streamlined the focus of Admissions and Enrollment Services by reducing its responsibilities to student recruitment, application review, and enrollment, giving them the creative space to develop innovative steps for identifying and using well-designed and high-volume recruitment strategies that deliver consistent enrollment results and which have led to the growth of the student population on campus. This department's legacy of recruiting students and attracting a greater number of students from underrepresented communities over the past 12 years is notable, and it caught the attention of the Racial Justice Task Force which asked them to share the strategies that enable them to build a strong representation of students of color through its recruitment and application review processes.

The Admissions and Enrollment Services department's responses to the Racial Justice & Equity questionnaire emphasized the strategies and processes that contributed to their continued efforts to sustain a strong racial and cultural representation of students on campus through admissions recruitment to geographical locations with diverse populations of incoming college students. Members of the admissions and enrollment team reported that they pride themselves on the ability to show equal interest in all populations of students in their recruitment efforts and application review processes. The department also reported a strategy of recruiting from all regions of the Commonwealth. Making inclusion a priority, RBC admissions representatives work closely with counselors in schools located in the urban, suburban, and rural communities within and beyond the Commonwealth. To ensure that students from all geographical locations of Virginia (and other states) gain access to admissions into Richard Bland College, the team adheres to the recruitment policies of the Virginia Association of Colleges and Registrar's Officers (VACRAO). Furthermore, the director mentioned a strong alignment of the department's recruitment policies and processes with the VACRAO organization's vision to promote and sustain inclusivity in the recruitment processes to ensure all students equal access to all colleges in the state (VACRAO, 2020). Acknowledging a limited understanding of each student's story, the team finds value in their roles of increasing the diversity within the student population on campus and enriching the RBC academic and social experiences with individual students' different perspectives. During the fall 2020 semester, the Director of Admissions and Enrollment Services conveyed the value of showing every student the good will, kindness, and courtesy they deserve during and after the recruitment experience.

In terms of the application review process, the Richard Bland College Admissions and Enrollment Services representatives exercise a holistic review process that factors in the strength and rigor of students' academic coursework—including college preparatory courses and the grade trends that allow for a prediction of applicants' success at RBC. Also considered equally are students' optional SAT or ACT tests scores and co-curricular engagement. Applicants' personal statements are reviewed as a way to better understand their personal and unique circumstances on a case-by-case basis. From the statements, the application reviewer can determine which campus department can service students' post-enrollment needs. The intention of this strategy is to make applicants aware of the specific campus services available to address and support their needs. The rolling application review process functions on a timeline which accommodates a wide-range of prospective students in search of an affordable post-secondary education option during the mid-to-late

summer or winter. These supportive measures are led by the vision to show incoming and current students the compassion referenced above without compromising the College's admissions standards. The director accentuated the team's ability to promote self-empowerment in prospective students by sharing how their unique personalities and learning preferences would add value to campus life. These strategies enable the student recruits to envision themselves being successful at RBC. Moreover, they create opportunities for prospective, returning, and transfer students to reflect on their growth and levels of college readiness throughout the recruitment and admissions/readmissions processes. The recruiters empower future RBC learners to control their outcomes and to move toward their greatest potential regardless of their current situations and environment.

With many students in marginalized groups identifying as first-generation learners, the Admission and Enrollment Team at Richard Bland College reported doing its due diligence to ensure that students of color have equal access to the campus environment. Their responses to the RJ&E Point of Interest Questionnaire suggested that the College continue to support their efforts to express the importance of identifying a number of factors that prohibit equity in the admission process across racial and cultural groups. Members in the department shared their desire to leave the College's GPA standards at 2.0, which they believe would address any racial and cultural gaps in their admissions procedures. This suggestion is of importance as many first-generation college students face years of out of school distractions that hinder their success and lead to lower GPAs than their classmates with access to more financial resources and support.

Finally, the team shared that many students and their families who are navigating the college admissions process for the first-time (especially in the COVID-19 environment) struggle with finding ways to pay for college. While RBC has programs in place for students with financial difficulties, many times those families need assistance in navigating the process to ensure they can get all the funds to which they are entitled. The director also stated the members from the Richard Bland College Financial Aid Department often join them at the on-ground and virtual college fairs for the secondary schools to hold financial aid and scholarship workshops which help college seekers from households with low incomes. At these events, the prospective students and their schools acquire information on the resources needed to succeed once they enroll at RBC.

Department of Financial Aid

Known for their outstanding, friendly, and efficient services to students on campus, the Richard Bland College Department of Financial Aid provides funding resources that assist learners and their families with planning for the cost of a college education. In their daily roles, members in the department continue to ensure that families are provided with information that address their concerns around educational costs. Their tenacious efforts to provide financial options that support students' decisions to enroll and persist on campus are commendable. The staff in the department continues the tradition of putting students' concerns first, respond to inquiries in a timely manner, and provide accurate information and thoughtful guidance around families' financial and funding concerns.

The Racial Justice & Equity Task Force's observations of the department's student support model was possible through the presentation of questions forwarded to the Director of Financial Aid who provided responses to items not only on the growing population of students receiving aid and with the concerns of students of color in mind, but also on the staff's roles in diversifying the campus. The Director of Financial Aid reported their continued efforts to make financial support available to close the need gap for economically disadvantaged students. The department offers targeted support for processes such as providing guidance in the completion of the Free Application for the Federal Student Aid (FAFSA). A critical procedure carried out by members in this area is early financial aid sessions, which are offered throughout the academic year to provide students with the information and assistance needed to ensure their understanding of updated financial aid eligibility, verification requirements, policies, and processes for the current and subsequent academic years. These sessions also provide information on the paperwork and documentation needed to fulfill the requirements for aid recipients.

With financial anxieties looming over college enrollment and the completion rates of students, the Director of Financial Aid reported that the funding from the College has kept up with the rate of rising tuition. Despite the efforts to keep college affordable for students, the funding formula that has been adjusted over the years has led to a decreased number of Pell Grant recipients (Nadworny, 2020). Consequently, the adjustments have continued to impact the participation of current and prospective college students, thus further marginalizing students of color who are most vulnerable to the effects of federal and state funding cuts that leave them and their families responsible for the increased cost of a college education. This issue is compounded among those who must submit financial information that reflects lower income levels than their earned income and financial resources as they stood prior to the employment layoffs and escalated health care costs associated with the COVID-19 Pandemic.

Additional concerns related to admissions deferrals and gap year decisions have also placed a burden on students in general and an additional hardship on Black and Latinx communities as evident in the deep economic and health insecurities linked to the coronavirus pandemic (Gould & Wilson, 2020). Richard Bland College has felt the impact of the pandemic in the decline of its enrollment since the fall of 2019 (and once again in 2020). The decline in its fall enrollment is buttressed by data released by the National Student Clearinghouse Research Center's (2020) findings which revealed the loss of 544,200 students and a 3.6% decline in undergraduate enrollment with two-year colleges experiencing the sharpest decrease of 13.1%. Like students with plans to enroll in their colleges for the fall 2020 semester, many RBC students may have opted not to enroll over the health and safety concerns despite the College's proactive decision to de-densify its campus through the offerings of more courses online or in hybrid learning spaces. Still, many first-year learners (the largest group of missing college students), took a gap year to work as a way of helping their families offset the loss of household incomes and to save money for their future college attendance (Weller, 2020). With awareness of these realities, members of the Richard Bland College Financial Aid Department have given thought to the implications of the COVID-19 Pandemic on students' enrollment decisions and actions. They considered the repercussions of students taking a gap year in which they might also have taken jobs, meaning they might have relinquishing some of their financial aid or scholarship opportunities. In these situations, student enrollment deferrals and extra income earnings may impact the amount of award for the subsequent year as their income could decrease their financial aid funding. Accordingly, financial aid recipients facing this dilemma may find themselves taking out more educational loans, remaining employed, or both, in order to fund their education.

Other personal circumstances impacting financial aid funding are also known. Students with siblings that postponed their enrollment or stopped or dropped out college may be affected given that more federal aid dollars are awarded to families with more than one student in college. Another population of aid recipients to consider are the reverse transfer students who decide to leave their four- year higher education institution and enroll in the two-year environment at Richard Bland College. These students may not expect changes in the amounts of financial aid they received at their prior college or university. In addition, some may not be aware of the extent to which financial assistance is often based on college's available funds (bearing in mind that they may not expect a reduction in award at RBC with its considerably nominal tuition rate in comparison to their four-year colleges or universities).

Amid these concerns, the RBC Financial Aid Department reported their continued determination to diversify the campus by making financial aid available to eligible students. Meanwhile, they are envisioning a hopeful future for families that will receive additional help from the federal government. In October 2022, the government is scheduled to use a student aid index as low as \$1,500 (instead of a limit of zero) that better identifies students with the greatest financial need. Once this policy is in place, more students may be eligible to receive maximum aid. For now, families in marginalized communities with low incomes may expect the formulaic adjustment to increase the maximum Pell Grant to \$6,495 (\$150.00 increase) during the 2021-2022 academic year. In their continued efforts to support prospective students, especially those in disenfranchised communities, the RBC Financial Aid Sessions will continue to be available for college planning. This includes

planning around the increased Pell funding and providing information and resources to support students and families' efforts to budget in consideration of the Pell Grant's response to inflation (Kantrowitz, 2020).

Faculty

The faculty at Richard Bland College has an extraordinary legacy of mobilizing students in small and supportive academic settings. In the Racial Justice & Tasks Forces' interviews with former RBC students who attended the College as far back as two decades, the indelible and long-lasting influence that their professors had on their lives was evident. The most memorable experiences for students are their interactions with professors who imparted knowledge and provided levels of mentorship that challenge their pre-existing life philosophies and transformed their lives. The RBC faculty remain highly regarded and were rated among the best in the region and well-known for their ability to connect with students through their pedagogy, course leadership, and continued mentorship. Their current dilemma of bonding with and enhancing student learning behind computer screens in the virtual and hybrid learning environments have compelled many professors to rethink their instructional concepts and approaches during the current Coronavirus era and has paved the way to greater opportunities for online and digital learning. Much thought around this is necessary since students of color, who are often in need of the most support, are of concern. Their realities of being disproportionately affected by inequitable conditions of loss of learning at their prior schools, family joblessness leading to housing and financial insecurities, and the threat of losing access to health care place them in a highly vulnerable and at-risk position on campus. These situations alongside the worries associated with the cultural misunderstandings between them and their professors can be a troubling undercurrent to their campus experience during their identity development cycle of learning and achieving. Therefore, attending courses in these unstable times bring on many unknowns for students of color who are concerned that their professors lack the understanding of and empathy for factors that, too often, obstruct their academic performance.

The thoughts on this topic as shared by empathetic professors on campus reflected the understanding that personal hardships come with students when they arrive on campus. They emphasized that students of color rely on professors learning about their lived experiences; incidentally, they believed professors learning about students' lived experiences should not be an afterthought in the educational process. These professors shared that instructors should not disregard the impact of racism and bias, but should instead be informed about the ways that discrimination and racism are manifested through the lack of interest in the academic advancement of vulnerable students. That said, research consistently shows that students of color are looking to their teaching faculty to establish learning conditions that support inclusion as opposed to mirroring the existing discrimination in our society (Nelson Laird, 2014; Smith, et al., 2017). The professors' observations of these issues seemed to show their desire to center students' concerns and their willingness to express a level of accountability that students, many who will become alumni, may remember for years to come.

Because of the rich legacy of the RBC faculty, the Racial Justice & Equity Task Force took interest in the professors' learning support strategies for students of color. The reflections provided on their departmental questionnaires led to an initial determination that faculty perceived themselves as offering non-White learners the same services as their White counterparts. This perception was considered with the understanding that students' discernment of faculty support levels would be captured in the data and revealed in the results of this study. Nevertheless, the faculty responses left undetermined the levels to which students of color: sought support and supplemental instruction from their professors, were encouraged to attend an individual or group tutoring session, or referred to The Department of Student Success for motivation and additional support.

According to professors, monitoring and tracking student progress through the College's Canvas system (Learning Management System) is the first level of support that enables them to note patterns of academic progress, including identifying achieving or at-risk students based on academic performance. The performance data allow professors to determine the levels and type of support students need in their courses. For some faculty, tracking and monitoring student progress allows them to reflect on possible learning

inequities and potential barriers to the students' success. Consideration is also given to the possibility of a mismatch or disconnect between students' learning styles and the course's digital platforms. Additional layers of support exist in the forms of professor support during scheduled or drop-in virtual office hours and the virtual Writing Center, which offers students supplemental instruction and guidance with writing projects such as papers, essays, resumes, scholarship applications, and applications to transfer institutions. Students seeking help with math and science are able to book a virtual appointment with a tutor in the Math and Science Tutoring Center (MySTic). A group tutoring format is also available for students who wish to work online, hybrid, or in person with social distancing with a community of learners who have been provided with information or materials by professors who are available online upon request (Richard Bland College, 2021).

By the end of the 2021-2022 academic year, Richard Bland College plans to implement its new Guided Pathways Program that revamps support services and that structures, streamlines, and maps out students' college journeys while promoting their ability to achieve degree completion. As the College rethinks and restructures its current self-service tutoring model while moving toward its multicultural campus identity, continued professional development opportunities will occur for faculty, academic support professionals, and staff on campus to expand their knowledge and deepen their appreciation of human differences. The ongoing programs will also provide information needed to support their ability to invigorate and inspire a culture of diversity, inclusion, and equity in instructional practices that build, promote, and sustain innovative and progressive thinking among the learning communities on campus.

The Department of Student Success

The academic advising program at Richard Bland College has evolved significantly since the late 1990s when academic advisors were employees in the Admissions Department. At that time, in their multifaceted roles under the leadership of the Director of Admissions, three academic and transfer advisors (with a caseload of over 300 students) served as admissions officers, campus recruiters, counselors, orientation and open house coordinators, career services coordinators, student conduct services coordinators, campus programmers, and student organization sponsors. These programs were formed with the vision of increasing the diversity, involvement, and the retention of students on RBC's commuter campus. The uniqueness of the College's two-year liberal arts and sciences academic environment began to capture the attention of citizens from communities beyond the local area. In response to their interests, Richard Bland College transitioned into a residential campus in 2008. This historical transformation prompted an overhaul of student support services. The need for a more focused and comprehensive model of services led to the establishment of a division dedicated to the overall support of students' campus adjustment and achievement. Prior to the opening of the residence halls, the Division of Student Affairs was established to design services that address the needs of the College's commuter and expanded residential population in the Student Village. Within the division were the following areas: Admissions, Office of Residence Life, The Council on Academic Integrity, The Student Conduct Board, Academic Advising and Transfer Services, Counseling, and Student Activities. Additional professionals were hired for each of these areas which reported to the Associate Provost for Student Affairs. The programs in the division continued until 2014 as the areas that served students were reconsidered and redesigned to fit the College's new student support philosophy of wrap-around services with a commitment to providing an exceptional student experience.

The Exceptional Student Experience was Richard Bland College's proposal to work closely with students throughout their life-cycles on campus by way of daily academic progress monitoring conducted through the Canvas Learning Management System. Assisting students with their overall academic and social needs with the goal of retention through an equally participatory advising model of *one size fits one* was a strategy in place to carry out the wrap-around services for caseloads of learners. This campus solution encouraged a partnership between students and their Learner Mentors who collaborated to design and follow achievement and degree completion plans through an advising experience that expanded beyond the course selection and registration. From students' entry into Richard Bland College to their program completion and graduation, the relationships between the Learner Mentor and students functioned to clarify academic and career goals while building meaningful relationships.

The Learner Mentor Team has been known as an enthusiastic, energetic and vibrant group of student development professionals who draw from an eclectic pool of advising and motivational strategies to drive student retention. Proactive outreach strategies are used to engage students in discussions relative to their academic and social growth and career plans. Learner mentors also help with decision-making and problem-solving as students navigate personal difficulties. Considering Learner Mentors' legacy of care as demonstrated in their relationships with advisees, the Racial Justice and Equity Task Force provided the Director of Student Success with a Points of Interest Questionnaire to discover the approaches and methods that Learner Mentors use to maximize the effectiveness of their program to support students of color.

The Director of Student Success and the Learner Mentor team provided information on the models used to advise students from marginalized groups. A caveat was included to explain the shift in the department's overall structures, processes, and procedures that occurred during the fall 2020 semester caused by the onset of the Covid-19 global health crisis. Prior to the pandemic, in-person academic and transfer advising, disability services, counseling, and other forms of support and intervention services were provided to the students. The Exceptional Student Advising Model required additional consideration in terms of alternative ways to assist students with great need in a time of uncertainty. Much of the in-person office visits with the Learner Mentors were replaced by virtual meetings with a decreased staff (primarily due to COVID-related layoffs) that was therefore responsible for larger caseloads. In their attempts to balance the health risks associated with in-person advising and counseling, the entire operations of the College abruptly transitioned into a full-service virtual learning and business environment. Amid these operational shifts, the administrators and faculty commenced with their work around the planning and campus self-assessment toward the Guided Pathways for Success framework, which was articulated in the 2020-2025 Strategic Plan. In pursuit of this plan, the College was accepted into the American Council on Education's Learner Success Laboratory. This 18-month engagement requires the participation and collaboration of professionals throughout the institution and broader networks. Following this self-study will be a collaboratively developed report outlining the comprehensive strategies for learner success at RBC and articulated next-steps, action-plans, and follow-up activities that is also reflective of the proposed student value proposition in the strategic plan.

Until this report is completed, the Exceptional Student Experience advising paradigm will continue through the use of Appreciative Advising approaches that use generative and open-ended inquiries for students to set goals through critical thinking and planning. Also, Strengths Based Advising that identifies and reflects on the students' strengths through student-centered interactions to promote behavior change will continue as an advising approach. With a population of diverse students, advisors plan to continue to build respectful relationships with an examination of a learners' personal culture, its benefits and advantages as well as its deficits and disadvantages with continued observation and evaluation of the students' learning and growth experiences. The director shared that listening to students' stories and the cultural factors that link to their personal and learning identities will help shape the academic and social identities throughout their development on campus.

Library

Richard Bland College's Library is known for more than its educational resources on campus. It is the place where members of the campus community can access a wide range of resources, physical collections, and technologies that can be checked out or used in its quiet study areas. The librarians are considered by many as the lifeline for students in need of high-impact academic support. Since its redesign in the 2017 -2018 academic year, it has become a student hub and a safe space for learners in need of research support. Moreover, it has become and a gathering place for some seeking to relax and decompress and a central location for others in search of an intellectually stimulating environment where they can be productive.

The library staff's ability to consistently service large numbers of students intrigued the members of the Racial Justice & Equity Task force. Of interest were their strategies for meeting the needs of the diverse campus. The Director shared a service model grounded in the philosophy that students come to college not

simply to learn study skills and time management, but also to understand and comprehend the world, the social systems, and the issues that are in place around them. The staff considers this form of engagement to be important not only for understanding their identity, but also for creating a fulfilled life.

The service model has contributed to relationship building with students who have appreciated the ways in which the library's programs acknowledge their identity and reflect their interests. Over the past several years, the programs held in the library celebrated the diversity of student cultures on campus. These programs were made possible through their ongoing collaboration with the faculty, students, the Global Student Success Program, and the Department of Student Success. In terms of their programs, the librarians hold annual Black History programs and Hispanic Heritage Month programs that are accompanied with book displays of African American and Latinx authors. In March 2021, a Virtual Community Conversations program was held to celebrate Women's History and featured Malala Yousafzai's book, *I am Malala*. These and other programs have been comforting to students who value cultural advocacy and authentically reflects the College's diverse student groups and their perspectives on campus.

Office of Residence Life

In a review of the plans to establish the residence halls at Richard Bland College, the Racial Justice and Equity Task Force discovered that during the 2004-2007 academic years, the Richard Bland College administration formed the Residence Life Committee to focus on the physical design, program infrastructure, and baseline policies and adjacent services for its new residential complex. As Virginia's only two-year junior college, the 100% commuter college further distinguished itself from other campuses in the state with the construction of its apartment style residence halls that attracted hundreds of students within and beyond the local area. As the subcommittees honed in on their respective areas, the issue of student and community growth in the residential environment was addressed by campus experts on the Residence Life Program Subcommittee. They were assigned to develop social programs grounded in and informed by student development theories and best practices. During the program design and policy creations, the subcommittee laid the groundwork for the Director of Residence Life to be hired to further develop the policies and programs with future residence life staff. The work of classical theorists such as Arthur Chickering, Lawrence Kohlberg, and William Perry provided ways of understanding effective programming that addresses students' needs based on the phases and stages of their psychological and emotional development in college. Most helpful for subcommittee members was Astin's Student Involvement Theory, which inspired strategies that address students' personal growth that comes from the physical and psychological energies they invest in their academic and social involvement on campus. Also referenced were an influx of new and emerging theories that foreground a host of concerns related to race, ethnicity, ability, and gender identities occurring during this time. These theories contributed to the community development experience in the Student Village for the general population of students. However, in consideration of the specific development of Black residents in Freedom and Patriot Halls, the subcommittee relied on Cross' (1991) Theory of Nigrescence (Black Identity Development) and a set of self-development theories to gain a fuller appreciation of the students' stages of identity development and to inspire informed programs that support their personal development interests, needs, and concerns.

As the framework for the residence life program expanded to meet the needs of a more internationalized student population through the College's Global Student Success Program in 2016, additional consideration and resources were provided to meet the health and safety needs of the inclusive and vibrant student community. With its growing population of students of color and the positive impact that internationalizing has had on the RBC community, neither the College's officials nor the residence life team could have predicted the impact that the global societal dynamics would have on individuals' physical and mental health and overall safety.

Since the Spring 2019 semester, Richard Bland College residents have, like similarly constituted institutions, experienced the brunt of the health and social justice crises. Following the guidelines for the Center for Disease Control and the Virginia Department of Health, students communicated with family, friends, and peers through digital means and used electronic devices to keep them entertained on campus.

The Assistant Director and a Residence Life Coordinator reported supporting the overall growth of students using a multiprong approach that emphasized remote community-building (through high-interest online and small-group social-distance programming), cultural awareness (by holding programs such as Elementary Chinese Language Sessions and Black History lectures). The Residence Life Coordinators and the Residential Advisors (RAs) supported students living on the College's de-densified campus by providing advice on social issues and offering the residential community mental health support. Also provided are consultation and advice on strategies for academic success. As full-time employees, the Assistant Director of Residence Life and the Residence Life Coordinators track residents' academic progress and connect them to tutoring and other support services on campus as appropriate. Leveraging the Dropout Detective system continues to be a way for them to provide additional general updates from the residence life perspective as a way to ensure that a holistic student view is documented in their campus profile. Further support and retention work are supported through student-led virtual study groups and the department's efforts to promote the fall, summer, and spring registration within the residential communities.

Registrar's Office Fall 2003-Fall 2020

In August 2020, the personnel in the Richard Bland College Registrar's Office reported a range of responsibilities including those beyond the scope of serving as a resource for academic policies related to student records management. Besides overseeing grade processing and posting credits, transcript issuance, student enrollment verification, and final exam scheduling for the College's on-ground and virtual campuses, the Director of Records & Registration responded to assessment items that included those focused on students' sense of determination. Prior to the mid-fall 2020 semester, the Registrar's Office played a central role in guiding part-time post-traditional students and summer enrollees through the course advising, selection, and registration processes. Considering the Racial Justice & Equity Task Force's focus on students of color, it relied on the director to share key experiences of providing support for students from marginalized communities. The Director of Student Records & Registration's responses reflected the work with degree seekers in need of campus employment. Shared was a memorable experience with an African-American female student who was a United States Marine Veteran. The student applied for a work study position in the Registrar's Office. Not only did she become comfortable with the staff in the department, but she used her knowledge of the department's processes and procedures to help her peers in need of assistance. With the ongoing encouragement from the full-time RBC employees, the student was inspired to motivate other learners on campus to finish their programs. According to the director of the department, the work study student enthusiastically went beyond the call of duty to assist her fellow students with interpreting their degree evaluation. Her service to the students empowered them to continue their education at Richard Bland College and to see themselves as degree completers. The work study student was among many who sought the advice of the department's director and staff members who continued to assist the learning population with course registration and advising. As with many who have benefitted from the guidance of the Department of Records & Registration, the work study student completed her associate degree and, two years later, a baccalaureate program. According to staff members, the department continues to support students' academic progression by stepping beyond its daily transactions to function as a supportive component of student success. The support for RBC students has continued in the Registrar's Office since its reconceptualization into a robust remote operation during the mid-Fall 2020 semester. The services in this area has given the Richard Bland College the latitude to expand its services to meet the needs of students.

Athletics

On April 17, 2013, Richard Bland College officially announced its return to the Region 10 National Junior College Athletic Association (NJCAA) after nearly 20 years of its nonparticipation in the sports conference. Basketball, track & field, soccer, softball, and cross-country were brought on campus to attract students interested in competing in intercollegiate athletics (Richard Bland College, 2013). Since its return to the campus and to the National Junior College Athletic Association (NJCAA), the men and women's sports teams have been competitive forces in the NJCAA Division 1 and II Championships with the men's basketball team winning the Division II National Championships in 2015 and making its second appearance

at the national tournament in 2017. According to members of the campus athletics department, students were recruited throughout the Commonwealth of Virginia including the Northern Virginia region—(Alexandria and Fredericksburg). They also recruited athletes from the Central Virginia region (Richmond and Glen Allen), as well as in the Eastern Virginia region (Norfolk and Newport News). Out of state recruitment also occurs, particularly as these efforts take place in the states of Maryland and North Carolina.

The members of the Racial Justice & Equity Task Force were interested in a view of the recruitment landscape as a way of understanding the backgrounds of the sports participants as individuals and as teams. The coaches' responses to the Points of Interest Questionnaire provided data around the districts and regions in which student athletes are regularly recruited. They also shared the ways in which athletes are supported throughout the academic year. With responses indicating ongoing equitable recruitment among the regions within the Commonwealth and beyond the state, it was important to ensure that student athletes from diverse geographical regions enter into an inclusive community that embraces their differences and supports each team's success in an equitable manner. To support student athletes' achievement, the Department of Athletics holds mandatory team study halls for players with grade point averages below 3.0. Tutoring services are also offered for student athletes' academic progression, which is tracked weekly by coaches using Dropout Detective. The athletes also have access to additional support from their Learner Mentors in the Department of Student Success.

The addition of the athletics program has enhanced the College's diverse student culture with individuals from various regions of Virginia as well as those from other states and countries. The different perspectives and personalities of the athletes often correlate with their domestic and international localities, thus bringing our attention to the ways in which students' social and environmental dynamics may influence their perceptions of college life. Today's students will require a high level of culturally responsive coaching and mentoring that support them through the recruitment, onboarding, and matriculation processes. Cross-cultural coaching and mentorship are skills that athletic staff must possess as they find themselves involved in the fluid process of developing and sustaining team unity among athletes with a variety of differences and dissimilar lived contexts. Undervaluing intercultural competence and the ability to consider students' past experiences leaves coaches in positions of providing broad and ineffective guidance followed by failed methodologies that do not address real human elements vital to the success and development of their athletic teams and programs.

In a time when racial discrimination and cultural misunderstanding continue to be society's ethnocentric realities, the successful recruitment, onboarding, and student-athlete life experiences will require more effort and expertise from the athletics staff. Besides the ability to build on the strength, mental toughness, and character of athletes, coaches must be able to meet different needs of their recruits in our country's current climate. They must be culturally skilled and mindful of the students' personal and group contexts when connecting and relating to their recruits, not only on the sports level, but as human beings. Today's student athletes are less tolerant of coaches and staff who are dismissive of racism and discrimination and drawn to athletic leaders who are equipped to improve their lives on levels grander than sports. The social and political conditions of the nation and the world will bring a greater number of students who will come to their athletics programs expecting to learn how to use their voices to affect change. Also expected will be cultural advocacy from athletic professionals who understand that justice thinking should not be left up to professional athletes, but should be supported on the college level. Coaches who can detect their own and other's biases, who deal with their assumptions, and who apply their cultural intelligence to their interactions with athletes, staff, and others on campus will be most effective with convincing students that the power of their voices empowers their commitment to academic success and sports leadership.

The Department of Campus Safety & Police

Policing and race continue to be a concern for people of color who see citizens in their communities being treated with less dignity and fairness by members of law enforcement and in the criminal justice system.

The historical fatal encounters between the police and people of color have occurred mostly among Black men between the ages of 20 and 35, as 1 in every 1000 Black men are targeted and killed (Edwards, Lee, & Esposito, 2019). These same issues have been at the forefront of conversations and college campus dialogue among undergraduate and graduate students falling within this age range. With students and college personnel examining their relationships with campus, municipal, and county police, especially after George Floyd's murder at the hands of a White police officer, citizens have called the policing philosophies of their community the responsibilities of police into question.

When arriving on the Richard Bland College campus in July 2012, President Debbie Sydow observed the policing model in place and reinforced the value of incorporating proactive strategies based on the concept of community policing. This approach involved officers on campus incorporating policing methods that supported the safety and security of the community as well as the resolution of student violations in partnership with administrators, students, off-campus law enforcement, and other agencies covering the jurisdiction in which the RBC community is situated. This developmental and comprehensive approach harkens back to the department's interpretation of Sir Robert Peele's ideology of service to the community (Ryan, 2009), which is foundational to community-oriented principles and to policies, processes and procedures that are fair and executed justly among campus members representing all racial and gender identities.

Once embracing its new policing model, the Richard Bland College Police Department modified its name to reflect its intention to carry out their procedures in ways that preserve the dignity of all campus citizens and to convey the message that officers will respond to the community's well-being and safety needs with the most effective available measures and resources. The community-oriented safety and law-enforcement approaches adopted by the department enabled officers to foster trusting relationships with the community during a cultural shift and a reevaluation of the law-enforcement field. In response to society's push for police reform and cultural competence training, the RBC Safety and Police Department grounded its perception of citizen treatment in a human diversity statement that empowers officers to use their inclusion training, empathy, intelligence, and knowledge of equitable and moral treatment of members on a campus to shape its Safe & Secure Plan.

From the Chief of Police responses on the Point of Interest Questionnaire, the Racial Justice & Equity Task Force found that the campus safety and police officers undergo intense trainings every two years to meet the certification requirements with the Commonwealth of Virginia. The benefits of these trainings translate to their work on campus as officers strive to support student safety. Further, campus officers are recertified every two years in sessions focused on career development, legal updates, and cultural diversity. As determined from the Chief's responses, the officers' trainings add to the effectiveness of their roles of serving as critical resources for students in a time when racial tensions continue to heighten through the unprovoked and violent attacks against black Americans and individuals from other marginalized communities, with whom many of RBC's students share an identity. The department continues to review its policies and procedures to ensure impartiality, fairness, and an appropriate alignment with the principles of human rights with respect to the treatment of students and in consideration of the events occurring in the lives of those representing the College's most vulnerable communities.

Conclusion

A review of departmental supports for students was an opportunity to lay out the ways in which equity and inclusion are interpreted and executed in the existing philosophies and practices that inform the systems, processes, and procedures among professionals who regularly interact with students as individuals and in groups. The influence of each department on students from all racial categories is undeniable, and the Racial Justice & Equity Task Force's intends to praise the remarkable efforts and legacies of employees committed to the academic and social advancement of students of color. Therefore, offering a view of services based on departmental responses to the task force's Points of Interest Questionnaire was a sensible

strategy for outlining the current services and efforts made by a mostly White administration and faculty in support of minority groups which represent the majority student population.

The additional benefits of laying out the departmental supports are three-fold. First the Departmental Review of Support Services offers a campus narrative that functions as a reference section and a resource for student support services throughout this report. Second, viewing the synthesis of departmental responses will provide a way of identifying gaps and subtle and blatant forms of racism, discrimination, and exclusion in the policies, systems, processes, and practices. Third, the summarized introspective look at the departments' offerings of student support services will serve as a starting point for the College's journey toward its multicultural campus identity and community in which people of color in the Richard Bland College community feel invited, included, respected, equal, safe and secure, and valued as students and as employees who support them.

Finally, the discussion of the academic and support systems for students of color at Richard Bland College is important as their enrollment, adjustment, integration, achievement, and persistence remain dependent on the College's approach to deconstructing the bias and discriminatory systems and practices that are potentially harmful to the psychological, emotional, and physical wellbeing of individuals of color on campus. Section 3 provides a way to understand the historical and present impact of its systems and structures on disenfranchised communities at RBC through a presentation of results from the Training Our Campus Against Racism (TOCAR) instrument, a climate survey designed to produced responses from students and employees whose perspectives are central in this study.



Richard Bland College
of WILLIAM & MARY

**A PRESENTATION
OF THE
TOCAR
RESULTS**



Section 4 Presentation of Results



Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College Campus?

An examination of the social and academic structures at Richard Bland College entails a review of the social interactions and patterns in and outside of the classroom. These experiences are worthy of an exploration of how the attitudes and behaviors of campus members at all institutional levels and in various departments have impacted the perceptions and experiences of non-White students and employees who are learning, living, and working on campus. Participants' responses begin to address the overarching Question 1 and increase our understanding of the ways in which equity and inclusion are fostered in the social structure within and across departments at Richard Bland College of William & Mary.

Displayed below are emerging themes of the RJ&E's study which represent non-White students and employees' perceptions of their experiences connected to their interactions and treatment in the Richard Bland College academic and working spaces. The constructs of *Friendly Campus*, *Sense of Inclusion*, *Sense of Exclusion*, *Direct Discrimination*, *Indirect Discrimination*, and *the Sense of Comfort* were identified as motifs rising out of the data. Also, under consideration were the perceptions of the campus climate by members of the RBC community whose ideas about the College were shaped by the treatment of students and employees of color according to what they have witnessed and heard. Listed under the themes are items included on the campus survey instrument, the Training Our Campus Against Racism (TOCAR), that solicited participants' responses to questions that brought forth data reflecting their perceptions of the attitudes, behaviors, and interactions within the Richard Bland College environment. The items listed are aligned with each theme to support organization and clarity of the results presented in this section.

FRIENDLY ENVIRONMENT

Welcoming Campus
Welcoming to Students of Color
Respect for Non-White Students
Minimize Mv Culture to Fit In

SENSE OF COMFORT & SAFETY

Faculty Sensitive to Barriers Faced
by
Students of Color
Comfortable Expressing Disfavor
of Racist Jokes & Statements
Enduring Hostile Stress
Receiving Insulting Anonymous
Communications
Received Verbal Threats
Physical Threats/Attacks
Followed or Stopped by Campus
Police

Themes & Survey Items Question 1

SENSE OF EQUITY & INCLUSION

Equal Voice
Intellectual Equality
Ideas Respected
Ignored After Sharing Ideas
Athletes Regarded as Students First
Expected to Serve as
Spokesperson for Race

INDIRECT DISCRIMINATION

Students
Faculty
Administration
Staff

SENSE OF EXCLUSION

Academic Environment
Social Structure
Campus Events
Campus Organizations

DIRECT DISCRIMINATION

Faculty
Administration
Staff
Against Language Dialect
Against Language Difference

Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College Campus?



To determine the ways in which equity and inclusion have been fostered in the systems, policies, and procedures at Richard Bland College, the Racial Justice & Equity Task Force identified the TOCAR's survey items that are aligned with the letter, philosophy, and spirit of institution's current policies and procedures for students and employees. Entering into the exploration experience with a social-justice lens was necessary to understand how the College's policies and procedures effectively addressed a culturally evolving campus community. As RBC continues its transformation into a multicultural learning and working environment, the policies and procedures must lend itself to addressing cultural competence and sensitivity to individual and group differences. The issues of equity and inclusion were important for the following reasons: 1) To eliminate barriers that prevent all people from fully engaging and advancing on campus; and 2) To address gaps that inhibit the advancement of an environment that would develop talent and mobilize every individual in its community, including those that have historically and may continue to exclude community members of color from advancing.

The following themes and survey items are designed to determine responders' perceptions of how equity, inclusion, and fairness have been fostered in the structures and systems at Richard Bland College. Emerging from the survey data were variables including *Equity & Inclusion in Administrative System-Wide Structures*, *Equity & Fairness- Academic & Social Structures*, and *Policies & Procedures-Policies for Racial*. These elements of justice represent the shared perspectives of participants whose responses on the TOCAR established the trajectory for the presentation of results in this section of the RJ&E Final Report.

Broad Themes & Survey Items

Question 1

**EQUITY & INCLUSION
ADMINISTRATIVE
SYSTEM-WIDE
STRUCTURES**

**EQUITY & FAIR
TREATMENT WITHIN
ACADEMIC & SOCIAL
STRUCTURES**

**POLICIES
PROCEDURES
FOR RACIAL
DISCRIMINATION**



Question 2: If nurturing students’ potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC’s richly diverse campus, in which a disproportionate number of employees represent their race and culture?



Today’s Campus Context

During the vaccination stage of the Coronavirus Pandemic, many underrepresented students came from communities that connected systemic racism to vaccination and often cited the source of their skepticism as the government’s history of low levels of care for people of color. Along with the rising skepticism, students of color continue to face stigmatizing language, hate, and violence. Specifically, Black, Asian, and Pacific Islander groups who are attending college are dealing with psychological distress, often without getting the care and support they need to manage through these devastating hardships. Prior to the COVID-19 Pandemic, Black students were already less likely than their White peers to achieve on their campuses. Since the outbreak of the coronavirus, the nation’s racial reckoning, and the economic crisis, the chances of their success have steadily decreased as their families endure numerous disenfranchising realities (Brown, 2020). Asian college students are also dealing with significant racism. The hate directed at them is rooted in the political rhetoric that portrays them as the agents of the COVID-19 virus. These realities bring on multiple layers of concern over health, safety, and visa restraints (Jiang, 2020). Despite their colleges’ diversity and inclusion efforts, many underrepresented college students feel the impact of these experiences, yet most of them remain hesitant about seeking support services (Zamudio-Suarez, 2021). When observing the campus support services data revealing groups of students requesting help on campus, 46% of White students requested counseling and other services while 36% Arab and 33% Latinx sought support. The two most vulnerable groups of college students in the pandemic period requested and received services at lower rates, with Black and Asian communities seeking support at the rate of 26% for Black and 23% for Asian learners (Lipson, 2018; Ruiz, Menasce Horowitz, & Tamir, 2020). These proportions are alarming considering that 38% Blacks and 39% Asians reported that people have acted as if they were uncomfortable around them since the onset of the coronavirus. These numbers are also concerning given other events tearing at the fabric of these communities viz., racist microaggressions as well as racial slurs and jokes which occurred at the rate of 21% for Blacks and 31% for Asians in comparison to 8% for White and 15% for members of the Latinx community during the pandemic. The fear of being threatened or physically attacked is also of concern for the members of these communities as expressed by 26% Asians and 20% Blacks, according to a study conducted by the PEW Research Center (2020). Hate protests, crimes, and the resurgence of White nationalism, which are escalating on campuses, have not only impeded the college experience of disenfranchised students, but have also undermined their well-being. These incidents impact students’ sense of belonging and safety on campus, thus affecting their achievement and retention (Nelson, 2019; Baker & Britton, 2021).

Themes & Survey Items

Prior to the return of Richard Bland College students during the fall 2020 and Spring 2021 semesters, the members of the Racial Justice & Equity Task Force worked alongside the Safe & Secure Task Force to address their basic needs of safety, security, and support. Considered were the barriers that kept the general student population from achieving in their academic and living spaces. The RJ&E Task Force also aligned with the RBC Team working with the American Council of Education’s Learning Success Lab to brainstorm around ways to line up campus academic support services and resources to foster persistence and success—using a social justice lens that members to consider student outcomes from the standpoint of equity and inclusion. This self-study will continue through the 2021 -2022 academic year. It is anticipated that an alignment of well thought-out pathways at RBC will encourage resilience and focus, which are foundational for the achievement and retention for students, particularly learners of color.

The TOCAR Survey Items below will provide data to help with understanding how the retention and achievement among students of color were impacted on a campus with a predominately White faculty and staff. The items called for students’ impressions of their classroom experiences, the adequacy of support services, and the cultural sensitivity of services such as counseling. The degree to which students of color would recommend RBC as a supportive study and work environment offers insight into students’ perceptions of how their retention and achievement have been affected on campus.

RETENTION & ACHIEVEMENT

Students of Color

Adequate Support Programs & Services

Culturally/Racially Sensitive Counseling Services

RETENTION & ACHIEVEMENT

Students of Color

Recommendation of RBC as a Supportive
Study Environment for Learners

Recommendation of RBC as a Supportive
Work Environment for Learners



Richard Bland College
of WILLIAM & MARY

TOCAR RESULTS STUDENTS OF COLOR

Student Demographics

$N = 65$
Residential $n = 54$
Commuters $n = 11$

<u>Age Range</u>	
17-19	43%
20-22	15%
22-24	--
24-26	3%
27+	--
Did not supply age range data	39%

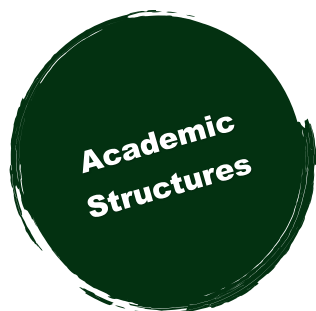
<u>GPA</u>	
3.5-4.0	12%
3.4-2.9	8%
2.8-3.3	11%
2.7-2.2	8%
2.1-2.6	11%
1.5-2.0	9%
1.4 and lower	5%
Did not supply GPA data	36%

<u>Ethnicity</u>	
Black/African American (37/65)	57%
American Indian/Alaska Native	--
Hispanic or Latinx	6%
Native Hawaiian or Other Pacific	--
Other	3%
Did not supply ethnicity data	34%

Location of Former High School

Woodbridge, VA
Alexandria, VA
Culpepper County, VA
Potomac Senior High, VA
Richmond, VA
Norfolk, VA
Williamsburg, VA
Chester, VA
Petersburg, VA
Midlothian, VA
Virginia Beach, VA
Newport News, VA
Ashland, VA
Ashburn, VA
Amelia County, VA
Maryland
Tappahannock, VA
Colonial Heights, VA
Highland Springs, VA
Chatham, VA
Fredericksburg, VA
Prince George, VA

Guiding Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College campus?



