



The Anti-Racism Task Force—Year One Report

October 2020 through September 2021

Prepared by:

Monique Bowen, Ph.D.

Melissa Kirk, Ed.D.

Sylvie Taylor, Ph.D.

Summary Statement

The Anti-Racism Task Force (ARTF), established by Antioch University Chancellor William Groves in July 2020, was convened in response to national movements focused on systemic racism and white supremacy in the United States and beyond. Drs. Monique Bowen and Sylvie Taylor were appointed to three-year terms as Co-Chairs of the Task Force, and Dr. Melissa Kirk was appointed as Vice Chair. Within the first two months, the leadership team began to meet weekly to focus on requesting nominations for Task Force membership. Soon after, the executive team invited applications from faculty, staff, and administrators from across the Antioch University system to join the Task Force. Although students will be invited in Year Two of this convening, two members of the Board of Governors (BoG) accepted invitations as full members of the Task Force. The first official meeting took place on October 6, 2020.

Throughout the year, since Chancellor Groves activated the Executive Committee (EC) of the Task Force, Drs. Bowen, Kirk and Taylor have been asked regularly for support from stakeholders from across the university, and executive team members have been tasked (formally and informally) with conducting trainings, ad hoc meetings and one-on-one consultations having to do with staff, student and faculty experiences around any host of issues related to power, privilege, oppression, equitability and leadership that unfold anywhere from the classrooms to the meeting rooms (in-person, remote or virtual). Many members of the Task Force have been guests at cross-unit events (i.e., *Messy Conversations About Race*) and have led several community conversations about race, racism, antiracism, racial equity, and racial justice--all as a means of creating greater inclusion of historically marginalized groups in academia. In addition to Task Force members taking a lead role in creating local spaces for community building activities around building trust across differences, the EC has also taken part in newly formed caucuses and affinity groups meant to support faculty, staff, and students.

With the arrival of the Vice Chancellor of Human Resources (VCHR), Maria-Judith ("M.J.") Rodriguez-Herrera and our consistent efforts to redirect queries about a host of complicated human resource and equity matters, we suspect that for at least a second year, this upcoming academic year, the executive committee will continue to represent, informally, an unofficial equity, diversity, and inclusion function for some within our community. We know that this is not sustainable. We also know that as our institution transitions its structure and possibly its underlying independence toward affiliations others, it is incumbent upon the University's BoG and senior executive leadership to address policies and systems that have remained largely unexamined as part of pre-existing and unseen structures.

As Antioch does this important work, aware of M.J. Rodriguez's important role as Vice Chancellor for Human Resources, the Executive Committee will continue to avail ourselves as leaders around these matters with an understanding that AU must soon name a clear set of priorities based on the

recommendations herein from the Task Force and from other AU leaders. Moreover, as part of AU's acceptance of accountability and responsibility for our actions around equity, inclusion, social justice and diversity, there must also be foundational and ongoing resources and staff invested in Antioch's diversity, equity, and inclusion efforts. It is difficult to create effective social justice habits—let alone antiracist ones, —especially given the struggles institutions have when it is past time to invest in transformational change(s). Thankfully, some of our prior, historical challenges in identifying members of our professional learning community to work in support these DEI/IDE change processes has been ameliorated through the convening of the Anti-Racism Task Force. We look forward to the formation of this most essential office, with staff under the guidance or supervision of a director- or vice chancellor-level leader in this area as soon as the beginning of the third quarter in FY22.

Premise/Introduction

To address the structural inequities that have served to limit its overall growth potential as a 21st century institution, Antioch University must first examine its own historical practices and then execute the intention neither to repeat its prior mistakes in the areas of research and teaching, nor to continue its promotion of any notion, policy or practice that may do harm to stakeholder groups or to the public with which it interfaces.

For centuries, intellectual life at US colleges and universities has been predicated on the influx, hypothesis testing and ongoing examination of original ideas. The progression of academic research, scholarship and teaching has reliably catapulted largely unknown—and, in some instances, deeply suspect—disciplines from near-barren, derisive and discomfiting fields of study towards outwardly verdant specialty areas, comprised of apparent certainties and of theories offered by experts with little hesitation or misgiving about its potential for lasting harm. With academia and other formal and informal learning communities lending early credence to pseudoscience, many higher education institutions have cemented their reputations by attracting all sorts—agnostics and devotees alike,—each with primary and undivided interests in methodizing and systematizing race domination, white racial hatred, anti-race-mixing laws, racialization of the bodies of people of African descent and from undesirable parts of Europe, and using an untold number of practices and policies to implicate people with darker skin tones as irredeemably flawed and intellectually inferior.