Fostering equity and inclusion within the College's academic structures provides opportunities to build a sense of consciousness, resilience, and community that supports and amplifies the voices of students. Through the co-construction of knowledge with professors, students are able to gain a sense of support and belonging in their experiences, thus contributing to a safe and encouraging environment in which they are able to share their beliefs and experiences related to diversity, equity, and inclusion in connection with a variety of academic disciplines and professional fields (Tenorio, 2007). Furthermore, cultivating a conscious academic community challenges the leaders in the college classroom to analyze and dismantle racism, to understand the consequences of racism and discrimination, and to include in their core curriculum and discussions effective ways to respond to racial and other forms of discrimination. The students' perspectives of racial justice learning are important elements in the academic systems and structures, particularly as our society moves through the COVID recovery period. The results indicated in the below data tables show that a large portion of Richard Bland College students are interested in acquiring more information about excluded groups, the beneficiaries of exclusive systems, as well as the concepts and optics around fairness and unfair systemic educational practices. The increased consciousness in these areas offers opportunities for students to develop cognitive processing and emotional management tools needed to function and maneuver in diverse learning, social, and work environments that seek to build and sustain inclusivity and equity.

Figure 2

Perceptions of Welcoming Environment: Students

A Racial Justice Learning: The Students' Perspective

TOCAR RESULTS ACADEMIC STRUCTURES RBC Should:	Agree	Disagree	Not Sure
Hire more faculty of color.	71%	12%	17%
Offer more courses focused on racial issues.	69%	8%	23%
Require all students to complete one course that includes analysis and skills for dismantling racism.	74%	12%	14%
Require all faculty, staff, and administrators to complete at least one workshop on analysis and skills needed for dismantling racism.	72%	6%	22%
Understand the consequences of racism in American society is important for providing students with a balanced education.	78%	5%	17%

Racial Justice Learning: The Students' Perspective

In My Experiences at RBC:	Student Responses	At RBC, It is Important That I:	Student Responses
I have taken advantage to learn more about racial/ethnic groups other than my own.	40% Agree	Learn about racial/ethnic groups different from my own	69% Very Important
	42% Disagree		22% Somewhat Important
	18% Not Sure		9% Not Important
I have become more understanding of racial/ethnic differences.	49% Agree	Participate in multicultural events.	62% Very Important
	32% Disagree		29% Somewhat Important
	19% Not Sure		9% Not Important
My education has broadened my global perspective.	51% Agree	Get to know people from ethnic/racial groups other than my own.	75% Very Important
	32% Disagree		20% Somewhat Important
	17% Not Sure		5% Not Important
I have increased my understanding of racism.	42% Agree	Participate in groups/activities that reflect my own ethnic/racial background.	58% Very Important
	37% Disagree		35% Somewhat Important
	21% Not Sure		7% Not Important
The in-classroom discussions included the participation of students of color.	14% More than white students	Take multicultural/ethnic studies courses.	55% Very Important
	33% Less than white students		35% Somewhat Important
	33% About the same as white students		10% Not Important
	20% Not sure		
My general education/liberal studies core curriculum, include discussions on issues of race and ethnicity.	6% All my courses	Take courses that include analysis, skills, and commitment to dismantling racism as a part of the course.	63% Very Important
	5% Most of my courses		28% Somewhat Important
	38% Some of my courses		9% Not Important
	32% None of my courses		
Students openly discuss racial/ethnic issues.	18% Not Applicable	Learn to function in a racially diverse work environment.	
	5% All my courses		77% Very Important
	8% Most of my courses		17% Somewhat Important
	35% Some of my courses		6% Not Important
	34% None of my courses		
My professors create opportunities to openly discuss racial/ethnic issues	18% Not Applicable		
	8% All my courses		
	11% Most of my courses		
	35% Some of my courses		

	29% None of my courses
	17% Not Applicable
I am exposed to history, culture, and perspectives of people of color	8% All my courses
	9% Most of my courses
	40% Some of my courses
	25% None of my courses
	18% Not Applicable



Subsection I - Guiding Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College campus?

The findings in this subsection continue to address the first guiding question for the Racial Justice & Equity Task Force's campus study. Of importance are the **Point(s) of Interest** markers, which support reviewers' reading and visual organization. The markers include *Equity & Inclusion –RBC's Social Structure and Climate*, *Equity & Inclusion–RBC's Policies*, and *Equity and Inclusion – RBC's Support Systems*, which point back to the components of the guiding questions they were intended to address. This portion of the report presents data charts, summaries of response items, and proportions representing the perceived experiences of survey participants.

Point(s) of Interest: RBC's Social Structure & Climate

Figure 3 displays current students' perceptions of the level to which they believe that RBC is welcoming to people of color.

Of the responses to the items - "Very Welcoming," "Somewhat Welcoming," "Somewhat Unwelcoming," "Very Unwelcoming," and "Not Sure:"

- 51% - Indicated that RBC students were very welcoming to people of color.
- 26% Indicated that RBC students felt somewhat
- 2% - Indicated that RBC students were somewhat unwelcoming to people of color.
- 15% - Indicated that RBC students were very unwelcoming to people of color.
- 6% - Indicated unsure
- 5% - Indicated "Not Sure."

Figure 3

Perceptions of Welcoming Environment: Students

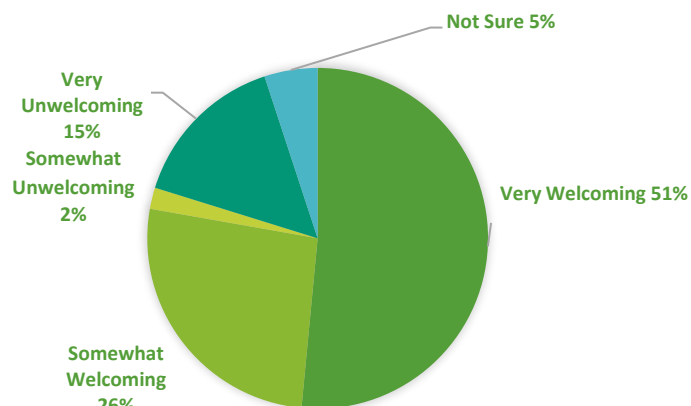
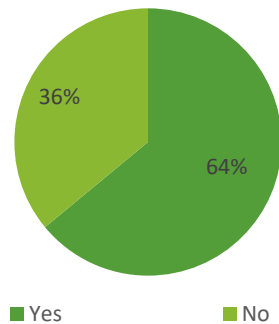


Figure 4

Considered Leaving RBC: Students



Point(s) of Interest:

Equity & Inclusion -RBC's Social Structure & Climate

Figure 4 displays current students' consideration of leaving Richard Bland College based on their responses to "Yes" and "No" items.

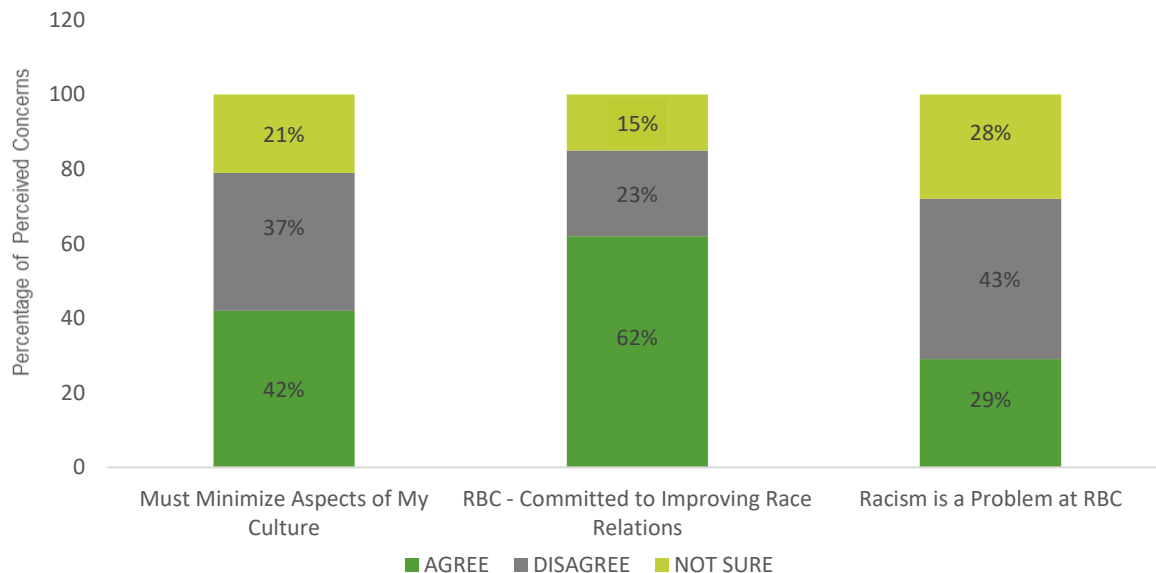
Of the respondents:

- 64% - Stated "Yes"- They were considering leaving RBC
- 36% - Stated "No" - That they were not considering leaving RBC

The results displayed in Figure 5 provide responses reflecting the level to which students perceived the Richard Bland College environment to encourage an inclusion of difference as a way to improve race relations on campus. By responding to items with "Agree," "Disagree," and "Not Sure," the student participants offered insight into the level to which they believe that they had to minimize aspects of their culture to "fit in" to the RBC environment. Also exhibited are measures of their perceptions regarding the College's commitment to improving race relations as well as their determination of whether racism is a problem on campus.

Figure 5

RBC's Environment: Students



Point(s) of Interest:

Equity & Inclusion -RBC's Social Structure

The results displayed on Figure 5 are summarized as follows:

Minimize to “Fit In”

Of the students:

- 42% - Agree that they must minimize aspects of themselves to “fit in” at RBC
- 37% - Disagree that they must minimize aspects of themselves to “fit in” at RBC
- 21% - Are not sure that they must minimize aspects of themselves to “fit in” at RBC

Is RBC Committed to Improving Race Relations?

Of the students:

- 62% - Agree that RBC is committed to improving race relations
- 23% - Disagree that RBC is committed to improving race relations
- 15% - Are not sure that RBC is committed to improving race relations

Racism is Problem at RBC?

Of the students:

- 29% - Agree that racism is a problem at RBC
- 43% - Disagree that racism is a problem at RBC
- 28% - Are not sure that racism is a problem at RBC

Figures 6 & 7 display the results of current students of color who reflected on their confrontations with race-based treatment at Richard Bland College. Because burgeoning research in the areas of diversity and equity show the effects of bias and racism on the mental health of college students of color, it was important to hone in on variables representing the actions that disenfranchise and contribute to the decline of mental health among vulnerable groups of students. The TOCAR items displayed in Figures 6 and 7 represent behaviors that students of color often encounter on their campuses. With studies showing the ways in which rage is activated, stress and anxiety are triggered, and how students' encounters with discriminatory behaviors lead to other mental and emotional disorders (Masko, 2014), the issues around campus community members' conduct and treatment of others with differences remain a concern for the Racial Justice & Equity Task Force. Figure 6 includes students' perceptions related to feeling excluded, patronized, ignored, harassed, and physically threatened due to their race. Also assessed are their perceived experiences with intellectual degradation and other encounters with offensive behavior. Figure 7 has been included to provide an observation of discrimination emanating from specific groups of campus members. Please see below.

Figure 6

Race-Based Treatment by Non-Black Campus Members: Students

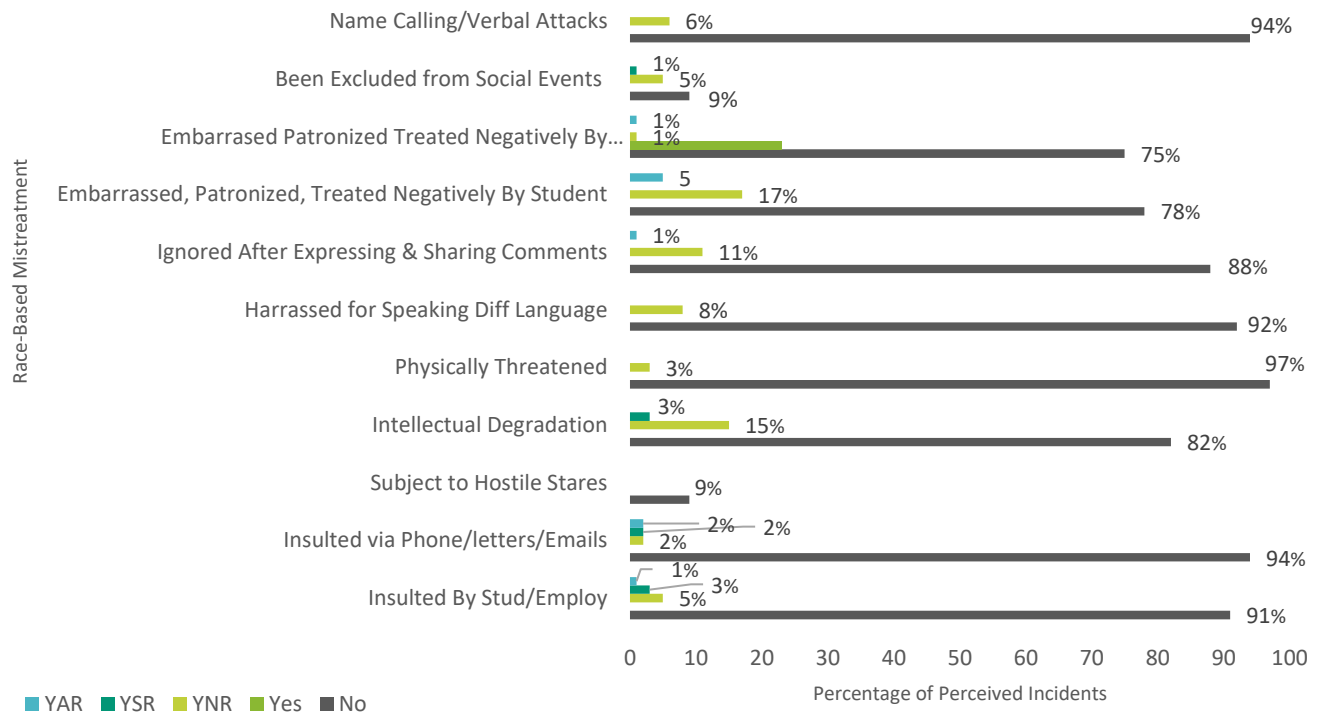


Figure 6

Point(s) of Interest:

Equity & Inclusion -RBC's Social Structure

Participants responded to the TOCAR items, “No,” “YNR – Yes, But Never Reported,” “YSR – Yes, and Sometimes Reported,” and “YAR – Yes, Always Reported” to reflect their involvement and confrontations with individuals displaying race-based misconduct at Richard Bland College. The results displayed on Figure 7 are summarized as follows:

Been Excluded from Social Events

Of the students:

- 94% - Reported “No”- Not experienced being excluded from a social event or activity due to race
- 5% - Reported “YNR” – Yes, but never reported being excluded from a social event or activity due to race
- 1% - Reported “YSR” – Yes, and I sometimes reported being excluded from a social event or activity due to race

Embarrassed, Patronized, and Treated Negatively by Faculty

Of the students:

- 75% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff

- 23% - Reported “YNR” – Yes, but never reported an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff
- 1% - Reported “YSR” – Yes and sometimes reported an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff
- 1% - Reported “YAR” – Yes and always reported an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff

Embarrassed, Patronized, Treated Negatively by Student

Of the students:

- 78% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by students
- 17% - Reported “YNR” – Yes, but never reported an incident of being embarrassed, patronized, and treated negatively by students
- 5% - Reported “YAR” – Yes, always reported incidents of being embarrassed, patronized, and treated negatively by students

Been Ignored After Expressing Ideas/Sharing Comments Due to Race

Of the students:

- 88% - Reported “No”- Have not been ignored after expressing ideas or sharing comments due to race
- 11% - Reported “YNR” – Yes, but never reported being ignored after expressing ideas or sharing comments due to race
- 1% - Reported “YSR”- Yes and sometimes reported being ignored after expressing ideas or sharing comments due to race

Harassed for Speaking a Different Language

Of the students:

- 92% - Reported “No”- Never harassed for speaking a different language
- 8% - Reported “YNR” – Yes but never reported being harassed for speaking a different language

Physically Threatened or Attacked Due to Race

Of the students:

- 97% -Reported “No”- Not experienced a threat or were attacked due to race
- 3% - Reported “YNR” – Yes but never reported a threat or attack due to race

Intellectual Degradation

Of the students:

- 82% - Reported “No”- Never put down intellectually due to race
- 15% - Reported “YNR” – Yes, sometimes reported being put down intellectually due to race
- 3% - Reported “YSR” – Yes, always reported being put down intellectually due to race

Insulted by Phone, Letters, Notes, or Emails

Of the students:

- 94% - Reported “No”- Not receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community
- 2% - Reported “YNR” – Yes but never reported receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community
- 2% - Reported “YSR” – Yes and sometimes reported receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community
- 2% - Reported “YAR” – Yes and always reported receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community

Insulted by Student or Employee

Of the students:

- 91% - Reported “No”- They were not insulted by a student or employee
- 5% - Reported “YNR” – Yes but never reported being insulted by a student or employee
- 3% - Reported “YSR” – Yes, sometimes reported being insulted by a student or employee
- 1% - Reported “YAR” – Yes and always reported being insulted by a student or employee

Incidents of Name Calling, Insults, Verbal Attacks

Of the students:

- 94% - Reported “No”- Not experiencing name calling, insults, or verbal assaults by students or employees due to race in the RBC community
- 6% - Reported “YNR” – Yes, but never reported experiencing name calling, insults, or verbal assaults by students or employees due to race in the RBC community

Figure 7

*Race-Based Treatment by RBC
Employees: Student Perspectives*

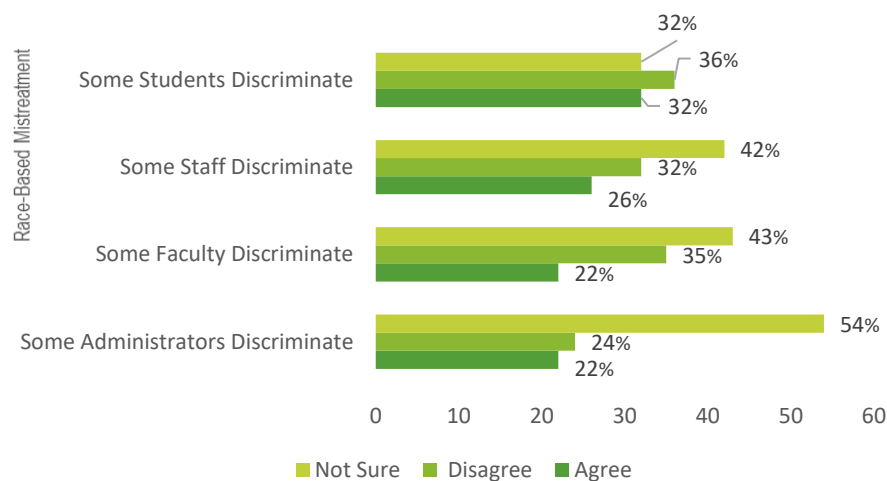


Figure 7 Results

Point(s) of Interest:

Equity & Inclusion - RBC's Social Structure

An analysis of the student responses produced data to assist with determining the degree to which participants understood discrimination to be directed against them in the Richard Bland College community. Responses to the “Agree,” “Disagree,” and “Not Sure” survey items reflected how they consider equity and inclusion to be carried out in the social conduct of individuals on campus. The results displayed on Figure 7 are as follows:

Some Students Discriminate

Of the students:

- 32% - Agree that some RBC students discriminate against people of color
- 36% - Disagree that some RBC students discriminate against people of color
- 32% - Are not sure that some RBC students discriminate against people of color

Some Staff Discriminate

Of the students:

- 26% - Agree that some RBC staff discriminate against people of color
- 32% - Disagree that some RBC staff discriminate against people of color
- 42% - Are not sure that some RBC staff discriminate against people of color

Some Faculty Discriminate

Of the students:

- 22% - Agree that some RBC faculty discriminate against people of color
- 35% - Disagree that some RBC faculty discriminate against people of color
- 43% - Are not sure that some RBC faculty discriminate against people of color

Some Administrators Discriminate

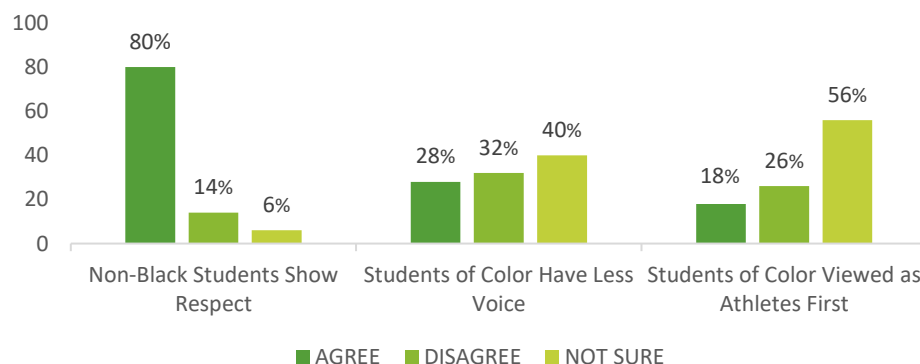
Of the students:

- 22% - Agree that some RBC administrators discriminate against employees of color
- 24% - Disagree that some RBC administrators discriminate against employees of color
- 54% - Are not sure that some RBC administrators discriminate against employees of color

Exhibited in Figure 8 are RBC students' understanding of the ways in which equity and inclusion have been demonstrated on campus. The behaviors listed continue to be those that students of color often confront at their colleges. The responses on the TOCAR will help reveal the extent to which non-Black students and employees have displayed these actions in the presence or absence of students of color. These social elements are accentuated as the identification and frequency of these behaviors will inform how the College addresses and programs around oppressive actions that function as hindrances and barriers to learners in general and students of color, in particular. Fundamentally, an analysis of the degree to which inadvertent or deliberate discriminatory behaviors directed at them by members in the Richard Bland College community is needed for the consideration of ways to reduce the occurrences of offensive behaviors on campus. Survey participants provided responses to the following: Non-Black Students' Show of Respect (to people of color) "Students Have Less of a Voice than their White Peers," and Black and Other non-White Students are Athletes First and Learners Second."

Figure 8

Perceptions of Students' Experiences



Point(s) of Interest:

Equity & Inclusion - RBC's Social Structure

Using the scale “Agree,” “Disagree,” and “Not Sure,” respondents provided perspectives that reveal environmental conduct that negates the equity and inclusion efforts at RBC. The results displayed on Figure 8 are as follows:

RBC Students Show Respect

Of the students:

- 80% - Agree that RBC students show them respect
- 14% - Disagree that RBC students show them respect
- 6% - Are not sure that RBC students show them respect

Students of Color Have Less Voice – Contributing to Campus Decision Making

Of the students:

- 28% - Agree that some students of color have less voice than their White peers on campus
- 32% - Disagree that some students of color have less voice than their White peers on campus
- 40% - Are not sure that some students of color have less voice than their White peers on campus

Students of Color Seen as Athletes first and Students Second

Of the students:

- 18% - Agree that students of color are seen as athletes first and students second
- 26% - Disagree that students of color are seen as athletes first and students second
- 56% - Are not sure that students of color are seen as athletes first and students second

Figure 9 displays responses of students who revealed their experiences of witnessing and/or hearing variations of discriminatory behaviors at Richard Bland College. Survey responses provided ways of understanding how portions of the student population witnessed and/or heard about an RBC student embarrassing or patronizing a person of color. Also presented are varied forms of discrimination reported by those who viewed and/or heard about racial discrimination behavior faced by faculty and staff members of color, correspondingly. Racial jokes and inscriptions of graffiti are important questions as they give weight to the manifestations of cultural hate, separatism, and exclusion through visual and audible reinforcement of cultural and racial superiority and inferiority in any community.

Figure 9

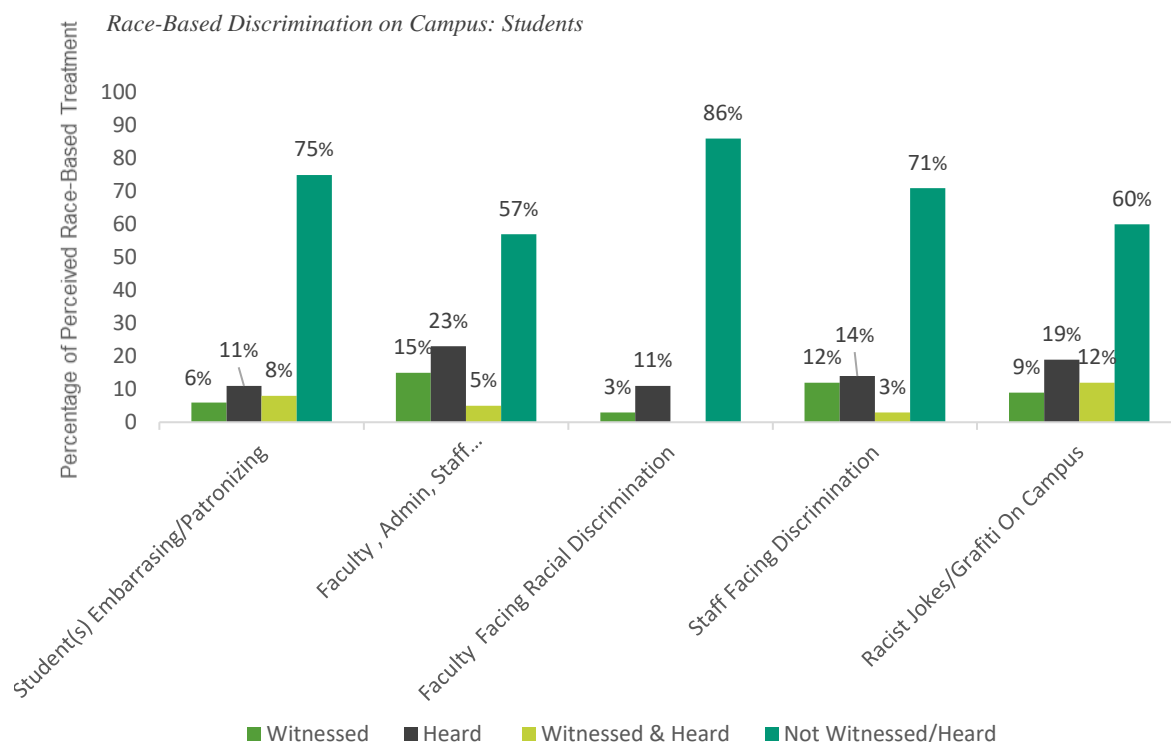


Figure 9 Results

Point(s) of Interest:

Equity & Inclusion - RBC's Social Structure & Climate

Participants responded to: "Witnessed," "Heard About," "Both Witnessed & Heard About," and "Neither Witnessed or Heard About" on the TOCAR instrument to determine the degree of race-based discrimination occurring on campus.

The results displayed on Figure 9 are summarized as follows:

Students Embarrassing or Patronizing a Campus Community Member

Of the students:

- 75% - Neither witnessed nor heard about a student embarrassing or patronizing an RBC community member of color
- 6% - Witnessed a student embarrassing or patronizing an RBC community member of color
- 11% - Heard a student embarrassing or patronizing an RBC community member of color
- 8% - Both witnessed and heard about a student embarrassing or patronizing an RBC community member of color

Faculty, Administrator, or Staff Embarrassing or Patronizing a Campus Community Member

Of the students:

- 57% - Neither witnessed nor heard about a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color
- 15% - Witnessed a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color

- 23% - Heard about a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color
- 5% - Both witnessed and heard about a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color

Faculty Facing Racism

Of the students:

- 86% - Neither witnessed nor heard about a faculty member facing racism on campus
- 3% - Witnessed a faculty member facing racism on campus
- 11% - Heard about a faculty member facing racism on campus

Staff Facing Discrimination

Of the students:

- 71% - Neither witnessed nor heard a staff member facing racism on campus
- 12% - Witnessed a staff member facing racism on campus
- 14% - Heard about a staff member facing racism on campus
- 3% - Both witnessed and heard about a staff member facing racism on campus

Racist Jokes, Graffiti, Flyers

Of the students:

- 60% - Neither witnessed nor heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus
- 9% - Witnessed a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus
- 19% - Heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus
- 12% - Both witnessed and heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus

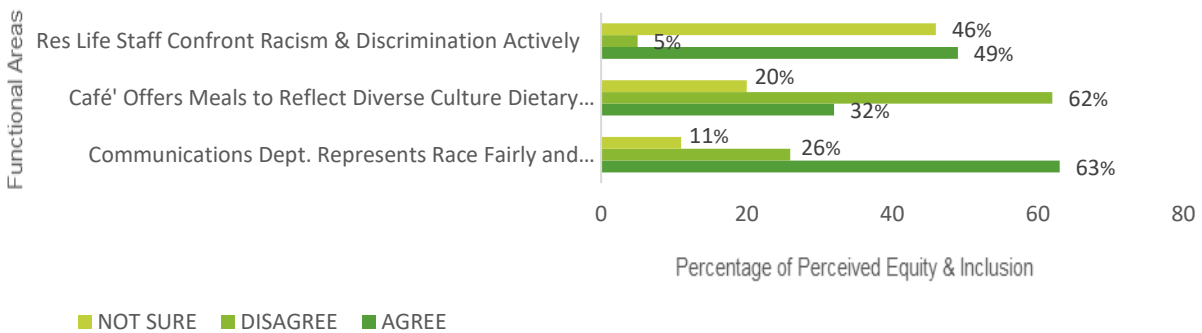
Three functional areas that support and sustain the quality of students' campus experiences are displayed in Figure 10. The Office of Residence Life plays an important role in housing and coordinating supportive programs designed to assist students with their living arrangements while establishing a growth-oriented environment using specific community development models around the needs, interests, concerns of residents in which over 80% are non-White.

The Communications Department also plays a key role in the lives of students through the release of messaging around support initiatives conveyed campus-wide and to the public. In their supporting positions, the department utilizes media sources to showcase students as the life stream of the campus. Among their many duties, the experts in this area market campus units that assist with students' learning and social development. Further, they create media clips and other communications that promote the virtues that lead the College's efforts to embrace the uniqueness of individuals in safe spaces in which taking academic risks through the exchange of ideas and shared experiences foster a meaningful integration into the campus community.

The Parson's Café at Richard Bland College has provided on-demand and made-to-order meals for students to support their overall development and growth on campus. During the 2020-2021 academic year, the challenges emerging from COVID-19 impacted their operations through extended hours, which allowed staff to accommodate students' course schedules and daily routines through supportive services and meals that considered their health needs and academic performance. Although students are often not aware of how food supports their physical and cognitive health, the Parson's Café staff has kept these and other COVID related safety concerns in the center of their work. Due to the enrollment decline, the meal choices within the dining operations were not as expansive as prior academic years. However, in the spirit of inclusion, the staff focused on the specific dietary request of students with various forms of food sensitivities upon their request.

Figure 10

*Residence Life, Parson's Cafe', and Campus Communications:
Ensuring Equity & Inclusion*



Point(s) of Interest:

Equity & Inclusion - RBC's Social Structure

Richard Bland College students' perceptions of the Office of Residence Life, the Parson's Café, and the Communications Department provided data reflecting the degree to which equity and inclusion are identified and operate in the respective areas. The survey options "Agree," "Disagree," and "Not Sure" were selected to enable the determination of the levels in which equity and inclusion are fostered in these environments.

The results displayed on Figure 11 are summarized as follows:

Residence Life Staff Confront Racism & Discrimination Actively

Of the students:

- 49% - Agree that Resident Life staff confront racism and discrimination actively
- 5% - Disagree that Resident Life staff confront racism and discrimination actively
- 46% - Are not sure that Resident Life staff confront racism and discrimination actively

Café Offers Meals to Reflect Diverse Dietary Preferences

Of the Students:

- 32% - Agree that dining services offers meals that reflect students' dietary preferences
- 46% - Disagree that dining services offers meals that reflect students' dietary preferences
- 22% - Are not sure that dining services offers meals that reflect students' dietary preferences

Communications Department Represents Race Fairly and in Balance

Of the students:

- 63% - Agree that campus media represents racial/ethnic issues in a fair and balanced manner
- 26% - Disagree that campus media represents racial/ethnic issues in a fair and balanced manner
- 11% - Are not sure that campus media represents racial/ethnic issues in a fair and balanced manner



If college students are hesitant to discuss discrimination, how reluctant are they to report incidents of racism directed against them? In the March 4, 2021 issue of the *Inside Higher Education* digital magazine, Anderson reported that, in general, students did not feel that their universities were open to discuss controversial topics such as race, thus causing them to stray away and disengage from these uncomfortable subjects. Several common reasons have been noted for the anxiety linked to these conversations including the fear of making erroneous statements and claims, educators' concern for the vocalization of biased and stereotypical assumptions, and shared comments that are difficult to facilitate (ADL, 2021). Therefore, at a college with a predominately White

faculty and administration, many students of color encountering racism and discrimination may second guess themselves due to fear that they won't be believed. Moreover, students will not report these incidents because they are unsure of the reporting process and structure and unable to envision an administrative resolution to the actions directed at them. The survey items to which RBC students responded included questions regarding individuals' willingness to report racial discrimination. Figure 11 offers a view of data reflecting participants' comfort levels with reporting incidents of racism at Richard Bland College.

Figure 11

Students Understanding of Procedures for Reporting Racial Harassment & Discrimination

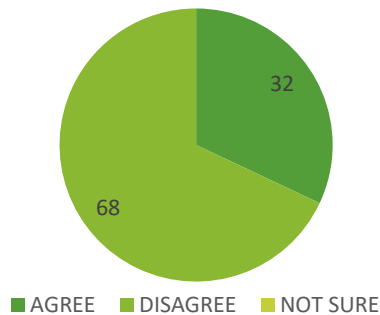


Figure 11 displays students' knowledge of procedures for reporting racial harassment and discrimination.

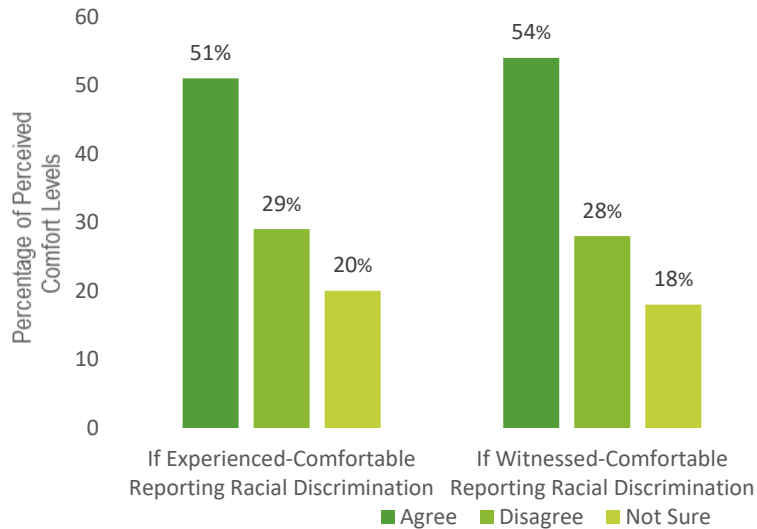
Of the responses to the items

32% - Agree that they are knowledgeable of the procedures for reporting racial harassment and discrimination

68% - Disagree that they are knowledgeable about the procedures for reporting racial harassment and discrimination

Figure 12

Students' Comfort Level Relative to Reporting Racial Discrimination



Point(s) of Interest:

Equity & Inclusion – RBC's Policies

The levels to which students feel comfortable reporting incidents of experienced or witnessed racism and racist behavior on campus are confirmed in their responses to the “Agree,” “Disagree,” and “Not Sure” survey items on the TOCAR. The results on Figure 12 are as follows:

If Experienced, Comfortable Reporting Racial Discrimination

Of the students:

- 51% - Agree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 29% - Disagree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 20% - Are not sure that if experienced, they would feel comfortable reporting racial discrimination at RBC

If Witnessed, Comfortable Reporting Racial Discrimination

Of the students:

- 54% - Agree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 28% - Disagree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 18% - Are not sure that if witnessed, they would feel comfortable reporting racial discrimination at RBC



Subsection II - Question 2: If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus, in which a disproportionate number of employees represent their race and culture?

If the general population of today's Richard Bland College students were asked what they enjoyed most about learning on campus, most answers would include their experiences with professors, the smaller physical and virtual classroom sizes, and the living spaces in the residence halls. As a growing number of students take advantage of the opportunities to receive academic and personal support, some have become vocal about the need for diversity, equity, and inclusion to be expanded beyond the few departments known for addressing these topics with students. In effect, they believe that diversity, equity, and inclusion should be part of the fabric of all campus units. While the Racial Justice & Equity Task Force continues to expand its reach within and beyond the campus community in support of students, members were interested in knowing respondents' perceptions of how departments responsible for supporting students advance equity and inclusion and equal the playing field in an environment in which the faculty body is less diverse than the student population.

Question two of this study solicits responses relative to the ways in which retention and achievement of students of color are impacted at Richard Bland College. Displayed in Figure 16 are the results to TOCAR items that lead to responses addressing programs and departments supporting their retention and achievement at a college in which a disproportionate number of employees represent their race and ethnicity of the students they serve.

Figure 13

Perceptions of Student Support

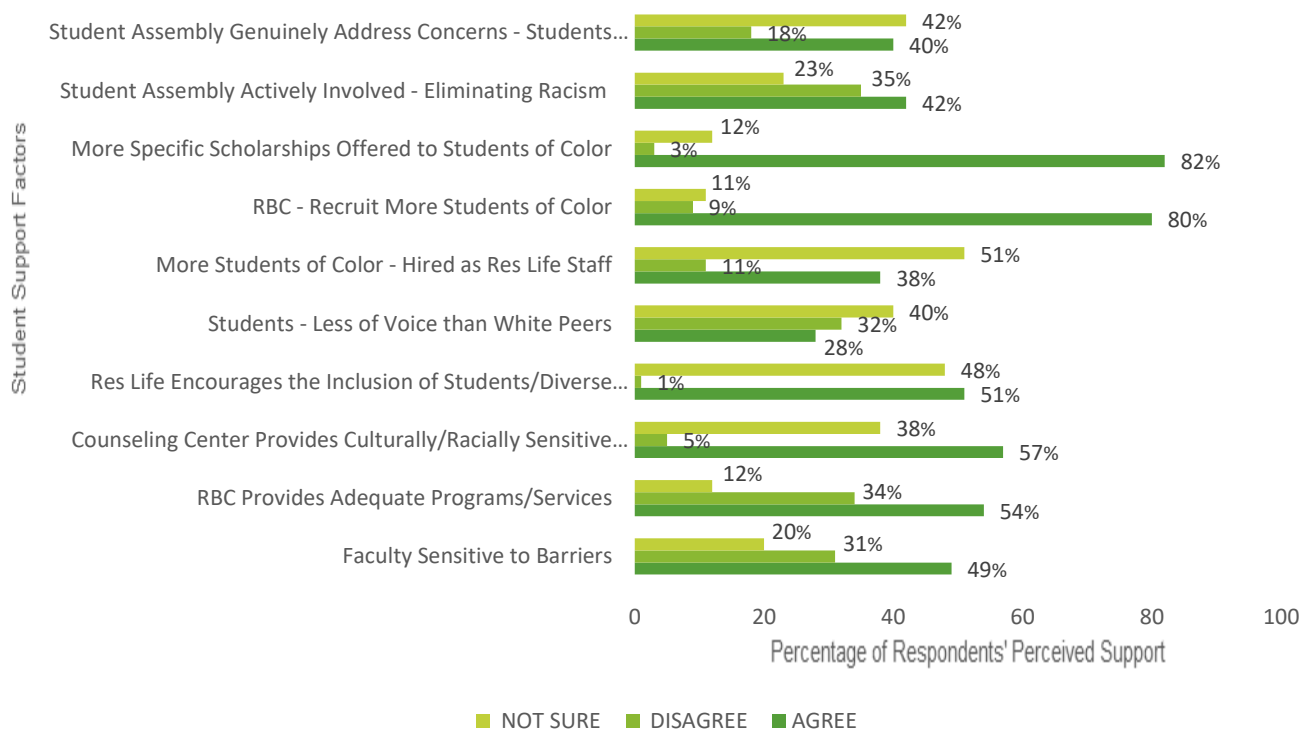


Figure 13**Point(s) of Interest:*****Equity & Inclusion - RBC's Support Systems***

Figure 13 displays the components that support student retention and achievement with respondents' reactions to survey items "Agree," "Disagree," and "Not Sure." Analyzed data enabled the Racial Justice & Equity Task Force to grasp the degree to which the retention and achievement of students of color are affected at an institution with a predominately White faculty, administration, and staff. The summarized version of Figure 13 is as follows:

RBC Provides Adequate Programs & Services

Of the students:

- 54% - Agree that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners
- 34% - Disagree that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners
- 12% - Are not sure that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners

Specific Scholarships Offered to Students of Color

Of the students:

- 82% - Agree that more specific scholarships offered to students of color would impact their retention and achievement
- 3% - Disagree that more specific scholarships offered to students of color would impact their retention and achievement
- 15% - Are not sure that more specific scholarships offered to students of color would impact their retention and achievement

RBC Should Recruit More Students of Color

Of the students:

- 80% - Agree that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners
- 9% - Disagree that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners
- 11% - Are not sure that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners

More Students of Color – Hired as Residence Life Staff

Of the students:

- 38% - Agree that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners
- 11% - Disagree that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners
- 51% - Are not sure that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners

The Counseling Center Offers Culturally/Racially Sensitive Services – In general, RBC students feel comfortable talking to counseling staff about their academic and personal concerns, however, understanding the degree to which they believe that the services provided are culturally and racially sensitive may reveal the level to which training and improvements are needed for this area.

Of the students:

- 57% - Agree that Counseling Services offers culturally/racially sensitive services that impact the retention and achievement of students of color at RBC
- 5% - Disagree that Counseling Services offers culturally/racially sensitive services that impact the retention and achievement of students of color at RBC

- 38% - Are not sure that Counseling Services offers culturally/racially sensitive services that impact the retention and achievement of students of color at RBC

Students - Less of Voice than White Peers

Of the students:

- 28% - Agree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color.
- 32% - Disagree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color.
- 40% - Are not sure that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color.