After the turn of the 20th century, it was mostly White researchers and scholars who more often used their work to defend inequities in all areas of American life, namely in economic, education and social policy arenas, and whose dedication, conviction, rectitude, and superiority received the most accolades for their fervent and systematic efforts to spread racist attitudes regarding Black people. The most cruel and lasting policies, made to withstand the passage of time by early anthropologists and psychologists, held true to the promise that the United States of America would continue to foster binding structures of racial exclusion, ostensibly ensuring an underclass with a seemingly unwavering permanence.

Whereas racist research historically has posed the question, “What is wrong with people?”, antiracist research now asks a different question, a better question: “What is wrong with policies?” Our belief is that framing research on race and racism around antiracist questions leads to antiracist narratives, effective policy solutions, and impactful advocacy campaigns that cut to the root of racial inequality: racist policy.^[1]

As a 21st century institution, Antioch University has entered another re-envisioned chapter in its history, this time following the video-recorded police confinement and physical restraint of

Minnesotan George Floyd, whose subsequent death at the hands of police officers brought about a series of local, national, and global after-effects. His death, along with scores of other deaths of Black and brown men and women who met their end in police custody or detention in this time of the COVID pandemic, has challenged long-held, institutional norms and present-day circumstances. This period also continues to reflect the existing situation for historically marginalized Americans, including those descended from formerly enslaved Africans, people from indigenous tribal communities that first inhabited these lands, and to LGBTQ+ people and many more people who have endured the unrelenting force of a form of White racial hatred that has become an unchecked feature of police tactics and of police-sanctioned violence. Despite higher education's attempts to show respect for Mr. Floyd's life and to acknowledge a common trend of police using excessive though commonplace force, this substantive work has barely begun in academia, especially as it relates to the massive unlearning project that must occur for Americans to face history and ourselves.

If the word "abolitionist," then, is to be used in a reproachful sense, let it be applied to those who, in the middle of the 19th century, and in defiance of all the lights of the age, will extend the horrors of an institution which, by one all-comprehending crime towards a helpless race, makes it impossible to commit any new crime against them... unless it is to enlarge the area of their bondage and to multiply the number of their victims.

From Horace Mann, Speech, delivered in the House of Representatives of the United States, June 30, 1848, on the right of the Congress to legislate for the territories of the US, and its duty to exclude slavery therefrom.^[2]

At his final commencement address, just months before his death in 1859, Horace Mann pleaded with the graduating class not to give in to vagaries of living, but instead to wait until only after succeeding at some benevolence towards humankind. In being kind and showing that kindness to others, Mann—a white Northeasterner in a White settler territory in Ohio—demanded the moral urgency of the new graduates that he was known to require of himself and those with whom he associated for his entire life. Though Mann was not a man of means, he was educated and used his law degree and profession as a lawyer and lawmaker to impact the education system, advocating for it to be compulsory for young children, who at the time at which he began his considerable efforts to open *normal schools* for all, most of who were immigrant children to be encountered in and around Boston in the first half of the 19th century. At the time, not unlike the largely enslaved Black populations of the American South, immigrants from southern Europe were pre-judged to be inferior and undesirable due to their dark skin; that is, unsurprisingly given the era, as compared to immigrants from Northern Europe.

If we are abolitionists, then, we are abolitionists of human bondage; while those who oppose us are abolitionists of human liberty. We would prevent the extension

of one of the greatest wrongs that man ever suffered upon earth; [meanwhile] they would carry bodily chains and mental chains, chains in a literal and in a figurative sense....”^[3]