The Student Assembly Genuinely Address Concerns of Students of Color

Of the students:

- 40% - Agree that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement
- 18% - Disagree that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement
- 42% - Are not sure that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement

The Student Assembly Actively Involved- Eliminating Racism

Of the students:

- 42% - Agree that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color
- 35% - Disagree that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color
- 23% - Are not sure that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color

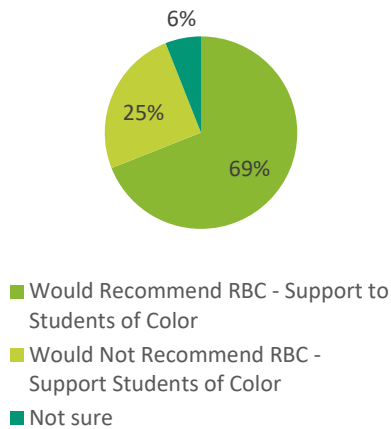
The Office of Residence Life - Encourages Inclusion among Students

Of the students:

- 51% - Agree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners.
- 1% - Disagree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners.
- 48% - Are not sure that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners.

Figure 14

*RBC- A Supportive Place to Study for Students of Color
Perspective – Students’ Perspectives*



Point(s) of Interest:

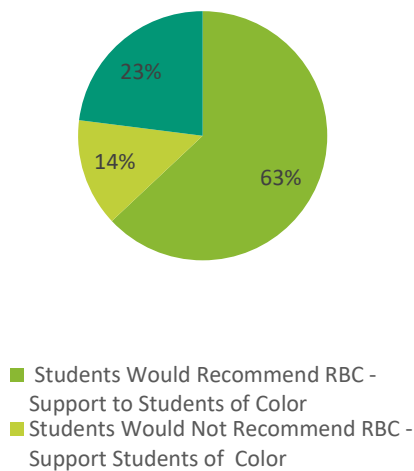
Equity & Inclusion -RBC's Support Systems

Figure 14 displays the results that reflect whether participants would recommend Richard Bland College as a supportive place for students of color to study. Their perceptions are identified in the following TOCAR response options: “Would Recommend” and “Would Not Recommend,” and “Not Sure.”

- 69% - Would recommend RBC as a supportive place to study for students of color
- 25% - Would not recommend RBC as a supportive place to study for students of color
- 6% - Not sure if they would recommend RBC as a supportive place to study for students of color

Figure 15

*RBC Recommended - Supportive Workplace for Students of Color
Perspective – Students Perspective*



Point(s) of Interest:

Equity & Inclusion -RBC's Support Systems

Figure 15 displays the results of students who determined if they would recommend Richard Bland College as a supportive place to work for students of color. Their perceptions are represented by the following TOCAR responses: “Would Recommend” and “Would Not Recommend,” and “Not Sure.”

- 63% - Would recommend RBC as a supportive place to study for students of color
- 14% - Would not recommend RBC as a supportive place to study for students of color
- 23% - Not sure if they would recommend RBC as a supportive place to study for students of color



Richard Bland College
of WILLIAM & MARY

TOCAR RESULTS: EMPLOYEES OF COLOR



Richard Bland College

of WILLIAM & MARY

Within its office, departmental, and divisional structures, the employees of Richard Bland College work collaboratively within and across functional areas to realize its goals of educating students and mobilizing campus resources to support their achievement, retention, and program completion. Its team-oriented inner systems are operationalized through a shared governance model with a thriving and productive partnership with members on the Board of Visitors at William & Mary. In its highly nimble and rapidly evolving environment, the College will be as effective as its underlying social structure and organizational culture that inspire specific workplace attitudes and behaviors that cultivate equity and normalize inclusive practices within its workforce. In its quest to become a multicultural campus, Richard Bland College has prioritized the integration of equity and inclusion in its systems and processes, and is interested in understanding the degree to which they currently exist in its institutional structure. The descriptive data emerging from the responses on the TOCAR reveal the levels to which RBC employees of color and the campus community perceive equity and inclusion to exist in the structures, policies, and procedures within and across the departments at Richard Bland College.

RJ&E Campus Study

Participant Criteria

Employees of Color

Employed at RBC for 1 year +
Full or Part-Time RBC Employee

Respondent Demographics

Current Employees of Color

N = 18

Survey Response Rates:

100% - Black/African-American
(Survey responses)

95% - Black/African American
(Listening Sessions)

5% - Non-Black/African American
Listening Session

Of the respondents:

89% - Mid-level administrators

6% - Faculty

5% - Staff

Respondent Demographics

Former Employees of Color

N = 11

Survey Response Rates:

100% - Black/African-American
(For survey responses)

95% - Black/African American
(Listening Sessions)

5% - Non-Black/African American
Listening Session

Of the respondents:

100% - Mid-level administrators

Guiding Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College campus?



The findings in Subsection II of this report address the first guiding question for the Racial Justice & Equity Task Force's campus study. Of importance are the **Point of Interest** markers, which support reviewers' reading and visual organization. The markers which include, *Equity & Inclusion—RBC's Social & Workplace Structures*, *Equity & Inclusion—RBC's Policies*, and *Equity and Inclusion—RBC's Support Systems*, which point back to the components of the guiding questions they were intended to address. This portion of the report presents data charts, summaries of response items, and proportions representing the perceived experiences of survey participants.

Equity & Inclusion

Point(s) of Interest: RBC's Social Structure

Figure 16 displays current employees' perceptions of the level to which they believe that RBC employees are welcoming to people of color.

Of the responses to the items - "Very Welcoming," "Somewhat Welcoming," "Somewhat Unwelcoming," "Very Unwelcoming," and "Not Sure":

- 39% - Indicated that RBC employees were very welcoming to people of color
- 39% - Indicated that RBC employees were somewhat unwelcoming to people of color
- 17% - Indicated that RBC employees were very unwelcoming to people of color
- 5% - Indicated "Not Sure"

Figure 16

Social Structure: Perceptions of Welcoming Environment - Current Employees

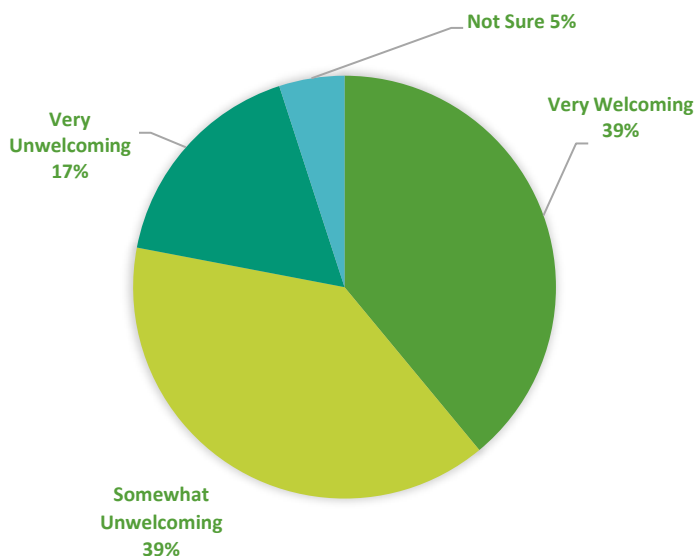
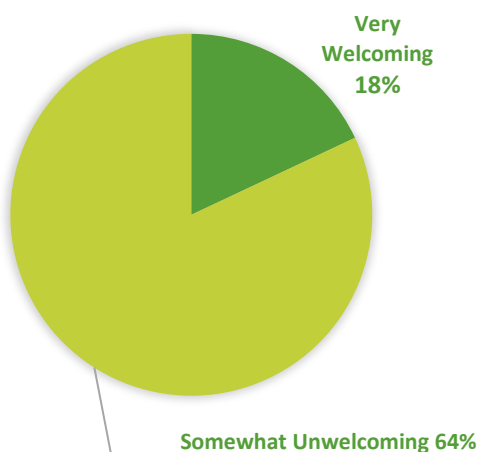


Figure 17

Social Structure: Perceptions of Welcoming Environment - Former Employees



Equity & Inclusion

Point(s) of Interest: RBC's Social Structure

Figure 17 displays former employees' perceptions of the level to which they believe that RBC employees are welcoming to people of color.

Of the responses to the items - "Very Welcoming," "Somewhat Welcoming," "Somewhat Unwelcoming," "Very Unwelcoming," and "Not Sure":

- 18% - Indicated that RBC employees were very welcoming to people of color
- 82% - Indicated that RBC employees were somewhat unwelcoming to people of color

Figure 18

Workplace: Considered Leaving RBC - Current Employees

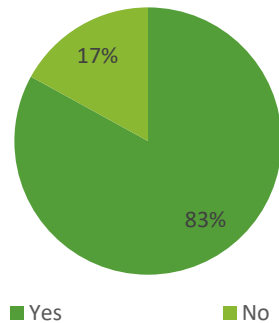
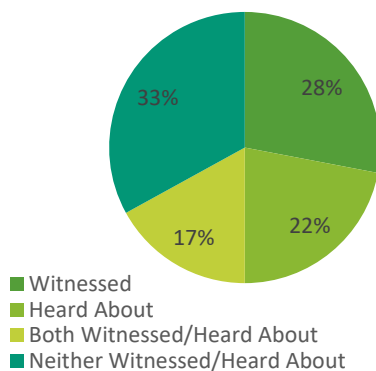


Figure 19

Workplace: Others Resigning Due to Unwelcoming Environment - Current Employees



Point(s) of Interest:

Equity & Inclusion - RBC's Workplace

Figure 19 displays the results of current employees of color who expressed that they witnessed or heard of a co-worker resigning due to a perceived unwelcoming environment at Richard Bland College. Participants responded to items: "Witnessed," "Heard About," "Both Witnessed & Heard About," and "Neither Witnessed or Heard About."

Of the respondents:

- 33% - Neither witnessed nor heard about an employee resigning for this reason
- 28% - Witnessed an employee resigning for this reason
- 22% - Heard about an employee resigning for this reason
- 17% both witnessed and heard about and employee resigning for this reason

Equity & Inclusion

Point(s) of Interest: *RBC's Workplace*

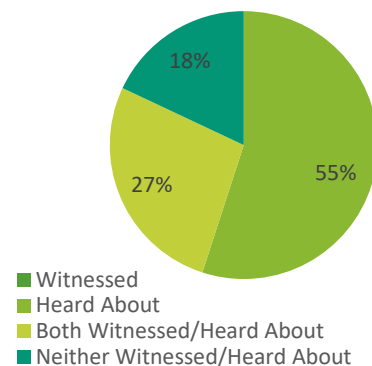
Figure 18 displays current employees' rationale in their consideration of leaving Richard Bland College by responding to "Yes" and "No items.

Of the respondents:

- 83% - Stated "Yes"- They were considering leaving RBC
- 17% - Stated "No" - That they were not considering leaving RBC

Figure 20

Others Resigning Due to Unwelcoming Environment - Former Employees



Point(s) of Interest:

Equity & Inclusion - RBC's Workplace

Figure 20 displays the results of former employees of color who expressed that they witnessed or heard of a co-worker resigning due to a perceived unwelcoming environment at Richard Bland College. Participants responded to items: "Witnessed," "Heard About," "Both Witnessed & Heard About," and "Neither Witnessed or Heard About."

Of the respondents:

- 18% - Neither witnessed nor heard about an employee resigning for this reason
- 55% - Heard about an employee resigning for this reason
- 27% - Both witnessed and heard about and employee resigning for this reason

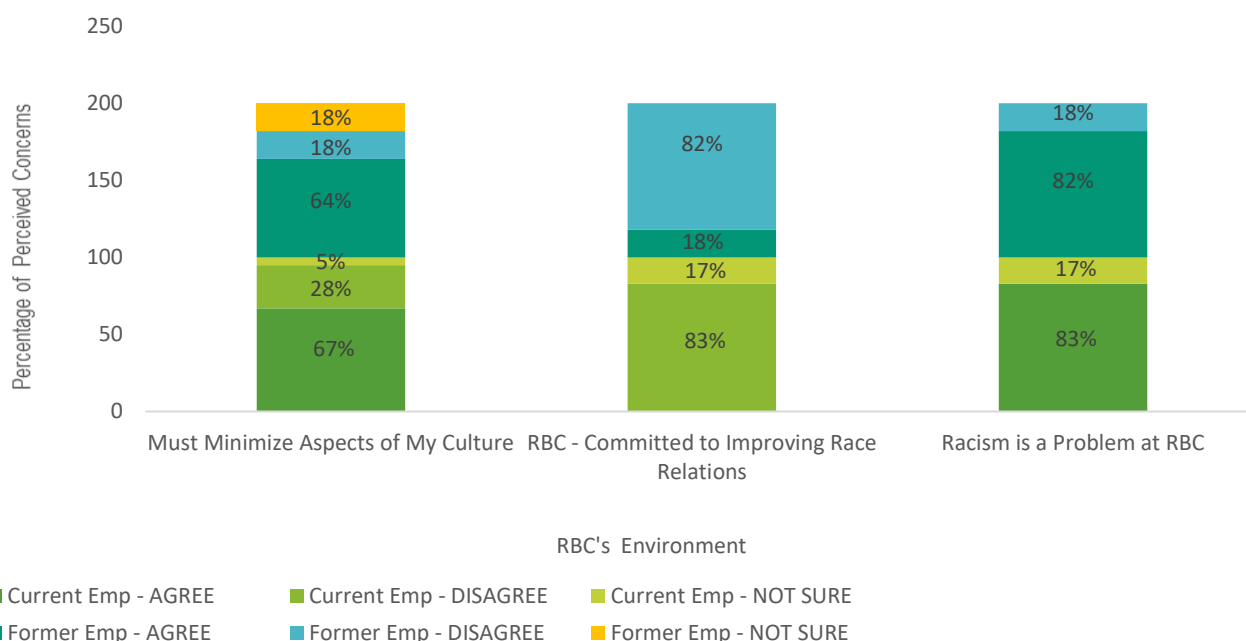
Equity & Inclusion

Point(s) of Interest - *RBC's Workplace*

Figure 21 displays the results of current and former employees of color who provided responses reflecting the level to which they perceive the Richard Bland College environment to be conducive to the inclusion of difference as a way to improve race relations on campus. By responding to items with “Agree,” “Disagree,” and “Not Sure,” the two employee groups offered insight into the level to which they believe they had to minimize aspects of their culture to “fit in” to the RBC work environment. Their responses also produced data to understand the College’s level of commitment to improving race relations, and any presence of an institutional problem with racism that could reveal the extent to which equity and inclusion are fostered in the RBC environment.

Figure 21

RBC's Workplace: Current & Former Employees



The results displayed on Figure 21 are summarized as follows:

Minimize to “Fit In”

Of the current employees:

- 67% - Agree that they must minimize aspects of themselves to “fit in” at RBC
- 28% - Disagree that they must minimize aspects of themselves to “fit in” at RBC
- 5% - Are not sure that they must minimize aspects of themselves to “fit in” at RBC

Of the former employees:

- 64% - Agree that they must minimize aspects of themselves to “fit in” at RBC
- 18% - Disagree that they must minimize aspects of themselves to “fit in” at RBC
- 18% - Are not sure that they must minimize aspects of themselves to “fit in” at RBC

Is RBC Committed to Improving Race Relations?

Of the current employees:

- 83% -Disagree that RBC is committed to improving race relations
- 17% -Are not sure that RBC is committed to improving race relations

Of the former employees:

- 18% -Agree RBC is committed to improving race relations
- 82% -Disagree that RBC is committed to improving race relations

Racism is Problem at RBC?

Of the current employees:

- 83% -Agree that racism is a problem at RBC
- 17% -Are not sure if racism is a problem at RBC

Of the former employees:

- 82% -Agree that racism is a problem at RBC
- 18% -Disagree that racism is a problem at RBC

Figures 22 & 23 display the results of current and former employees of color who assessed their experiences of race-based treatment of them by employees in the White community at Richard Bland College. Since equity and efforts to foster and sustain it are compromised by race-based misconduct, it was important to highlight and determine how campus members, fitting the criteria of this study, viewed the community in which people of color are disproportionality represented. The TOCAR items exhibited in Figures 22 and 23 capture the behavioral dynamics that may influence, shape, and represent an environment that enables race-consciousness and equity or racial mistreatment and inequity. Highlighted in Figure 22 are employees' perceptions related to feeling excluded, patronized, ignored, harassed and physically threatened due to their race. Also assessed are their perceived experiences with intellectual degradation, and encounters with offensive behavior. Figure 23 has been included to provide an observation of discrimination emanating from specific groups of campus members. Please see below.

Figure 22

Social Structure: Race-Based Treatment by Non-Black Campus Members - Current & Former Employees

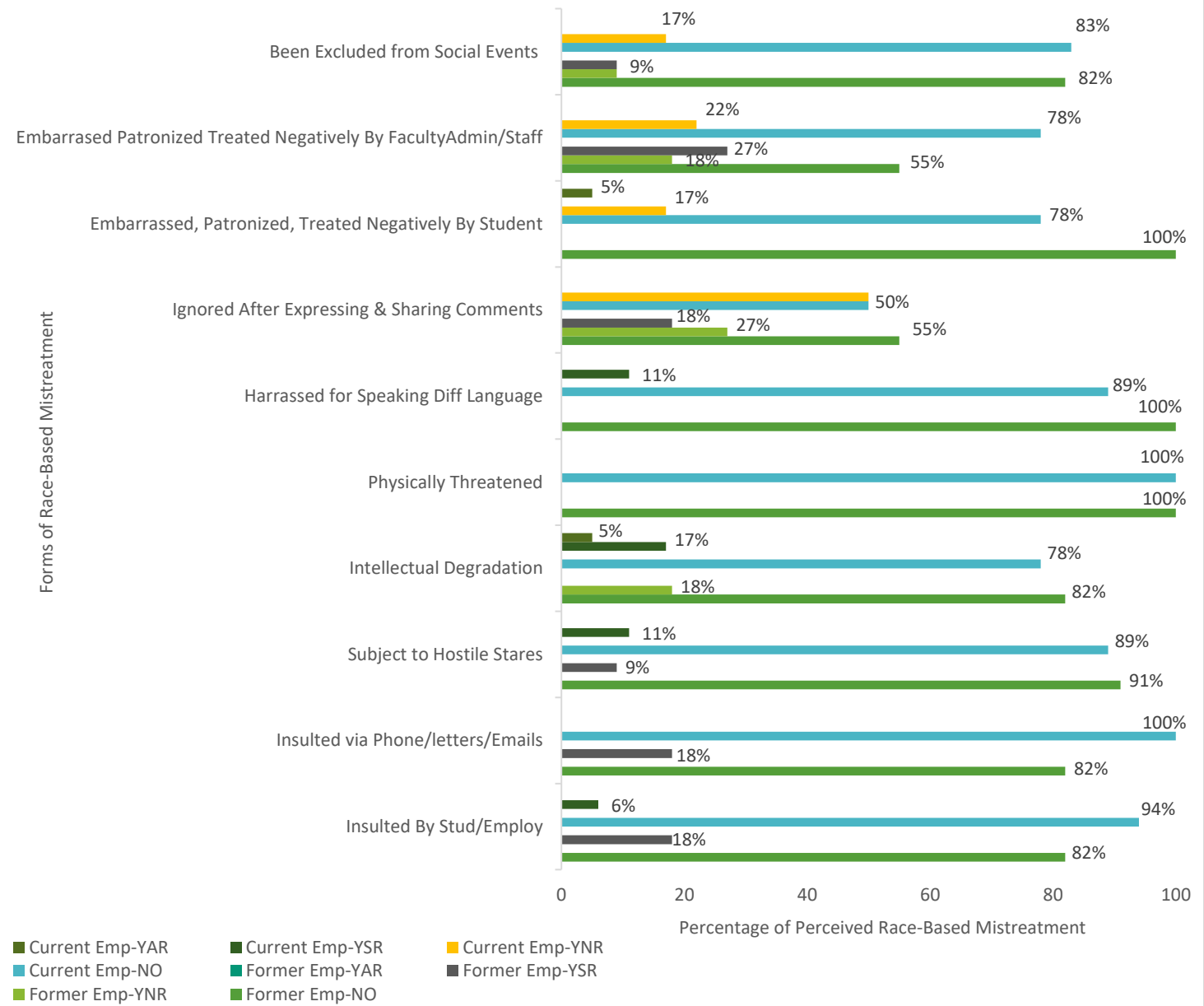


Figure 22

Equity & Inclusion

Point(s) of Interest - *RBC's Social Structure*

Participants responded to the TOCAR items, “No,” “YNR – Yes, But Never Reported,” “YSR – Yes, and Sometimes Reported,” and “YAR – Yes, Always Reported” to capture their perceived experiences with race-based mistreatment at Richard Bland College. The results displayed on Figure 22 are summarized as follows:

Been Excluded from Social Events

Of the current employee respondents:

- 83% - Reported “No”- Not experienced being excluded from a social event or activity due to race
- 17% - Reported “YNR” – Yes, but never reported being excluded from a social event or activity due to race

Of the former employee respondents:

- 82% - Reported “No”- Not experienced being excluded from a social event or activity due to race
- 9% - Reported “YNR” – Yes, but never reported the experience of being excluded from a social event or activity due to race
- 9% - Reported “YSR” – Yes, sometimes reported the experience of being excluded from a social event or activity due to race

Embarrassed, Patronized, and Treated Negatively by Faculty

Of the current employee respondents:

- 78% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff
- 22% - Reported “YNR” – Yes, but never reported an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff

Of the former employee respondents:

- 55% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff
- 18% - Reported “YNR” – Yes, but never reported an incident of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff
- 27% - Reported “YSR” – Yes, sometimes reported incidents of being embarrassed, patronized, and treated negatively by faculty, administrators, or staff

Embarrassed, Patronized, Treated Negatively by Student

Of the current employee respondents:

- 78% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by students
- 17% - Reported “YNR” – Yes, but never reported an incident of being embarrassed, patronized, and treated negatively by students
- 5% - Reported “YAR” – Yes, always reported incidents of being embarrassed, patronized, and treated negatively by students

Of the former employee respondents:

- 100% -Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by students

Been Ignored After Expressing Ideas/Sharing Comments Due to Race

Of the current employee respondents:

- 50% - Reported “No”- Have not been ignored after expressing ideas or sharing comments due to race
- 50% - Reported “YNR” – Yes, but never reported being ignored after expressing ideas or sharing comments due to race

Of the former employee respondents:

- 55% - Reported “No”- Not experienced an incident of being embarrassed, patronized, and treated negatively by students
- 27% - Reported “YNR” – Yes, but never reported being ignored after expressing ideas or sharing comments due to race
- 18% - Reported “YSR” – Yes, sometimes reported being ignored after expressing ideas or sharing comments due to race

Harassed for Speaking a Different Language

Of the current employee respondents:

- 89% - Reported “No”- Never harassed for speaking a different language
- 11% - Reported “YSR” – Yes, sometimes reported being harassed for speaking a different language

Of the former employee respondents:

- 100% -Reported “No”- Never harassed for speaking a different language

Physically Threatened or Attacked Due to Race

Of the current employee respondents:

- 100% -Reported “No”- Not experienced a threat or were attacked due to race

Of the former employee respondents:

- 100% -Reported “No”- Not experienced a threat or were attacked due to race

Intellectual Degradation

Of the current employee respondents:

- 78% - Reported “No”- Never put down intellectually due to race
- 17% - Reported “YSR” – Yes, sometimes reported being put down intellectually due to race
- 5% - Reported “YAR” – Yes, always reported being put down intellectually due to race

Of the former employee respondents:

- 82% - Reported “No”- Never put down intellectually due to race
- 18% - Reported “YNR” – Yes, but never reported being put down intellectually due to race

Subject to Hostile Stares

Of the current employee respondents:

- 89% - Reported “No”- To being subjected to hostile stares by a member of the RBC community
- 11% - Reported “YSR” – Yes, sometimes reported being subjected to hostile stares by a member of the RBC community

Of the former employee respondents:

- 91% - Reported “No”- To being subjected to hostile stares by a member of the RBC community
- 9% - Reported “YSR” – Yes, sometimes reported being subjected to hostile stares by a member of the RBC community

Insulted by Phone, Letters, Notes, or Emails

Of the current employee respondents:

- 100% - Reported “No”- Not receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community

Of the former employee respondents:

- 82% - Reported “No”- Not receiving insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC community
- 18% - Reported “YSR” – Yes, sometimes reporting the incidents of insulting or anonymous phone calls, letters, notes, or emails due to race in the RBC Community

Insulted by Student or Employee

Of the current employee respondents:

- 94% - Reported “No”- They were not insulted by a student or employee
- 6% - Reported “YSR” – Yes, sometimes reported being insulted by a student or employee

Of the former employee respondents:

- 82% - Reported “No”- They were not insulted by a student or employee
- 18% - Reported “YSR” – Yes, sometimes reported being insulted by a student or employee

Incidents of Name Calling, Insults, Verbal Attacks

Of the current employee respondents:

- 94% - Reported “No”- Not experiencing name calling, insults, or verbal assaults by students or employees due to race in the RBC community
- 6% - Reported “YNR” – Yes, but never reported experiencing name calling, insults, or verbal assaults by students or employees due to race in the RBC community

Of the former employee respondents:

- 82% - Reported “No”- Not experiencing name calling, insults, or verbal assaults due to race in the RBC community
- 18% - Reported “YSR” – Yes, sometimes reporting the experiences of name calling, insults, or verbal assaults due to race in the RBC community

Figure 23

*Workplace: Race-Based Treatment by
RBC Employees - Perceptions of Current
& Former Employees*

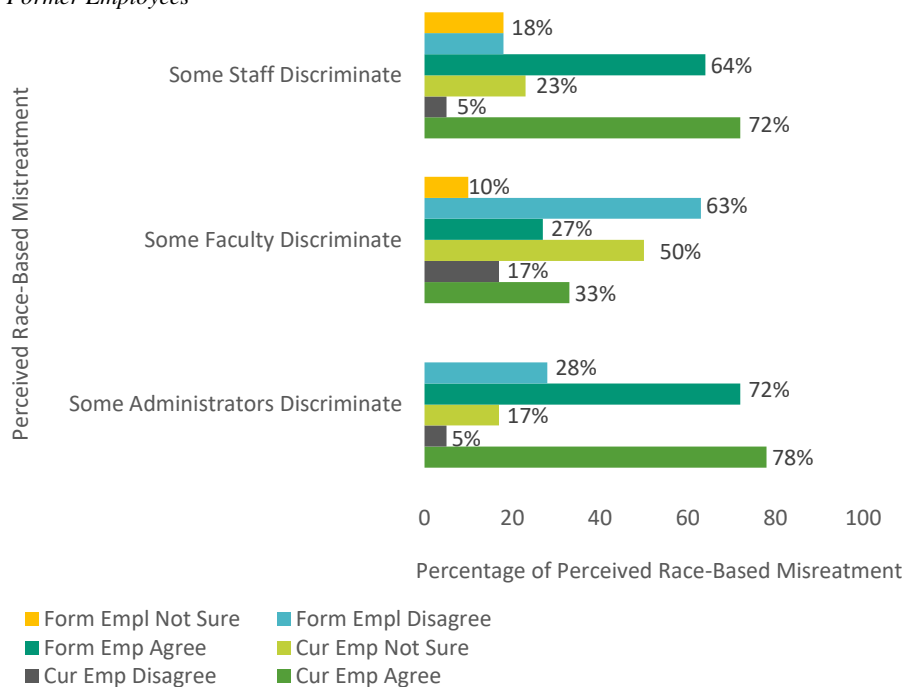


Figure 23 Results

Equity & Inclusion

Point(s) of Interest - *RBC's Workplace*

An assessment of these areas yielded data that assist with comprehending the levels to which survey participants perceived groups of RBC community members discriminating against them. Responses to the “Agree,” “Disagree,” and “Not Sure” survey items clarified the degree to which participants envision equity and inclusion existing on campus. The results displayed on Figure 23 are summarized as follows:

Some Staff Discriminate

Of the current employees:

- 72% - Agree that some RBC staff discriminate against employees of color
- 5% - Disagree that some RBC staff discriminate against employees of color
- 23% - Are not sure that some RBC staff discriminate against employees of color

Of the former employees:

- 64% - Agree that some RBC staff discriminate against employees of color
- 18% - Disagree that some RBC staff discriminate against employees of color
- 18% - Are not sure that some RBC staff discriminate against employees of color

Some Faculty Discriminate

Of the current employees:

- 33% - Agree that some RBC faculty discriminate against employees of color
- 17% - Disagree that some RBC faculty discriminate against employees of color
- 50% - Are not sure that some RBC faculty discriminate against employees of color

Of the former employees:

- 27% - Agree that some RBC faculty discriminate against employees of color
- 63% - Disagree that some RBC faculty discriminate against employees of color
- 10% - Are not sure that some RBC faculty discriminate against employees of color

Some Administrators Discriminate

Of the current employees:

- 78% - Agree that some RBC faculty discriminate against employees of color
- 5% - Disagree that some RBC faculty discriminate against employees of color
- 17% - Are not sure that some RBC faculty discriminate against employees of color

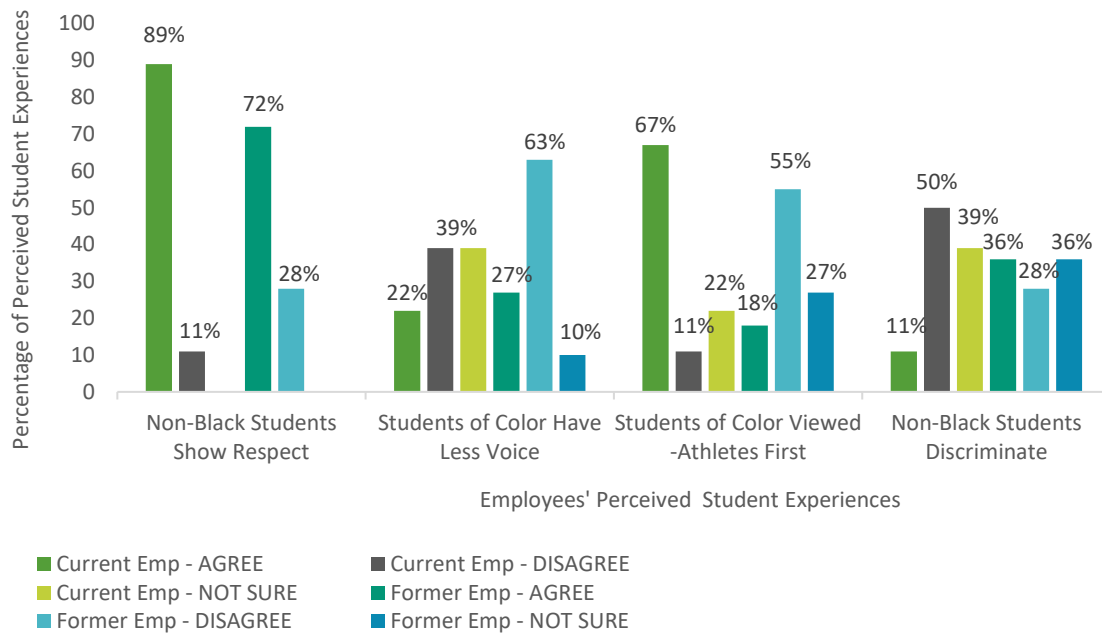
Of the former employees:

- 72% - Agree that some RBC administrators discriminate against employees of color
- 28% - Disagree that some RBC administrators discriminate against employees of color

Figure 24 provides evidence of current and former employees' views of the student experience with a specific focus on the demonstration of equity and inclusion through behaviors directed at and toward individuals of color at Richard Bland College. This social structure lends itself to an examination of the display of respect for non-White campus members and the extent to which non-Black students discriminate. Within this stream of social thought are the experiences of the recipients of racism who are often victimized by oppressive actions that cause their voices to be unheard or muted and their athletic talents to be more valuable than their educational development. These thoughts and behaviors only serve to reduce the academic worthiness and contributions of students of color in the learning community. These issues have prompted questions around the college experience during a tumultuous time for all people, especially those who are surviving and striving on the periphery of society. Coinciding with these concerns are the TOCAR items addressing non-Black students' display of respect to people of color, non-Black student discrimination behavior, the “voicelessness” of students of color, and the view that Black and other non-White students are athletes first and learners second.

Figure 24

Current & Former Employees' Workplace: Perceptions of Students' Experiences



Equity & Inclusion

Point(s) of Interest:

RBC's Workplace - Perceptions of Students' Experience

Using the scale “Agree,” “Disagree,” and “Not Sure,” respondents provided perspectives that shed light on behaviors impacting the cultivation of equity and inclusion at RBC. The results displayed on Figure 24 are summarized as follows:

RBC Students Show Respect

Of the current employees:

- 89% - Agree that RBC students show them respect
- 11% - Disagree that RBC students show them respect

Of the former employees:

- 72% - Agree that that RBC students showed them respect
- 28% - Disagree that some RBC showed them respect

Students of Color Have Less Voice – Contributing to Campus Decision Making

Of the current employees:

- 22% - Agree that some students of color have less voice than their White peers on campus
- 39% - Disagree that some students of color have less voice than their White peers on campus
- 39% - Are not sure that some students of color have less voice than their White peers on campus

Of the former employees:

- 27% - Agree that some students of color have less voice than their White peers on campus
- 63% - Disagree that some students of color have less voice than their White peers on campus
- 10% - Are not sure that some students of color have less voice than their White peers on campus

Students of Color Seen as Athletes First

Of the current employees:

- 67% - Agree that students of color are seen as athletes first

- 11% - Disagree that students of color are seen as athletes first
- 22% - Are not sure that students of color are seen as athletes first

Of the former employees:

- 55% - Agree that students of color are seen as athletes first and students second
- 18% - Disagree that students of color are seen as athletes first and students second
- 27% - Are not sure that students of color are seen as athletes first and students second

Some Students Discriminate Against People of Color

Of the current employees:

- 11% - Agree that some students discriminate against people of color
- 50% - Disagree that some students discriminate against people of color
- 39% - Are not sure that some students discriminate against people of color

Of the former employees:

- 36% - Agree that some students discriminate against people of color
- 28% - Disagree that some students discriminate against people of color
- 36% - Are not sure that some students discriminate against people of color

Figures 25 and 26 display the results of current and former employees of color respectively. Exhibited are responses revealing individuals' experiences of witnessing and/or hearing a range of race-based discriminatory behaviors at Richard Bland College. A small percentage of survey responses indicated observing and/or hearing about an RBC student embarrassing or patronizing a person of color. Also suggestive in the responses are the observations of perceived patronizing behaviors directed toward non-White faculty members that often trigger feelings of embarrassment. Additional discrimination was reported by individuals who viewed and/or heard about racially discriminatory behavior being directed at staff members of color. Racial jokes and graffiti appear to be concerning for individuals who have viewed racist literature or offensive humor that furthered marginalized them on campus. Richard Bland College's continued challenge will be to respond to these behaviors in ways that support inclusion and equity in the learning and social spaces on campus.

Figure 25

Workplace: Race-Based Discrimination on Campus - Current Employees

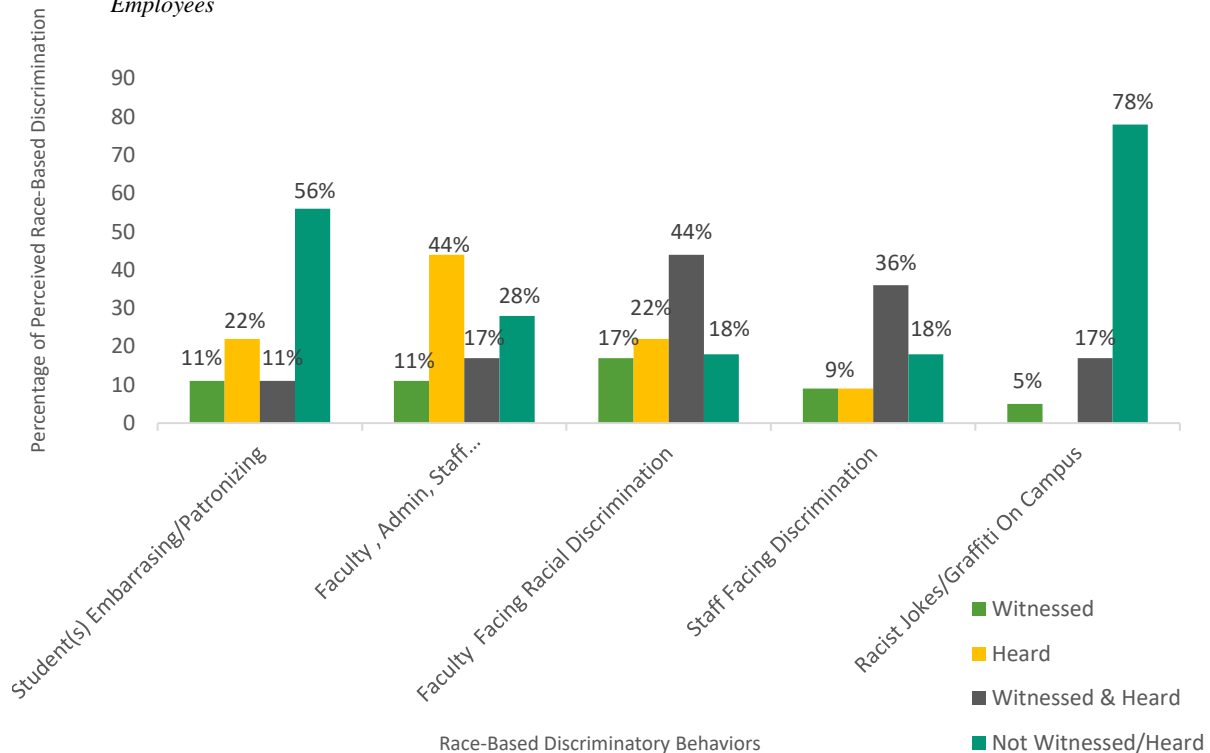


Figure 25 Results Equity & Inclusion

Point(s) of Interest - *RBC's Workplace*

Participants responded to: “Witnessed,” “Heard About,” “Both Witnessed & Heard About,” and “Neither Witnessed or Heard About” on the TOCAR instrument to provide a measure of the race-based discrimination observed on campus.

The results displayed on Figure 25 are summarized as follows:

Students Embarrassing or Patronizing a Campus Community Member

Of the respondents:

- 56% - Neither witnessed nor heard about students embarrassing or patronizing an RBC community member of color
- 22% - Heard about a student embarrassing or patronizing an RBC community member of color
- 11% - Witnessed a student embarrassing or patronizing an RBC community member of color
- 11% - Both witnessed and heard about a student embarrassing or patronizing an RBC community member of color

Faculty, Administrator, or Staff Embarrassing or Patronizing a Campus Community Member

Of the respondents:

- 28% - Neither witnessed nor heard about a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color.
- 44% - Heard about a faculty, administrator, or staff embarrassing or patronizing an RBC community member of color
- 11% - Witnessed a embarrassing or patronizing an RBC community member of color

- 17% - Both witnessed and heard about a student embarrassing or patronizing an RBC community member of color

Faculty Facing Racism

Of the respondents:

- 60% - Neither witnessed nor heard about a faculty member facing racism on campus
- 22% - Heard about a faculty member facing racism on campus
- 18% - Both witnessed and heard about a faculty member facing racism on campus

Staff Facing Discrimination

Of the respondents:

- 17% - Neither witnessed nor heard about a staff member facing racism on campus
- 22% - Heard about a staff member facing racism on campus
- 17% - Witnessed a staff member facing racism on campus
- 44% - Both witnessed and heard about a staff member facing racism on campus

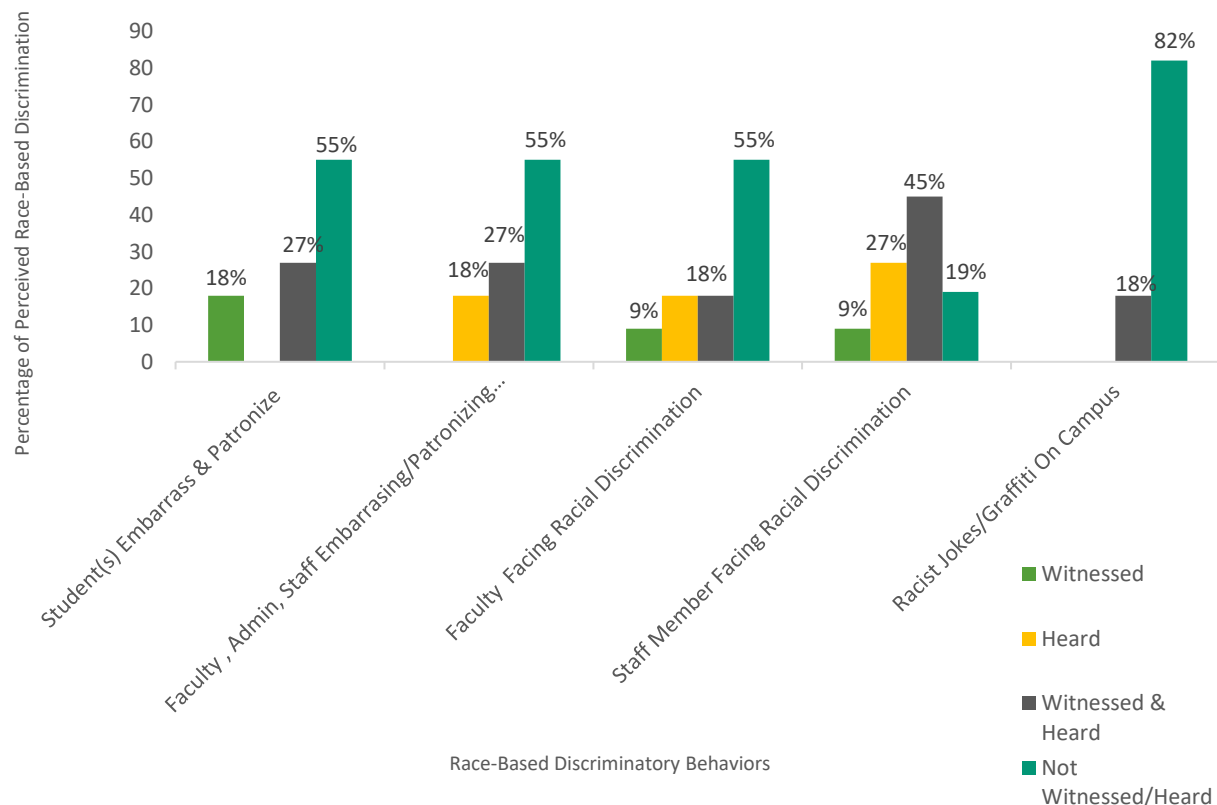
Racist Jokes, Graffiti, Flyers

Of the respondents:

- 78% - Neither witnessed nor heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.
- 5% - Witnessed a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.
- 17% - Both witnessed and heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.