Although we cannot fully know how much of a product of his era in history Mann was as a younger man, we can see that by the time of his career in the US House of Representatives. In fact, he spoke out and wrote like a man afire ahead of the passage of the Compromise of 1850, and its inclusion of the Fugitive Slave Law Act. On the floor of the House of Representatives, shortly after accepting the seat once held by John Quincy Adams until his death in office, Mann implored the whole of the Congress to move in opposition to demands of their Southern counterparts in elected office and to reject any disavowal of the term “abolitionist” by slaveholding Congressmen. It has been oft reported that his decision to become President of Antioch College was representative of both his abolitionist views on slavery, which aligned with the school’s policy to admit Black students, and his support of coeducational learning among men and women. We might also intimate from his writing before he left for Ohio, that he may have reckoned with his new Yellow Springs community of both sectarian and non-sectarian students, each with their separate agendas but with a reason to call Antioch their intellectual home. By 1859, the country was headed ever closer to a civil war, and respective parts of Ohio showed allegiances to the part of the nation most aligned with the geographic neighbor in closest proximity. Still, we know that as he was falling ill and had only a few days left ahead of him, he continued both to summon a sense of moral urgency among the then Antioch community, and a call to prevent further harm resulting from the great wrongs against humanity and human liberty: “While to a certain extent, you are to live for yourselves in life, to a greater extent you are to live for others.”

A reader of this section may wonder why focus this introduction so squarely on the historical wrongs of academia and its scholars, or on Horace Mann’s journey toward the College’s and now our University’s famous motto. A reason is that an ongoing part of Mann’s legacy is the continued pursuit of a balanced and reciprocal relationship between learning institutions and its stakeholder groups. In our case, that includes recognizing our own values proposition: We accept both the advantages and the burdens that undergird social justice and antiracism principles. As we move forward, remaining on the lookout for what roadblocks lie ahead, AU must balance both our formal and informal relationships, boldly executing the promise of a university that exhorts social justice in its active pursuit for racial equity.

^[1] Author Unknown. (2021, March 16). *Center for antiracist research*. Antiracism Starts with You | Center for Antiracist Research. <https://www.bu.edu/antiracism-center/>.

^[2] Mann, H. (1851). *Slavery: letters and speeches*. Boston: B.B. Mussey.

^[3] *Ibid.*

10-Month Report

This report serves as a summary of year one Task Force activities, and it provides an initial set of formal recommendations. To optimize the work of Task Force members, six working groups were formed:

- **Transition to Schools**

This working group interfaces with key University stakeholders to explore and query the myriad processes being undertaken by the newly named Deans, School faculty and project management teams. For transformational change to be ushered in with anti-racist practices in use, it is central for Schools to be structured within a framework of diversity, equity, justice and inclusion, each of which is essential to foster student success and faculty engagement and to cultivating an overall sense of belonging.

- **Education & Training**

To be effective, diversity and inclusion education and training must become an integral part of Antioch University's broader institutional training processes. This workgroup is exploring how professional learning and training are currently structured at Antioch. Next, this group will continue to 1) engage necessary and targeted training opportunities to accomplish learning goals for members of academic and university leadership and 2) identify diversity- and inclusion-related outcomes to be realized as all community members use this training to gain fluency in communication and interpersonal skill sets which are effective and impactful.

- **Student Journey**

This working group examines the student journey from the admissions process through to graduation and to alumni status. This subcommittee is considering all of the touch points and the areas in between with a critical eye to ensure that our actions, practices, procedures and engagements with students are rooted in student success and modeled around equity, inclusion, justice and anti-racism practices.

- **Employee Journey**

This subgroup is focused on evaluating the status of employment at the University and existing patterns and practices in recruitment, hiring, onboarding, promotion, disciplinary action, layoffs, retirement, and supportive policies. Following an initial assessment, the group will move to identifying problematic policies and practices and recommend alternatives that are in line with best practices in antiracist personnel management.

- **Student Governance**

This subgroup is focused on the development of strategies and outreach to students and student groups on each of the campuses and units, with the goal of bringing students together to form a student governance body, namely a university-wide student assembly or senate. The

overarching goal is to support students in creating a vehicle for student voice across the University. It is our hope that students from this body will go on to serve on the Task Force.

- **IDE Function**

This working group is focused on: 1) exploring and defining how AU incorporates diversity, equity and inclusion practices with its social justice mission; 2) marshalling tools key to enabling people of different backgrounds to succeed and for diverse, mission-advancing perspectives to be heard; and 3) developing and implementing an IDE office with the requisite human and material resources to meet challenges impeding AU's capacity to function as an antiracist institution across all domains and levels of university leadership with responsibility for our effective governance and institutional stewardship.

Task Force Leadership Activities

Since the inception of the Task Force, the leadership team has been engaged in a range of consultations with various University Stakeholders. These activities have included:

- Monthly update meetings with Chancellor Bill Groves
- Regular engagement with the University's Vice Chancellor for Human Resources
- Three-month consultation with the Seattle campus Provost, faculty, and students
- Participation in "Messy Conversations" hosted by the Los Angeles, Santa Barbara, Seattle, and Antioch University Online Undergraduate Programs. One or members of the leadership team attends each meeting. In addition, members of the Leadership team have facilitated the following:
 - Messy Conversation III August 10, 2020, **The Formation and Expectations of the AU Anti-Racism Task Force** *with Monique Bowen, Melissa Kirk, & Sylvie Taylor*
 - Messy Conversation XIV November 30, 2020, A Needed Framework for Our Racial Literacy Development:" What does it mean to be an anti-racist at Antioch University *with Monique Bowen & Melissa Kirk,*
 - Messy Conversation XX March 1, 2021, Antioch's University Task Force Updates *with Melissa Kirk & Sylvie Taylor*
- Active engagement with potential facilitators and trainers specializing in antiracist and equity-informed leadership development (Bowen, Kirk, Taylor)
- Monthly participation in Faculty of Color Caucus (Bowen & Taylor)
- Monthly meetings with working groups (Bowen, Kirk, Taylor)

Task Force Member Activities

Task Force Members Bonnie Powers, Russell Thornhill and Tera McIntosh organized a series of events focused on the impact of Racism on our communities, entitled Rise Up! To date, they

have designed and implemented four events that were well-attended by members of the Antioch community from across the system. Full details about these events are located [here](#).

Rise Up! Navigating Racial Trauma in the Classroom

Thursday, April 15, 2021

Faculty speakers **Dr. Falami Devoe**, **Dr. Devona Stalnaker-Shofner** and **Dr. Ernie Zullo** hope to provide a space for reflection and dialogue around racial trauma and social justice that is in keeping with the spirit of Antioch's mission and commitment to its students and its community.

Rise Up! An Open Mic for Healing

Tuesday, May 18, 2021

A creative night of artistic expression. Use your talent as a vehicle for healing as we share our experiences about racial trauma, discrimination, and oppression. Come share your talents, or just come to hear and learn from students and faculty of the Antioch Community. Featuring Spoken Word Artist, Wayne Henry.

Rise Up! Navigating Racial Trauma (for Students)

Friday, June 4, 2021

Join us for a panel discussion on Student Racial Trauma. Students from each campus will be on the panel and supporting the discussion. To provide a brave space for students we have not invited faculty and staff to this event with the exception of our faculty presenter, Dr. Devona Stalnaker-Shofner, behind-the-scenes Zoom support staff, and the co-chairs of the Anti-racism Task Force, who are also event sponsors: Drs. Bowen, Kirk, and Taylor.

Rise Up! Addressing Racism in the Classroom

Thursday, August 12, 2021

Racism and other forms of identity tension are being expressed out loud in university classrooms whether physical or virtual. Do you feel prepared to guide your class through the messy conversations? Bonnie Powers and Cheri Gurse have each been present for uncomfortable conversations or incidents of discrimination, prejudice, or conflicts over identity tensions in class and will use those to inform this discussion. Please join us to explore the experience of responsibly dealing with—not dismissing—racism in the classroom and doing our best to facilitate a potentially powerful learning experience for our students and ourselves.

Year One Framing Principles and Formal Recommendations

Framing Principles

The Task Force acknowledges the aspirational mission of Antioch University:

Antioch University provides learner-centered education to empower students with the knowledge and skills to lead meaningful lives and to advance social, economic, and environmental justice.

An institution must be in constant pursuit of the ideals and ideological underpinnings of its mission. A mission goes well beyond words on a page, wall, or website. Therefore, to live our mission, we must remain intentionally and strategically focused on being a mission-driven institution. We must also be honest and forthright about our shortcomings to identify goals, objectives, and strategies to maintain our focus and forward progress.

In offering these recommendations, derived from a year-long discussion with Task Force members and other key stakeholders about what it means to be an anti-racist institution, we acknowledge that our University has systemic issues to address. We see ourselves as at the start of what is a long-term journey to ensure that we build and sustain the structures needed to boast that we have become an anti-racist institution.

Structural racism exists within all institutions, including Antioch University. Therefore, we need to be mindful and intentional about interrogating our organizational structures, policies, and practices to ensure that our approach to students, faculty, staff, and alumni is thoughtful and without bias and discrimination.