Figure 26

Workplace: Race-Based Discrimination Observed by Former Employers



Equity & Inclusion

Point(s) of Interest - *RBC's Workplace*

Participants responded to the following items: “Witnessed,” “Heard About,” “Both Witnessed & Heard About,” and “Neither Witnessed nor Heard About” on the TOCAR instrument. The results displayed on Figure 26 are summarized as follows:

Students Embarrassing or Patronizing a Campus Community Member

Of the respondents:

- 55% - Neither witnessed nor heard about a student embarrassing or patronizing an RBC community member of color.
- 18% - Witnessed a student embarrassing or patronizing an RBC community member of color.
- 27% - Both witnessed and heard about a student embarrassing or patronizing an RBC community member of color.

Faculty, Administrator, or Staff Embarrassing or Patronizing a Campus Community Member

Of the respondents:

- 55% - Neither witnessed nor heard about a student embarrassing or patronizing an RBC community member of color.
- 18% - Heard a student embarrassing or patronizing an RBC community member of color
- 27% - Both witnessed and heard about a student embarrassing or patronizing an RBC community member of color.

Faculty Facing Racism

Of the respondents:

- 55% - Neither witnessed nor heard a faculty member facing racism on campus.
- 18% - Heard about a faculty member facing racism on campus.
- 9% - Witnessed a faculty member facing racism on campus.
- 18% - Both witnessed and heard about a faculty member facing racism on campus.

Staff Facing Discrimination

Of the respondents:

- 19% - Neither witnessed nor heard a staff member facing racism on campus.
- 9% - Witnessed a staff member facing racism on campus.
- 27% - Heard about a staff member facing racism on campus.
- 45% - Both witnessed and heard about a staff member facing racism on campus.

Racist Jokes, Graffiti, Flyers

Of the respondents:

- 82% - Neither witnessed nor heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.
- 18% - Both witnessed and heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.

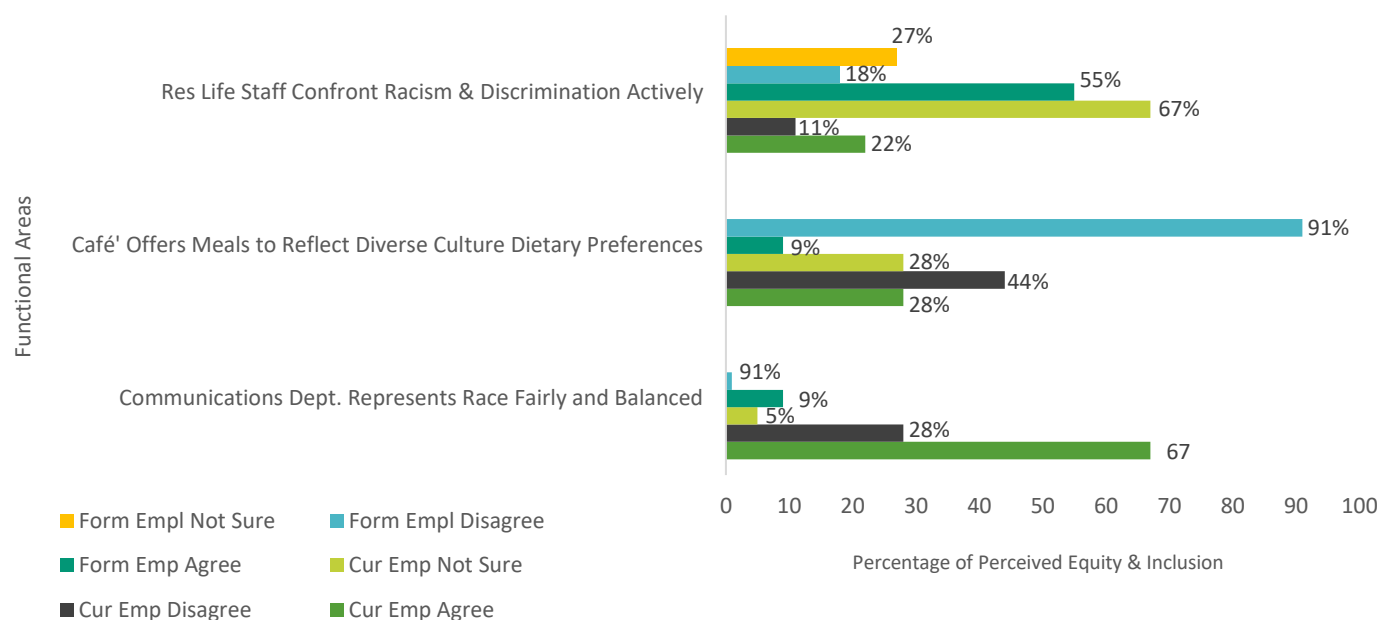
Figure 27 displays the results for three functional areas that support and sustain the quality of students' campus experiences. The Office of Residence Life plays a significant role in housing and coordinating supportive programs designed to assist students with their adjustment and transition on campus. With a population of over 60% residents of color, the essential roles that residence halls staff play in the lives of students continue to be reflective of their intention to move toward a community development model which fosters a meaningful social structure and a secure location in which students' growth is inevitable.

The Communications Department is a vital campus resource that functions as the bridge to key information and optimized messaging for administrators, faculty, staff, students, stakeholders, and the surrounding communities. For several years the department has used its resources to promote and feature students in RBC's diverse community.

Richard Bland College's Parson's Café has effectively continued its operations during the COVID-19 Pandemic. The staff has committed to working extended hours, hence demonstrating their vested interest in the well-being of the campus community. In their essential roles, the staff members have supported students and employees through the preparation of made-to-order meals while following the sanitary precautions recommended by the U.S. Food and Drug Administration and the Virginia Department of Health.

Figure 27

*Workplace: Residence Life, Parson's Café, and Campus
Communications: Ensuring Equity & Inclusion*



Equity & Inclusion

Point(s) of Interest - *RBC's Workplace*

Current and former employees' perceptions of the Office of Residence Life, the Parson's Café, and the Communications Department will provide an understanding of the degree to which they perceive equity and inclusion to exhibited in their practices and conveyed in the products and outcomes of their work. The assessment of these areas yielded responses to the "Agree," "Disagree," and "Not Sure" survey items, which clarified the level to which participants detected the presence of equity and inclusion in alignment with the specific questions included on the TOCAR survey.

The results displayed on Figure 27 are summarized as follows:

Residence Life Staff Confront Racism & Discrimination Actively

Of the current employees:

- 67% - Agree that Residence Life staff confront racism and discrimination actively
- 28% - Disagree that Residence Life staff confront racism and discrimination actively
- 5% - Are not sure that Residence Life staff confront racism and discrimination actively

Of the former employees:

- 91% - Agree that Residence Life staff confront racism and discrimination actively
- 9% - Disagree that Residence Life staff confront racism and discrimination actively

Café Offers Meals to Reflect Diverse Dietary Preferences

Of the current employees:

- 28% - Agree that the café offers meals to reflect diverse dietary preferences

- 44% - Disagree the café' offers meals to reflect diverse dietary preferences
- 28% - Are not sure that the café offers meals to reflect diverse dietary preferences

Of the former employees:

- 9% - Agree that the café' offers meals to reflect diverse dietary preferences
- 91% - Disagree that the café' offers meals to reflect diverse dietary preferences

Communications Department Represents Race Fairly and in Balance

Of the current employees:

- 67% - Agree that the Communications Department represents race fairly and in balance
- 28% - Disagree that the Communications Department represents race fairly and in balance
- 5% - Are not sure that the Communications Department represents race fairly and in balance

Of the former employees:

- 9% - Agree that the Communications Department represents race fairly and in balance
- 91% - Disagree that the Communications Department represents race fairly and in balance

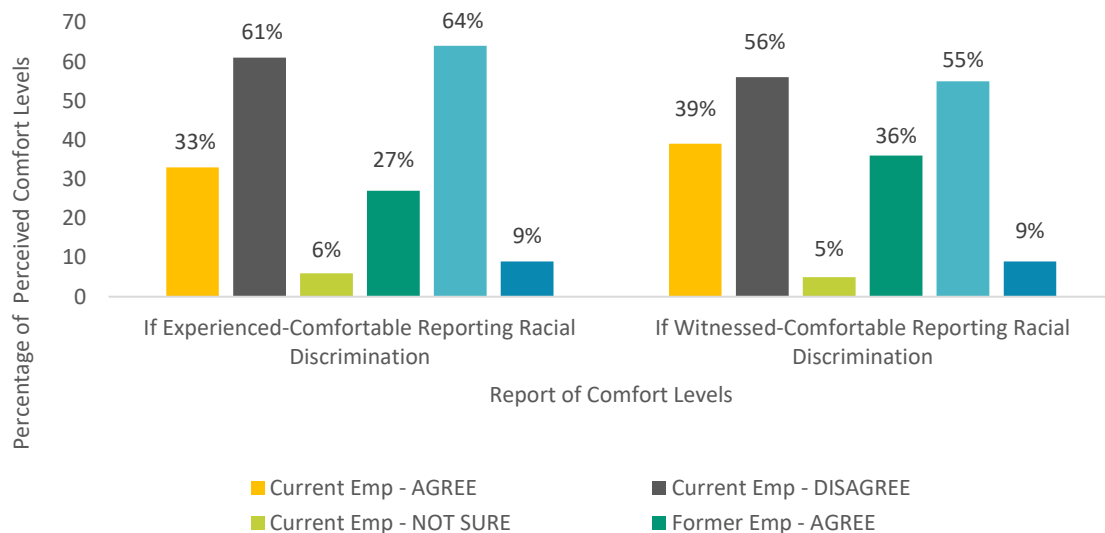


With fairness at the center of equitable and inclusive hiring processes, ongoing consideration of the Richard Bland College's discrimination policies will require meticulous attention to the Title VII of the Civil Rights Act, which protects individuals against employment and workplace discrimination on the basis of race and color as well as national origin, sex, or religion (U.S. Equal Employment Opportunity Commission, n.d). Title VII's protections address recruiting, hiring, advancement, compensation, harassment on the basis of color, retaliation, and actions relative to hiring preselection. Additional consideration of procedures for reporting race discrimination and race-based actions in the workplace may assure employees that robust anti-discrimination policies and procedures are in place to protect them and to further the efforts to cultivate a work environment free from racial harassment and retaliation. Such policies will also be accompanied by clear procedures for

reporting all forms of racial discrimination. As firmer policies around racial discrimination is considered, it was necessary to assess and determine employees' current levels of comfort for reporting occurrences of racial discrimination at RBC. Figure 28 offers a view of data reflecting participants' comfort levels with reporting incidents of racism at Richard Bland College.

Figure 28

Comfort Level Relative to Reporting Racial Discrimination



Equity & Inclusion

Point(s) of Interest - *RBC's Policies*

The levels to which current and former employees are comfortable reporting incidents of experienced or witnessed racism and racist behavior on campus are demonstrated in their responses to the “Agree,” “Disagree,” and “Not Sure” survey items. The results displayed on Figure 28 are summarized as follows:

If Experienced, Comfortable Reporting Racial Discrimination

Of the current employees:

- 33% - Agree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 61% - Disagree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 6% - Are not sure that if experienced, they would feel comfortable reporting racial discrimination at RBC

Of the former employees:

- 27% - Agree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 64% - Disagree that if experienced, they would feel comfortable reporting racial discrimination at RBC
- 9% - Are not sure that if experienced, they would feel comfortable reporting racial discrimination at RBC

If witnessed, Comfortable Reporting Racial Discrimination

Of the current employees:

- 39% - Agree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 56% - Disagree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 5% - Are not sure that if witnessed, they would feel comfortable reporting racial discrimination at RBC

Of the former employees:

- 36% - Agree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 55% - Disagree that if witnessed, they would feel comfortable reporting racial discrimination at RBC
- 9% - Are not sure that if witnessed, they would feel comfortable reporting racial discrimination at RBC

Figure 29

Current Employees' Confidence in Reporting Racial Harassment & Discrimination- Presented as Percentages

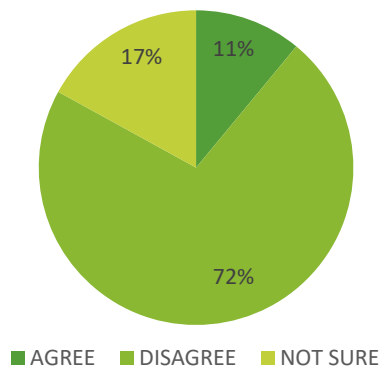


Figure 29 displays current employees' confidence in reporting racial harassment and discrimination.

Of the responses to the items:

- 72% - Disagree that they are confident to report
- 17% - Are not sure if they are confident to report
- 11% - Agree that they are confident to report

Figure 30

Former Employees Confidence in Reporting Racial Harassment & Discrimination- Presented in Percentages

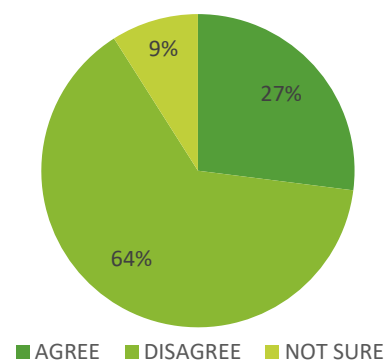


Figure 30 displays former employees' confidence in reporting racial harassment and discrimination.

Of the responses to the items:

- 64% - Disagree that they are confident to report
- 9% - Are not sure if they are confident to report
- 27% - Agree that they are confident to report



Subsection II - Question 2: If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus, in which a disproportionate number of employees represent their race and culture?

Richard Bland College is among the higher education institutions that are focusing on and addressing how societal systems work against people of color through the actions of blatant, covert, and structural racism. The systematic inequities resulting from and developing out of these behaviors create barriers to equal educational and economic opportunities and negatively impact the retention and achievement of college students of color. As campuses across the nation have been charged to condemn, speak out, and address racism in their learning spaces, many are discovering that students of color are bearing the brunt of the hostile thinking and behaviors that go unaddressed within their campus systems. The emotional burdens often deprive the students of remarkable opportunities to establish life-long friendships and experience a flourishing academic and social life. These realities have reinforced students' feelings of displacement, isolation, discomfort on campus and their ongoing need for meaningful support systems.

Question two of this study prompts a reflection on how students of color are supported and the ways in which their retention and achievement may be impacted at Richard Bland College. Displayed in Figure 31 are the TOCAR items that elicited responses that serve as the bases for understanding how the current and former employees of RBC view students' support, retention, and achievement in light of a disproportionately low number of employees represent their race and ethnicity.

Figure 31

Perceptions of Student Support

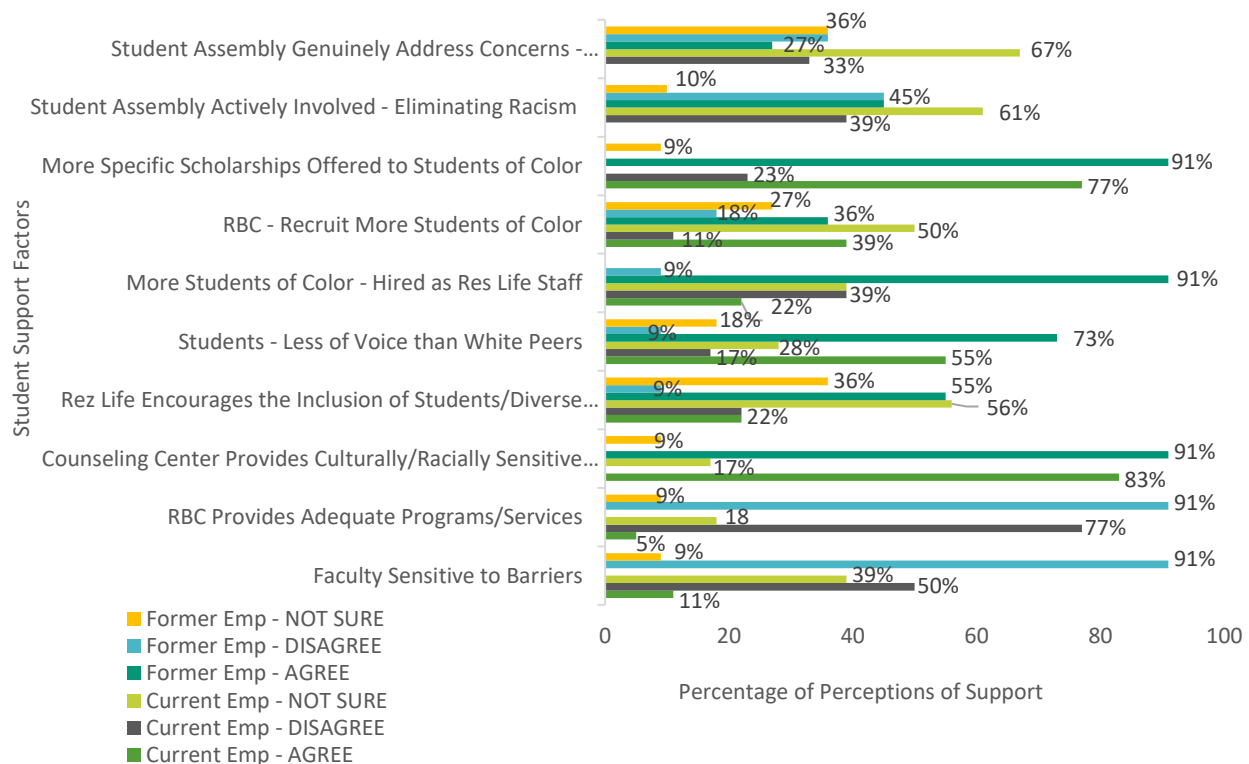


Figure 31

Point(s) of Interest:

Equity & Inclusion – RBC's Support Systems

Figure 31 displays the results of current and former employees of color who offered their perspectives of the effectiveness of the systems in place to support student retention and achievement. The responses to survey items “Agree,” “Disagree,” and “Not Sure” facilitate an understanding of the level to which the retention and achievement of students of color are affected on a campus with a predominately White faculty, administration, and staff. The results displayed on Figure 31 are summarized as follows:

The Student Assembly Genuinely Address Concerns – Students of Color

Of the current employees:

- 33% - Disagree that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement
- 67% - Are not sure that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement

Of the former employees:

- 28% - Agree that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement
- 36% - Disagree that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement
- 36% - Are not sure that the Student Assembly's ability to address the concerns of students of color impacts their retention and achievement

The Student Assembly Actively Involved- Eliminating Racism

Of the current employees:

- 39% - Disagree that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color
- 61% - Are not sure that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color

Of the former employees:

- 45% - Agree that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color
- 45% - Disagree that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color
- 10% - Are not sure that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color

Specific Scholarships Offered to Students of Color

Of the current employees:

- 77% - Agree that more specific scholarships offered to students of color would impact their retention and achievement
- 23% - Disagree that more specific scholarships offered to students of color would impact their retention and achievement

Of the former employees:

- 91% - Agree that more specific scholarships offered to students of color would impact their retention and achievement
- 9% - Are not sure that more specific scholarships offered to students of color would impact their retention and achievement

RBC Should Recruit More Students of Color

Of the current employees:

- 77% - Agree that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners

- 23% - Disagree that that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners

Of the former employees:

- 91% - Agree that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners.
- 9% - Are not sure that recruiting more students of color would impact the retention and achievement of RBC's underrepresented learners

More Students of Color – Hired as Residence Life Staff

Of the current employees:

- 22% - Agree that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners
- 39% - Disagree that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners
- 39% - Are not sure that hiring more students of color as staff in the Office of Residence Life would impact the retention and achievement of RBC's underrepresented learners

Of the former employees:

- 91% - Agree 23% - that hiring more students of color as staff in the Office of Residence Life would support the retention and achievement of RBC's underrepresented learners
- 9% - Disagree that hiring more students of color as staff in the Office of Residence Life would support the retention and achievement of RBC's underrepresented learners

Students - Less of a Voice than White Peers

Of the current employees:

- 55% - Agree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color
- 17% - Disagree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color
- 28% - Are not sure that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color

Of the former employees:

- 73% - Agree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color
- 9% - Disagree that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color
- 18% - Are not sure that the perception of having less of a voice than White peers in making campus decisions may impact the retention and achievement of RBC's students of color

The Office of Residence Life - Encourages Inclusion among Students

Of the current employees:

- 55% - Agree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners
- 17% - Disagree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners
- 28% - Are not sure that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners

Of the former employees:

- 73% - Agree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners
- 9% - Disagree that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners

- 18% - Are not sure that encouraging inclusion among students would impact the retention and achievement of RBC's underrepresented learners

The Counseling Center Offers Culturally/Racially Sensitive Services

Of the current employees:

- 83% - Agree that any offerings of culturally/racially sensitive services impact the retention and achievement of students of color at RBC
- 17% - Are not sure if any offerings of culturally/racially sensitive services impact the retention and achievement of students of color at RBC

Of the former employees:

- 91% - Agree that any offerings of culturally/racially sensitive services impact the retention and achievement of students of color at RBC
- 9% - Are not sure if any offerings of culturally/racially sensitive services impact the retention and achievement of students of color at RBC

RBC Provides Adequate Programs & Services

Of the current employees:

- 5% - Agree that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners
- 77% - Disagree that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners
- 18% - Are not sure that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners

Of the former employees:

- 91% - Disagree that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners
- 9% - Are not sure that RBC provides adequate programs and services that impact the retention and achievement of RBC's underrepresented learners

Faculty Sensitive to Barriers Faced by Students of Color

Of the current employees:

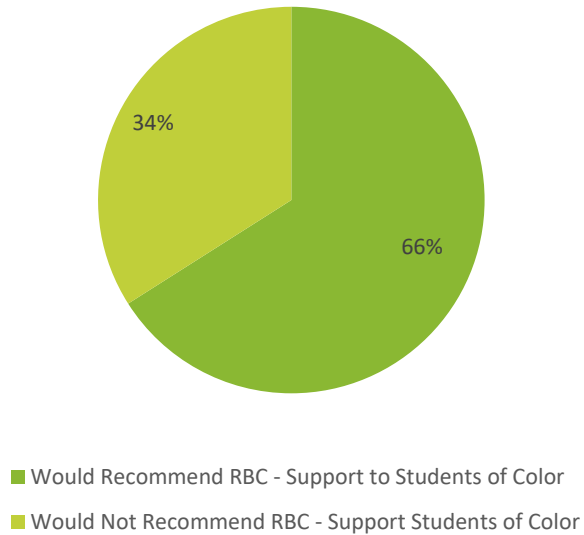
- 11% - Agree that RBC faculty are sensitive to the barriers faced by students of color that may impact their retention and achievement
- 50% - Disagree that RBC faculty are sensitive to the barriers faced by students of color that may impact their retention and achievement
- 39% - Are not sure that RBC faculty are sensitive to the barriers faced by students of color that may impact their retention and achievement

Of the former employees:

- 91% - Disagree that RBC faculty are sensitive to the barriers faced by students of color that may impact their retention and achievement
- 9% - Are not sure that RBC faculty are sensitive to the barriers faced by students of color that may impact their retention and achievement

Figure 32

*RBC Supportive Place to Study for Students of Color
Perspective – Current Employees*



Point(s) of Interest:

Equity & Inclusion –Workplace: RBC’s Support Systems

Figure 32 displays the results of current employees of color who determined whether they would recommend Richard Bland College as a supportive place for students of color to study. Their perceptions are identified in the following TOCAR response options: “Would Recommend” and “Would Not Recommend,” and “Not Sure.”

- 66% - Would recommend RBC as a supportive place to study for students of color
- 34% - Would not recommend RBC as a supportive place to study for students of color

Point(s) of Interest:

Student Support System

Figure 33 displays the results of former employees of color who determined if they would recommend Richard Bland College as a supportive place for students of color to study. Their perceptions are identified in the following TOCAR response option: “Would Recommend” and “Would Not Recommend,” and “Not Sure.”

- 9% - Would recommend RBC as a supportive place to study for students of color
- 91% - Would not recommend RBC as a supportive place to study for students of color

Figure 33

*Supportive Place to Study for Students of Color
Perspectives - Former Employees*

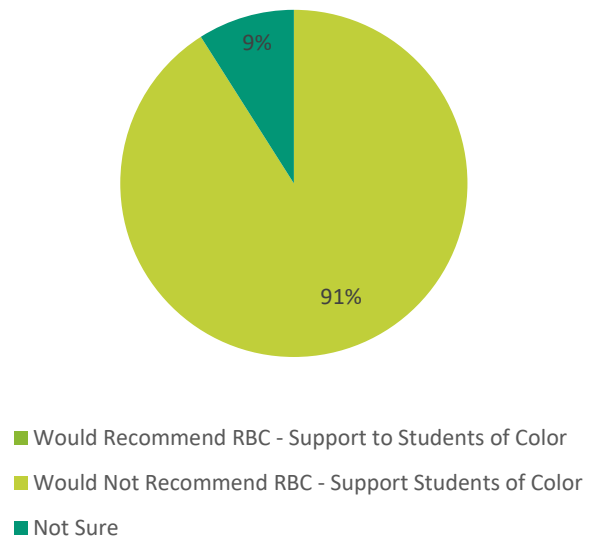
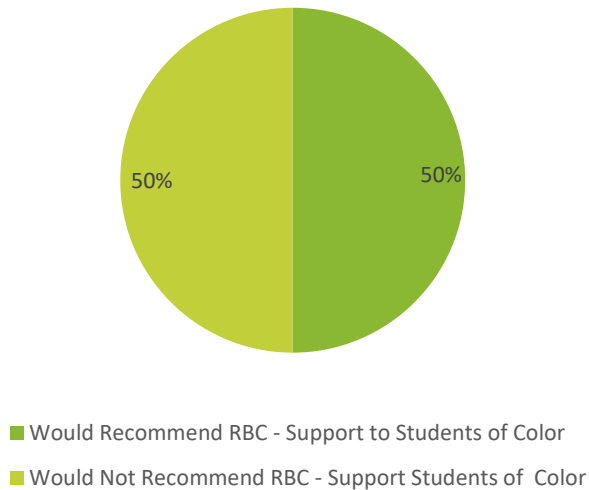


Figure 34

*RBC Recommended - Supportive Workplace for Students of Color
Perspective – Current Employees*



Point(s) of Interest:

Equity & Inclusion - RBC's Workplace & Student Support Systems

Figure 34 displays the results of current employees of color who determined if they would recommend Richard Bland College as a supportive place to work for students of color. Their perceptions are represented by the following TOCAR responses: "Would Recommend" and "Would Not Recommend," and "Not Sure."

- 50% - Would recommend RBC as a supportive place to study for students of color
- 50% - Would not recommend RBC as a supportive place to study for students of color

Point(s) of Interest:

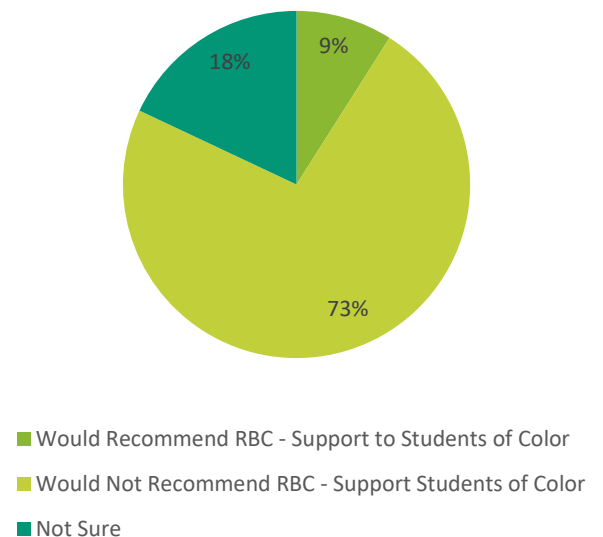
Equity & Inclusion - RBC's Support Systems

Figure 35 displays the results of current employees of color who determined if they would recommend Richard Bland College as a supportive place to work for students of color. Their perceptions are represented by the following TOCAR responses: "Would Recommend," "Would Not Recommend," and "Not Sure."

- 9% - Would recommend RBC as a supportive place to study for students of color
- 73% - Would not recommend RBC as a supportive place to study for students of color
- 18% - Are not sure if they would recommend RBC as a supportive place to study for students of color

Figure 35

*RBC Recommended - Supportive Workplace for Students of Color
Perspective – Former Employees*





Richard Bland College

of WILLIAM & MARY

Conclusion

The results presented include core findings deriving from the data collected and analyzed by members of the Racial Justice & Equity Task Force. As the intention of the results reported was to demonstrate their connection and significance to the guiding questions for the campus study, they provided deeper explanations of the TOCAR survey items, respectively. The organization and groupings of the items allowed for a contextualized approach that laid the groundwork for understanding the factors contributing to the ideas and thoughts about equity and inclusion at Richard Bland College from the standpoint of students and employees of color. The RJ&E Task Force explored the nature of the structural and systematic equities and inclusion and the levels to which these variables are fostered within and across the departments on campus. The aim of the results section was to provide a list of student and employee data findings that point to forms of inequality that could potentially impede the acceleration of improvements necessary for College's movement toward its aspirational identity. Although the results have highlighted some root causes for concerns around equity and inclusion, potential explanations and implications occurring in the discussion section of this report will provide meaning around our campus findings.





Richard Bland College
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A PRESENTATION OF FACULTY RESULTS

Faculty Work Group Statement on Curriculum and Pedagogy

RJ&E Contributor – Dr. Eric Earnhardt

“We believe that an individual must endeavor to assume the universalism inherent in the human condition.” — Frantz Fanon, *Black Skin, White Masks* (xiv)

At the time of my writing of this report, there are bills being considered in Arkansas, Iowa, Missouri, and Mississippi that would financially punish schools and universities teaching anything from the *1619 Project* or from a similar curriculum. This Pulitzer-Prize-Winning project of *The New York Times*, which “aims to reframe the country’s history by placing the consequences of slavery and the contributions of black Americans at the very center of our national narrative,” makes a number of claims that evidently remain provocative today:

- “Our democracy’s founding ideals were false when they were written. Black Americans have fought to make them true.”
- “If you want to understand the brutality of American capitalism, you have to start on the plantation.”
- “America holds onto an undemocratic assumption from its founding: that some people deserve more power than others.”
- “Slavery gave America a fear of black people and a taste for violent punishment. Both still define our prison system.”
- “A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates black and white America.”

From this small sampling of statements, it is easy to see how a critical, educated reader might be more or less willing to entertain them and form their own opinions about the historical effects of racism in modern American life. The previous President of the United States and many lawmakers, however, believe that giving these statements and ideas a hearing as part of public education or public training is tantamount to supporting “divisive, anti-American propaganda.” A 2020 memo from the former President singled out as a target for immediate cancellation: “critical race theory,” “white privilege,” or “any other theory that teaches or suggests either (1) that the United States is an inherently racist or evil country or (2) that any race or ethnicity is inherently racist or evil.”

To be sure, teaching that any *country* is inherently racist or evil seems misguided, since nations are legal entities as well as collections of citizens, and one would do better to speak more precisely of political systems, laws, and practices as evil or racist. Similarly, attention to the problematic and complex concept of race and how it has been employed to divide and elevate one group over another in any given society would better explore and explain specific racial dynamics and inequities than attempting to suggest that a particular race or ethnicity is essentially or inherently racist or evil. What is peculiar, then, is that the tools that scholars have developed in order to have these more sensitive and critical conversations about the effects of racism in modern American life and laws (Critical Race Theory), or about racist systems and practices (“systemic racism”), or about how historical racial dynamics have in many ways elevated some groups above others materially and socially (white privilege), are implied in the memo to be much less sophisticated and propagandistic attempts to smear an entire nation or race as racist or evil. It could be that the opponents of such scholarly tools have read the wrong critical race theorists (they cite none), or perhaps that they have legitimate disagreements with certain scholarly assessments and historical framings, particularly ones that emphasize failings over progress. But if certain fundamental goals of the American experiment remain unaccomplished, if a large number of Americans believe that the US has failed to achieve its articulated vision of a more perfect union of all people, created equal, and entitled to the same pursuit of life, liberty, and happiness, and if they are making historically informed arguments to that effect, would it not be in the interest of American progress to listen? Understandably, attending to such failures can be unsettling,

challenging, and confusing, but wouldn't the risk of ignoring them and of actively pursuing their cancellation be the more dangerous route?

Civil Rights activist and writer, James Baldwin, once stated, "I love America more than any other country in the world, and, exactly for this reason, I insist on the right to criticize her perpetually." The desire to put the horrors of slavery, Jim Crow, segregation, and other elements of white supremacy behind us as a nation is understandable because they are painful, but ignoring the situation in which these legacies have placed American society is to turn away from pain and horrors that persist: de facto segregation, mass incarceration, inequitable and violent policing, large gaps in achievement, education and wealth. These and other problems that disproportionately affect black Americans and other communities of color all indicate that legacies of racial oppression have not been eradicated. While some would believe that simply pointing out such inequities creates division or is, somehow, racist itself, surely not seeking to identify causes of and solutions for such inequities would result in an environment rife with opportunities to revive or act upon racial resentments, or even to reinstate policies that, intentionally or unintentionally, deepen racial divides. The same people who would seek to cancel critical race theory, for instance, might also choose to propose laws that protect individuals who commit violence against other citizens assembling to protest racial injustice, or laws that would greatly restrict the ability to cast ballots in ways that disproportionately affect communities of color.

Such examples demonstrate that institutions of higher education in America today, from the most elite universities to the smallest colleges, have a responsibility to reject silence and elevate the conversation around race. *Culturally Relevant Education* presents strategies for combating racism, inequity, and exclusion at the level of curriculum and pedagogy: the content of the courses we offer and our teaching practice.

Culturally Relevant Education

For those unfamiliar with the term but who have been privileged enough to enjoy a liberal arts education grounded in principles of free inquiry, interdisciplinarity, the consilience of all knowledge, and an immersion in science, history, literature, and the arts, the words *culturally relevant* may seem like unnecessary qualifiers to *education*. But the contemporary synthesis of "culturally responsive teaching" (Gay) and "culturally relevant pedagogy" (Ladson-Billings) emphasizes the importance of (1) instructor commitments and characteristics and (2) learning outcomes, curriculum, and sociopolitical consciousness.

This movement emerged in America in the 1980s and 1990s, a time when, in my discipline of English, the "canon wars" raged. Literary critics debated the value of teaching the standard curriculum of largely "dead white males" or making room for works by authors from marginalized groups. In the battles between traditionalists and multiculturalists, both had to confront the difficulty that, often, the works of white males made up a significant portion of the work of Western literary society because white males were disproportionately afforded opportunities to create and think and write throughout history. Although more voices of black, indigenous, and other people of color of varying genders and sexualities are taught in literature courses today than in the twentieth century, this curricular issue remains a subject of debate.

The debate remains relevant because the canon wars were always proxy conflicts between different ideological and political approaches to education, one seeking to praise and preserve a somewhat amorphous idea of "Western Civilization" and another intent upon critiquing Western nations' promotion of cultural, racial, and male supremacy through marginalization, disenfranchisement, and violence. The first articulations of culturally relevant education emerged at this same time and from similar debates. They emphasized the importance of instructors understanding cultural, ideological, and sociopolitical conflicts, of exposing students to them, and of teaching so as to empower *all* students to think critically as a means of liberation and transformation.

Geneva Gay's work, for instance, envisions **culturally responsive teachers** as instructors who are:

1. “*socially and academically empowering* by setting high expectations for students with a commitment to every student’s success”
2. “*multidimensional* because they engage cultural knowledge, experiences, contributions, and perspectives”
3. able to “*validate every student’s culture*, bridging gaps between school and home through diversified instructional strategies and multicultural curricula”
4. “*socially, emotionally, and politically comprehensive* as they seek to educate the whole child”
5. “*Transformative of schools and societies* by using students’ existing strengths to drive instruction, assessment, and curricular design”
6. *Emancipatory and liberating from oppressive educational practices and ideologies* as they lift the veil of presumed absolute authority from conceptions of scholarly truth typically taught in schools” (Aronson and Laughter p. 163).

Gloria Ladson-Billings’ work describes **culturally relevant pedagogy** as defined by:

1. “long term *academic achievement*” as opposed to standardized test scores
2. a focus on *cultural competence* that helps students “recognize and honor their own cultural beliefs and practices while acquiring access to the wider culture, where they are likely to have a chance of improving their socioeconomic status and making informed decisions about the lives they wish to lead”
3. the development of a *sociopolitical consciousness*, that obliges instructors to find ways for “students to recognize, understand, and critique current and social inequalities” (Aronson and Laughter, p. 166).

In “The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas” (2016), Aronson and Laughter summarize this last point by stating that “Sociopolitical consciousness begins with teachers recognizing sociopolitical issues of race, class, and gender in themselves and understanding the causes before then incorporating these issues in their teaching” (p. 166). In other words, culturally relevant education never enforces any ideology, but it recommends a profound cultural competence: a self-awareness, an historical awareness, a cultural awareness, and a sociopolitical consciousness, in order to optimize every student’s experience and to make learning more equitable and empowering.

Culturally Relevant Education at Richard Bland College

Richard Bland College has committed itself to educational rigor and hewn to a mission grounded in the liberal arts. Students continually rate the opportunity to interact closely with a dedicated faculty as a major reason that they decide to come to and stay at RBC. Yet, our surveys of faculty revealed that it could do more to embody the type of multicultural identity that the Racial Justice and Equity Task Force envisions. For instance, it is clear from comments made in the faculty listening session that some students of color have not felt that the faculty, the majority of whom are white, have always valued their success as much as that of white students. Some students have expressed a feeling that race and ethnicity serve as the basis on which certain professors dole out preferential treatment and attention. As one faculty member put it in the faculty survey: “Students of color feel uncomfortable and unduly scrutinized by select faculty. Incoming students are made aware of who they are and are told to avoid their classes because they are racist by other students.”

These reports should concern us all greatly. Any student who develops such a view at RBC represents our failure to demonstrate an appropriate concern for the success of students without regard for their race or ethnicity (or any other facet of their personal identity), and a failure to create an environment of

free and critical exchange of ideas on which a liberal arts education is founded, and upon which democracy depends. Indeed, related to this concern about treatment and attention is a concern about bias in the curriculum. Some students have felt that if they raise certain topics or take stances related to race in class that some professors “either will (or have already) dismissed or critiqued them.” Differences of opinion on important matters are expected when dealing with matters of sufficient complexity and sophistication for college-level discourse, and freedom of inquiry and speech should be carefully cultivated and protected for instructor and student alike. Actual or perceived disagreement as part of a seminar in which challenging ideas are examined could lead to inaccurate perceptions of bias when ideas from various perspectives are held up for scrutiny and criticism, but faculty bear a profound responsibility for creating an environment that is both welcoming of various perspectives and free of abusive, dismissive, or discriminatory language and behavior. While no specific instances of such behavior on the part of professors were reported to me as part of my conversations with faculty, the report of a sense of disregard or marginalization of any group should elicit our discussion and our reflection. We should take seriously the reality that unaddressed perceptions of bias and unequal treatment are inherently marginalizing and do untold damage by reinforcing a devastating message: “your opinions and your experiences, *you*, don’t matter here.”

Since the faculty listening session in July of 2020, eleven faculty took the time to complete the faculty survey, and some have enrolled in diversity, equity, and inclusion certificate programs and/or attended other professional development opportunities or campus programs on the topic during Black History Month. Additionally, I have spoken with many individual faculty members about their experiences with students and with colleagues and I have been privileged to hear about and to share my own successes and failures when attempting to create a diverse, inclusive environment of free and critical exchange. The sincere desire to more consciously embrace equity and inclusion in our curriculum and pedagogy was encouraging in these conversations and survey results, and there seems to be broad support among faculty for increased attention to such issues across the college. Two issues emerged as areas of concern, however, from these interactions: first, reports of instances when faculty reported uncomfortable conversations with colleagues around race that had a cooling effect on speech and on culturally relevant curriculum development on campus, and second, a sense of hopelessness at the enormity of the problem of addressing inequity and racism.

First, academic freedom and speech on campus: academic leaders bear a particular responsibility for cultivating the instructional environments within their departments. When interacting with academic leaders, some faculty have remarked upon evident discomfort with and even active discouragement from presenting research to students that focused on concepts and phenomena such as “white privilege,” “systemic racism,” or inequitable incomes and discrimination on the basis of race or sex. Discomfort with LGBTQ issues was also reported. Similarly, a report of an intent to discourage faculty from displaying paraphernalia of a political nature or discussing one’s personal political positions when interacting with students was concerning for those who value academic freedom and freedom of speech on campus regardless of political affiliation.

Additionally, a pervasive attitude toward racial issues among some who insist on “color-blindness” as the solution to racism is perceived by some faculty members, and presumably by some students, as a naive belief that race is invisible or perpetually irrelevant. Although the intention in such expressions as “I don’t see race” or “I don’t care if you’re black, white, purple, or green” may be to indicate that one wishes to treat individuals as human beings without regard to the color of their skin, the message one may be sending instead is that one acknowledges neither racial difference nor racial disparities and realities that shape human experience in the U.S. and the world. These are examples of attitudes and language that detract from an environment that understands, values, and tolerates difference, and they are examples of how the failure to optimize one’s cultural competence can inhibit the growth of a diverse, equitable, and inclusive organization. Ongoing training should be provided to discuss how RBC can better embody our desired identity and environment. In particular, those in leadership positions should be evaluated based on their ability to cultivate culturally responsive education among the faculty and in the curriculum.

There is no shortage of strategies and resources for improving diversity, education, and inclusion in and out of the classroom. Jamia Hines has produced a DEI Toolbox in Canvas that includes resources on everything from “Creating an Inclusive Syllabus” to “Creating and Maintaining a Culturally Relevant Classroom” to possible activities and organizations that can be formed by students under the leadership of a faculty member. These resources encourage leaning into the task of leadership on DEI issues. Other opportunities include external/internal training, faculty attendance and participation at relevant programming on campus, the embodiment and discussion of such values and practices during regular department meetings and during faculty development, and grants and professional development funds for conferences, webinars, and campus initiatives. It involves making use of expertise on campus and taking stock of courses that address issues of multiculturalism, race, and ethnicity. RBC should look for opportunities to offer new courses that foster cultural competency while augmenting existing courses and course practices to become more inclusive and equitable. Some faculty have taken advantage of such opportunities, and opportunities of this sort could be better publicized and made more accessible. Additionally, I believe better prioritizing opportunities to participate in diversity, equity and inclusion work—either as a matter of research, pedagogy, or professional development—promotes our own growth as well as the growth, success and sustainability of the College. As I recently learned from the University of South Florida DEI in the Workplace Certificate program, organizations prioritizing DEI create for themselves a “competitive advantage, increased innovation, increased employee retention, increased job satisfaction, business growth and development, and increased revenues” (USF).