Each working group pondered where and how racism manifests in each area of focus. The resulting recommendations are derived from these year-long conversations. We expect that these recommendations will be enhanced in the coming year, especially given that some of these opportunities for advancement will yield additional information to better inform our planning and guide our actions.

Formal Recommendations

1. University Climate Survey

At the recommendation of the working groups concerned with AU's transition from a primarily campus-based structure to a school-based one, it is the **consensus** of the Task Force that a climate survey be conducted to assess the experiences of all University stakeholders (students, staff, faculty, administrators).

The purpose of this survey is to identify those practices and policies that disempower AU faculty, staff, students and through which racism gets expressed. A university that honors the dignity of students and employees is one where the environment is free from chronic or serious conflict with managers or peers, and one where the faculty and staff feel proud of their work and where they work. It is further recommended that this survey be conducted and evaluated by an outside organization to ensure objective analysis of findings. The leadership team has discussed this with the Chancellor and the VCHR, and all agree that this is a vital next step.

2. Develop Inclusion, Diversity, Anti-Racism, and Equity planning processes

It is the **consensus** of the Task Force that the work ahead calls for an intentional, focused planning process that embraces Antioch's mission, vision, and values and one that establishes clear goals, objectives, and strategies to ensure that we remain laser-focused on inclusion, diversity, antiracism, and equity across the University. The development of a coherent planning process should be a primary focus for senior executive leaders during Academic Year 2021-2022. The campus climate survey will provide initial direction and a framework for this work.

- Develop a set of clearly articulated diversity, equity and inclusion policies that are in alignment with the Antioch mission and corresponding diversity statements.
- To do so, each Vice Chancellor and School Dean must take charge and initiate the collaborative development and incorporation of agreed-upon elements from this planning process into their divisional strategic and operational work plans. All must include measurable outcomes.

3. Diversity, Inclusion, and Anti-Racism Training

It is the **consensus** of the Task Force that all employees of the University receive regular and timely diversity, equity and inclusion, and anti-racism training. These training opportunities are vital to the development and implementation of antiracist policies and practices within all facets of the university. For example, training must be tailored to the functions of the various stakeholder groups from executive training and consultation for the University Leadership, to pedagogical training for faculty and specialized training for staff, focusing on their roles within the University as well as local/campus contexts.

4. Comprehensive Review and Revision of Personnel Policies and Practices

In consultation with the Vice Chancellor for Human Resources, it is the **consensus** of the Task Force that the University conduct a comprehensive review of all personnel policies and practices, to ensure that they are aligned with best practices for diversity, inclusion, and

antiracism. While this review is being conducted, we support the following, critical initial recommendations in Human Resources:

- Conduct a review of the search processes undertaken for faculty, staff, and administrators to ensure the following:
 - Job descriptions are standardized and include clear language about who we are as an institution, and what it means to serve Antioch and our students as members of the faculty, staff, or administration.
 - A plan to support the promotion of our University's employees into positions of greater responsibility and leadership. This includes additional training and leadership development opportunities for existing employees. An annual report that addresses areas with critical underrepresentation of faculty, staff, and administrators from underrepresented groups will help ensure accountability related to this goal.
 - A standardized process for internal postings of open, or soon to be available, positions. This action supports promotion from within the university, recognizes the value of service to the university, and creates pathways for long-term employees to move into positions of greater responsibility and with higher earning potential.
 - A recruitment plan for all searches which specifies how and where search postings will be advertised to maximize outreach to underrepresented professional communities.
 - Search processes include an opportunity for all key stakeholders, especially underrepresented voices, to participate in the hiring process.
 - "Diversity checks" are to be conducted at multiple points in any given search process to ensure candidate pools and the hiring process is fair and equitable to all groups, with special attention to underrepresented groups.

Done well, a completed search is one where candidates consider Antioch to be a welcoming and supportive environment that supports student and employee success equally and that has clear and realistic benchmarks for the retention of faculty, staff, and administrators.

- Implement a comprehensive onboarding process for all faculty, staff, and administrators. In addition to the requisite paperwork required to welcome a new employee to the University, onboarding is an opportunity for the University to introduce new employees to the University mission, values, and culture and is an early opportunity to develop a sense of community belonging.