On a procedural level, adding a faculty statement on diversity, equity, and inclusion to the Faculty Handbook offers opportunities for DEI to inform faculty hiring and evaluation. An important part of the application and interview process could be asking an applicant: “How do you see yourself fitting into an anti-racist, multicultural institution committed to diversity, equity, and inclusion?” An ongoing accountability measure for maintaining institutional identity could be questions on Faculty Development Reports such as “How have you demonstrated or advanced toward more culturally relevant education in the past year?” or “In what ways did you promote to a diverse, equitable, and inclusive environment in the past year?” These would be worthwhile and measurable steps toward authentically and continuously addressing the reported perceptions of students on campus and toward better understanding our role and our function as educators and thought leaders for all students. In addition, such steps are likely to make our campus more inviting to prospective colleagues of color, thereby beginning to actively address the diversity issue amongst ourselves as an almost exclusively white faculty.

Finally, clear guidelines, policies, and practices should create conditions such that faculty and students alike immediately know how to handle abusive or hateful language or behavior when it occurs. Anonymous reporting of instances of racial bias should be available on the RBC website so that incidents/issues can be identified and addressed if and when they occur. If and when instances involve instructors, the Director of Academics and the relevant Department Chair should be notified and one or both should speak with the student or the instructor in order to address the concern while strictly safeguarding any identifying information about the person reporting the incident.

Racial Reckoning and the Liberal Arts

While we should all welcome the measurable results on the bottom line of organizations that integrate diversity, equity, and inclusion into their business model, I cannot help but also register discomfort with recommending DEI work on the basis of its organizational benefits as opposed to its ethical ones. Of course, we would always prefer to do work because it is both ethical and beneficial, but we should ultimately do the ethical thing whether it is beneficial or not. As an English professor with a focus on literature, I am sensitive to the views and actions I sometimes see among American higher education administrators indicating that humanistic work is ultimately a more or less desirable addition to the primary task of workforce education. Whereas in the 1980s and 1990s the traditionalists and multiculturalists in departments like mine argued about whether Ezra Pound should give way to Gwendolyn Brooks, educators in general

seemed to agree that humanistic study was an essential part of an education worthy of the name. As opposed to today's utilitarian call for an education system narrowly focused on career skills, the "conservatives" and the "liberals" of the canon wars nevertheless took seriously the idea that a liberal arts curriculum and a vibrant campus culture depended on philosophy, history, cultural studies, and the arts.

The linguistic and imaginative miracles of the poet, the transformative images of the visual artist, the emotional pull of an actor speaking as another to no one and yet directly to you: humans recognize and identify themselves through the labor of such individuals and interpret their own world through them. They begin to imagine themselves and others—of different races, religions, genders, and practices—*anew*. Arts that produce these experiences are instruments of connection and inquiry, and they deserve the full resources and investment they require in order to thrive. Yet, while the arts and humanities are characterized by the exploration of these experiences, such experiences are not unique to them. Any natural or social scientist, any lawyer or businessperson, anyone who has learned a foreign language, will have encountered facts and grasped ideas that reveal what Frantz Fanon believed every individual should endeavor to assume: "the universalism inherent in the human condition."

As I see it, this inherent recognition of a universal human condition and identity is the minimal precondition for culturally relevant education. There is no requirement that a culturally competent educator adhere to any other single ideology or tow any party line. It simply means keeping the universal humanity and the unique experience of the individual student in mind. It means developing a sociopolitical consciousness capable of criticizing and considering multiple perspectives and, to borrow a phrase of Gerald Graff's from the canon wars, "teaching the conflicts." But teaching the conflicts, describing critical and scholarly disagreement, does not equate to whataboutism or require "equal time" for conspiracy, mystification, or the propaganda of one or another side. It means distinguishing between the noise to locate legitimate disagreement and *fully* inviting *all* students into an *informed* conversation in the pursuit of shared knowledge and understanding. As one colleague told me, this is the way out of the epistemological crisis in which we find ourselves, in which "fake news" and "alternative facts" are bandied about without any seeming desire for or recourse to informed consensus on important matters.

To return to the *1619 Project* as an example, there have been numerous objections to it, high profile ones from respected historians on the political right and left. Like any other source, the project should not be taught uncritically, but even its highest profile critics state that their criticisms were intended to "help it" and that the idea of the project is "wonderful" and "urgently needed" (Wilentz, qtd. in Serwer). According to a survey conducted by the Southern Poverty Law Center, "Only 8 percent of high school seniors surveyed can identify slavery as the central cause of the Civil War. Two-thirds (68 percent) don't know that it took a constitutional amendment to formally end slavery. Fewer than 1 in 4 students (22 percent) can correctly identify how provisions in the Constitution gave advantages to slaveholders" ("Teaching Hard History"). These findings were published in 2018, and they mirror my own experiences at RBC since I arrived here 5 years ago.

For instance, one of my students believed that the North had more slaves than the South at the time of the Civil War, a war they thought was fought primarily over "state's rights," and assured me that their slaveholding ancestors "treated our slaves well. So well, in fact, that our slaves adopted our family name." It is my contention that having informed and critical conversations about the *1619 Project*, critical race theory, systemic racism, or white privilege, could go a very long way toward improving the conversation around race in American classrooms without needing to accept or attempt to advance every tenet of a given source or theorist. Indeed, in this instance, a reading of the Constitution, census data, and a basic understanding of the lives of the enslaved should have been sufficient to dispel my student's misconceptions. What these latter sources might not have done, however, is point to how "Our democracy's founding ideals were false when they were written" or how "Black Americans have fought to make them true" (Hannah-Jones). Too often, many white Americans dismiss statements like these as attacks on a cherished version of our history, one they find it unnerving and divisive to question, instead of recognizing such statements for what they are:

expressions of profound patriotism by people who courageously claim a country that has often rejected their humanity.

This brings me to the other concern: the sense of hopelessness at the enormity of the problem of racism in America and even of the racial inequities and misconceptions in our community. As an example, one of the questions on the faculty survey asked, “Do you account for differences in dialect based on a student’s ethnic or national identity when assessing student papers?” The faculty member answered thus: “I don’t understand what ‘account for’ means. Do I grade them differently? No. Do I think about how unfair it is to have a dialect of power and be expected to teach it to everyone, yes.” When the survey asked for general input, one respondent wrote: “There is a real issue in that certain ethnic groups, based on public school systems and other issues, enter RBC behind or lacking certain skills needed to be 100% successful...we need to provide them with the support they need to survive and make it on the college level.” Another stated, “I think the majority of student success issues I see come from students who are working and trying to support themselves or their family...Often times [this] occurs for my black students and I would argue it’s because they do not have the same financial and support resources that my white students have and I feel this is due to ‘privilege.’”

The faculty of RBC are undoubtedly limited in their ability to address each of these issues, but we should also not discount our own power and ability. The first response strikes me as indicative of a sense of alienation from one’s own agency within an inequitable system. It effectively states: “Is it unfair? Yes. Do I do things differently? No.” The question here would seem to be “why not?” The answer, I imagine, would probably be “because rigorous standards must be upheld.” But if the standard is unfair and a result of forces of history that have advantaged white practices over black ones, aren’t we simply upholding racist standards? What are we willing to risk in order to address this inequality? Are there ways to be rigorous that do not rely on systems of assessment that disadvantage students of color? The answer is yes.

In the assessment of writing, for instance, the “ungrading” movement and the drift toward grading contracts or labor contracts is revolutionizing how composition is taught in college classrooms. The approach refocuses student work on meaningful interactions with instructors that foster improvement in language skills and an awareness and performance of multiple discourses and literacies as opposed to the uncritical attainment of proficiency in a single “standard” English. Critical pedagogy as it relates to mathematics and the sciences seeks to historicize and recognize the practice and legacies of “race science” and eugenics as well as to “rehumanize” the curriculum by providing opportunities for conversations, examples, and frameworks oriented toward social justice to appear in and become relevant for science and mathematics classrooms and careers (see Cathy O’Neil’s *Weapons of Math Destruction* and the recent collection: *Culturally Responsive Strategies for Reforming STEM Higher Education*).

With regard to students who come to Richard Bland College academically underprepared and overburdened by a lack of cultural and financial resources, we can educate ourselves as faculty about how to best support these students. We can connect them with campus counseling and with local organizations suited to help them with food, housing, and financial insecurity, and we can think about how our selections of course materials might contribute to the cost of higher education. We can also use strategies taken from works such as Kathleen Gabriel’s *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. RBC has already moved to adopt some worthwhile improvements, such as eliminating the inequitable practice of determining placement in crucial first-year English and Math primarily through placement testing alone. RBC has already created a co-curricular model of high-quality remedial education, and focuses considerable attention on the first weeks of classes and the first semester of a student’s college career. More training and development in the area of learner-centered and universal design and in the interweaving of repeatable assessment opportunities with positive reinforcement could be offered. Additionally, faculty must be supported with the opportunities, resources, time, and encouragement to innovate and experiment.

Conclusion

Students must take responsibility for their own learning; professors cannot and should not do things for students that they can and should be doing for themselves, and professors only help students by holding them accountable and setting high but fair expectations and standards. At the same time, significant change in a student's prospects requires a significant investment of time and effort on the part of the student *and* the professor. Students need to know that a professor sees them, and at RBC we should be able to get to know our students, learn their names, understand at least some of their challenges, and identify and work with at-risk students to develop a realistic plan for success. Simultaneously, the conditions of professors' labor must allow them to prioritize this work without experiencing burnout or alienation from their own power and agency to address inequities. No single institution or individual faculty member can shoulder the entire burden of "solving" social problems, but with effort and support, RBC is well positioned to be a leader in this area in our region.

I envision Richard Bland College as an inclusive community of educational leaders who teach by participating in inquiries with students, inquiries that unite us in our common humanity and that recognize and work to correct misconceptions and inequities in our community, our state, our nation, and our world. I envision faculty who question and evaluate themselves and their world, who are courageous enough to risk discomfort and division for the sake of knowledge and integrity, and who are human enough and dedicated enough to expect much from every student, colleague, and leader while meeting every person where they are. I have seen this courage and dedication in my time at Richard Bland College, but I believe we have begun working toward this vision more consciously through the work of the Racial Justice and Equity Task Force. I look forward to continuing this work with the sense of urgency and purpose it deserves. If this vision is not renewed in us and energized by the measurably greater success of all of our students, especially those from marginalized groups, what will be the effects? What will be said about how we met this moment?



FACULTY LISTENING SESSIONS**Diversity - 100% (8/8) How do you define diversity and its value? – 72.73% (8/11)**

Difference – 50% (4/8)	Recognition of Worth and Value – 12.5% (1/8)	Inclusion – 25% (2/8)	Representation – 12.5% (1/8)
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- “Diversity is differences between people - sex, race, life experience, culture, etc.”
- “Diversity is difference.”
- “[T]he necessary inclusion of all viewpoints, races, ethnicities, sexual orientations, genders, education levels, socioeconomic levels, and social statuses. Seeing each person and culture as having worth and value.”
- “[R]epresentation of all groups, the world is a smaller place than ever, and people will encounter and must work with others who have very different cultures, ideas, backgrounds, languages, ethnicities, religions, classes, and governments.”
- “Diversity is a practice and state of radical inclusion wherein multiple practices and lived experiences interact.”

Value – 75% (6/8)

Multiple Perspectives and Ideas – 33.3% (2/6)	Learn from and Teach others – 66.67% (4/6)
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- “The value of diversity is in having multiple perspectives of the world, problems, and solutions within it.”
- “Diversity has value in that I can learn so much from individuals and situations that different from what I am used to and I can teach others from my circumstances and qualities.”
- “Its value is appreciation of humanity’s variations and connections.”
- “The value of diversity in a college and a curriculum is a more intimate understanding of these differences, and the ability to encounter people who will help disrupt simplistic narratives and stereotypes that damage humans' ability to work together for human flourishing.”
- “It is of paramount importance to any organization but particularly so to an educational institution grounded in the liberal arts tradition.”
- “It provides a wealth of opinions, perspectives, and ideas.”
- “Diversity is extremely important for any institution.”

Ethnically Diverse – 75% (6/8) How ethnically diverse is your curriculum? – 72.72% (8/11)

- “Very. Socioeconomic statuses, genders, sexual orientations, races, and ethnic groups comprise major segments of the course and entire chapters. They are also present in additional chapters as the concepts of the course intertwine with ethnicity and other social statuses.”
- “I think I challenge my students to explore any topic, no matter how uncomfortable it might be for some. We learn through discussing things that are not always discussed in the status quo.”
- “As much as possible- Art Appreciation: LGBTQ, Afro-American, Latinx, Indigenous, Asian, Afro- Euro- Asian-centric values.”
- “The texts taught in my current courses are overwhelmingly American, and the authors tend to be evenly split between white and black Americans. Generally speaking, other ethnicities (besides black and white) are not well-represented in my current courses. I have taught much African American literature, and have taught works by Native Americans, Asian Americans,

Jewish Americans, Indian Americans, Hispanic Americans, and other ethnicities and nationalities.”

- “My curriculum centers voices of color – particularly of the African diaspora – whose intersectional identities include those on the gender and LGBT+ spectrums. I am also working to include neurodivergent voices and those with disabilities in future semesters.”
- “Very.”

Not Ethnically Diverse – 25% (2/8)

- “My curriculum rarely includes mentions of specific people of any ethnicity.”
- “I would say there is not a great deal of diversity in my curriculum. In the field I work in there is very little qualitative content. It is almost purely quantitative.”

How do you discuss issues or race and ethnicity in your courses? 63.63% (7/11)

Unit/Module – 28.57% (2/7)

- “Our unit on voting methods included a discussion of who should be able to vote in the US as well as a brief history of voting rights.”
- “It’s a separate chapter and intertwines with numerous other chapters and concepts in the course. The course cannot be adequately taught without a discussion of these topics.”

Texts – 57.14% (4/7)

- “Through readings and issues of the day. I use a lot of current topic discussion. In certain courses, I use historical works to illustrate points about race and culture.”
- “The running theme of my ENGL101 courses is “Race, Rhetoric, and the Writer’s Role in Society.” Analyzing selected textual expressions of Black people’s experiences with race, history, and identity in the Americas (among other concerns), the course grounds Black writing and rhetoric in African traditions while presenting writing as an engine for societal change. This emphasis entails discussions of race and racism. When ENGL102 was ‘Introduction to Literary Genres,’ I constructed it as a World Literature course, foregrounding aspects of generic architecture while discussing issues such as culture shock and the conceptualization and negotiation of difference in works such as Wole Soyinka’s *Death and the King’s Horseman* and Toni Morrison’s *Sula*. In the most recent incarnation of ENGL102, I themed my course in ‘The Caribbean and its Diaspora,’ allowing for discussions of race, racism, cultural difference, and belonging that nuanced and complicated how these things are defined (and understood) in the United States.”
- “Conversations over current events relevant to the outcomes for the course (rhetoric, argument, critical thinking, language, data analysis, information literacy) are carried out through discussions of readings, usually ones from a mainstream conservative and mainstream liberal perspective, one such topics as police profiling of black Americans and equity in the criminal justice system, on environmental justice issues, and strategies to promote civil rights through main channels of political participation as well as in nonviolent resistance movements.”
- “Through course readings.”

Activities/Assignments – 28.57% (2/7)

- “In the classroom and in multiple assignments.”
- “Right now, the students in Art App are writing a paper of the semiotics of confederate statues vs. George Floyd/ protest images. We had a wide ranging discussion about those issues. Currently, students in design are looking at a Trans artist drawing on Southern Black Heritage, after looking at masks from several cultures before designing Covid masks. Their next assignment involves researching the ‘language’ of cultural patterns. In drawing class, students are studying the differences between dark- and light-complected color mixing (we’re all just r/g/b based; so a dark blue- brown Af-Am student is the same “color” as a pale student of Danish descent; I am more the same color as a red-based brown as an Af-Am student (I am ‘white’). Every lesson and throughout the curriculum deals with diverse religious, gender, culture, etc. One of the main themes of Art Appreciation is ‘Xenophilia,’ which the students have written about as a career and life skill.”

Do you feel like you need to teach things differently based on the ethnic composition of your classes? – 72.72% (8/11)

Yes – 62.5% (5/8)

- “Yes.”
- “On an intentional level, usually not, but if I’m being honest, I can’t help but be influenced by the ethnic composition of my classes. I am committed to racial justice in the U.S. and see Black Americans and other ethnic minorities as never having received equal treatment in our country. They are continually beset and beleaguered by those who seek to keep them ‘in their place’ and others who are ignorant, willfully or not, of the circumstances that have led to the *de facto* segregation and institutionalized inequity of our country. As a result, and in attempts to be an impartial educator focused on my subject area, I have an instinct to play *provocateur* or ‘devil’s advocate’ to the positions expressed by my students. This Socratic interaction is affected by the ethnic composition of my classes. At other times, however, when discussing African American literature, there is always a bit of a feeling that I am ‘whitesplaining’ Black experience to Black students because I, as a white person, have not experienced life as a Black person in the U.S. However, by focusing on the scholarship and the reception and the interpretation of these writers, I remain professional and learn to keep the lessons focused on discerning what the writers are communicating as opposed to my personal connections to it. I believe students of all ethnicities appreciate this professional approach, but this professional approach cannot be divorced from all emotion, since the works require reference to aesthetics and the thought and emotion they are designed to stir.”
- “I don’t think I need to teach things differently, but I do try to approach my students differently based on what is happening in their lives and in the world, which may be different for them than it is for me due to differences in ethnicity.”
- “Yes. If a class is predominantly white, the concept of white privilege can be more challenging to teach. Having a diverse class allows for a discussion of the structural barriers that affect minorities differently and for a discussion of how prejudice and discrimination affect all social groups.”
- “Yes. Culturally responsive and inclusive pedagogy is important, especially in its emphasis on sensitive and rigorous contextualization.”

No – 37.5% (3/8)

- “Not necessarily, but I am conscious of the classroom demographics.”
- “Umm . . . I am open to students broadening my horizons- an Islamic or Hindu student correcting me, but my curriculum is already open to diversity. I do use different cultural cues when teaching; for example, not expecting a Korean student to look directly at me (don't take it as pulling away, see it as a sign of respect).”
- “If ‘ethnicity’ means being tied to culture and class, then yes, to a degree. If it means skin color, then no.”

If so, what action did you take? – 36.36% (4/11)**Handled it Personally – 25% (1/4)**

- “Confronted the students directly who had made fun of the student and brought them into my office for a disciplinary meeting. Reassured the student who came forward that they were protected & respected.”

Advised Student to Report or Personally Reported – 75% (3/4)

Don't know what happened after – 66.67% (2/3)

Nothing Happened – 33.33% (1/3)

- “I advised them to go to the appropriate administrator at the time. I do not know what happened in one case, but in others, I was kept in the ‘loop’ by the student.”
- “I was told by a white student that a ‘Patriot Front’ sticker was placed on campus, a white nationalist, white supremacist organization. The student sent me a picture of the sticker before removing it. I sent this photo to the threat assessment team for review. In 2016, after hearing of instances of off-campus discrimination against students who are ethnic minorities, I worked with a student and another faculty member to organize a ‘Rally for Love’ to create a sense of unity and peace as well as anti-racist action in the face of bigotry. Although I have had Black students seek my personal opinion on matters relating to racial justice in America outside of class, I have not had any Black students confide instances of discrimination or injustice on campus to me except for a Black student who disclosed that they thought another professor might not be treating her the same as white students. I had a conversation with her about how she might handle it, but did not take further action nor instruct her to do so beyond raising it with the learner mentor. It seems like better guidance on this for professors is an opportunity for the task force.”
- “I reported the incident to my supervisor who then reported it to theirs. Unfortunately (and anecdotally), the issue was one that was difficult to place in terms of who would handle it, and it was never addressed.”

Yes – 77.77% (7/9)

- “Yes, but I do advise them to always attempt to work towards accepted norms.”
- “Yes. Also style- concrete vs. abstract, etc.”
- “I do. Accepted standards that govern ‘international English’ establish useful conventions that allow for English speakers across the world to communicate. These conventions, however, were created and imposed by powerful white interests, and therefore under-privileges the linguistic creativity and regional variations, with their own unique grammars and idioms, on a national or international stage. While it is important to teach the conventions that have purchase on this stage, there is work to be done in explaining that they are conventions, and recognizing that it is not equitable to overly penalize those who are not initially equipped by culture with facility in ‘standard’ or ‘international English.’”
- “Yes. While there is a place standard English grammar and syntax on our grading rubrics, over-emphasizing them unintentionally sends a marked message to students about the professor’s expectation that they assimilate or that they silence their vernacular literacies.”

No – 11.11% (1/9)

- “I don’t understand what ‘account for’ means. Do I grade them differently? No. Do I think about how unfair it is to have a dialect of power and be expected to teach it to everyone, yes.”

NA/Unsure – 11.11% (1/9)

(No Comments)

Do you account for differences in dialect based on a student's ethnic or national identity when assessing student papers? – 81.81% (9/11)

Yes – 77.77% (7/9)

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NA/Unsure – 11.11% (1/9)

(No Comments)

In your view, what is your goal or meaning or both the phrase and the organization: Black Lives Matter? – 63.63% (7/11)

Unit/Module – 28.57% (2/7)

- “I view it as a way to recognize that Black people have been treated differently in our country for years and despite the fact that we may now ‘try’ to treat everyone equal the circumstances created by past events and ideas have disadvantaged the Black Community. We as a country need to recognize that we may have underlying bias and discrimination that we exemplify without even realizing it and we need to work to level the playing field due to past injustices.”
- “It means ‘Black Lives Matter, too.’ It directly points out the barriers and discrimination present for African Americans in our society. The organization is focused on creating awareness and equity for this racial group.”
- “To seek justice and equality for all, but before that can be accomplished, black lives need to be accounted for in the same way that other lives (white) are in our society. Injustices will continue, but the playing field needs to be leveled.”
- “Org. is to bring justice, healing, & freedom to Black people internationally. BLM to students is racial injustice relating to their personal lives, especially prison pipelines, profiling, and economic justice.”
- “To hear it described from one political party or the other, you’d think the phrase were ‘Only Black Lives Matter’ or ‘Black Lives Also Matter.’ I believe the meaning of BLM is the latter. The phrase seems deliberately provocative in order to shock those who refuse to acknowledge a dual system of justice and how racism contributes to racial inequality in the U.S. One could argue how successful the phrase/movement has been in advancing racial justice and equity and racial reconciliation, which I believe are its goals, and how much it has alienated white Americans. In other words, its cause is just, and its tactics effective at garnering national attention; it remains to be seen what its legacy will be.”
- “The Black Lives Matter movement calls for a radical ‘re-valuing’ of Black life – that is, the recognition of Black people’s value, their right to thrive, their right to life unmolested. The movement has also drawn attention to the genocidal expressions of anti-Black racism that exist today and emerge as the afterlives of previous systems such as slavery.”
- “The goal is racial justice. The country must uphold the 14th Amendment.”

How much flexibility for events in students' lives do you build into your course policies? – 81.81% (9/11)

Yes – 100% (9/9)

- “All students have a set number of days they can miss class (and in-class assignments) without penalty. This is built in for all students, regardless of their reason for missing them. If a student communicates a particular issue to me that will result in missing more class/assignments, then we make arrangements as much as possible.”
- “I will work with anyone on pretty much anything.”
- “I build a great deal. Honestly, I write my policies tough, but I always make a point to let my students know that when life happens PLEASE just communicate with me. I have never denied a student the opportunity to make up a test due to life circumstances. I do my best to make my course content based on a measure of their knowledge versus a measure of how well life is going for them at this moment and how much they can get done based on my time frame.”
- “Assignments are scheduled at the start of the semester, and access to the work is provided several days in advance. Class time is provided for students who need access to a computer on campus to submit an assignment or take a test (to address the issues of the digital divide). Late work is accepted with documentation for full credit. However, since the inception of Covid-19 in March, I have relaxed the make-up policy quite a bit to allow students who are more heavily affected by the pandemic to still submit work late and without documentation. Our student population consists largely of those who are most heavily affected by the pandemic as we have a number of racial and ethnic minorities, students from lower socioeconomic statuses, students heavily experiencing the digital divide due to economic circumstances or rural location, and students who are more likely to be called into work additional hours in ‘essential jobs.’”
- “As long as there is communication between the student and the instructor (me), there is great flexibility.”
- “A lot.”
- “I allow students to turn in late work with the penalty of receiving half points. That goes for homework and major assignments. I give one extension per student, per course, per semester. I ask for communication and try to work with students as much as possible if they have extenuating circumstances. I also try to scaffold assignments in such a way so that students who may be slow to catch on to a course do not get so behind at the outset that they would be unable to ever catch up and succeed in the course.”
- “I allow students to submit work up to 10 days after the due date with the understanding the assignment grade drops by 10% per day. Students can, however, avoid that penalty by discussing events that come up with me in an office hour consultation. Students are also allowed three unexcused absences which they may use at any time without penalty.”
- “Flexibility as long as I receive documentation.”

What other input or information would you like to provide relevant to your perception of how student ethnicity may relate to student success on campus? – 54.55% (6/11)

- “Ethnicity is multifaceted. I believe that most of our students who struggle view themselves as being part of monolithic blocks of ‘Black’ or ‘white’ (or, similarly, see the gender or class blocks they belong to as being overwhelming to their identity). I see students who succeed as being

aware of the racial and ethnic parts of their identities, but also being able to view themselves and others as being more multifaceted with not only racial but also religious, economic, background, personality, interest, goals, family relationships, etc., being part of their identities. Having a robust sense of 'self' tied to more than single, often stereotyped identity appears to help student resilience and success. For example, if they (consciously or unconsciously, intentionally or accidentally) are exposed to the message 'girls aren't as good at math,' being able to say 'but I'm also a nerd, and they're good at math even if they're girls' may provide psychological help in overcoming the threat."

- "I think the majority of student success issues I see come from students who are working and trying to support themselves or their family. Oftentimes the students I see struggle come from backgrounds where I make the assumption that parental influence has been less than other students. Often times occurs for my black students and I would argue it's because they do not have the same financial and support resources that my white students have and I feel this is due to 'privilege.'"
- "There is a real issue in that certain ethnic groups, based on public school systems and other issues, enter RBC behind or lacking certain skills needed to be 100% successful. If we admit these students, we need to provide them with the support to survive and make it on the college level. If we cannot do that, we need to change admission requirements. I don't think that is the answer. Help is what they need."
- "Not much diversity in the faculty!"
- "I think resources and training in support of anti-racist pedagogy during faculty development and at all times, some of which should be required, would be a good outcome. I think honesty about the college's history and shaping a clear multicultural, anti-racist identity to which we hold ourselves is essential to moving forward. I applaud the work of the Task Force and look forward to advancing these causes on campus."
- "Students of color feel uncomfortable and unduly scrutinized by select faculty. Incoming students are made aware of who they are and are told to avoid their classes because they are racists by other students."
- "The issue of racism is so embedded in our culture. We teach students who for a variety of reasons, some having to do with the socio-economic and cultural obstacles that come with being a minority, who need a tremendous amount of help. Yet our institution can't afford to offer them the help they need when faculty are asked to teach five classes a semester, year in, year out. So surveys like this are a step in the right directions but I'm not sure they're digging up the root causes."
- "I wish as faculty we could get more training on how to make sure our students know we care. I care deeply about my students but I am very different from the students that I have that struggle. I have been given so many privileges in life that I take for granted and I want to know how to convey my willingness to support and care for them despite not truly understanding what they face."



Richard Bland College
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**PARTICIPANTS'
SUGGESTIONS FOR CAMPUS
IMPROVEMENTS**



Section 5

Suggestions for Campus Improvements

Current & Former Employees and Current & Former Students

The information included in this section are comments that were provided in the virtual listening sessions hosted by the Racial Justice & Equity Task Force. The purpose of this section is to provide commentaries in the form of useful advice that may be helpful to Richard Bland College amid its campus transformation. There were three groups of individuals who participated in the sessions including the current and former Richard Bland College employees and former RBC students who preferred to provide their perspectives in this forum.

The questions posed to the respondents pertained to Race, Equity, & Inclusion and how they were demonstrated by the students, faculty, administrators, and staff at Richard Bland College. The below information is organized by respondents' associations with RBC. The comments from all groups were categorized by the themes of Race & Equity and Inclusion.

Current Employees

Race & Equity.

Every person regardless of color must:

1. Be offered the same opportunities to grow and advance in the work environment through additional education and (not or) professional development.
2. Participate in human relations training even those who do not work closely with students of color. Also, students must be trained in this area.
3. Not feel overlooked while watching other people who are non-Black excel on campus.
4. Notice that the Black employees often have to train and share knowledge with less qualified White employees with a higher salary.
5. Make genuine connections with HBCUs – Historically Black Colleges & Universities.
6. Bring equity into your salary structure based on education and experience, opposed to the kinship “good ole boy /girl” model.

Richard Bland College is advised to:

1. Be mindful that the housekeeping and café staff are asking for a fair living wage. This is the best way to make them feel valuable in the RBC community. Salary increases for employees in these areas are desperately needed.
2. Take a close look at their hiring process.
3. Hire people who qualify for the positions and refrain from decreasing the qualifications of professional positions that require graduate degrees. This makes the College liable for the missteps made because of an employee's lack of education in those areas that work with students. Parents rely on us to be prepared for their students.
4. Hire more people of color in the faculty and upper administration.
5. Show fairness in the hiring process and stop selecting candidates who did not apply for the positions. Selection committees on campus work hard to choose the best candidate during this process and feel disrespected when they have followed fair procedures.

6. Be mindful that taking positions away from your Black employees and giving the roles to underqualified White employees decreases the morale on campus.
7. Pay their educationally qualified people of color with too many responsibilities as they are underpaid.
8. Make a serious effort to hire people of color.
9. Place people in positions based on their race will never be a good look for RBC. Placing people in positions based on kinship demoralizes the campus.
10. Train your police officers (all of them—including the top officer). Inappropriate references to culture and race were made this year by officers on the ground. Race and gender terminology misused. There is some undercover racial prejudice in that department.

Former Employees

Inclusion.

Richard Bland College must:

1. Honor the concept of inclusion.
 - a. From the race, economic, and gender perspectives.
 - b. Think of food preparation by being mindful of gluten-free and nut allergies on a daily basis.
 - c. Gain knowledge regarding food education for today's consumers.
2. Be mindful that Black people notice when they are overlooked. When upper-level administrators visit other departments on campus, please say hello to everyone including the Black employees. The Black employees are often overlooked and this makes them feel unwelcomed, undervalued, and isolated.
3. Keep training the faculty. There are still too many who don't know how to help African Americans and students of color. Because of their limited knowledge in these areas, some students of color feel left out.
4. Use strategies that work for students of color. If they don't know the strategies, ask for help or conduct research. Youtube is free and helpful.
5. Give kudos to Black employees on the campus-wide communications regularly.
6. Create programs and initiatives that help people of color and those living in the socio-cultural intersections feel welcome.
7. Help employees feel welcome during and after they are hired.
8. Create an inclusive environment that trust your employees. Letting the leaders lead and showing trust is important.
9. Make an effort to understand and care for people in general while keeping in mind that people of color also want to feel like the leaders at the College care.
10. Instead of thinking of the Black employees as the "Help," treat them like professionals and include them in the top administrative ranks—not as quotas, but as talented and qualified people.
11. Remember that for a long time, the Black community was struggling to trust them with their children because of the skepticism with inclusion, the College must continue to show its sincerity in the racial justice and inclusion work.
12. Improve communication: The White employees should know that they exclude the Black employees when they don't share important information affecting our positions.

Former Students

Race & Equity.

Richard Bland College Should:

1. Know that they have a reputation in the public as being a racist college. Please address that!
2. Know that it is a beloved place. I advise the faculty to stop favoring the White students over the Latinx and Black students.
3. Be okay. It was good to me. My suggestion is that faculty becomes more accessible to the students. There is no need of being afraid of students of color.
4. Hire more Black faculty at Richard Bland College.
5. Become a feeder school for Black universities.
6. Have a “hang-out” places for students other than the cafeteria. Other colleges have it and Bland can’t compete when it comes to those kinds of amenities.
7. Level up the food variety. It needs improvement, get that straight.
8. Have a science program designed for future scientists of color.
9. Have music playing somewhere on campus. People of color love music.
10. Have places and opportunities for students to create their own fun. The on-campus programs were okay, but students just want to have a good time by themselves.
11. Create a Black Alumni Association yet? There should be one.

Inclusion.

Richard Bland College Should Know that:

1. When I worked as a work-study student at RBC, I noticed that the administrators who were higher up on the ladder did not associate with the Black employees or students. The professionals there must be trained.
2. The White employees should realize that all students mean something, and that we only felt comfortable talking to the Black employees.
3. I want the College know that I enjoyed my time on campus. The only thing that I did not like was that the White employees brushed you off if you were not White. I’m currently a graduate student and I’m learning about Emotional Intelligence. The employees at my alma mater (RBC) should look into this.
4. High school students overlook RBC because no one at their schools have said anything about them that is exciting. The students at my high school did not think they would feel welcome on campus. Because they felt as if they are not welcome there, they decided to attend other colleges.
5. They should redesign and fix up the campus! When I first came there, I thought I was on a plantation. I already felt excluded and uninvited.
6. I was surprised at how nice the students were. Regardless of your race, they treated you well.

Former Student General Comments.

1. The alumni would be glad to give back to the College if they people they knew remained employed. The constant changes in employees is disheartening and graduates still care about RBC. It deserves better.
2. Know that I really liked my business courses, but RBC should attach a music, sports, or entertainment track to their business program. That would draw many students.

Campus Policies

Current Employees.

1. The policies for racism and equality should be clearer with definitions.

2. With everything that's going on in our world, we need to know that RBC cares enough to protect us with detailed policies.
3. Policies for racism must be developed. The standard policy is not enough and some employees overlook them as if they don't relate to them.
4. The policies should work for everyone, not just certain people.
5. The College's policies on racism and equity would be better if they provided examples for what racism and equity look like.

Current Students.

1. The policies should be advertised in marketing materials and on campus on the monitors.
2. Speaking of advertising, the Bland Blast should advertise one policy every issue. This will help us break down and understand this information better.
3. The professors and the police on campus need to know these policies.
4. Richard Bland needs to protect students better by putting those policies in the student handbook and in our rooms to hold students accountable.

Former Students.

1. There needs to be a conduct board that will address racism for the whole campus.
2. I only know the sexual harassment policies. Bland needs to push out the racial justice policies.
3. When I reported my incident, my supervisor acted as if nothing could be done. The supervisor did not know what to do. The entire conversation was very uncomfortable and I regret reporting my situation because they took it out on me. I would advise that a grievance process be developed so that employees know the steps for reporting issues of racism and discrimination.

Former Employees.

1. Racism policies were not very clear.
2. The behavior of the top-level employees do not reflect the general policies in the employment handbook. It seems like they don't care about the Black employees.
3. I would advise that Richard Bland's racism policy be more well-known on campus.
4. Apply the campus policies evenly. Be mindful that people know and feel it when certain people receive special treatment especially in those areas on campus that hire the most Black and people of color.

Current Students

Current students of color left the following comments on the TOCAR:

Please provide any additional comments you have regarding the racial climate on campus.

1. "Officer Sky on patrol has discussed the wall to keep 'Mexicans, rapists, and gang members' out."
2. "I don't have experience with the racial climate."
3. "No comment/everything is fine."
4. "Cops tend to pull over non-white students more often"
5. "To the officer who pulled me over, I will see you in court!"
6. "The president needs to be more involved on campus, especially in connection with students of color. More administrators and faculty need to be involved in racial justice seminars."
7. "I personally have never experienced racism on campus."
8. "No Comment."
9. "There are a lot of different races on campus."
10. "The racial climate at RBC is not entirely upfront. Racism at RBC is at an underlying level, but it is still noticeable to students who have to deal with it. In many cases, students of color may experience

racism at RBC in the form of snide comments, uncomfortable glares, or failure to be treated as an equal.”

Please provide any additional comments that you have on how racial/ethnic issues impact your academic experience on campus.

1. “It would disrupt the studies because of the pressure [that] occurs from the studies and racism problems.”
2. “I don’t have any experiences at all.”
3. “There needs to be more representation in our faculty. We should have an actual multi-cultural affairs office in student services that is a safe space for all students.”
4. “For the most part, my experiences on campus have been overwhelmingly positive. However, there was an incident this semester where one of my professors went on a long tangent about how he was disadvantaged in the hiring process in his field because he was a white male. One of the students in the course commiserated with him, commenting that she was scared she wouldn’t be able to go to veterinary school because a student of color would take her spot. He said that it was a valid fear and noted that there were plenty of ‘minorities’ in STEM already and there was no need to keep looking for them specifically. I was the only student of color in the room and I didn’t know what to do. I didn’t want to get into an argument and risk my grade, so I stayed quiet and never reported it.”

Please provide any additional comments you would like to share.

1. “We should get more diverse with faculty, staff, and security guards. And even more so with students.”
2. “The book store is always closed, and every time the book store is open, she’s never paying attention or she’s asleep. I feel as though if that was a Black employee, something would’ve been done.”
3. “RBC media should reach out to more students of color who have different academic and personal experiences. RBC should also recognize D. Long’s death; she was a student leader on campus and it’s sad that she was never acknowledged.”
4. “The Res Life staff are wonderful and very supportive no matter your race and teachers I’ve had have been helpful as well.”
5. “For the most part, everyone respects each other.”





Richard Bland College
of WILLIAM & MARY

**DISCUSSION
&
CONCLUSION**



Section 6 Discussion

The results and findings from the Training Our Campus Against Racism (TOCAR) Survey – which solicited responses from current students and current and former employees to assess the levels to which perceived racism, discrimination, and equity exist in the systems, structures, processes, procedures, policies, and institutional practices that inform the academic and social structures at Richard Bland College – are presented in the first subsection of the Racial Justice & Equity discussion. As these foci remain central in this subsection, the second subsection focuses on the impact of retention and achievement of students of color at RBC.

The Racial Justice and Equity Task Force's *Multicultural and Anti-Racist Identity Framework* presented in Section 1 of this report outlined the components that were observed by task force members. As conceptualized, the *Systems & Structures* construct includes the observation of how current and former students as well as current and former employees perceive the influence of race, equity, and inclusion in the academic, social, and workplace cultures as well as in the policies, and procedures of the College. These variables are described below for additional clarification.

The *Academic* variable considers how students of color are supported in their experiences at the College. It also gestures towards the roles and influences of educational barriers in the learning process. The use of an inclusive curriculum and instructional modalities are included and considered to demonstrate their value and utility as academic support systems that reflect the College's strategic principles of appreciating difference and providing enthusiastic student-centered support that draw students in to the learning process. The addition of embedded support strategies that organizes students' thinking and learning would also work to the benefit of all students.

The *Social* variable represents the interactions between students of color and professors along with the engagement experiences of the students in the academic and non-academic environments at RBC. The variable also entails the social interchanges between students and administrators. In addition, the social element involves the attitudes and behaviors of students and employees as influenced by the interactions between and among campus members. Understanding these actions is important as individuals of color reflected on the ways in which they perceived their humanity being affirmed or disavowed through reassuring or adversarial behaviors that served as either a mechanism for allyship or instruments of divisiveness. In this study, the social experiences among campus members flowed into the learning and work spaces on campus and have functioned in ways that ensured or disrupted the existing levels of equity and inclusion.

The *Workplace* variable reflects the occupational experiences of the campus community members of color and their insights regarding the work dynamics at play within and around their professional spaces. The observation of the Richard Bland College employees' experiences began at the baseline institutional level and continued through the middle and top administrative ranks. The dynamics around faculty were also examined. Of interest to the members of the Racial Justice & Equity Task Force were the employees' perceptions of their professional experiences through the filters of race, equity, and inclusion.

In the conceptual framework, the *Policies, Processes, and Procedures* construct encompasses the *Hiring, Onboarding and Employee Development* variable. The concerns in these areas encouraged a dialogue around fairness in the hiring process for all positions and led to conversations that focused on onboarding new employees. The onboarding experience is a key element that serves as an opportunity for new employees to understand Richard Bland College's position on racial justice and its goal of building an inclusive and equitable multicultural and anti-racist environment. Moreover, it is an opportunity for the College to transfer knowledge around its intention to build and sustain an environment in which leadership development (among all employees) includes a specific focus on how cross-cultural consciousness, intercultural competency, and allyship live in RBC's working systems and learning spaces.

The *Employee Mobility, Advancement, and Promotions* variable reflects the policies and procedures around elevating employees' professional status based on their merits in the academic or administrative areas on campus. Considering documented contributions that serve as proven records of evidence outlining employees' influence and impact on the advancement of the institution are also approaches that embrace fairness. Objective processes originating from an ethos

of equity often promote positive campus morale and inspire employees to perform and fulfill their responsibilities at optimal levels and with purpose and high degrees of satisfaction.

The *Reporting Race Discrimination* variable is an important component for the Richard Bland College system. The representation of the variable in the visual framework of this study encourages the development of clear policies and procedures and an anti-racism statement that reflects the College's stance against racial division and cultural intolerance. The College's Anti-Racism Policy would serve as an extension of the Equal Employment Opportunity Commission (EEOC) discrimination statement. The procedures for reporting racial discrimination for RBC would be written as a complement to the broad language in the EEOC federal regulations. In effect, the development and implementation of a process for reporting race discrimination would provide the College with specific procedures and steps for reporting racial discrimination and discriminatory actions directed at vulnerable protected groups. Such a process would ensure that inclusion, equity, and fair treatment of employees occur within and across all functional units on campus.

As stated previously, the Racial Justice & Equity's conceptual framework is inclusive of leading constructs followed by variables that represent the fluid thinking and dialogue around race, equity, and inclusion. The information gathered to address these items answered the guiding questions for this study:

- 1) How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College campus?
- 2) If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus in which a disproportionate number of employees represent their race and culture?
- 3) What are the appropriate steps required to build an anti-racist learning and working environment in which equity and inclusion serve as core values that inform and inspire Richard Bland College's transformation into a multi-cultural, student-centric, and family-friendly campus?

The questions guiding this study created the trajectory for the Racial Justice & Equity Task Force's work and established the platform for the argument that the Richard Bland College's vision of driving the momentum for institutional change to accommodate a multicultural and anti-racist experience on campus would be the impetus for continued action steps. The findings of this report warranted the actions such as identifying inequities, calling inclusion and equality into question, and addressing the structures, policies, procedures, and practices that have reified systemic and structural racism and discrimination. The adoption of the Multicultural Development Organizational Change (MDOC) Model was a step taken to guide and empower the task force's exploration process. The future steps toward campus change would require a practical and effective approach, such as the Lewin's Change Model to energize and sustain the College throughout its systemic and cultural evolution.