- Develop and distribute a set of comprehensive handbooks for all faculty, staff, and administrators. Employee handbooks should contain *all* policies, practices, and procedures that apply to given classes of employees (Staff, Faculty, Administrators). At present, policies that govern employment at the University are housed online on the [Antioch University website](#). The homepage for this archive indicates that “this page does not contain an exhaustive list of university policies” and “it is the responsibility of all Antioch University employees and students to review and familiarize themselves with university policies that pertain to them.” In its present form, employees must determine where to locate policies that apply to them, with some relevant policies located under multiple headings without sufficient guidance for navigation (see [400 Human Resources](#) and [500 Academic Policies](#).)
- Establish a clear policy which defines racial discrimination and provides holistic and clear procedures and protocols for reporting and responding to such actions and behaviors. Currently, policies related to employee grievances are located in different places, including: the [Grievance and Conflict Resolution Process](#) policy, which “may be used for perceived inequitable or unfair disciplinary suspensions or terminations; violations or misapplication of University policies or procedures; perceived health or safety hazards; and other work related conflicts” but excludes claims of discrimination; the [Discrimination Action and Discipline Procedure](#) policy which establishes “procedures to investigate and resolve allegations of unlawful discrimination internally at the lowest possible level.... intended to be consistent with the provisions of applicable state and federal laws and University policies.” However, Antioch has no policy that appears to govern prejudicial or racially insensitive behavior, microaggressions, and/or macroaggressions that do not rise to the level of a policy violation or infraction at the state or federal level.
- Create predictable and standardized practices for faculty and staff recognition and promotion, as well as for all separations from the University, to ensure that there is a robust process for development and growth, as well for official endings. With departing community members, this may include a formal exit interview and a confidential survey, both to be administered or conducted by Human Resources to gather information about the employee’s overall experience at the University.
- Evaluate all existing employment policies of the University and align them with the [10 Commitments Companies Must Make to Advance Racial Justice](#).

5. Comprehensive Review and Revision of Student Policies and Practices

It is the **consensus** of the Task Force that the University, in consultation with the Vice Chancellor for Academic Affairs, School Deans, or remaining campus Provosts, conduct a comprehensive review of all student policies and practices to ensure alignment with best practices for diversity, equity, inclusion, and antiracism. The scope of this review should include, but not be limited to recruitment, admissions, financial aid, student success, retention, grievances, and disciplinary action.

Here are actions currently underway that support these recommendations:

- A Student Services Council with university-wide faculty and staff representation has begun an examination of student policies and practices through an equity lens.
- Antioch's inaugural Student Success [Symposium](#) was held on May 21, 2021, representing the first time in the history of our institution that faculty, staff and administrators came together as a university community to discuss student success initiatives. The symposium also marked the official launch of the 2021-2023 Student Success [Plan](#), and the formation of a standing, student success plan committee (SSPC) to oversee plan implementation.

Additional recommendations to support student voice and enhance the overall experience of all students across the University:

- A university student governance structure made up of students from each school or unit. At least two members of the university student governance group should be appointed to and serve on the Board of Governors.
- A clear policy which defines racial discrimination and provides holistic and clear procedures and protocols for reporting and responding to such actions and behaviors.
 - Implement an AU-wide Bias Incident Report Form, or a Campus Climate Reporting Tool for students, faculty, and staff.
- Comprehensive AU-wide student orientation sessions. This formal introduction to the University also ensures a hand-off to school and program-based orientation programs.
- Implement an AU-wide student handbook so that students know their rights and responsibilities and have a clear sense of available support services.

- Develop an action guide for students to support increased engagement with the University’s antiracism work.
- Calendar a weekly, AU-wide “University hour” in support of education and training.

Year 2 Planning

As we move into the second year of the Task Force committees’ work, we will look to develop a greater understanding of the needs of academic departments and of the newly forming schools will be key. With the University curricula serving as the primary point of engagement with students, the faculty must ensure that the content and delivery of courses is aligned with stated antiracist principles essential to guiding the University toward its social and racial justice goals. In service of these efforts, preliminary activities conducted in this year are described below:

- **School Liaisons**

To ensure that the newly forming schools incorporate antiracist principles into their structures and functions, each school has identified a faculty liaison to the Task Force. The liaisons will have an opportunity to meet quarterly with the *Transition to Schools* Task Force workgroup. These meetings will serve both to share successes and areas for growth within each of their respective schools and to request and share resources needed by schools to advance antiracism efforts. Below are the liaisons for the upcoming year.