Question 1: How have equity and inclusion been fostered in the structures, systems, policies, and procedures within and across departments on the Richard Bland College campus?

Academic Structure

An academic community is one in which an amalgamation of behavioral patterns, concepts, values, and rituals borne from its members' basic assumptions and beliefs exist and are reinforced within the community. In these environments, equity and inclusion must be present and function to ensure that everyone is treated equally and has access to the same opportunities to develop, grow, persist, and progress in their programs. They must also exist and operate in a manner in which faculty and students are compelled to identify and eliminate barriers that prevent the full participation of any community member. These actions lead to a balanced, fair, and just educational environment in which participants may feel psychologically and physically safe to exchange their ideas and demonstrate their talents. These interchanges foster a justice-oriented learning experience within the academic structure as the inclusive systems in place promote equality for every person involved in the learning discourse. Moreover, as these environments continue to evolve, equity, inclusion, and justice are carried out more naturally and simultaneously through theory and practices that include educational programs, instructional approaches, and academic-support strategies that address the distinct learning needs, interests, aspirations, and cultural backgrounds of students. The extent to which Richard Bland College has moved in these directions is best understood through the perspectives of current students who assessed their academic experiences in the seated and virtual classroom environments.

The TOCAR instrument captured participants' concerns regarding equity and inclusion within the academic structures and systems through items that yielded responses that assisted with understanding current students' perceptions of the following areas:

- 1) Faculty treatment in the academic environment
- 2) The need for more faculty of color
- 3) Faculty Sensitive to Barriers to Academics
- 4) Classroom discussions that included the participation of students of color
- 5) Knowing and interacting with students from other racial groups
- 6) Classes designed to help students with analysis skills
- 7) Academic environments showing commitment to dismantling racism
- 8) Faculty being discriminated against because of race
- 9) Learning the consequences of racism in America in a class
- 10) Issues of race discussed in the general education core curriculum
- 11) Professors creating opportunities to openly discuss racial issues as they come up in class.
- 12) Being exposed to history, cultures, and perspectives of people of color in courses
- 13) Taking a multicultural/ethnic studies course
- 14) Education that increased an understanding of racism
- 15) Education broadened global perspectives

Perspectives of Academic Structure - Current Faculty & Administrators

In addition to the TOCAR survey, a series of listening sessions were held to collect anecdotal data. Members of the Racial Justice & Equity Task Force were able to record the perspectives of the Richard Bland College faculty and administrators that addressed how equity and inclusion have been cultivated in the academic structures and policies at Richard Bland College. The 11 participants who shared their perspectives enabled the task force to gain an idea of how equity and inclusion are carried out in the academic structures within their divisions. As the question regarding the ways in which equity and inclusion in the academic systems was considered, the topics of diversity and its value emerged and were well-defined by participants who used them as starting points for the discussions on equity and inclusion in RBC's heterogeneous environment. According to participants, diversity, which is the difference between people (sex, race, life experience, culture, etc.), was considered as a practice and state of radical inclusion in which multiple practices intersected with individuals' lived experiences. The value of diversity is having multiple perspectives of the world and solutions that addressed humanity's variations of concerns. Another value of diversity, according to a respondent, is that it is of paramount significance to institutions, especially educational systems grounded in the liberal arts traditions in which a wealth of opinions, perspectives, and ideas are shared. These comments indicate that inclusion and equity are needed, valued, and most worthy in environments consisting of differences in culture and opinions. Although the representations of inclusion and equity were discussed at a lesser extent with 25% of the dialogue directly referencing the issue of inclusion, it could be argued that inclusion was alluded to in 67% of the responses that were coded as *Learn from and Teach Others* which seems to possess undertones of inclusion in statements reflecting a respondents' acknowledgement of learning from individuals who are different from themselves and from situations that were beyond one's personal experiences.

The respondents' comments that addressed inclusion and equity more directly considered the need for (1) an ethnically diverse curricula, (2) the assessment of BIPOC students' written work (papers), and (3) the efficacy of current pedagogical approaches. These topics were of importance as students of color who see themselves reflected in their professor's course materials feel as if they have equal access to their education. In addition, the diverse curriculum supports the identity development of impressionable college students who seek to gain a higher sense of self and self-awareness through content that facilitates a sense of inclusion, belonging, and community acceptance (Grasso, 2016). Identity construction for many learners of color is the key to their success as they often deal with adjustment and transitional concerns that fuel self-doubt and serve as academic barriers that contribute to the need for ongoing instructional support (Owens, Lacey, Rawls, & Holbert-Quince, 2010). The issue regarding the assessment of writing by students of color emerged out of concern for the racially biased review and grading of the students' work and their roles in widening the education gap by diminishing the students' academic self-efficacy and, consequently, learning (Ferguson, 2003). Advocates for this movement in academia hold that mitigating the implicit and subconscious grading bias would influence change in the nation's educational and social systems (Gerritson, 2013). The effectiveness of the pedagogical approaches in a diverse learning environment is important in today's educational climate in which students from BIPOC communities need strategies that include value components that develop their confidence, competence, and character (Gasman & Arroyo, 2014).

The faculty participants in the RJ&E study shared the level of diversity in their curricula by indicating the need to bring voices of color, particularly those from the African diaspora, into the learning space. One respondent held that bringing in marginalized perspectives into the academic discourse presents opportunities to increase levels of inclusion of intersectional identities. For instance, the insertion of gender and LGBT+ perspective(s) adds variety and depth to the learning experiences and sets the foundation for other voices. This approach increases the quality of the knowledge construction process and creates space for thoughts around ableism and the inclusion of neurodivergent perspectives. Another respondent offered remarks on the ways in which the value of including diverse themes challenge students to confront their own levels of discomfort with sensitive topics. Often these topics are centered on the social economic statuses of communities of color. The respondent shared that the incorporation of socioeconomic statuses, genders, sexual orientations, races, and ethnic groups presents opportunities for students to be exposed to concepts that are intertwined with ethnicity and other social statuses. In fact, these topics expand students' ability to think critically and courageously through issues that are not always discussed in the social circles of the status quo. With 75% of the respondents identifying ways they integrate diverse perspectives into their curriculum, 25% acknowledged the lack of diversity in their course content.

Professors such as those delivering quantitative content may find it challenging to integrate diverse voices into their lectures as the difficulty to use such an approach lies in the abstract and universal nature and structure of their courses (Campbell & Campbell-Wright, 2015). As the perceived barriers to bringing in diverse perspectives in quantitative-oriented disciplines have validity for many academicians, the movement to rely on a sundry of voices is gaining momentum in the Science, Engineering, Technology, Math, Health Care (STEM/STEM-H) fields. Nonetheless, as more STEM professionals become attuned to the conversations regarding the lack of representation of Blacks and people of color in the STEM/STEM-H disciplines and career fields, they realize the extent to which equality, inclusion and equity, remain elusive in these professions (Hardy, 2015).

Organizations such as the United States National Science Foundation are on the forefront broadening the participation of working groups through informing equitable and inclusive practices and offering new approaches that would increase the interests and participation of members in underrepresented groups in the STEM and STEM-H professions (NSF, 2015). The organization's mandate to increase the participation of women and individuals in the marginalized communities is based on the contention that allowing one demographic to contribute to these fields is problematic in terms of inclusion, fairness, and equity. Further, they hold that the denial of diversity and inclusion would negatively impact the quality of contributions from individuals through the renunciation of critical innovations and entrepreneurship that would contribute to a competitive national economy (NSF, 2015). For these reasons, inclusion and equity in professions that are opening their doors to diversity and inclusion lead to reliable and high-paying jobs for more people. Therefore, leaders in these fields are recruiting from the entire population as a way to create a robust base for economic innovation and knowledge intensive jobs in the future (Hardy, 2015).

The most solid base for a wider variety of recruits are in the colleges and universities. As the STEM fields continue their movement in the direction of equity and inclusion, they are relying on higher educators to help with dismantling the barriers that hinder and prevent students from majoring in and studying the disciplines. Considering the new directions of the STEM/STEM-H fields, research suggests that equity and inclusion can be activated within the math and science-based courses by using instructional practices that would foster inclusiveness and increase access and equity in the learning process. Hobson (2017) suggested that shaping and contextualizing the content based on students' interests while exposing them to math concepts diminishes the learning gap. Also, including strategies such as introducing diverse groups of mathematicians, scientists, and technology specialists would be useful. This strategy would allow students to see professionals in the career fields within their own cultural groups. The approach also enables students of color to have less hesitation about entering their fields and motivate their vision of becoming viable members in the STEM-H professions. Professors may also consider using systematic grading and participation methods. By structuring assignments to include problems that ask students to write responses to explain their thinking, professors can better grasp where and why students are experiencing difficulties. Hobson explained that this technique could address a variety of math and test-taking anxiety. Campbell & Campbell-Wright (2015) also provided possible strategies in their advice for professors to apply the concepts to diverse real-world examples with a continuous story line for students to follow. The story lines may lead students to engage more deeply and connect with story patterns that reinforce arithmetic concepts. Furthermore, in-class discussions have a way of supporting students' comprehension of new material, which is why a respondent mentioned the worth and value of knowing the best ways to enter into a dialogue about race once when the topic arises in class.

The faculty participants were asked about ways to support BIPOC students' achievement through discussions. Respondents were able to shape their responses around the overarching guiding question concerning how equity and

inclusion are a part of their students' learning experiences. One respondent explained an approach that involves writing assignments on the semiotics of confederate vs. George Floyd protest images with discussions ensuing after the assignment. The professor continued to explain the ways in which the inclusion and equity components of human justice are also addressed through an assignment that observed a Trans artists drawing on Southern Black Heritage after looking at masks from several cultures before designing Covid masks. Other assignments that addressed inclusion involved researching the 'language' of cultural patterns and the difference between dark- and light-complected color mixing with paint. These course agendas along with a variety of other approaches are yet other examples of how the professor created a curriculum that embraces the inclusion of diverse religious, gender, and cultures.

Social Structure – Current Students & Current and Former Employees' Perspectives

Pervin's (1967) notion that colleges' systems are established to move our society forward and to represent the highest level of virtues upheld by citizens in our society remains applicable today. The Racial Justice & Equity Task Force holds that, ideally, the social systems on college campuses should be established by structures that broaden campus members' perspectives and provide opportunities for individuals to connect with others different from themselves. These involvements are sometimes seen and experienced in society; however, colleges and universities are in unique positions to model these behaviors that define and establish these social standards that demonstrate an appreciation for the relevance and power of human connection in their growth-oriented environments. The social structure of the Richard Bland College academic community pertains to the human relationships and intergroup relations and the dynamics around them in terms of the engagement of students with peers, employees with students, and campus members' interactions with guests of the institution. Hence, the campus' social system involves the relationships and interaction between and among employees and the campus' internal and external stakeholders in support of the achievement of students.

Question 1 of the Racial Justice & Equity Task Force was formulated to capture responses indicating whether the virtues of equity and inclusion are represented within the social structures at Richard Bland College. The task force's quest to understand the presence of equity and inclusion in the College's systems began through the inquiries of current and former students and current and former employees. The specific focus on the social characteristics and dynamics of the College was necessary for comprehending how the actions that contribute to equity, inequity and inclusion and exclusion beliefs, attitudes, and behaviors were perceived by current and former RBC members representing the BIPOC communities.

To address the questions regarding the social structures in the Richard Bland College system, the responses to relevant items on the TOCAR, will be emphasized. Following the discussion of these results will be anecdotal findings from the listening session with current and former students and current and former employees.

TOCAR Responses

The applicable items on the Training Our Campus Against Racism Survey, assisted with understanding participants' views of the existence of equity and inclusion in the Richard Bland College's social structures. The boxes below display the items falling within the themes of *Welcoming Campus*, *Experienced Race-Base (Mis)treatment*, and *Witnessed & Awareness of Race-Based (Mis)treatment*.

Welcoming Environment.

To foster a welcoming environment is the basic responsibility of members in their organizations. Ensuring that an environment is welcoming conveys the message that the campus' stakeholders are valued, respected, cared for, and included. These experiences have been known to grow organizations and enable them to achieve notoriety within their markets (Hougaard, 2019). On the other hand, experts hold that organization members who feel unwelcomed in their workspaces often experience negative ramifications in these environments, which may affect employees' morale, performance levels, and overall effectiveness. These experiences can be negatively impactful to the organizations' reputation and ultimately, its "bottom-line" (Whittenburg, 2017).

Theme: Welcoming Campus

1. Perceptions of the level to which they believe that RBC employees are welcoming to people of color.
2. Perceptions of the level to which they believe that RBC employees are welcoming to people of color.

Since the onset of COVID-19 and the racial tensions occurring in the nation, some institutions have become aware of and attentive to the links between organizational optics (the way an organization “looks” to the public) and the public’s trust. As such, these institutions initiated the process of shifting their work cultures by taking an institutional stand against racism and emphasizing the power of productive relationships within and beyond its workspaces. Following the nation’s civil unrest, some organizations began to think of ways to reinvent and rebrand themselves by embracing a people-oriented and culturally conscious image (Fluker, 2021). The organizational responses seemed necessary for overcoming the existential disruption from the market volatility occurring during that time as leaders knew that the survival of their organizations depended on their ability to gain the trust and faith of a wider demographic of people. Many higher educational institutions were fortunate to survive the wrath of the uncertain market forces that led to decisions around budget and job cuts. Nevertheless, as the nation transitions through the vaccination period of the COVID era, many colleges and universities have focused on institutional recovery. As they rebuild within their systems, the issue of deconstruction rises in priority. Much like Richard Bland College, the deconstruction process includes a look at those systems, structures, processes and procedures that place groups of students and employees at a disadvantage within their institution. Therefore, the consideration of the necessary steps to strengthen and mobilize the campus must occur through addressing the sense of belonging and morale of students and employees. When all individuals feel as though they belong, stable, and safe, the campus will move toward its new identity with community members who will innovate in their roles and positions. Consequently, the College will elevate its performance and articulate its stance as a multicultural anti-racist institution that not only survives and strives, but also thrives in its public service purpose. Since the success of an institution relies on the strength of its most important investment – its people – the success of the institutional reinvention will only be as extraordinary as the level of satisfaction experienced among its employees and consumers who feel genuinely welcomed in the environment (Walter, 2013).

The TOCAR survey results showed that BIPOC (Black [and] Indigenous People of Color) campus members observed a sense of welcome at Richard Bland College differently. The largest percentage of students of color reported feeling very welcomed, while the measured experiences of current and former employees were divided equally. Thirty-nine percent (39%) of current employees indicated feeling very welcome and 39% felt somewhat unwelcomed. The percentages were different for former employees with responses showing 82% who felt unwelcomed at Richard Bland College. These results support the assertions that much work must be done to ensure that all campus members feel comfortable and welcome at RBC – especially considering that 15% of students also reported feeling unwelcomed. These findings led to inquiries around students’ and employees’ sense of comfort and “fit” on campus. To the question of whether individuals of color believed that they had to minimize aspects of their culture to fit into the RBC environment, 42% of students, 67% of current employees, and 64% of former employees indicated that they felt that minimizing aspects of themselves was necessary to fit in at Richard Bland College. This information could provide some clarification for the 29% of students, 83% of current employees, and 82% of former employees agreeing that racism is a problem at the College. These data assist with understanding that a large portion of campus members seem to believe that their differences are not fully embraced in an environment in which they perceive themselves as being unable to be their authentic selves.

The *exclusion from social activities and events* and *experiencing embarrassment/ being treated negatively by students and faculty* survey items also aligned with the social variable. 94% of students, 83% of current employees, and 82% of former employees reported that they never experienced being excluded from an RBC social event and activity. 75% of students, 78% of current employees, and 55% of former employees also reported never experiencing being embarrassed, patronized, and treated negatively by faculty and students. These proportions are not included to minimize or negate the smaller fraction of students, current, and former campus members who felt excluded and who found themselves confronted with these behaviors. Instead, they are accentuated to give credit to Richard Bland College for its efforts to ensure that all students have access to campus programming. As the goal of the College is to dismantle and eliminate any systemic and structural discriminatory behaviors, however, these data reveal that there is much campus-wide work to be done with regard of racial equity and inclusion.

In terms of other raced-based treatment experienced by current and former employees of color, the largest portions of the respondents reported that they did not experience the following behaviors included in the TOCAR survey:

- (1) Ignored after expressing ideas or sharing comments
- (2) Harassed for speaking a different language
- (3) Physically threatened or attacked due to race
- (4) Degraded intellectually
- (5) Subjected to hostile stares

- (6) Insulted by phone, letter, or other media
- (7) Insulted by student or employee
- (8) Verbally attacked

As stated previously, most current and former students and employees did not indicate experiencing these behaviors from non-Black campus members of color. Yet, several concerns surfaced and require closer observation. The task force members noticed split results showing in the current employees' sample for the TOCAR item focusing on *Being Ignored After Expressing Ideas or Sharing Comments*. The split results for current employees indicated fifty percent (50%) who reported no experiences with being ignored after expressing ideas or comments and 50% who reported having these experiences, although they did not report it on campus. The largest group of responses among former employees (55%) indicated no experiences with being ignored after expressing their ideas or comments. There were other responders who indicated their experiences of being ignored after sharing ideas or comments. Among the former employees 27% noted being ignored, but they never reported it, and 18% reported being ignored and sometimes reporting it to the designated administrator on campus. Much like the current and former employees, the largest percentage of students did not experience these behaviors. The smaller percentages, however, of reported experiences such as being intellectually degraded by faculty (18%), embarrassed patronized and being treated negatively by faculty (25%) and peers (22%) name calling and verbal attacks (6%), feeling ignored after expressing ideas and sharing comments due to race (11%), and other negative behaviors signal the need for ongoing personal and professional development among campus members and the institution of policies that better protect learners representing minoritized communities.

Despite the College's plans to develop its community in the areas of racial equity and inclusion, the smaller proportions of responses remain a concern. Acknowledged in these data are the consistent displays of "18%" as measures of perceived negative treatment that was experienced by campus members. These measures show themselves in the following items:

- 1) Verbal attacks – Reported-Former Employee's Group
- 2) Insulted by student or employee – Reported-Former Employee's Group
- 3) Insulted via phone, letter, or other media – Reported-Former Employee's Group
- 4) Intellectual degradation – Reported-Former Employee's Group
- 5) Being ignored after expressing ideas or sharing comments – Reported-Former Employee's Group

On a more positive note, the students and current and former BIPOC campus members reported:

- 1) Never experiencing harassment for speaking a different language – Reported by students (92%), current employees (89%), and former employees (100%)
- 2) Never been physically threatened or attacked – Reported by students (97%), and current and former employees (100%)

The observation of the social aspects of Richard Bland as experienced by current and former BIPOC campus members were useful with regard to providing clarity regarding the levels to which perceived race-based treatment were experienced. Of concern are the 11% of current employees and 8% of students who reported experiencing harassment for speaking a different language. As the TOCAR provided a way to measure the accounts of this form of mistreatment, the anecdotal experiences shared by participants in listening sessions focused on the professional treatment of students and employees. A comment regarding a students' experience of being misidentified by nationality came forward in a session. The student recommended that campus members be trained on the use of language around the categories of race, ethnicity, and nationality. Such training along with the implications of divisive verbiage and the matter of elitist language and language marginalization will encourage campus members to use considerate, respectful, and hospitable language that empowers the campus experiences of students and employees.

RBC's Workplace

RJ&E Contributor – Dr. Ednita Wright

The structure of the academic workplace begins with the governing board, also known as the trustees or the board of visitors. Individuals invited to join the board are usually known in the community and may have attended the college or university. They are often politically affiliated in terms of their roles on the board of visitors, and therefore may have other interests besides engaging in decision making for their institutions in their offerings of an excellent education.

The president provides overall leadership to the institution and presides over its academic and administrative areas and generally works closely with a provost and a chief financial officer. The provost is responsible for academic affairs while a chief financial officer oversees the institution's fiduciary operations.

Faculty members are ranked, in descending order, as professor, associate professor, assistant professor, and instructor. The faculty generally has significant influence over the hiring of new faculty members, tenure and promotion procedures, the curriculum, graduation requirements, and often, the admissions criteria. The internal institutional administration is composed of two interrelated administrative cohorts: one is responsible for the oversight and administration of academic affairs; the other is charged with institutional administration.

The primary issue, within the workplace structure, as it relates to race, equity and justice is that there are limited people of color, especially Black people, that hold any of the aforementioned positions. The higher the position within the college or university, the less color seen. If there are not any people of color at the table, the structure itself is suspect as to its ability to provide equity and to consider the impact of race, or see certain racist subtleties. In consideration of these realities, college communities must ensure that they provide a welcoming atmosphere and the ability for people of color to move up within the system. Even though diversity efforts have brought an increase in the student of color population that is not the case for the college's workforce. There are limited people of color in the pipeline that could assume some of the roles in higher education because of systemic racism. Most college presidents have had other roles within the college that places them in a position to be considered for a more substantial position within the college workforce structure. Many of the positions held by Black people on college campuses are those within service areas, such as the cafeteria, grounds, security, etc., some are mid-level administrators, and fewer teaching faculty.

Workplace: Race-Based (Mis)treatment

1. Faculty Discrimination
2. Administrators Discrimination
3. Staff Discrimination

The Racial Justice & Equity Task Force explored the perceptions of the BIPOC communities' workplace experiences at Richard Bland College. Through an examination of the College's work structures, the team set out to address Question 1 of its study to determine how equity and inclusion were fostered on campus. The studies of the RBC work structure involved survey and listening session respondents' confrontations with faculty, staff, and administrators' discriminatory actions.

The findings revealed responses to whether discrimination emanated from administrators, faculty, and staff at Richard Bland College. In a review of responses, the task force discovered that the highest percentage of perceived discriminatory actions came from the campus administrators. At the rate of 78%, current employees reported that some administrators discriminate against people of color. Among former employees, 72% reported that some administrators showed discriminatory behaviors. The faculty were also observed. The proportion of the current employees who reported discrimination among faculty is 33%. Most current employees (50%) were unsure if faculty discriminated against employees of color. Ten percent (10%) of former employees were also unsure that faculty discriminated against people of color. The responses, as noted by former employees, however, showed that 63% of the group disagreeing that faculty discriminated against people of color.

An examination of the staff at Richard Bland College led to the discovery of 72% of current and 64% of former employees agreeing that these campus members discriminated against employees of color. The proportions stand against opposing perceptions expressed by 5% of current and 18% former personnel who disagreed that the staff on campus discriminate against people of color. These finding are followed by other TOCAR items that captured participants' measures of discriminatory behaviors.

Workplace: Race-Based (Mis)treatment

4. Faculty Discrimination
5. Administrators Discrimination
6. Staff Discrimination

Do Students Discriminate?

For the majority of the participants, Richard Bland College provides a workplace wherein employees assist students with reaching their personal and academic goals. In their interactions with White students, most of the respondents identified respectful behaviors among the general population of learners as indicated by 80% of students, 89% of current employees, and 72% of former campus members responding. In the item inquiring about discriminatory behavior experienced when interacting with White learners, however, the student data revealed 32% agreeing that their White peers discriminate and 36% disagreeing that their White peers discriminate. A prima facie view of the students' results would reveal conflicts from the standpoints of feeling respected by students beyond the marginalized

communities and experiencing discriminatory behavior within these encounters. Hence, a further exploration of these matters took place and led to the determination that two different experiences can occur at the same time and in the same spaces. Indeed, the recorded involvements confirm the notion that two things can be true at once: Richard Bland College can be *both* a multicultural, family environment committed to student success *and* an institution that suffers from the predations of racism, structurally and otherwise.

Witnessed & Heard Awareness of (Mis)treatment	
1.	Students Embarrassing/Patronizing others
2.	Faculty, Administrator, or Staff embarrassing/patronizing others
3.	Faculty facing racism
4.	Staff facing racism
5.	Racist Jokes/Graffiti Displayed on Campus

The RJ&E Task Force believes that a fuller understanding of the presence or absence of equity and inclusion would provide a more comprehensive view of the Richard Bland College workplace structure. This discussion explores additional discriminatory behaviors through the lenses of respondents who identified the instances in which they witnessed and/or heard about negative actions were directed at co-workers, students' and other campus members of color.

The results showed that most current employees and current students of color have neither witnessed nor heard about students embarrassing or patronizing an RBC community member

of color—as noted by 75% of students, 56% of current employees and 55% of former personnel responding. Conversely, 6% of students witnessed, 11% heard about, and 8% both witnessed and heard about a student embarrassing or patronizing an RBC community member of color.

The disruption of equity and inclusion at Richard Bland College was also studied through the observance of faculty who faced racist behavior on campus. At the rate of 86%, the students reported that they have neither witnessed nor heard about a faculty member facing racism on campus, while 5% reported witnessing this encounter, and 11% who witnessed and heard about these encounters. Current and former personnel reported their awareness of this occurrence with 18% of respondents who witnessed a faculty member facing racism on campus. Although 60% current and 55% former employees indicated never witnessing or hearing about the negative event, 22% current and 18% former employees heard about a faculty member facing racism at Richard Bland College.

Some campus members have also noted seeing and/or hearing about staff facing racism on campus as 12% of students witnessed, 14% heard, and 3% both witnessed and heard about a staff member facing racism on campus. Additional incidents of discrimination faced by staff members of color were noted by 44% of current and 45% former employees who witnessed and heard about these occurrences. The smaller proportions reflected 17% of current and 9% former employees witnessing the behaviors. The percentages increased again among the stakeholders as 22% current employers and 27% former personnel heard about a staff member facing racism at RBC while 17% current and 19% former employers neither witnessed nor heard a staff member facing racism on campus.

As Richard Bland College continues to advance the message of appreciating differences through the customized marketing décor that lines the walkways of its campus, the students, employees, and guests are able to visualize its strategic principles that encourage prosocial and pro-environmental attitudes and behaviors that support the institution's movement towards its aspirational identity. When messages that operate against the College's values are posted around campus, or articulated in jokes in an attempt to promote culturally insensitive and anti-social behaviors, the spirit of the community is negatively impacted. Of the respondents who shared their experiences of seeing or hearing racist jokes, graffiti, flyers, and other media posted around campus, 19% students heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus and 12% heard and witnessed these behaviors. Sixty percent (60%) of students have neither witnessed nor heard of these forms of conduct on campus.

As far as employees, 17% current and 18% former employees stated that they witnessed and heard about a member of the community sharing racist jokes, applying graffiti or posting flyers on campus, whereas 5% current employees witnessed these incidents. Most current (78%) and former employees (82%) neither witnessed or heard about a member of the community sharing racist jokes, applying graffiti, or posting flyers on campus.

Policies, Processes, & Procedures

The 2020-2021 academic year has brought on many trials and tribulations for organizations and their employees. The mass vaccinations and gradual move away from wearing masks and face shields are accompanied by

30% of the workforce who are considering resigning from their current positions (Combs, 2021). Combs (2021) and others considered this phenomenon to be the Great Resignation of 2021. The TOCAR included questions to which respondents noted their intentions to either remain employed or depart from Richard Bland College. To the question of whether current employees are considering leaving RBC, 83% responded “Yes” and 17% indicated “No.” An additional question regarding employees’ understanding of their co-workers’ employment decisions was posed. The task force sought to determine whether current employees have either witnessed their co-worker’s action toward resigning, heard about their co-workers’ intentions to resign, both heard and witnessed this action, or witnessed or heard about a co-worker’s intention to resign from Richard Bland College. The results indicated that 33% neither witnessed nor heard about an employee’s intention to resign and 28% witnessed an employee’s resignation actions. Twenty-two (22%) heard about an employee’s intent or actions toward resigning while 17% witnessed and heard about these actions. As several reasons for employee’s campus departure were noted in listening sessions, the most frequent theme emerging out of these dialogues were related to the continued observation of the uneven application of policies and unfair hiring processes that lead to inequitable and unfair procedures that exclude campus members from being considered for positions.

RJ&E Contributor – Dr. Ednita Wright

A clear mission statement that locates inclusion and equity at the center provides the cornerstone to the policies and procedures that guide the institution’s actions. The mission statement of a college is the true soul of the institution. Inclusion means that the academic community is ready to embrace, not tolerate, the differences within our community. It states that we are willing to do the work necessary to build an inclusive, equitable and just community. Each of the structures within the system, through the establishment of policies and procedures must mirror the meaning of equity, acknowledge difference, and provide each community member the tools necessary for a success work experience (Templeton, Love, Davis, Davis Jr., 2016).

Policies and procedures are required for an institution’s system to run smoothly within the structures. They are also the means in which each member of the community can feel assured that they are protected from threats and harm. Further, policies are important because they help to establish model operating procedures and create standards of quality for learning and safety as well as expectations and accountability. Ensuring equity and justice through policies and procedures that uphold both, is no easy task. For instance, hiring a faculty member or administrator requires, among other steps, that a job description be created and the qualifications for the position is drafted to meet the federal, state, and institutional guidelines of equity, inclusion, and fairness. The campus’ selection committee must provide hiring suggestions based on the qualifications outlined in the position description while ensuring a fair and equitable process is carried out in their practices. Individuals within and outside of the committee may know that there are not many African-Americans and individuals of color that have the qualifications or experience in top level positions that are required since systemic racism often plays a role through practices that excluded people of color from opportunities from leadership development. The ongoing challenge for academic institutions is that they must figure out methods to bring Black people and people of color into their workplaces and allow them to acquire the skills level necessary to be successful in the position within the higher ranks of the institution. Diversifying the faculty remains one of the most central challenges facing American higher education today. This is not to say that White faculty cannot be successful with students of color. However, it is important for students to see people who look like them at some point in their academic career (Wood, 2019).

The exploration of equity and inclusion in the Richard Bland College’s policies is a major step toward justice in the campus community. Policies and procedures have many purposes including establishing boundaries and providing guidelines for acceptable behavior and best practices that support and protect organizational members (Kokemuller, 2018). The Racial Justice & Equity Task Force’s interest in policies that ensure that equity and inclusion are carried out within and across offices, departments and divisional units is linked to concerns of employees of color who have expressed skepticism around the letter and philosophical notions of policies that often lead to “creative” and loose interpretations of procedures that place certain individuals in advantageous positions while disadvantaging others through the failure to provide equal opportunities for growth and advancement for all campus citizens. These concerns, as expressed by current and former employees who participated in listening sessions, have led task force members to focus on the College’s hiring and racial discrimination reporting processes.

The insights from the campus’ community of color are aligned with the notion that all policies must consider every campus member. One respondent stated that “With everything that’s going on in the world, we (the people of color) need to know that RBC cares enough to protect us with detailed policies.” Other comments addressed the

broader nature of the current discrimination policies, while some called for additional details and processes to be added to the policies. A student respondent requested to have policies on racism to be added to the student handbook. As these comments emphasized the need for clear and detailed policies around racism to be distributed in employee and student-oriented documents, others were more direct and seemed to believe that certain individuals and groups on campus feel that they can operate around policies—per the statement indicating that “the behavior of top-level employees do not reflect the general policies in the employment handbook. This is why they don’t care about Black employees. They think they don’t have to follow them (the policies).”

Other references to policies were made around hiring decisions and employee retention efforts of the College. The insights shared called for RBC to show fairness in their hiring processes oppose to selecting non-applicants to fulfill positions. Another respondent provided remarks around removing Black employees out of positions and giving their roles to underqualified White employees. These perceptions seem to align with a separate comment referencing the placement of people in positions because of their race. The issue of retaining employees surfaced in a comment shared by a respondent who seemed hesitant to contribute money to the College since the employees, who once worked at RBC (during the student’s tenure on campus) were no longer employed.

An additional comment that captured the attention of task force members was shared by a former RBC student. The remarks were related to the alum’s attempts to report racism on campus. The alum and former workstudy student described the experience of reporting the incident to the supervisor of the department who was unaware of the next steps or where to forward the grievance. The administrator’s lack of knowledge, in this regard, was reported as being discouraging to the student who was left with regrets and became more concerned about being a target of retaliation. A similar experience was shared by a current employee who reported an incident of racism to two lead administrators, but never heard of any actions or resolutions regarding the case. The former students’ experience encouraged an examination of the findings of the TOCAR items that address the process for reporting discriminatory behavior. The items solicited participants’ responses regarding their levels of comfort when it comes to reporting racial discrimination (if experienced or witnessed). Also observed was their degree of confidence in reporting racial harassment and discrimination on campus. The responses to these items were provided by current students and current and former employees.

In terms of comfort levels with reporting racial discrimination, 61% of current and 64% of former employees disagreed that if experienced, they would feel comfortable reporting racial discrimination. On the other hand, 33% current and 27% former employees agreed that they would feel comfortable, which leaves 6% current and 9% former RBC personnel unsure if they would feel comfortable reporting racial discrimination.

When it comes to reporting racial discrimination, if witnessed, 56% current and 55% former employees reported disagreement in terms of feeling comfortable in reporting, while 39% current and 36% former employees agreed. The respondents who felt unsure reported at the rate of 5 % for current employees and 9% for former personnel.

With regard to respondents’ confidence in reporting racial harassment and discrimination, the results for the current employees indicated 72% disagreement in their confidence in reporting while 11% agreed. The remaining 17% were unsure of their levels of confidence in terms of reporting the incidents.

The former employees showed similar response patterns with 64% disagreement in their confidence in reporting racial harassment and discrimination, and 27% were in agreement. The proportion of former employees who were unsure of their confidence in reporting racial harassment and discrimination was 9%.

Section 1 Conclusion

The responses from the current and former students and current and former employees of Richard Bland College have provided results that address how equity and inclusion have been fostered in the structures, systems, policies, and procedures within and across the departments on the Richard Bland College campus. The results showed that despite the language in the policies and its intent to ensure, equality, and fairness in all functional units on campus, equity and inclusion (in spirit or in action) exist for some employees, and not others. Although the written policies are available to guide employees’ processes, procedures, and actions, there seems to be discrepancy around how they are applied in the campus community. From the data the task force discovered three streams of thought. The first stream relates to the absence of a comprehensive anti-racist statement accompanied by an institutional policy and grievance process. As Richard Bland College moves forward, the institution of an anti-racist/anti-racism policy is needed to support all campus members, including students. That said, the onboarding processes for students and employees must

clarify the College's stance against racism in support of cross-cultural competence as the College progresses toward its multicultural identity.

The second line of thought is around policy and procedures and the concerns with ambiguity and vagueness around the hiring process, particularly as it relates to the application review and selection processes for administrative positions. Some responses seem to call for more clarity around administrative positions that are filled without being vetted by selection committees that are charged to consider all candidate's academic and professional qualifications, including their work experiences. Also emerging out of the data were concerns around hiring faculty members from underrepresented communities. This issue is the top concern for not only the RJ&E Task Force, but also the members of the RBC community.

The third stream of thought pertains to the display of racism by some administrators, faculty, and staff. Revealed in the findings is the lack of equity and inclusion in the behaviors and actions of members at the top levels of the institution. This perception is supported by the highest percentage assigned to administrators through ratings that are representative of employees' encounters with the perceived discrimination directed toward them by campus members within this group. This concern is also backed by anecdotal data indicating that top-level administrators would engage with White employees ignore and bypass Black personnel when they visit the departments or see them in passing on campus.

Following the administrative review was the examination of the faculty, staff, and students. The data yielded from the study show evidence of perceived discriminatory behavior directed toward campus members of color by some faculty. With the highest (TOCAR) percentages emerging from the former employee population, the cultivation of equity and inclusion, in the academic structure, remain a concern and a priority as the College moves towards its multicultural identity.

The results of the study also showed that some staff at Richard Bland College discriminated against people of color. All departments (including Facilities, Parson's Café, Campus Safety, etc.) that are student-facing or provide auxiliary (behind the scenes) support would benefit from ongoing training and development on cross-cultural competence and the problematic issues around race relations and race-neutral conceptions in the academic and working environments on campus. In addition, a review of culture, ethnicity, and the use the appropriate language to describe categories of race, ethnicities, and cultures would benefit all employees.

The employees' interactions with students have generally been positive although a few incidents were noted. The lower accounts of discriminatory behavior do not support the rationale that students on campus are not in need of cross-cultural training. Instead, the lower reports may signal a high level of receptiveness to programming around diversity, equity, and inclusion and student leadership in the area of racial justice and cultural allyship.

Question 2: If nurturing students' potential demonstrates enthusiastic, student-focused service, how are retention and achievement of students of color impacted on RBC's richly diverse campus, in which a disproportionate number of employees represent their race and culture?

Question 2 required the Racial Justice & Equity Task Force to determine the ways in which students of color at Richard Bland College are supported, despite the limited representation of BIPOC faculty and administrators. An examination of the support programs and the explanations of faculty members' strategies will inform all efforts to address this portion of the second overarching question. A focus on student support prompted a review of retention and achievement of students of color and how their academic performances have been impacted. This area was addressed through an examination of data focused on students' academic standings.

The student support goals at many higher education institutions are often based on their interest in increasing equity as a way to address the gaps in the educational access for students of color. The most effective approaches, in this regard, consider the roles of equity and equality and the ways in which they undergird all academic and support programs designed to assist the students with their learning needs and growth experiences. The task force understood this study to be an interrogation of the Richard Bland College's student support systems and its benefits for students of color who place their intellectual and social development in the hands of a predominately White faculty, administration, and staff. Studies continue to show levels of achievement with regard to underrepresented students who learn from White faculty

who create inclusive learning environments (Lawrence, 1997; McAllister & Irvine, 2002; Torres, 2020). However, the addition of Black faculty and faculty of color elevate the college experiences of these students as professors representing their racial and ethnic communities are known for their inherent abilities to recognize their in-depth and complex needs, and to promote their sense of belonging and resilience through their shared experiences (Benetiz, James, Joshua, Perfetti, & Vick, 2017). Simply, faculty and administrators from BIPOC groups are able use their relatable lived experiences and academic knowledge base simultaneously to build and shape the students' experiences on campus. As well, the existence of faculty of color in the academic structure benefits the institution since their knowledge of the cultural nuances, diverse perspectives and resources may be helpful to professionals with interests in supporting the students' degree attainment.

For all students, mainly learners of color, there must be spaces to access the academic supports as they move through the higher education system. Along with in-class supports, resources should include tutoring services, academic advising, college preparation courses, mental health services, disability services, sufficient remedial help, faculty mentorship, and student engagement and leadership. Effective support at a historical White higher learning institution (HWI) with students in BIPOC communities must be rooted in and operate out of intercultural competence. Intercultural competence is an appreciation and the enjoyment of different cultures and the ability to remove ethnocentric lenses and to adjust personal perspectives when assisting individuals from unfamiliar cultural contexts (Kim, 1991). This form of cultural competence emerged out of the areas of cross-cultural psychology and includes intercultural communication and multiculturalism to understand how individuals transition and adjust to new and different contexts (Taylor, 1994). The importance of recognizing and using cultural differences as resources for learning and building academic character and integrity brings forth enthusiastic approaches needed at historically White institutions with a large population of students of color. Question 2 encouraged the review of Richard Bland College student-focused services that are designed to retain students of color in its mostly White academic and social structures on campus. An exploration of this inquiry began with current students and current and former employees' assessment of related TOCAR items addressing the support systems for students of color on campus. Specifically, the survey items designed to elicit the perspectives around student support are:

- 1) Adequate programs
- 2) Faculty sensitivity to barriers
- 3) Supportive place to study
- 4) Student engagement - Student Assembly
- 5) Counseling Services & Approaches
- 6) Specific scholarships

Adequate Programs

Responses to this item are linked to academic, academic support, and non-academic programs that are attuned to the realities of students of color and how their personal and environmental experiences contribute to either educational attainment or academic disparity. Adequate programs are needed to support students of color who are often faced with profound personal and financial challenges. Research suggests that Black students deal with difficulties beyond their academic preparation and affects their ability to function and achieve in college (St. Amour, 2020). Compounding these issues are their transition and adjustment into college life. Therefore, connecting the students with campus personnel and organizations that provide options for financial support and work-study opportunities is important for their retention and program completion.

As stated in Section III, Richard Bland College currently offers layers of support from professors with drop-in virtual office hours along with other academic supports including its Writing Lab and Math and Science Tutoring Center, which are offered virtually and in-person. Additional support programs are provided in the Department of Student Success to include academic advising, in which strength-based and appreciative advising approaches and other motivational strategies are utilized to promote success and drive retention. The adopted advising models enable Learner Mentors (academic advisors) to create a partnership with students in a participatory advising setting with approaches that hone in on their strengths to increase their academic performance and entuse prosocial behaviors that support their success. During the 2021-2022 academic year, Richard Bland College will continue with the planning and pre-implementation processes for its Guided Pathways for Success framework to address the broad and specific academic, social, and career exploration interests of students in general and learners of color, in particular.

Current students and both current and former Richard Bland College employees provided their perspectives regarding the adequacy of the College's programs and services with findings indicating that 54% of the students agree that the College provides adequate support while 77% of current and 91% former employees disagree that RBC provides

adequate programs and services that impact the retention and achievement of underrepresented students. Also reported were 34% of students who disagree that the programs and services are adequate enough to support their retention. As most of the remaining proportion of students and current and former employees were unsure whether the campus' support programs were adequate, the task force suspects that more agreement would have been noted if there were more courses that included an analysis of and a commitment to dismantling racism as asserted by 63% of the student respondents who found these skills to be very important.

Faculty Sensitive to Barriers

The relationships between students and faculty are important for achievement and are especially meaningful to students of color, who often find it challenging to connect with their professors at historically White colleges. Often, underrepresented learners are hesitant to approach White faculty, as many are perceived as culturally insensitive and unable to show empathy for the overwhelming personal situations that interfere with the education of the students. As a result, when assistance is needed, many of the students seek academic help from family, friends, and advisors representing their racial and ethnic groups and communities. These behaviors are aligned with studies that show that students of color often feel that their professors tend to generalize negative opinions about African American and students of color (Chesler, 1997). Considering these concerns, the RJ&E Task Force reviewed the responses to the TOCAR item that captured the participants' perceptions of faculty sensitivity to the educational barriers of students of color. The students believe that RBC faculty were sensitive to their barriers at a rate of 49%. On the other hand, 31% disagreed that professors were sensitive to barriers, while the remaining 20% were unsure. With regard to RBC's personnel, most current and employee respondents did not consider some RBC faculty to be sensitive to barriers that impact the success of students of color. Specifically, 50% current and 91% former employees disagreed that faculty were sensitive to the students' educational barriers. Conversely, 11% current employees agreed that faculty were sensitive while 39% current and 9% former employees were not sure.

Supportive Place to Study

Many students who are enrolled in college are expecting more than attending an institution known for being a party school (Koopman, 2016). Instead, they often seek out the supports needed for their success. Along with offering the adequate spaces to socialize, students are interested in colleges that provide thoughtful and well-rounded services that support their overall advancement. Essentially, students are interested in an academic institution with invaluable resources and professionals that hold them accountable for their academic work and responsible social behavior. The current students, and current and former employees provided responses that best represented their recommendations for RBC as a supportive place to study. The findings showed that 69% students and 66% current employees would recommend RBC as a supportive place for students of color to study, while 25% and 34%, respectively, would not make this recommendation. Former employees also provided their perspectives with 91% not recommending the College as a supportive place for the group of students to study. The proportion of former employees who were not sure if they would recommend Richard Bland College as a supportive place to study is 9%.

Colleges and universities that establish supportive places for students to study find ways to ensure that every learner has an opportunity for achievement and success. With equity and inclusion at the core of their vision, their efforts to promote individual and community positivity while raising their students' cultural consciousness set the conditions for learners to critically think and make effective decisions around of their academic engagement and social involvement on campus (Clayton, 2021). Many of these institutions see the value in building a student support infrastructure that integrates culturally relevant systems and practices that consider the needs, interests, and concerns of students as academic and social informants that drive achievement and retention. Through an analysis of the students' TOCAR data, The Racial Justice and Equity Task Force discovered that Richard Bland College's continued efforts of building support systems for all students, specifically students of color, must entail the inclusion of academic approaches that are culturally competent and that resonate with the learners' lived experiences. The highest rate of responses to the TOCAR items focusing on racial justice and inclusive learning provided a way to understand the ways in which students of color envision RBC establishing itself as a supportive place to study and achieve.

Most of the respondents agreed that the following items would contribute the College's ability to operate as a supportive place to study:

- (1) Provide students with courses in which they analyze and dismantle racism
- (2) Require faculty, staff and administrators to complete one workshop on analyzing and dismantling racism
- (3) Provide a balanced education through an understanding of the consequences of racism
- (4) Offering a general education curriculum with a diversity and inclusion studies track
- (5) Hiring new and training current professors to fuse diversity and inclusion in their courses with opportunities to discuss these issues in alignment with the focus of the course

Student Engagement

Colleges' and universities' responses to students' advocacy for social justice in organizations on campuses across the nation have been mixed in terms of their support. Some institutions have promoted and backed student organizations that advocated for equity and inclusion while others were not supportive of organizations aligned with these causes. Skeptics among the student, administrative, and faculty ranks on campuses across the nations have expressed concerns over student advocacy efforts as they feared the consequences of campus polarization. The December 7, 2020 issue of *Inside Higher Education* reported a story regarding a Black student's proposal to create a club focused on racial justice at the University of Dallas. The proposal to establish the *Student Leaders for Racial Justice* organization was tabled twice by the Student Government Association as some students and faculty were concerned that the organization would create a divisive environment. The situation occurring on the Dallas campus led student affairs professionals across the nation to question their own stance on this issue. Richard Bland College student organizations were not as active during the 2020-2021 academic year as they have been in the past. However, a few Student Assembly members joined the Students for Racial Justice group on campus.

The Racial Justice & Equity Task Force posed a related TOCAR question to participants of its study. The question required responses to an item that prompted respondents to provide their perspectives on whether the Student Government Association (RBC's Student Assembly) is actively involved in eliminating racism on campus. The question was presented to participants who also responded to a follow-up inquiry regarding whether students' involvement with eliminating racism would impact the retention and achievement among students of color. Also presented was an item that encouraged responses to the Student Government's concerns regarding students of color. Participants assessed RBC's Student Government's (Student Assembly) attempts to genuinely address the concerns of students of color and the potential impact on retention and achievement.

The results indicated that 42% of students agreed and 35% disagreed that the Student Assembly's involvement in eliminating racism on campus would impact retention and achievement of students of color. According to the current employees, 61% were unsure of the Student Assembly's efforts toward eliminating racism and its impact on retention, while 39% disagreed. The former employees' results were particularly interesting in that 45% agreed and 45% disagreed that the Student Assembly's involvement in eliminating racism would impact the retention and achievement of students of color. The remaining 10% of this group were unsure.

When determining whether the Student Assembly genuinely addresses the concerns of students of color, most students and current employees were unsure if the student assembly genuinely addressed the concerns of their BIPOC peers, and thus uncertain that these actions impacted the students' retention and achievement. The 42% of students and 67% of current employees who reported being unsure were followed by 18% students and 33% current employees who disagreed that the Student Assembly focused on these concerns and if their retention and achievement had been impacted. The results displayed in the former employees' sample were split as 36% disagreed that the Student Assembly addressed these concerns and that their focus in this area impacted the retention and achievement of students of color, and 36% were unsure. The remaining respondents (28%) agreed that the student assembly genuinely addressed the concerns of students of color in ways that impacted their retention and achievement.

Counseling Services

At Richard Bland College, the roles of the counselors are to manage the process of assessing the overall mental health needs of students. They are also responsible for planning, directing, coordinating, and evaluating the delivery of preventive and developmental services related to mental health, human development, and student success. The Director of Counseling Services engages with constituencies and partners both on and off-campus in order to provide access to needed services and to advocate for policies and practices that promote positive learning and human development for all students. The preemptive services provided are responsive to the Richard Bland College's multicultural learning population. When assisting diverse groups of students, the counselors are mindful of their approaches, delivery styles and tone. Understanding the importance of adapting counseling strategies for each student enables counselors to empathize with and consider the unique and sensitive issues around forms of discrimination that students often face.

The services in the Counseling area were assessed to determine whether the programs and approaches to personal and educational support were culturally and racially sensitive as well as contributors to the retention and achievement of students of color. Current students and current and former employees provided responses that showed 57% of students who agree and 38% that were unsure if Counseling Services offers culturally and racially sensitive services that impact the retention and achievement of students of color.

The campus current and former personnel also provided their perspectives regarding the offering of culturally and racially sensitive student counseling with 83% of current employees in agreement and 17% being unsure of the services and their effect on the students' retention and achievement. The former employees agreed (91%) that Counseling Services offered culturally and racially sensitive services that impacted the retention and achievement of students of color while 9% noted being unsure of the services provided and their impact on the students' retention and achievement.

Scholarships & Workstudy

Students of color who enroll in college are likely to struggle with various inequities including forms of poverty and other difficulties such as food and housing insecurities, inability to pay bills, and being forced to search for off-campus jobs that absorb much of their study time. Moreover, these students often find themselves needing additional financial assistance through student loans while pursuing their studies. With a larger portion of Americans living below the poverty line, the realities of rising college costs and the smaller percentage of awarded financial aid create significant barriers to their retention and achievement. The financial anxieties faced by the underrepresented population of learners lead to high stop-out and dropout rates that may cause the students to lose their grace period for some college loan payments (Tretina & Tarve, 2021). These issues necessitated the attention of the Racial Justice & Equity Task Force, as they have come to understand that students with fewer money worries can better focus in college and are more likely than students experiencing financial difficulties to complete their degrees (Open Library-Pressbooks, n.d. [para. 18]; Trombitas, 2012). Like most college-goers, Richard Bland students are often in search of scholarships and workstudy positions to offset the cost of their education. The participants of this study were asked to respond to survey items referencing specific scholarships offered to students of color in support of their retention and achievement. The proportions reported were 82% students and 77% current employees who agreed that more specific scholarships offered to students of color would impact their retention and achievement. At that rate of 91%, former employees agreed that more specific scholarships offered to students of color would influence their retention and achievement while 9% disagreed that the specific scholarships would be impactful in this regard.

An additional question, which is also connected to employment, was posed with the understanding of the advantages of engaging in the workstudy experiences on campus. The task force members asked participants if Richard Bland College students of color sought additional income on campus through the opportunities to work in one of the institution's offices or departments and if they would recommend RBC as a supportive place to work? The findings suggested that 63% students, 50% current employees, and 9% former employees would recommend RBC as a supportive place to work. Also determined was that 14% students, 50% current and 73% former employees would not recommend the College as a supportive place to work.

Retention & Achievement

The academic supports offered to students since 2015 were guided by the Exceptional Student Experience (ESE) Program model, which included the ESE 101 course for first-semester and first-year students who worked closely with academic advisors (Learner Mentors) and tutoring services in the Department of Student Success. Understanding how the retention and achievement of students of color in connection with a learner-centric and need-based support system required an examination of the learners' academic progress over the past several years. This observation enabled the task force to observe levels of student progress during a time in which a wide range of organized student-focused services were offered to promote retention and achievement. The tables below include the achievement levels among students (based on race/ethnicity)—as represented in the information displayed on the Degree Completion, President's and Dean's Lists. Also depicted are the percentages of students (based on race/ethnicity) with academic suspension and probation statuses. These data provided clues around the learners' eligibility for their return or continued enrollment at Richard Bland College. Although the students' retention and achievement levels could have been determined by viewing other lists that provide academic performance and progress levels, (including re-enrollment percentages, grade-point averages, and the percentages of financial aid, etc.), the Racial Justice & Equity Task Force, relied on the most available documents highlighting student progress. The data represented on the Presidents' and Dean's lists served as indicators of aspiring academic performances while the Academic Probation, and Suspension lists provided the proportions of at-risk and decreased academic performance levels.

Figure 36 displays students' associate degree completion rates from the years 2015-2020 based on race and ethnicity. With the completion declines starting in 2017, the data show White students with the highest completion rates for six years with African Americans and students of color trailing behind in terms of the rates of degree attainment.

Figure 36

The above data show the rate differences in degree completion between the White and Black students—the largest populations of students at Richard Bland College. The percentage points are:

Six-Year Review	Degree Completion 2015-2020					
	White	Black	*Asian	*Hispanic/Latina/o Latinx	*American Indian/Alaskan Native	*Non-Resident Alien
	%	%	%	%	%	%
2015	57	33	1.3	1.3	0.4	--
2016	57	32	0.9	1.9	--	--
2017	55	30	0.4	3.9	0.4	0.8
2018	47	38	0.4	1.2	--	2.8
2019	54	31	1.3	4.6	0.4	3.8
2020	42	34	2.3	3.4	--	7.9

*x 100 in the overall student population.

24 - points in 2015

25 - points in 2016

25 - points in 2017

9 - points in 2018

8 - points in 2019

Figure 37 displays achievement data as representative on the President's List for the years 2015-2020. As portrayed, White students were the most represented group for each year. Yet, since Fall 2015, the number of Black students on the President's List remained somewhat steady with an increase of seven percentage points in Fall 2019 and three additional points in Spring 2020. Of note, the data show the number of students classified as Non-Resident Alien surpassing Black students in the Spring 2019 and Spring 2020 semesters.

Figure 37

Five-Year Review	President's List Academic Years 2015-2020									
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
	%	%	%	%	%	%	%	%	%	%
White	75	74	61	64	69	65	63	49	42	34
Black	13	10	11	16	16	16	10	14	21	24
Hispanic/Latina/o Latinx	1.6	2.9	2.9	3	1.3	2.4	.03	2.2	9.4	1.1
Asian	--	--	1.4	4.5	1.3	1.8	.02	3.2	1.2	7.5
American Indian/Alaskan Native	1.6	1.5	--	--	--	--	--	--	--	--

Non-Resident Alien	1.6	--	11	4.5	12	8.2	10	20	19	26
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White students were most represented on the President's List for five academic years. They led Black students (the second largest population) by the following percentage points:

- 62 points - Fall 2015
- 64 points - Spring 2016
- 50 points - Fall 2016
- 48 points - Spring 2017
- 53 points - Fall 2017
- 49 points - Spring 2018
- 53 points - Fall 2018
- 35 points - Spring 2019
- 21 points - Fall 2019
- 10 points - Spring 2020

Figure 38 showcases an additional stream of achievement data for the years 2015-2020 and includes the percentages of students representing each race and ethnic category on the Dean's List. This information enables the Racial Justice & Equity Task Force to review the larger populations of students and their progress during a time in which the ESE 101 was implemented.

Figure 38

Five-Year Review	Dean's List Academic Years 2015 -2020									
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
	%	%	%	%	%	%	%	%	%	%
White	57	53	52	50	55	61	58	61	52	48
Black	24	27	31	29	37	25	24	15	25	24
Hispanic/Latina/o Latinx	5.6	6.7	3.2	3	5	1.4	5	3.6	5	5
Asian	.7	--	.8	--	1.4	--	.7	3.6	2.4	2.5
American Indian/Alaskan Native	.7	--	--	--	--	--	.7	.7	--	--
Non-Resident Alien	.7	.8	.8	5	2.8	5.4	5.5	9.5	12	16

As outlined, White students were most represented during each year and led the Black representation by the following percentage points:

- 33 points - Fall 2015
- 26 points - Spring 2016
- 21 points - Fall 2016
- 39 points - Spring 2017
- 18 points - Fall 2017
- 36 points - Spring 2018
- 34 points - Fall 2018
- 46 points - Spring 2019
- 27 points - Fall 2019
- 24 points - Spring 2020



Figure 39

Figure 39 displays data that represent the percentage of students on academic probation (AP) for the years 2015-2020. Of the groups, Black students were most represented over the five academic years. The Latinx community were noted as having their first group of students on AP during the Fall 2017 semester and their highest percentage of its members on academic probation during the Fall 2019 semester.

Five-Year Review		Academic Probation 2015-2020									
Within Group > 100 Displayed by %											
Within Group < 100 Displayed by Frequency Data		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
White		1.6%	1.9%	1.7%	0.9%	1.2%	1.8%	3.1%	2.0%	1.8%	1.5%
Black		7.6%	4.6%	12%	6%	7.7%	6.7%	15%	11%	13%	8%
Hispanic/Latina/o Latinx		1	--	--	--	3.7%	1.7%	4.3%	0.8%	6.4%	4.5%
Asian		--	--	--	1	--	--	0.8%	--	--	0.6%
American Indian/Alaskan Native		--	--	1	--	--	--	--	--	1	--
Non-Resident Alien		1	--	--	--	--	--	1	--	1	--

Black students were more represented than the larger population of White and the growing number of Latinx peers by the following percentage points:

- 6 points - Fall 2015 (higher than White students)
- 3 points - Spring 2016 (higher than White students)
- 10 points - Fall 2016 (higher than White students)

- 5 points - Spring 2017 (higher than White students)
- 7 points - Fall 2017 (higher than White students)
- 4 points – Fall 2017 (higher than Latinx students)
- 5 points - Spring 2018 (higher than White students)
- 5 points – Spring 2018 (higher than Latinx students)
- 12 points - Fall 2018 (higher than White students)
- 11 points – Fall 2018 (higher than Latinx students)
- 9 points - Spring 2019 (higher than White students)
- 10 points – Spring 2019 (higher than Latinx students)
- 11 points - Fall 2019 (higher than White students)
- 7 points - Fall 2019 (higher than Latinx students)
- 7 points - Spring 2020 (higher than White students)
- 4 points – Spring 2020 (higher than White students)



Figure 40

Figure 40 displays data reflecting the percentage of students on academic suspension for the years 2015-2020.

Five-Year Review		Academic Suspension 2015-2020									
Within Group > 100 Displayed by %											
Within Group < 100 Displayed by Frequency Data		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
White		1.2%	1.4%	1.6%	1.2%	0.8%	0.8%	0.6%	1.0%	0.5%	0.8
Black		9.3%	6.1%	11%	8.1%	5.4%	5.1%	1.5%	11%	4.1%	3.5
Hispanic/Latina/o Latinx		2	--	1	1	--	1.7%	--	1.7	2.1%	2.7
Asian		--	--	--	--	1	--	--	--	--	--
American Indian/Alaskan Native		--	--	1	1	--	--	--	--	--	--
Non-Resident Alien		--	1	--	--	--	1	1	--	1	--

Of the groups, Black students were overrepresented during the five-year period and were represented more than their White and Latinx counterparts by the following percentage points:

- 8 points -Fall 2015 (higher than White students)
- 5 points - Spring 2016 (higher than White students)
- 9 points - Fall 2016 (higher than White students)
- 7 points - Spring 2017 (higher than White students)

- 5 points - Fall 2017 (higher than White students)
- 4 points - Spring 2018 (higher than White students)
- 3 points - Spring 2018 (higher than Latinx students)
- .9 points - Fall 2018 (higher than White students)
- 10 points - Spring 2019 (higher than White students)
- 9 points - Spring 2019 (higher than Latinx students)
- 4 points - Fall 2019 (higher than White students)
- 2 points - Spring 2019 (higher than Latinx students)
- 3 points - Spring 2020 (higher than White students)
- .8 points - Spring 2020 (higher than Latinx students)



The observance of the achievement and retention of students of color and the impact of RBC's richly diverse campus required a review of evidence related to the academic progress of students of color. The snapshots of student performance provided a sensible way for the Racial Justice and Equity Task Force to understand their progression rate in comparison to White peers at a time when the College followed an academic support model that was organized, package, marketed, and operated under a "One Size Fits One Wrap-around" service model. Based on the data presented, the retention and achievement rates of students of color are of concern as the academic probation and academic suspension data showed students of color, and Black learners (the second largest student population) in particular, underachieving at higher rates than some of their non-Black peer groups. Despite the rates of low performance among African Americans (and students of color) on campus, some data offer glimmers of hope in terms of student potential and opportunities for targeted, purposeful, and meaningful student support. The President's List—one of the College's highest indicators of achievement—revealed increased numbers of African American and students of color performing at high academic levels. In its current strategic vision, Richard Bland College stated its intention to be the higher learning institution that motivates students to seize their potential. An activation of this movement will require RBC to continue with the implementation of its new campus-wide program that involves employees representing all campus units to do their parts--within the contexts of their departments—to appreciate, support, develop, and nurture the College's richly diverse student population.

Question 2 Conclusion

Richard Bland College has onboarded committed professionals who take pride in supporting all learners. Section 2 of this report, which focuses on campus departments that regularly assist students, reviewed the ways in which the achievement and retention of students, specifically students of color, are supported. Despite the lack of representation of African Americans and individuals of color on the administrative and faculty levels, some students from marginalized communities have achieved and completed their associate degrees. However, our nation is in need of the contributions and talents of an increased number of underrepresented achievers, as evident in the STEM professions.

Question 2 hones in on the retention and achievement of students of color at a predominately White institution that had been initially established to educate White citizens and to meet the needs of the local industries. In the past, most of the citizens in the "mainstreamed" surrounding communities considered Richard Bland College as the "go-to" higher education institution for those who preferred a different educational option than the local Historically Black college/university (HBCU)—Virginia State University—during the 1960s and 1970s. Although in 1971, RBC publicly announced its intent to educate students from all racial and ethnic backgrounds (McNeer, 1981), the skepticism among members of the local Black community were often grounded in the concerns regarding the College's effectiveness with supporting the retention and achievement of students of color. To address these concerns, the College invited a small group of Black faculty and administrators into its community as motivators for students, particularly the incoming and returning African-American undergraduate population, thus providing a group of professionals to whom the learners would be able to relate (1981). The lack of efficacy with Richard Bland College's ability to create an environment to develop students of color continued throughout the years as a former employee reported that "...for a long time, the Black community was struggling to trust them (RBC) with their children, and because of their skepticism with inclusion, the College must continue to show its sincerity in the racial justice and inclusion work." Further, a

former student referenced their high school peers' hesitancy to apply to RBC based on their lack of enthusiasm and due to students' concerns regarding feeling welcomed on campus.

Prior to the early 2000s, the information pertaining to Richard Bland College's support strategies and levels of retention and achievement among the members of the African-American and communities of color is scant. However, the Racial Justice & Equity Task Force outlined an evolution of academic supports and provided retention and achievement data to determine the percentage of successful academic behavior and progression since that time. Also provided are anecdotal accounts of the ways in which some RBC faculty have supported students during the COVID-19 Pandemic as thoughtful consideration was given to numerous learners who were experiencing the difficulties related to the digital divide, economic circumstances, and living in rural locations during this time. Noted were professors' support strategies, which included making time in class for students (who needed access to a computer on campus) to submit an assignment or take a test, allowing learners to submit late work with decreased penalties, and working with them to make special arrangements for assignment completion and submission. The professors also were considerate of students—many who were working “essential jobs,” during the pandemic, while attending their classes. The reflection of enthusiastic academic support based on the different circumstances of students have raised the bar and opened new avenues in terms of academic support and strategies that align with the core values of the College's strategic vision. The timely roll-out and implementation of the Richard Bland College's five-year strategic plan compelled several campus members to hold dialogues regarding the social and educational concerns that impact the progress and success of students. Realized was the need to determine the ways to remove the ethnocentric lenses and to dismantle ethnocentric thinking around teaching, learning, and support within the academic and working spaces on campus. The important steps in this process included identifying and addressing the barriers to the success and mobility of students. Therefore, gathering campus members' perceptions and assessments of these dynamics was necessary to move forward with advancing the cultural consciousness among campus members. The adequacy of the academic support and students' social engagement experiences was determined based on campus members' overall perceptions of the lack of sufficient and culturally-informed services that would support the complex learning, social, and financial needs that are important to student retention and achievement. Evidence for the need to integrate these strategies into an academic success model was found in data showing African Americans who were mostly represented among students with decreased academic performance levels. Also discovered was the underrepresentation of African Americans (and students of color) on the rosters listing high academic performance levels.

While some students and employees perceived the White RBC faculty as supportive to students of color, the underrepresentation of faculty and administrators representing underserved communities at the middle and top levels were considered as barriers to the achievement for many students of color as well as a missed opportunity for the campus community to include a group of professionals to support their success. Thus, inferred from the data is that Black students and students of color must have models who look like them in influential roles and who can motivate and influence their progression as professionals who have embodied achievement and success.

Final Report Conclusion

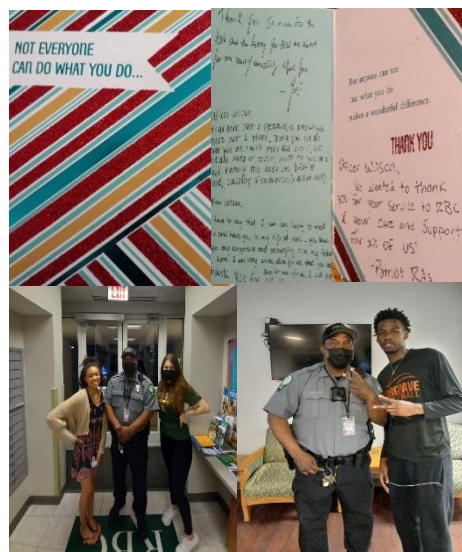
The results of the Racial Justice & Equity Tasks Force's study led to the understanding that the good-faith support efforts provided by the departments over the past 20 years have contributed to the success of students in general, including some who represent BIPOC—Black Indigenous (and) People of Color—communities at Richard Bland College. As the effectiveness of using a mostly broad forms of support have raised some concerns, the task force remains hopeful for the efforts of the Learning Success Lab, which will align all student support services with the College's strategic vision and trajectory. The efforts to increase the achievement and retention levels of students of color would be most effective if informed by practices around cultural-consciousness, intercultural awareness, and cross-cultural/intergroup analyses in the areas of academic instruction and support and in consideration of the unique interests and learning preferences of students of color. The success strategies aligned with these inclusive practices would ultimately enrich the college experiences of the wider student demographic by preparing them to live and work in a rapidly changing global society. The RJ&E's campus exploration and findings call for the need for specific and targeted student support not only in academics, but also in terms of their social needs, as indicative of five years of data of incident reports filed on campus.

RBC Campus Safety & Police



The Richard Bland College Campus Safety & Police Department has been a key element in securing an environment in which students are able to learn, grow, and develop. Police Officers such as Robert Wilson has supported the campus' Residence Life Coordinators (RLCs), Residential Assistants (RAs) and residents for several years during the day and evening hours and was influential to the student community during an unprecedented time that required students to follow the Center for Disease Control and the Virginia Department of Health guidelines for health safety—an effort that was facilitated by Mr. Jeff Brown, the Director of Special Projects & Operation and the Chair of the RBC Safe & Secure Task Force. Through the leadership of Thomas Travis, Director of Campus Safety & Chief of Police, Mr. Wilson offered preemptive programs for RBC residents and addressed their concerns around the violent images of police misuse and deadly use of

force on communities of color across the nation. His daily interaction and show of care for students represented an expert and quality community policing model in which education, respect, and the preservation of student dignity guided his work. Pictured are a few of many students who have expressed their appreciation for Officer Wilson's work on campus.



Officer Derek Pattison is another example of law enforcement professionalism and high-quality policing on campus. His thoughtful work embraced the dignity of students through the handling of sensitive situations in which vulnerable and often racially targeted students face. The care that he has extended to the campus community during the College's normal work hours has been shared in the local community by parents and family members who have appreciated the guidance and support that he has given their students at Richard Bland College.

The security that the RBC Campus Safety & Police has provided over the years is known for its effectiveness on campus through the TOCAR findings that showed high percentages of respondents feeling safe with 100% of current and former employees not experiencing feeling physically threatened due to race and 78% of current and 82% of former employees reporting not viewing racist graffiti, although on a couple of occasions, posted propaganda was quickly removed by the campus police.

Over the past six years, the work of the Richard Bland College campus officers, in partnership with employees and students, included challenges related to student behavior and the ensuing records of incident reports. The Co-Chairs of the Racial Justice & Equity Task Force received data related to the frequency of events occurring on campus and the percentages of events involving students. Also requested were the racial and ethnic identifications of students, which were helpful for determining the degree to which specific behavioral strategies were needed to support them. The data showed the largest portions of incidents occurring in the residence halls in which a diverse student population, including over 70% of the African American learners, have resided over a five-year period.

The RJ&E Co-Chairs reviewed the six-year data and discovered that in 2015, the incidents referred to the College's Student Conduct Board involved mostly African American students with Black males involved in 66% of the incidents and Black females representing 33% of the incidents. This trend continued in 2016 with the highest rates of incidents involving African American students. During this time, 67% involved Black males and 33% Black females. The behavioral pattern continued through the year 2020 in which the highest percentage of incidents were reported at the rate of 45% for Black males and 54% Black females. These statistics along with the academic underperformance of Black students signal the need for help in the forms of leadership and support for the second largest student population on campus. The leadership and support through an offering of a wide range of social and co-curricular events that capture the attention of students and activities that align with their interest in a variety of fields may refocus and reconnect students to their sense of purpose and their intended fields. This may add value and focus to their campus experience. Furthermore, the addition of professional social mentors and guides would allow first and second year students to have access to social and emotional learning through behavioral modeling and advice on ways to engage in self-regulation when navigating through difficult relationships and situations. As stated in the discussion session, academicians representing the vulnerable communities would present opportunities for students of color to connect with relatable scholars who can mitigate the interpersonal stress that may come with the fear of connecting with members beyond their communities. Also, these employees would empower students of color to overcome self-doubt and the lack of efficacy in the academic and social settings while engaged in their learning journeys on campus.

The Overall Percentages of Incidents Involving African American Students at RBC 2015-2020

2015	84.18%
2016	83.04%
2017	85.48%
2018	77.22%
2019	75.46%
2020	89.13%

RBC Employees of Color

The overall concerns of the employees of color at Richard Bland College is related to the intergroup interactions in which Black employees referenced feeling isolated—not necessarily from campus activities or events, but instead from the daily social encounters in which they often observed their White co-workers engaging with the White top-level professionals on campus. Other concerns related to the discrimination policies and the lack of details around racial discrimination grievance procedures and the perceived unfair application of hiring policies that place people of color at a disadvantage in terms of their professional development and advancement. The perceived mistreatment of employees of color based on the data from the current and former employees may have led to at least 95% of both groups of employees to view RBC as an institution with a problem with racism and an underappreciation for underrepresented employees on campus. Based on the findings from the TOCAR Survey, these perceptions may be aligned with employees' experiences of feeling unwelcomed and these views may contribute to their interest in leaving Richard Bland College. Much like students of color, employees from BIPOC communities must feel supported especially in working spaces that challenge their sense of belonging. Richard Bland College has produced and published a formal statement on racial justice and equality, which is a useful platform for supporting employees of color in its embedded message of the awareness of the problem with structural and systemic racism and its willingness to proactively advocate for people who have for too long dealt with the hostility of racism and discrimination (Kroc, 2020).

The voices of color among campus members seem to be calling for a moment of reset as the College moves into the COVID recovery era. The reset, which is a necessary step toward the College's aspiring identity as a multicultural and anti-racist campus, could begin with the Lewin's Change Model, which requires the *Unfreezing* or melting of the figurative "ice" that had sustained any and all racially exclusive thinking that supports structural and systemic discrimination and oppression as well as contributes to the employees' low morale. The unfreezing or melting the "organizational ice" references the dissipation and undoing of the reinforced status quo thinking and behavior that require a *Change* experience in which individuals are confronted with their own biases and racism through ongoing meaningful dialogues and individual's introspective observation experiences (in small group chats and employee development). Since studies have shown that morale contributes to the achievement or failure of an organization (Nagambi, 2011), it is critical that Richard Bland College begins to think around ways to unfreeze any debilitating thinking and actions that would slow its progress toward change. Therefore, candid conversations must occur on all levels to determine the degree to which oppression and suppression of employees are understood. Once this has occurred, space can be made for the cultivation of new ideologies, practices, and mechanisms that create and sustain equity and inclusion. When these stages have been realized, the College will be able to *Refreeze* in an effort to stabilized new organizational thinking, behaviors, and operating systems that reflect the prevailing equitable and inclusive approaches that contribute to a fair and just workplace. Ideally, all campus members will have an opportunity to grow

and develop with enthusiastic support from their co-workers and leaders. This campus reset would be a starting point to equality in an environment in which the cultural competence and allyship would create safe spaces for employees of color and all personnel to feel safe, heard, valued, and treated respectfully.

As the College moves forward, it would be necessary to assign a campus leader to serve as a trustworthy advocate and source for individuals looking for a safe space to express their concerns and to offer solutions for improvement without the fear of being targeted or facing retaliation (Koch, 2020). In addition, regularly checking in with all employees in support of their sense of security is necessary, especially during unsettling times. Finally, establishing a track of leadership seminars and retreats (with a certificate) throughout the year would reflect Richard Bland College's interests in advancing its employees' knowledge and skills. These experiences would also provide opportunities to support the development of employees (including those working on the baseline) and to determine additional ways in which their talent can be used to innovate and transform the campus environment. Developing a short-term stipend program to support these efforts through additional compensation for employees who take on extra responsibilities would empower more participation of campus members and would set the conditions for a diverse group of employees to get involved and to be and feel a part of a growing community that considers them as a worthy investment. The consideration of these recommendations and others provided in Section 3 would enable Richard Bland College to uplift and progress its campus through the achievement and retention of students and employees.



Section 7 Recommendations



Question 3: What are the appropriate steps required to build an anti-racist learning and working environment in which equity and inclusion serve as core values that inform and inspire Richard Bland College's transformation into a multicultural, student-centric, and family-friendly campus?

The appropriate steps required for Richard Bland College to build a multicultural and anti-racist learning and working environment in which equity and inclusion are central values can be determined from the below recommendations. Campus members may find the recommendations that address the academic and workplace structures to be impactful in terms of their contributions to the improvement of the interpersonal and intergroup relations that are necessary to support RBC's continued efforts to be a student-centric and family-friendly campus.

RBC Academic Structure Incorporate Cultural Intelligence	RBC Academic Structure Professional Development
Integrating cultural competence into the curriculum is an action step that colleges and universities have begun to innovate teaching, promote academic inclusion, and support student achievement and retention.	Occurring on level of the institution, professional development should occur by stages. To increase employee engagement, small sessions are recommended as a first phase of training in departments or offices. The second stage should be sessions held by divisions. The third stage should be offered campus-wide.
<p>Develop an organizing framework that guides the integration of cultural sensitivity and competence prior to making curriculum and pedagogical modifications.</p> <ol style="list-style-type: none"> 1. Identify and increase the number of courses in which cultural content can be integrated. 2. Create and utilize an assessment instrument that measures the strengths and missed opportunities in order to increase the effectiveness of course and instructional modifications. 3. Hire professors of color who can energize the momentum for this work. <p>Establish a Department of Teaching & Learning Excellence The incorporation of cultural intelligence would require dedicated professionals within a Teaching and Learning Excellence Department to forward cultural competence in academia and lead the research, publications, and professional development training efforts on campus.</p> <p>Data Tracking - Student Progress & Academic Behavior Create a process for data collection, gathering, analyses, synthesis, application, and reporting of student progress based on defined groups to inform future educational practices on campus.</p>	<p>Connect with inclusion and diversity experts in agencies that transform academic systems into equitable and liberating environments that develop resilient students. Organizations such as the National Equity Project provide professional development that build the cultural competence of educators in search of ways to reimagine and redesign their systems and structures.</p> <p>Other areas for professional development include:</p> <ol style="list-style-type: none"> 1. Understanding the expectation of diverse student groups. 2. Establishing expectations for diverse groups of learners. 3. Getting to know your diverse learners and ways to show value for their cultures. 4. Creating a welcoming environment and turning your classroom in to space in which students can feel psychologically safe. 5. Understanding Stereotype Threat and its impact on learning and teaching. 6. How to support and champion the intellectual talent of marginalized students.

Institutional Research Data Collection & Research Advancement	RBC Policies & Procedures Equity, Fairness, & Inclusion
<p>The collection of data at Richard Bland College should be conducted in ways that allow for members on campus to build a narrative around the work on campus.</p>	<p>Policies and procedures that generate standards of quality for learning, working, accountability, and safety must mirror equity while informing strategies for inclusion.</p>
<p>Instituting protocols and outlining the procedures for each department on campus to report data from their areas are responsible approaches that would enable the story of Richard Bland College to be shared. The following items should be considered:</p> <ol style="list-style-type: none"> 1. Provide user-friendly technologies and data collection management systems for designated personnel from each department to report information. 2. Create an accessible data repository that provides RBC personnel to access and retrieve information. 3. Hire a statistician with the knowledge and ability to not only clean and retrieve data, but also skilled in the areas of analyzing and making generalizations from data using descriptive and inferential statistics. Understanding the strength of the relationships between observed variables (groups of data) and determining the size of an effect and impact using inferential analyses would complement all hunches made about groups being studied and will present opportunities for conclusions to be drawn from predictive, comparative, and tested data. These skills will produce invaluable analyses that would produce and contribute to an informative and a robust narrative around closing the achievement gap and other work at Richard Bland College. 4. Create a written snapshot of data reflecting the general narrative of Richard Bland College to include the: <ol style="list-style-type: none"> 1. Number of students enrolled (Headcount and Full-Time Enrolled) 2. Breakdown of the student population by race, ethnicity, etc. 3. Breakdown of Employees' Race and Ethnicities 4. Faculty-Student Ratio & Class sizes 5. Enrollment rates 6. Retention rates (Fall to Fall & Fall to Spring) 7. Residential, Commuters, and Dual Enrolled Students 8. Verto and RBC Online Learners 9. Degree completion rates 10. Other characteristics of the campus <p>This information should be listed on the website and dispersed on campus and will keep the community knowledgeable about the dynamics of RBC.</p>	<p>Take the necessary steps to ensure that all selection committee members received training on the fair application review, employee selection and hiring recommendation processes based on guidance of The Virginia Department of Human Resource management.</p> <ol style="list-style-type: none"> 1. Keep track of individuals who have not received training. 2. Include only those campus members who have been trained. <p>Conduct a pre and post analyses of the application selection and processes to determine to ensure that all qualified applicants received a fair review.</p> <p>Review the hiring process to identify gaps in equity and inclusion</p> <p>Clarify in writing (and include in the Employee Handbook) the procedures and options for filling vacant positions on campus by addressing the:</p> <ol style="list-style-type: none"> 1. Permanent and Acting Administrative Appointments 2. In-house/On-campus Hires 3. Temporary Assignments 4. Hiring of Work-study Students 5. A Description of The Handshake Internship, Employment, and Career Exploration Program <p>Position Integrity</p> <p>Ensure that the job descriptions and the requirements listed in the minimum qualifications for all professional positions are written to reflect the appropriate career background as well as the knowledge-base and expertise acquired from undergraduate or graduate level programs that are specific or related to nature of the roles.</p> <p>Employee Compensation</p> <ol style="list-style-type: none"> 1. Conduct an overall annual review and salary analysis to ensure fair compensation among employees. 2. A continued review of salaries for housekeeping and café staff is necessary to ensure compensation of a fair living wage. 3. Continue to review the compensation of adjunct faculty to ensure fair compensation. 4. Develop a process and procedure for determining stipends for employees who accept additional responsibilities linked to special initiatives on campus. <p>Anti-Racism Policy</p> <p>An Anti-Racism Policy should be preceded by an institutional position statement on diversity, inclusion, equity, and equality. Following this statement should be definitions and a grievance procedure.</p>

**The RBC Welcoming Workplace Initiative
The Worklife Partnership Model for
Creating a Welcoming Workplace
Environment**

Create a welcoming environment in which growth and development are possible for all employees.

Develop a campus-wide Diversity, Inclusion, & Equity Statement to be framed and posted in ALL buildings (academic and non-academic).

Select members from the Communications Department, top and mid-level administrators, faculty, students, staff (Housekeeping, Café, RBC Police, and Facilities to create and engage in ongoing campaigns that promote the following ideals:

1. A Culture of Respect
2. A Culture of Security
3. A Culture of Excitement
4. A Culture of Integrity
5. A Culture of Communication

*Adapted from the Worklife Partnership (2015)

**The Global Workplace Initiative
Campus-Wide Training
Developing Cultural Intelligence**

Consider working with [Media Partners](#) to meet the online training requirements at RBC. This agency assists companies in Virginia to create respectful, safe, and engaging workspaces with training packages that cover diversity, inclusion, harassment, bias, and bullying through narratives and instruction.

Cultural Competence

Other on-campus trainings should emphasize:

1. A Bias Self-Audit
2. Working with Individuals from Different Backgrounds – Establishing Effective Relationship Skills in this area
3. Cultural Stereotypes
4. Cultural competence, intercultural communications with an emphasis on language use and descriptive terminologies for different identities of people (e.g., Race, cultural, gender, religious groups, etc.)



RBC Workplace Employee Growth Incentive
Create a Welcoming Environment by promoting a <i>Culture of Respect</i> , a <i>Culture of Security</i> , a <i>Culture of Excitement</i> , a <i>Culture of Integrity</i> , and a <i>Culture of Communication</i> .
<p>Employees tend to appreciate when opportunities for improvement are presented. Whether they are novices or veterans in need of further development in their roles, consider the below strategies:</p> <ol style="list-style-type: none"> 1. Identify an expert or a mentor who will train, retrain, and coach employees in a specified period of time. Ongoing progress assessment and feedback based on an established improvement plan may create an enlightening growth experience for both professionals. 2. Departmental supervisors should consider creating a plan for development and advancement for employees. 3. Select a group of individuals on or off campus to serve in the capacity of trainers on a variety of topics. Because all trainings are not interesting to every employee, an offering of an assortment on ongoing trainings would be beneficial on campus. 4. Supervisors are encouraged to support their staff's overall well-being through an offering of flex-time and blended workspaces.

RBC Workplace Employee Support & Mobility
Supervisors and top-level administrators and faculty who understand that social mobility for employees, particularly the personnel of color is an important institutional strategy that strengthens and expands the campus through opportunities to promote and nurture individual differences and employees' professional progression.
<p>It is recommended that Richard Bland College:</p> <ol style="list-style-type: none"> 1. Designate an employee to serve as a representative and a point of contact for employees interested in continuing their education. This professional will share the steps that employees should follow as they seek to apply for tuition waivers (at W&M) or tuition reimbursement for other universities. RBC employees, in general, are not aware of these steps. 2. Encourage educational progression among its employees. RBC should consider instituting a policy that supports a substantial reduction in tuition for full-time employees and members of their immediate family who attend Richard Bland College. 3. Encourage employees to conduct ongoing environmental scans on campus and providing feedback on strengths and/or opportunities for institutional expansion is a strategy for mobilizing their ideas by inviting their voices into the statesmen experience. <p>Offer career exploration and financial and investment training to employees to support their progression and mobility on campus.</p>

Location to Facilitate Social Connections Student Engagement Complex	Creating Social Connections & Promoting Social Mobility RBC Alumni
<p>Recommended is that an activities complex be constructed to serve as hub for students' social gatherings, many which will contribute to cross-cultural connections beyond the walls of academia. This building should include spaces for student activities, gaming, theater, lounging, and other auxiliary resources with food services.</p> <p>Provide this opportunity and watch your enrollment and retention soar!</p>	<p>Invite RBC alum to join the RBC:</p> <ol style="list-style-type: none"> 1. Black Student Alumni Association 2. Latinx/Hispanic Alumni Association 3. Asian Alumni Association 4. Associations representing various student groups <p>These engagement opportunities will facilitate meaningful connections between and among alumni who will reconnect with Richard Bland College and its current students.</p>



Section 8 Action Steps



Question 3: What are the appropriate steps required to build an anti-racist learning and working environment in which equity and inclusion serve as core values that inform and inspire Richard Bland College's transformation into a multi-cultural, student-centric, and family-friendly campus?

The additional steps required for Richard Bland College to build its learning and working environment with equity and inclusion serving as the principle values are included in an action plan reflective of the Racial Justice & Equity Task Force's recommendations. The action steps are categorized under Academic Structure, Students Social Mobility and Campus-wide Workplace Initiatives.