Hays Moulton, Ph.D.	Undergraduate and Online Programs
Devona Stalnaker-Shofner, Ed.D.	Counseling Psychology Therapy
Rachel Oppenheim, Ed.D.	Education
Susan Byers, M.A.	Environmental Studies
Philomena Essed, Ph.D.	Leadership and Change

- **Assessing antiracism efforts across programs and throughout the curricula**

In consultation with the Task Force Executive Committee and the Council of Chief Academic Officers (CCAO), Tom Julius and Andrea Richards of the Assessment Resource Team (ART) embedded assessment items related to systemic racism into the Cycle of Inquiry for the 2020-21 annual program review process.

Departments and programs were asked to submit responses to the following items by February 1, 2021:

- Identify resources the department requires to start work, including faculty with disciplinary expertise that might lead the initiative within the program.
- Identify external resources from outside of the program.
- Identify program faculty who will participate in the training necessary to lead the program's efforts to address these critical questions and to implement agreed upon efforts.

Progress on each program's work is scheduled to be reported on for the 2021 Annual Program Review due October 31, 2021. This progress report will include:

- Documentation of training/professional development within the department or program.
- Any specific progress the program has made in exploring race, racism, and antiracism within the curriculum and among advising, teaching or supervisory practices (Curriculum maps, tables, or other forms of visual representation are welcome.)
- Plans for further evaluation of the program through the lens of racial justice.
- Identification of resources needed to continue or complete the cycle of inquiry.

“Nothing can stop the power of a committed and determined people to make a difference in our society.”^[4]

We, your fellow Antiochians, share what the Task Force has learned from our beginning study of our processes and systems. We have confirmed some things, better know what we do in some discrete areas and fully appreciate all that we have *yet* to do to make good on our pledge to social and racial justice. In October, we look to welcome student representation from across the University on this journey with us for year two and beyond. Onward.

Task Force Membership AY 2020-2021

- Monique Bowen, Core Faculty, and Associate Chair, Department of Clinical Psychology (AUNE) (**Co-Chair**)
- Sue Byers, Director, Urban Environmental Education, Environmental Studies (AUS)
- Philomena Essed, Core Faculty, Graduate School Leadership and Change
- Kate Evarts Rice, Core Faculty, Clinical Psychology (PsyD Program), and Director of Center for Diversity and Social Justice (AUNE)
- Shana Hormann, Senior Academic Program Developer, Graduate School Leadership and Change
- Ryan Kasmier, Associate Provost (AUSB)
- Tomoyo Kawano, Associate Professor, MA Dance Movement Therapy Program (AUNE)
- Sandra Kenny, Chair, Core Faculty, PsyD Program (AUSB)
- Melissa Kirk, Associate Vice Chancellor for Academic Affairs (**Vice-Chair**)
- Barbara Lipinski, Associate Vice Chancellor, Academic Personnel
- Lisa Locascio, Core Faculty, Master Fine Arts (AULA)
- Adonia Lugo, Teaching Faculty, MA Urban Sustainability, Environmental Studies (AULA)
- Elsa Luna, MBA, COO/CFO, KPCC – Southern California Public Radio (**Board Member**)
- Tera McIntosh, Affiliate Faculty for MBA, MHSA, IMA, and Women’s Leadership Certificate Program (AUO)
- Holiday “Holly” McKiernan, Executive Vice President, Lumina Foundation (**Board Member**)
- Craig Maslowsky, Vice Chancellor Enrollment Management
- Dawn Murray, Core Faculty, Environmental Studies and Undergraduate Studies (AUSB & AUO)
- Rachel Oppenheim, Core Faculty, and Director of Education (SEA)

^[4] Lewis, J. (2017). *Across That Bridge: A Vision for Change and the Future of America*. New York: Hachette Books.

- Judy Owens, Executive Assistant, Executive Team and Anti-Racism Task Force
- Bonnie Powers, Support Specialist, Academic Technology
- Sylvie Taylor, Core Faculty, MA Psychology Programs (AULA) (**Co-Chair**)
- Russell Thornhill, Teaching Faculty, Business Management Studies Concentration, and Co-Director of Bridge Program (AULA)
- Mike Wahlbrink, HR Associate, Human Resources/Payroll (AUS)
- Paloma Wiggins, Registrar Specialist, Registrar's Office
- Asa Wilder, Librarian, Reference & Instruction (AULA)
- Will Zogg, Adjunct Faculty, MA Psychology Program (SEA)