Academic Structure:

Assign committees to focus on:

- Utilize a DEI digital modules to as training tools on campus. This program must supply data that assist with assessing the growth of campus members in the area of diversity, equity, and inclusion.
- Holding small group chats and mini-retreats with faculty on the topics of inclusion, equity, and equality in learning spaces
- Providing robust ongoing training on equity and inclusion – on campus and online.
- Creating the pathways and developing recruitment strategies that would lead to an increase the number of African-American professors and faculty of color
- The integration of cultural competence into the curriculum
- Designing and offering more courses that focus on diversity, equity, and inclusion
- Conceptualizing a Department of Teaching & Learning with A Diversity, Equity, & Inclusion Research Component
- Taking steps toward the design of a protocol for tracking data on students' academic behavior and progress
- Developing a plan to create a rendition of the Promise Scholars with Historically Black Colleges/Universities within and/or beyond the 100-mile radius of campus.
- Advancing the work of the Racial Justice & Equity Task Force and the William & Mary Thrive Center's Humanity Education – A School-Based Intervention for Healing
- Forward the work of the Learning Success Lab with an equity and inclusion approach to teaching, learning, and academic support

Students' Social Mobility:

Create opportunities for students to

- Engage with student leaders from surrounding campuses
- Receive training on the Handshake (internship & career exploration) Program
- Amplify their voices as a way activate the equity and inclusion movement through small group chats
- Join the *Student For Racial Justice* group with Dr. Vanessa Stout

- Use the Residence Halls Association on campus as a student platform for building a culture of respect, a culture of security, a culture of excitement, a culture of integrity, and a culture of communication as a way of advancing equity and inclusion and creating a community bond
- Contribute their writings on equality, equity, and inclusion to campus publications
- Hold larger campus programs around inclusion
- Understand the connection between today's inclusion and equity movement and their roles in future professions
- Connect with RBC Alumni
- Bring equity and inclusion concepts into their campus organizations and program around them
- Build meaningful relationships with faculty with expertise in their fields of interests beyond the classroom setting
- Build meaningful relationships with campus administrators and staff in their fields of interests
- Build self-awareness and physical and mental health initiatives during the COVID-Recovery era – Director Counseling Services and the Director of Special Projects & Operation
- Engage in community service as a way to understand and live out the value of “paying it forward”
- Build Wealth and appreciate the profundity of philanthropic notions through seminars focusing on (See Candi Pearson's *Building Wealth* essay on page 139)

Campus-Wide Workplace Initiatives:

Improve the RBC Workplace through:

- The Workplace Effectiveness Initiative (WEI) Committee, which will create strategies to increase new and continuing employees' sense of belonging on campus
- The assignment of committees charged to write a diversity, inclusion, and equity statement for Richard Bland College and the distribution of this message throughout campus
- Departmental group chats around equality, equity, and inclusion with a promotion of the principles of *Culture of Respect*, *Culture of Security*, *Culture of Excitement*, *Culture of Integrity*, and *Culture of Communication*.
- Ongoing training on cultural competence and the appropriate vocabulary pertaining to the racial, cultural, national, gender, etc. classification of groups of people
- Bias with opportunities for self-audits
- Dismantling racial, cultural, and gender stereotypes
- Building self-awareness and physical and mental health initiatives during the COVID-Recovery era – Director Counseling Services and the Director of Special Projects & Operation
- Build Wealth and appreciate the profundity of philanthropic notions through seminars focusing on (See Candi Pearson's *Building Wealth* description on page 139)
- Human Resources in order to collaborate with departmental managers to establish an employee mentor program and to determine how its current improvement plan may be used effectively to support the development and growth of employees
- Human Resources to identify one or two representatives to serve as a point of contact for employees who desire to further their education
- Human Resources to determine ways employees' voices can be amplified on campus
- Human Resources to strategize and established schedules for annual salary reviews for employees
- Human Resources to ensure that the members on selection committees receive training on the equitable and inclusive practices that support a fair application review and selection process
- Human Resources and RBC Officials to ensure that the policies and procedures for permanent and acting administrative appointments, temporary assignments, and in-house hires are transparent and included in the employee handbook

- Human Resources to ensure that position descriptions with minimal and preferred requirements are reflective of the relevant and appropriate professional background and academic qualifications for the position and based on best-practices in higher education
- Human Resources and the College's officials to consider the establishment of stipend program for employees who accept additional roles that are tied to campus initiatives
- College administrators to discuss the mobilization of employees and their immediate families who seek to enroll at Richard Bland College through an offering of a reduced rate on tuition
- The conceptualization of ongoing professional development for working on the baseline of the institution
- Discussions regarding hiring an Executive Director of Inclusion, Equity, and Compliance (See Appendix A) to lead all equity, inclusion, and compliance initiatives on campus
- Discussions around hiring two or three Campus Life Coaches to provide social mentorship to students living on campus (See Appendix B)





Richard Bland College

of WILLIAM & MARY

RJ&E Contributor: Ms. Candi Pearson

Campus Seminar Building Financial Wealth

Imagine two young adults just graduating at the age of 18. One young adult inherited the family heirloom and the second young adult barely graduated high school. What challenges awaits each young adult? How could these young adults prepare for their future? What are the advantages and disadvantages of financial literacy? What values can we instill in young adults? How can we prepare young adults for a financially secure life?

The challenges for young adults will differ based on factors such as race, ethnicity, education, criminal background, job opportunities and credit. The United States has a constant struggle with its ongoing history of systemic racism, and that struggle is expressing itself in the political system, corporate America, entertainment, athletics, social media, education and the police and criminal system. The U.S. Bureau of Labor Statics shows progressive increase in unemployment rates of people of color. In 2020 the unemployment rate of Black or African American was 6.6% compared to 2021 average of 10%. People of color more than double the rates of White Americans. We must consider the fact without steady and rewarding jobs it is impossible to build financial wealth.

Education is another challenge for young adults. Many youths graduate High School and never pursue post-secondary education. The best investment to building financial wealth is to invest in yourself and financial education. There are several advantages when considering why self-investment and financial education is important. Self-investment and financial education provide dividends for life that no one can take from you. Self-investment and financial education increase your earning potential and return on investments. Self-investment and financial education improve the quality of your life and provides peace of mind around money. Self-investment and financial education help pave the way for a future retirement.

Let us consider the disadvantages of self-investment and financial education. The disadvantages of financial education would be the time and effort required to attain financial literacy. However, just think a little effort now in exchange for a lifetime of financial security. Financial education cost little, risks nothing and returns in huge rewards.

The values we can instill in young adults from an early age is teach them how to save, how to spend, and how to give. It is important for young adults to be able to determine between a need and a want. One of the keys to establishing and growing personal wealth is developing a personal budget. Establish a budget while you are in school to begin an understanding of the value of the process. Your personal budget should plan for the long-term, as well as the short term. A short-term concept of a personal budget is living within your means. A key long-term concept of a personal budget is planning for the future. You need to understand which things are required and which things are desired. Necessary expenses must be covered by the budget. If you have excess budget, things that are wanted, but not required, should be evaluated but savings must be kept in mind. To establish generational wealth, your budget must include savings. At a minimum, your savings budget should include three different items, emergency, short-term and long-term. An example of an item in your emergency savings would be planning for loss of job. An example of an item in your short-term

savings would be a vacation. An example of an item in your long-term savings would be a retirement plan. Savings goals should be established and then you need to have the discipline to work toward those goals as much as possible.

Some ways to secure your financial future is invest in your education, use credit and short-term loans wisely, utilize options for discounts, and plan for your retirement now. You can secure your financial future by gaining an understanding of the earnings potential of career fields. Logically, people are more likely to succeed in fields for which they have some passion but there should also be an understanding that there are potential financial trade-offs for fields that are traditionally lower paying or that provide more limited opportunities for entrance and advancement. Have a financial plan for the achievement of a degree(s) in your desired field. A recommendation is that you look at ways to reduce the financial burden of attaining a college degree. Some ways to reduce or eliminate the cost of your college education are by taking advantage of scholarship opportunities, grants, financial aid, and work study programs to the greatest extent possible. Consider a more economical two-year school, such as Richard Bland College, before transferring to a four-year institution. Take advantage of Student Loan programs only when absolutely necessary to fill the gap, remembering that loans must be repaid. Consider borrowing the minimum amount required.

Securing young adults for a financially secure life takes time and effort. There are pitfalls we must try to avoid. For most of us, debt is a necessary part of our finances. Be aware that your repayment practices and use of credit have an impact on your credit rating, which has an impact on your ability to borrow in the future at favorable interest rates. Debt financing should be used only as necessary and generally not for luxury items. You need to understand that by paying with cash you avoid paying extra money in interest so in order to build wealth you should be disciplined with your use of debt financing. Going into debt is contrary to building wealth.

Remember the scenario at the beginning of the two young adults and think about what made a difference for them both. One of the young adults inherited a family heirloom and the other struggled to begin his own legacy. Financial literacy does not only shape your future but those who come after you. It is never too late to educate ourselves and to strive to improve our everyday life.





Richard Bland College
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APPENDICES

Appendix A



Executive Director of Inclusion, Equity, and Compliance

Proposed Position and Description

Richard Bland College's commitment to civility, a mutual respect of others, and the celebration of diversity is ingrained in its friendly, family environment. We foster this environment by offering enthusiastic, student-focused services that appreciate and respond to differences and by offering opportunities for open exchanges of ideas that expand the cultural knowledge base of our community. The Statesmen community seeks an outstanding professional to serve as the Executive Director of Inclusion, Equity, and Compliance. This is a senior administrative position that reports to the President of Richard Bland College and works closely with the Director of Human Resources. Under the direction of the College President, the candidate will have the responsibility of conceptualizing, defining, implementing, and cultivating a diverse, equitable, and inclusive community that promotes the achievement of high-quality learning outcomes by students and employees. The Executive Director of Inclusion, Equity, and Compliance will also conceptualize, cultivate, and assess inclusion and equity in RBC's operations to support the broad and specific concerns relating to RBC's academic, student life, and workplace settings.

The Executive Director of Inclusion, Equity, and Compliance will:

- Lead all initiatives contributing to the momentum of the racial justice, equity, and inclusion work underway on campus
- Work cooperatively with all College departments and offices to create and implement a Diversity Strategic Plan for the RBC campus that addresses campus culture, teaching, and learning (among other aspects).
- Develop and implement campus-wide trainings that address culturally responsive instruction, inclusion, cultural biases, forms of discrimination, human allyship, and other relevant topics to promote cultural understanding and competency and to cultivate a climate of equity and inclusion.
- Serve as a resource for achieving diversity in race, age, ethnicity, gender, and sexual orientation
- Co-lead compliance initiatives including The American With Disabilities Act and Title IX Regulations and practices.
- Participate in and advise the College's recruitment and retention of student and faculty talent from diverse groups. Monitors, evaluates, and assesses the adequacy of diversity in the hiring and screening process. Works with Human Resources to develop recruitment strategies that attract diverse candidates.
- Serve on committees charged to implement programs to build and sustain the student and faculty talent
- Encourage research initiatives within the campus community and create partnerships with diversity officers at agencies throughout the commonwealth to address issues of health, social, economic disparity.
- Collaborate with Legal Counsel to provide analysis of legislation and regulations related to equity and affirmative action.

Competencies

The candidate selected as Executive Director of Inclusion, Equity, and Compliance must possess the ability to:

Build and Cultivate a Vision for Diversity: Develop and cultivate a shared vision for diversity, inclusion, equity, and belonging among employees, students, and campus stakeholders. Possess the ability to energize teams of professionals and students to mobilize and increase campus members' commitment to the vision.

Carry Out RBC's Core Values: Appreciate the College's values and understand the components of its culture.

Collaborate & Model Relationship Building: The Executive Director of Inclusion, Equity, and Compliance must be able to work collaboratively with senior executives, mid-level administration, faculty, staff, and students on campus. The candidate must possess the ability to build consensus and accrue buy-in while developing productive relationships that advances a culture of trust that mirrors back the College's core values.

Demonstrate Effective Interactive Abilities: The Executive Director of Inclusion, Equity, and Compliance must possess emotional and social intelligence considering the roles of campus-wide collaboration, departmental training, and project coordination with multiple constituencies.

Articulate the Dynamics of Culturally Competent College Teaching – The Executive Director of Inclusion, Equity, and Compliance must possess the knowledge and the demonstrated ability to use students' culture as a basis for learning in a curriculum that reflects cultural and learning diversity and inclusion.

Understand Learning Diversity - The Executive Director of Inclusion, Equity, and Compliance must have a broad understanding of diversity and inclusion relative to the population of students with unique learning styles and preferences along with the federal and state legislations in place to support their success.

Train in the Areas of Sexual and Gender-Based Discrimination – The Executive Director of Inclusion, Equity, and Compliance must be able to provide digital and in-person campus awareness training in the areas of sexual assault and gender-based violence, bystander intervention, and other preemptive trainings and preventive programs that are important for student safety.

Excellent Written Communication and Presentation Skills - The Executive Director of Inclusion, Equity, and Compliance must be able to use quantitative and qualitative data to assess initiatives that inform Richard Bland College's initiatives and practices.

Navigate the Political Landscape - The Executive Director of Inclusion, Equity, and Compliance must be able to respond professionally and effectively to sensitive political concerns in any environment.

Strong Supervisory Skills – The Executive Director of Inclusion, Equity, and Compliance will lead using a collaborative style to motivate professional staff hired to advance diversity and inclusion on campus.

Preferred Qualifications

Prefer a Ph.D. or Ed.D. in higher education leadership, education, psychology or a related field and five years of college teaching and relevant work experience in higher education or a non-profit organization. Program development in a research environment is desired. The candidate must have a demonstrated ability to work with campus and community partners to support and advance campus diversity programs. The ideal candidate for this position will have a record of innovation, creativity, and achievement in diversity, equity, and inclusion (DEI) work. The candidate must have a thorough knowledge of the 1964 Civil Rights Acts, the 1991 Civil Rights Act, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, Affirmative Action, Equal Employment Opportunity, and other applicable laws.

Appendix B



Campus Life Coach

Proposed Position and Description

Richard Bland College seeks a behavioral specialist to serve as a Campus Life Coach to a caseload of undergraduate students living on campus. This position requires the application of knowledge and theoretical best practices in the fields of human development, counseling, and college student development. The individual selected for the position will serve as a resource for RBC residents in need of personal advice and guidance in support of their social growth experiences and the formulation of their identity as individuals and learners. As appropriate, the Campus Life Coach will collaborate with offices across the institution and work with campus partners and students to define and establish personal goals and strategies leading to solutions necessary for removing barriers to degree completion and attainment. The professional in this role will possess excellent written and verbal communication skills and an in-depth understanding of a variety of college student development or motivation theories aligned with student transition, retention, and persistence. The professional will also have a demonstrated ability to work interdependently to manage a student caseload while meeting the strategic goals established by Richard Bland College.

SPECIFIC ON-GROUND AND VIRTUAL RESPONSIBILITIES INCLUDE:

- Act as a personal guide, resource, and source of best practices for students from the point of admission to graduation.
- Provide advice on coping skills that help students overcome personal challenges throughout their campus life cycles.
- Teach and provide guidance on emotional management skills based in emotional intelligence research and theory.
- As part of a campus team supporting students, utilize life coaching, motivational, and support strategies to engage propel each student to graduation.
- Coordinate regular communications, meetings (including follow up sessions), and status updates with students and the supervisor.
- Maintain close tracking of students' progress and document interactions using the College's Learning Management System.
- Provide timely reports on caseload management to the supervisor.
- Design and execute programs that advance a variety of students' leadership abilities.
- Be an active, engaged supporter of students inclusive of being present at significant student-centered events.

During the Summer Months

- Immediately develop a connection with newly admitted students.
- Maintain communications with continuing students to support the retention efforts of Richard Bland College.
- Provide support and assistance with registration and participate in orientation and open houses and the planning of the Welcome Week Programming.

The Campus Life Coach will:

- Exemplify qualities such as collaboration, creativity, flexibility, timeliness, professionalism, with a strong commitment to human equality.
- Lead and facilitate clear and professional communication with internal and external team members in a variety of contexts, including email discussions, conference calls, and face-to-face and virtual presentations.

REQUIRED EDUCATION AND EXPERIENCE:

- At least 18 credit graduate hours in the areas of Counseling, Psychology, or Social Work or a closely related field from an accredited institution of higher learning. The candidate must be within a semester of master degree completion.
- The candidate must have 3-5 years of related experience.

PREFERRED EDUCATION AND EXPERIENCE:

- Earned Master's Degree in the fields of Counseling, Psychology, or Social Work.
- Understanding of College Student Development Theories and the current trends and developments in higher education.

Appendix C



Informed Consent Form Richard Bland College For Students

This Informed Consent Form, provided by the Richard Bland College Racial Justice & Equity Task Force, is a voluntary agreement to participate in in-depth interviews and listening sessions. This process enables participants in the exploration to understand the purpose of the experience, the procedures, and their rights along with the risks and benefits associated with their participation. The task force's exploration solicits the opinions of the College's current and former students, current and former employees, and stakeholders who will respond to questions formulated to identify, confront, and alleviate racism and discrimination on the Richard Bland College campus. This timely exploration occurs as reconciling with all historical practices of inequity and exclusion among citizens of color in its community becomes necessary to the College's pursuance of a multicultural, anti-racist, and inclusive institutional identity. Because this exploration seeks to identify institutional improvements, participants' willingness to respond to questions will serve as their consent to engage in the exploration process through the completion of items on questionnaires and the inquiries presented in individual and group interviews.

The Racial Justice & Equity Task Force – Equity, Inclusion, Anti-Racism at Richard Bland College
Richard Bland College Co-Chairs: Thomas Addington & Evanda Watts-Martinez

The Purpose of the Exploration is to:

- Identify the historical and present-day practices that contribute to the marginalization of students and employees of color at Richard Bland College
- Obtain and consider data that will drive the future planning, strategies, and implementation of programs that bring the interests and concerns of campus citizens of color to the center of the institution's discourse

The nature and purpose of this exploration have been explained to me. I understand that:

- I will be asked to respond to guiding and follow-up questions
- I will respond to items on a questionnaire to be summarized and synthesized by members of the RBC Racial Justice Task Force
- The information that I share with the Racial Justice & Equity Task Force will enable them to determine the ways in which equity and inclusion have been fostered in the structures, systems, policies, and procedures within and across departments at Richard Bland College
- My responses to the student-focused service and achievement support item, or any other question in my in-depth interview or listening sessions, will not be connected to my personal identity
- My personal identity will not be linked to the data collected
- All responses, including those addressing the issue of anti-racism in RBC's learning and/or working environment, will be used to inform the discussion and recommendations outlined in the Racial Justice & Equity Final Report
- My identity will be kept confidential to the extent provided by law and my name will not be stated on any of the task force or College's documents or reports
- My grades, campus status, and reputation will not be affected by my responses

- My participation is voluntary and other individuals will not be made aware of my decision to withdraw from the RJ&E exploration if I choose to do so
- I may refuse to answer any question asked, and I may discontinue participation at any time
- There is no extra credit or other incentive for participating in this process and I will not be penalized in any way for not choosing to participate.
- Should I decide to withdraw my participation in this exploration, there will be no penalty or consequences
- My participation carries no reasonable risk of harm
- Participants' responses will contribute to a historical reshaping of the Richard Bland College's environment, its systems, and structures
- May report dissatisfactions with any aspect of this experience to Thomas Addington (taddington@rbc.edu) and Evanda Watts-Martinez (ewatts@rbc.edu) –The Co-Chairs of the RBC Racial Justice & Equity Task Force

Appendix D



Informed Consent Form Richard Bland College For Non-Students

This Informed Consent Form, provided by the Richard Bland College Racial Justice & Equity Task Force, is a voluntary agreement to participate in in-depth interviews and listening sessions. This process enables participants in the exploration to understand the purpose of the experience, the procedures, and their rights along with the risks and benefits associated with their participation. The task force's exploration solicits the opinions of the College's current and former students, current and former employees, and stakeholders who will respond to questions formulated to identify, confront, and alleviate racism and discrimination on the Richard Bland College campus. This timely exploration occurs as reconciling with all historical practices of inequity and exclusion among citizens of color in its community becomes necessary to the College's pursuance of a multicultural, antiracist, and inclusive institutional identity. Because this exploration seeks to identify institutional improvements, participants' willingness to respond to questions will serve as their consent to engage in the exploration process through the completion of items on questionnaires and the inquiries presented in individual and group interviews.

The Racial Justice & Equity Task Force – Equity, Inclusion, Anti-Racism at Richard Bland College

Richard Bland College Co-Chairs: Thomas Addington & Evanda Watts-Martinez

The Purpose of the Exploration is to:

- ✦ Identify the historical and present-day practices that contribute to the marginalization of students and employees of color at Richard Bland College
- ✦ Obtain and consider data that will drive the future planning, strategies, and implementation of programs that bring the interests and concerns of campus citizens of color to the center of the institution's discourse

The nature and purpose of this exploration have been explained to me. I understand that:

- I will be asked to respond to guiding and follow-up questions
- I will respond to items on a questionnaire to be summarized and synthesized by members of the RBC Racial Justice Task Force
- The information that I share with the Racial Justice & Equity Task Force will enable them to determine the ways in which equity and inclusion have been fostered in the structures, systems, policies, and procedures within and across departments at Richard Bland College
- My personal identity will not be linked to the data collected
- All responses, including those addressing the issue of anti-racism in RBC's learning and/or working environment, will be used to inform the discussion and recommendations outlined in the Racial Justice & Equity Final Report

- My identity will be kept confidential to the extent provided by law and my name will not be stated on any of the task force or College's documents or reports
- My participation is voluntary and other individuals will not be made aware of my decision to withdraw from the RJ&E exploration if I choose to do so
- I may refuse to answer any question asked, and I may discontinue participation at any time
- There is no extra credit or other incentive for participating in this process and I will not be penalized in any way for not choosing to participate.
- Should I decide to withdraw my participation in this exploration, there will be no penalty or consequences
- My participation carries no reasonable risk of harm
- Participants' responses will contribute to a historical reshaping of the Richard Bland College's environment, its systems, and structures
- I may report dissatisfactions with any aspect of this experience to Thomas Addington (taddington@rbc.edu) and Evanda Watts-Martinez (ewatts@rbc.edu) –The Co-Chairs of the RBC Racial Justice & Equity Task Force

Appendix E



Teaching Our Campus Anti-Racism (TOCAR) Campus Climate Survey for Students

As part of a process of identifying critical issues related to racial discrimination and institutional racism on our campus and in our community, we are asking you to complete this TOCAR survey.

This survey is being conducted by The Richard Bland College's Racial Justice & Equity Task Force.

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We are interested in feedback about your experiences and perceptions of RBC's campus.
Your responses are confidential and anonymous and will never be reported individually.

INSTRUCTIONS:

Please record your answers and submit them to Dr. Martinez's inbox at ewatts@rbc.edu. This is the best way to ensure confidentiality and protect your identity. Please **do not** write your name on the survey. Remember, **this is an anonymous survey**.

Perceptions of Campus Climate

Section A Please **highlight** the item that best represents your experiences.

1. Non-Black students on my campus show me respect.
A. Agree B. Disagree Agree C. Not sure
2. Faculty are sensitive to barriers faced by students of color.
A. Agree B. Disagree Agree C. Not sure
3. I would recommend my institution as a supportive work environment for students of color.
A. Agree B. Disagree Agree C. Not sure
4. I would recommend my institution to students of color as a supportive environment in which to study.
A. Agree B. Disagree Agree C. Not sure
5. My institution should recruit more students of color.
A. Agree B. Disagree Agree C. Not sure
6. My institution should offer scholarships specifically for students of color.
A. Agree B. Disagree Agree C. Not sure
7. My institution provides adequate programs and services to promote the success of students of color.
A. Agree B. Disagree Agree C. Not sure

8. My institution is genuinely committed to improving relations between people of different races/ethnic origins.
A. Agree B. Disagree Agree C. Not sure
9. The campus media represents racial/ethnic issues in a fair and balanced manner.
A. Agree B. Disagree Agree C. Not sure
10. The student counseling center at my institution provides services that are culturally/racially sensitive.
A. Agree B. Disagree Agree C. Not sure
11. The food services at my institution routinely offer meals that reflect the dietary preferences of diverse cultures.
A. Agree B. Disagree Agree C. Not sure
12. Student government at my institution is actively involved in eliminating racism on my campus.
A. Agree B. Disagree Agree C. Not sure
13. Student government at my institution genuinely addresses the concerns of students of color.
A. Agree B. Disagree Agree C. Not sure
14. Residence life staff actively confronts racial harassment and discrimination.
A. Agree B. Disagree Agree C. Not sure
15. The residence life staff encourages the inclusion of students from diverse racial backgrounds in residence hall activities.
A. Agree B. Disagree Agree C. Not sure
16. More students of color should be hired for residence life staff positions.
A. Agree B. Disagree Agree C. Not sure
17. Students of color have less of a voice than White students in campus-wide decision making.
A. Agree B. Disagree Agree C. Not sure
18. My institution regards students of color as athletes first and as students second.
A. Agree B. Disagree Agree C. Not sure
19. I feel that I need to minimize various aspects of my racial/ethnic culture such as language, clothes and ways of interacting in order to be able to "fit in" to the culture at this college/university.
A. Agree B. Disagree Agree C. Not sure

Section B : Please **highlight** the item that best represents your experiences.

20. To what extent are most faculty, staff, and administrators at my institution welcoming to people of color?
A. Very welcoming
B. Somewhat welcoming
C. Somewhat unwelcoming
D. Very unwelcoming
E. Not sure
21. Thinking of non-Black citizens in your community, to what extent are most students at my institution welcoming to people of color?
A. Very welcoming
B. Somewhat welcoming
C. Somewhat unwelcoming

- D. Very unwelcoming
 - E. Not sure
22. I have been expected to speak on behalf of all of the members of my race/ethnic origin at my institution.
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Less than monthly
 - E. Never
23. How often do your professors ask students of color to speak for their entire race?
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Less than monthly
 - E. Never
24. The number of students of color participating in student government at my institution should
- A. Increase
 - B. Stay the same
 - C. Decrease
 - D. Not sure
25. Have you considered leaving this institution for any of the following reasons? (**Please highlight all that apply**).
- A. Academic difficulties
 - B. Financial difficulties or job responsibilities
 - C. Family responsibilities
 - D. Feeling socially isolated or unwelcome at the institution or in the surrounding community
 - E. I have never considered leaving this institution.

Section C Please **highlight** the item that best represents your experiences.

I have experienced the following by students or employees from my institution:

26. Been called names, insulted, or verbally assaulted because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
27. Been put down intellectually because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
28. Been excluded from a social event or activity because of my race/ethnic origin
- A. No

- B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
29. Received insulting or anonymous phone calls, letters, notes, or e-mail because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
30. Been subjected to hostile stares because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
31. Been physically threatened or attacked because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
32. Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
33. Been followed or stopped by campus police/security because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
34. Been harassed or discriminated against because of my foreign accent or for speaking a language other than English.
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
35. Been excluded from a student organization because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
36. Been in a situation where a student embarrassed, patronized or treated me negatively because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them

- D. Yes, and I always reported them (it)
37. Been in a situation where a faculty, administrator, or staff member has embarrassed, patronized or treated me negatively because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
38. I encounter offensive actions and objects directed at my race:
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Less than monthly
 - E. Never
39. At my institution, I have felt pressure from others not to interact with people of racial/ethnic backgrounds different from my own.
- A. Yes
 - B. No
40. I know my institution's formal procedures for handling incidents of racial/ethnic discrimination/bias.
- A. Yes
 - B. No
41. I feel comfortable with using the current procedures on campus for reporting incidents of racism/ethnic discrimination/bias.
- A. Yes
 - B. No

Section D Please **highlight** the item that best represents your experiences using the following scale :

- A. Witnessed
- B. Heard about
- C. Both witnessed and heard about
- D. Neither witnessed nor heard about

I have witnessed or heard about the following at my institution:

42. An employee resigning because of racial harassment or an unwelcoming environment for people of color.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
43. A student embarrassing, patronizing, or treating someone negatively because of his/her race/ethnic origin
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about

44. A faculty member, administrator, or staff member embarrassing, patronizing, or treating someone negatively because of his/her race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
45. A student of color leaving this institution because of racial harassment or an unwelcoming environment for people of color.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
46. Faculty being discriminated against because of their race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
47. Staff members being discriminated against because of their race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
48. Racist jokes, cartoons, graffiti, or flyers.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
49. Racially motivated hate crimes.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about

Section E Please **highlight** the item that best represents your experiences using the following scale :

- A. Strongly agree
 - B. Agree
 - C. Disagree
 - D. Strongly disagree
 - E. Not sure
50. I feel comfortable openly expressing my disfavor in the event that racist jokes or statements are made by others at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure

51. If I were to experience racial harassment or discrimination at my institution, I would feel comfortable reporting it to a faculty, staff, or administrator.
- A. Agree
 - B. Disagree
 - C. Not sure
52. If I were to witness racial harassment or discrimination at my institution, I would feel comfortable reporting it to a faculty, staff, or administrator.
- A. Agree
 - B. Disagree
 - C. Not sure
53. If I were to report racial harassment or discrimination at my institution, I am confident that my institution would respond to it appropriately.
- A. Agree
 - B. Disagree
 - C. Not sure
54. Some administrators discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
55. Some faculty discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
56. Some staff discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
57. Some students discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
58. My ideas are respected at my institution when I am in a group in which I am the only member of my race.
- A. Agree
 - B. Disagree
 - C. Not sure
59. My institution seems to be more committed to recruiting international faculty of color than it is to recruiting faculty of color from the United States.
- A. Agree
 - B. Disagree
 - C. Not sure

60. My institution seems to be more committed to recruiting international students of color than it is to recruiting students of color from the United States.
- A. Agree
 - B. Disagree
 - C. Not sure
61. Racism is a problem at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure

Perceptions of Your Academic Experiences

62. Who on campus are you comfortable talking with about academic concerns? (**Please highlight all that apply.**)
- A. Your advisor(s) or professor(s) other than your advisor(s)
 - B. Multicultural Affairs staff
 - C. Student Affairs staff
 - D. Other student(s)
 - E. Counseling Services or Academic Support Services
63. Who on campus are you comfortable talking with about personal concerns? (**Please highlight all that apply.**)
- A. Your advisor(s) or professor(s) other than your advisor(s)
 - B. Multicultural Affairs staff
 - C. Student Affairs staff
 - D. Other student(s)
 - E. Counseling Services or Academic Support Services

Section F Please **highlight** the item that best represents your experiences using the following scale :

- A. Agree
 - B. Disagree
 - C. Not sure
64. My institution should hire more faculty of color.
- A. Agree
 - B. Disagree
 - C. Not sure
65. My institution should offer more courses focused on racial issues.
- A. Agree
 - B. Disagree
 - C. Not sure
66. All students should be required to complete at least one course that includes analysis and skills needed for dismantling racism.
- A. Agree
 - B. Disagree
 - C. Not sure
67. All faculty, staff, and administrators should be required to complete at least one workshop on analysis and skills needed for dismantling racism.
- A. Agree

- B. Disagree
 - C. Not sure
68. Understanding the consequences of racism in American society is important for providing students with a balanced education.
- A. Agree
 - B. Disagree
 - C. Not sure
69. Since coming to my institution, I have taken advantage of opportunities to learn more about racial/ethnic groups other than my own.
- A. Agree
 - B. Disagree
 - C. Not sure
70. My experiences since coming to this institution have made me more understanding of racial/ethnic differences.
- A. Agree
 - B. Disagree
 - C. Not sure
71. My education at this institution has broadened my global perspective.
- A. Agree
 - B. Disagree
 - C. Not sure
72. My education at this institution has increased my understanding of racism.
- A. Agree
 - B. Disagree
 - C. Not sure
73. In classroom discussions, students of color participate:
- A. More than white students
 - B. Less than white students
 - C. About the same amount as white students
 - D. Not sure
74. In my general education/liberal studies core curriculum, issues of race and ethnicity are discussed in:
- A. All my courses
 - B. Most of my courses
 - C. Some of my courses
 - D. None of my courses
 - E. Not applicable
75. Students openly discuss racial/ethnic issues, as they have come up in:
- A. All my courses
 - B. Most of my courses
 - C. Some of my courses
 - D. None of my courses
 - E. Not applicable
76. My professors create opportunities to openly discuss racial/ethnic issues, as they have come up in:
- A. All my courses
 - B. Most of my courses

- C. Some of my courses
- D. None of my courses
- E. Not applicable

77. I am exposed to history, culture, and perspectives of people of color in:
- A. All my courses
 - B. Most of my courses
 - C. Some of my courses
 - D. None of my courses
 - E. Not applicable

Section G Please **highlight** the item that best represents your experiences.

How important is it for me to be able to do the following at my institution?

78. Learn about racial/ethnic groups different from my own.
 A. Very Important B. Somewhat Important C. Not Important
79. Participate in multicultural events.
 A. Very Important B. Somewhat Important C. Not Important
80. Get to know people from ethnic/racial groups other than my own.
 A. Very Important B. Somewhat Important C. Not Important
81. Participate in groups/activities that reflect my own ethnic/racial background.
 A. Very Important B. Somewhat Important C. Not Important
82. Take multicultural/ethnic studies courses.
 A. Very Important B. Somewhat Important C. Not Important
83. Take courses that include analysis, skills, and commitment to dismantling racism as part of the course.
 A. Very Important B. Somewhat Important C. Not Important
84. Learn to function in a racially diverse work environment.
 A. Very Important B. Somewhat Important C. Not Important

Section H – Demographic Information

Please place an “X” on the items that best represent you.

Residential Student (Live on campus) _____

Commuter student (Do not live on campus) _____

Age Range:

17-19 _____

20-22 _____

22-24 _____

24-26 _____

27+ _____

My grade point average (GPA) is in the range of:

3.5-4.0 _____

3.4-2.9 _____

2.8-3.3 _____

2.7-2.2 _____

2.1-2.6 _____

1.5-2.0 _____

1.4 and lower _____

The category below best represent my race/ethnicity

Black/African-American _____

American Indian/Alaska Native _____

Hispanic or Latin/Latinx _____

Native Hawaiian or Other Pacific Islander _____

My former high school is located in (city & state) _____

I plan to return to RBC next semester? Yes _____ No _____

I will complete my degree and graduate at the end of this semester. Yes _____ No _____

Additional Comments

85. Please provide any additional comments you have regarding the racial climate on campus.

86. Please provide any additional comments that you have on how racial-ethnic issues impact your academic experiences on campus.

87. Please provide any additional comments that you have regarding the racial climate in the surrounding community.

88. Please provide any additional comments that you would like to share.

Thank you very much for your time and assistance. Please contact us if you have any questions regarding the study. A summary of the findings will be posted on the RJ&E Task Force web page.

Best,

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Teaching Our Campus Anti-Racism (TOCAR)

Campus Climate Survey for Employees

As part of a process of identifying critical issues related to racial discrimination and institutional racism on our campus and in our community, we are asking you to complete this TOCAR survey.

This survey is being conducted by The Richard Bland College's Racial Justice & Equity Task Force.

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We are interested in feedback about your experiences and perceptions of RBC's campus. Your responses are confidential and anonymous and will never be reported individually.

INSTRUCTIONS:

Please record your answers and submit them to Dr. Martinez's inbox at ewatts@rbc.edu. This is the best way to ensure confidentiality and protect your identity. Please **do not** write your name on the survey. Remember, **this is an anonymous survey**.

Perceptions of Campus Climate

Section A Please **highlight** the item that best represents your experiences.

1. Non-Black students on my campus show me respect.
A. Agree B. Disagree Agree C. Not sure
2. Faculty are sensitive to barriers faced by students of color.
A. Agree B. Disagree Agree C. Not sure
3. I would recommend my institution as a supportive work environment for students of color.
A. Agree B. Disagree Agree C. Not sure
4. I would recommend my institution to students of color as a supportive environment in which to study.
A. Agree B. Disagree Agree C. Not sure
5. My institution should recruit more students of color.
A. Agree B. Disagree Agree C. Not sure
6. My institution should offer scholarships specifically for students of color.
A. Agree B. Disagree Agree C. Not sure
7. My institution provides adequate programs and services to promote the success of students of color.
A. Agree B. Disagree Agree C. Not sure
8. My institution is genuinely committed to improving relations between people of different races/ethnic origins.
A. Agree B. Disagree Agree C. Not sure
9. The campus media represents racial/ethnic issues in a fair and balanced manner.
A. Agree B. Disagree Agree C. Not sure

10. The student counseling center at my institution provides services that are culturally/racially sensitive.
A. Agree B. Disagree Agree C. Not sure
11. The food services at my institution routinely offer meals that reflect the dietary preferences of diverse cultures.
A. Agree B. Disagree Agree C. Not sure
12. Student government at my institution is actively involved in eliminating racism on my campus.
A. Agree B. Disagree Agree C. Not sure
13. Student government at my institution genuinely addresses the concerns of students of color.
A. Agree B. Disagree Agree C. Not sure
14. Residence life staff actively confronts racial harassment and discrimination.
A. Agree B. Disagree Agree C. Not sure
15. The residence life staff encourages the inclusion of students from diverse racial backgrounds in residence hall activities.
A. Agree B. Disagree Agree C. Not sure
16. More students of color should be hired for residence life staff positions.
A. Agree B. Disagree Agree C. Not sure
17. Students of color have less of a voice than White students in campus-wide decision making.
A. Agree B. Disagree Agree C. Not sure
18. My institution regards students of color as athletes first and as students second.
A. Agree B. Disagree Agree C. Not sure
19. I feel that I need to minimize various aspects of my racial/ethnic culture such as language, clothes and ways of interacting in order to be able to "fit in" to the culture at this college/university.
A. Agree B. Disagree Agree C. Not sure

Section B Please **highlight** the item that best represents your experiences.

20. To what extent are most faculty, staff, and administrators at my institution welcoming to people of color?
A. Very welcoming
B. Somewhat welcoming
C. Somewhat unwelcoming
D. Very unwelcoming
E. Not sure
21. Thinking of non-Black citizens in your community, to what extent are most students at my institution welcoming to people of color?
A. Very welcoming
B. Somewhat welcoming
C. Somewhat unwelcoming
D. Very unwelcoming
E. Not sure
22. I have been expected to speak on behalf of all of the members of my race/ethnic origin at my institution.
A. Daily
B. Weekly

- C. Monthly
 - D. Less than monthly
 - E. Never
23. How often do your professors ask students of color to speak for their entire race?
- A. Daily
 - B. Weekly
 - C. Monthly
 - D. Less than monthly
 - E. Never
24. The number of students of color participating in student government at my institution should
- A. Increase
 - B. Stay the same
 - C. Decrease
 - D. Not sure
25. Have you considered leaving this institution for any of the following reasons? (**Please highlight all that apply**).
- A. Academic difficulties
 - B. Financial difficulties or job responsibilities
 - C. Family responsibilities
 - D. Feeling socially isolated or unwelcome at the institution or in the surrounding community
 - E. I have never considered leaving this institution.

Section C Please **highlight** the item that best represents your experiences.

I have experienced the following by students or employees from my institution:

26. Been called names, insulted, or verbally assaulted because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
27. Been put down intellectually because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
28. Been excluded from a social event or activity because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
29. Received insulting or anonymous phone calls, letters, notes, or e-mail because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
30. Been subjected to hostile stares because of my race/ethnic origin

- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
31. Been physically threatened or attacked because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
32. Been ignored after expressing my ideas or sharing my comments because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
33. Been followed or stopped by campus police/security because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
34. Been harassed or discriminated against because of my foreign accent or for speaking a language other than English.
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
35. Been excluded from a student organization because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
36. Been in a situation where a student embarrassed, patronized or treated me negatively because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
37. Been in a situation where a faculty, administrator, or staff member has embarrassed, patronized or treated me negatively because of my race/ethnic origin
- A. No
 - B. Yes, but I never reported them (it)
 - C. Yes, and I sometimes reported them
 - D. Yes, and I always reported them (it)
38. I encounter offensive actions and objects directed at my race:
- A. Daily
 - B. Weekly
 - C. Monthly

- D. Less than monthly
 - E. Never
39. At my institution, I have felt pressure from others not to interact with people of racial/ethnic backgrounds different from my own.
- A. Yes
 - B. No
40. I know my institution's formal procedures for handling incidents of racial/ethnic discrimination/bias.
- A. Yes
 - B. No
41. I feel comfortable with using the current procedures on campus for reporting incidents of racism/ethnic discrimination/bias.
- A. Yes
 - B. No

Section D Please **highlight** the item that best represents your experiences using the following scale :

- A. Witnessed
- B. Heard about
- C. Both witnessed and heard about
- D. Neither witnessed nor heard about

I have witnessed or heard about the following at my institution:

42. An employee resigning because of racial harassment or an unwelcoming environment for people of color.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
43. A student embarrassing, patronizing, or treating someone negatively because of his/her race/ethnic origin
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
44. A faculty member, administrator, or staff member embarrassing, patronizing, or treating someone negatively because of his/her race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
45. A student of color leaving this institution because of racial harassment or an unwelcoming environment for people of color.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about

46. Faculty being discriminated against because of their race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
47. Staff members being discriminated against because of their race/ethnic origin.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
48. Racist jokes, cartoons, graffiti, or flyers.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about
49. Racially motivated hate crimes.
- A. Witnessed
 - B. Heard about
 - C. Both witnessed and heard about
 - D. Neither witnessed nor heard about

Section E Please **highlight** the item that best represents your experiences using the following scale :

- F. Strongly agree
 - G. Agree
 - H. Disagree
 - I. Strongly disagree
 - J. Not sure
50. I feel comfortable openly expressing my disfavor in the event that racist jokes or statements are made by others at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
51. If I were to experience racial harassment or discrimination at my institution, I would feel comfortable reporting it to a faculty, staff, or administrator.
- A. Agree
 - B. Disagree
 - C. Not sure
52. If I were to witness racial harassment or discrimination at my institution, I would feel comfortable reporting it to a faculty, staff, or administrator.
- A. Agree
 - B. Disagree
 - C. Not sure

53. If I were to report racial harassment or discrimination at my institution, I am confident that my institution would respond to it appropriately.
- A. Agree
 - B. Disagree
 - C. Not sure
54. Some administrators discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
55. Some faculty discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
56. Some staff discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
57. Some students discriminate against people of color at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure
58. My ideas are respected at my institution when I am in a group in which I am the only member of my race.
- A. Agree
 - B. Disagree
 - C. Not sure
59. My institution seems to be more committed to recruiting international faculty of color than it is to recruiting faculty of color from the United States.
- A. Agree
 - B. Disagree
 - C. Not sure
60. My institution seems to be more committed to recruiting international students of color than it is to recruiting students of color from the United States.
- A. Agree
 - B. Disagree
 - C. Not sure
61. Racism is a problem at my institution.
- A. Agree
 - B. Disagree
 - C. Not sure

Additional Comments

89. Please provide any additional comments you have regarding the racial climate on campus.
90. Please provide any additional comments that you have on how racial-ethnic issues impact your academic experiences on campus.
91. Please provide any additional comments that you have regarding the racial climate in the surrounding community.
92. Please provide any additional comments that you would like to share.

Thank you very much for your time and assistance. Please contact us if you have any questions regarding the study. A summary of the findings will be posted on the RJ&E Task Force web page.

Best,

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