

# Higher Education Anti-Racism Team HEART

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Perspectives of Anti-Racism Initiatives

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## Executive Summary

### Background

This report is part of a larger evaluation project of the Higher Education Anti-Racism Team (HEART) being conducted by Dr. Samuel L. Myers and Dr. Bic Ngo of the University of Minnesota. The Higher Education Anti-Racism Team (HEART) is a regional collaborative of four higher education institutions in Minnesota and North Dakota, plus two intermediary organizations. HEART is built on a community organizing model for social change and focuses on systemic institutional change toward being anti-racist and multicultural. Each member institution has its own anti-racism initiative and HEART provides a forum for jointly exploring strategies, sharing best practices and addressing challenges.

### Guiding Research Questions

The guiding research questions for the interviews focused on the influence of anti-racism initiatives in creating institutional change that dismantles racism and on the roles played by HEART and various stakeholders.

### Methodology

The findings in this report are based on semi-structured interviews of HEART members, members of institutional anti-racism teams, and institutional leaders, conducted in-person and by telephone between March 23 and May 6, 2011.

### Key Findings

- HEART members perceive the collaborative differently. It is a strong support network for many members, but also struggles with questions of how to best function.
- Funding through HEART has been beneficial and challenging. Grant funding builds capacity and is difficult to manage as a collaborative.
- Campus-level Anti-Racism Initiatives are focused on institutional change. Curriculum transformation and changing institutional policies to be anti-racist are a strong focus.
- Campus-level Anti-Racism teams use a non-hierarchical, cross-sector organizing method with faculty, staff, administrators and students that facilitates change.
- Success relies on the support of campus administrators. An anti-racism framework is most institutionalized and funded when campus presidents legitimize it. Some administrators question the effectiveness of anti-racism language and are hesitant to support it.

### Recommendations

- HEART members should deliberate about their collaborative structure and practices.
- Anti-racism teams should continue to engage institutional leaders.
- Consider the effectiveness of “anti-racism” language for reaching participants.
- Further institutional funding is needed to continue anti-racism work.

## Introduction

The Higher Education Anti-Racism Team (HEART) is a regional collaborative of four higher education institutions in Minnesota and North Dakota, plus two intermediary organizations. The institutions include St. Cloud State University (SCSU), Minnesota State University Moorhead (MSUM), North Dakota State University (NDSU), and Bethel University. The supporting member organizations, Minnesota Collaborative Anti-Racism Initiative (MCARI), and Minnesota State Colleges and Universities (MNSCU), provide training, technical assistance, facilitation and coordination for the collaborative.

The collaborative began in 2002 as a way to support the leaders of racial equity efforts in each higher education institution in developing programs and projects that addressed institutional racism on their campuses. In addition to addressing systemic racism present in higher education, a number of the institutions were responding to specific racially hostile incidents which occurred on campus or in the community. The collaborative is built on a community organizing model for social change and focuses on systemic institutional change toward being anti-racist and multicultural. Each member institution has its own anti-racism initiative with a unique origination and history and HEART provides a forum for jointly exploring strategies, sharing best practices and addressing challenges.

## Background of Project

This report is part of a larger evaluation project of HEART being conducted by Dr. Samuel L. Myers and Dr. Bic Ngo of the University of Minnesota. The evaluation has three components: a quantitative survey, qualitative interviews of individuals at HEART member institutions, and qualitative interviews of individuals at statistically matched institutions without anti-racism initiatives. The findings described in this report are from semi-structured interviews of key individuals at each HEART member organization. Yer Chang and Rachel Orville, graduate students at the Humphrey School of Public Affairs at the University of Minnesota are the primary authors of this report with assistance from Dr. Bic Ngo. In the Fall of 2011, comparison interviews of individuals at campuses without anti-racism initiatives will be conducted and the final evaluation report for HEART will be written.

## Methodology

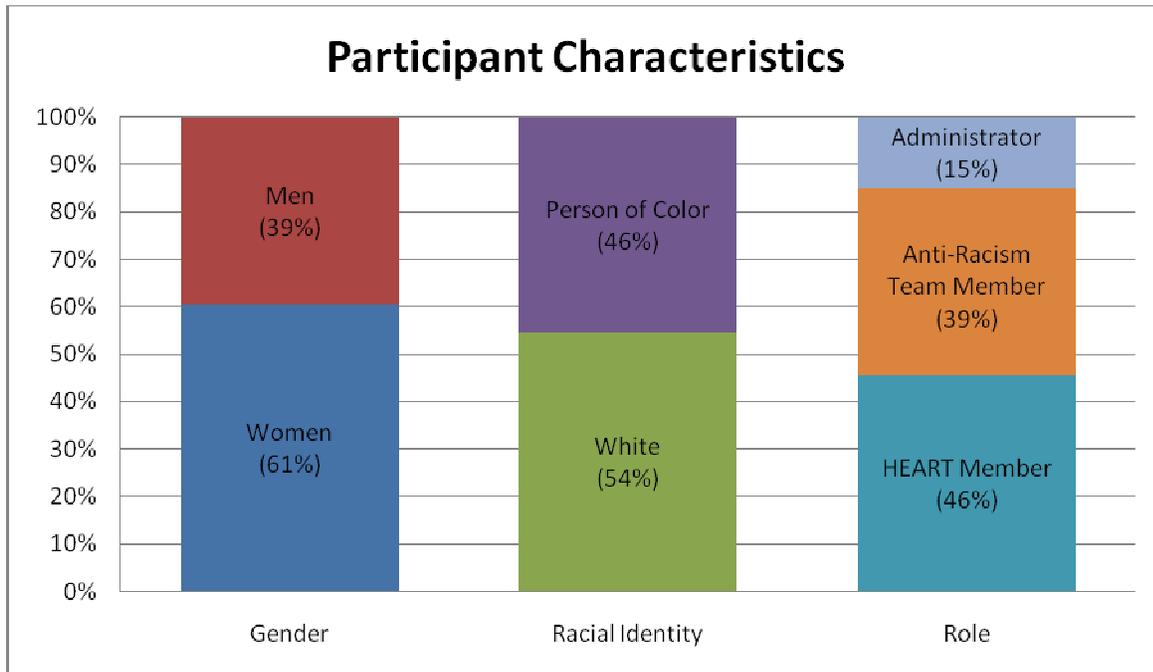
The qualitative study of HEART used semi-structured interviews of 33 key individuals involved in the HEART collaborative and anti-racism initiatives on the individual campuses. Three primary categories of interviewees were identified:

- “Key HEART Members” –individuals from each institution that actively participate in the HEART collaborative by attending meetings and sharing the collaborative work; they are also active on the anti-racism teams on campus

- “Anti-Racism Team Members” –individuals from each institution that actively participate in campus-level anti-racism teams but do not necessarily attend HEART meetings
- “Institution Administrators” –high level individuals, such as presidents, vice presidents, provosts, and deans at institutions

Individuals selected to be interviewed were identified by lead HEART organizers at each campus. A balance was sought between interviewing men and women and people of color and whites, though institutions with small anti-racism teams did not have that balance available. A total of 33 people were interviewed, 20 women and 13 men, and 15 people of color and 18 whites. Of the three categories of interviewees, 15 were Key HEART members, 13 were Anti-Racism Team members, and 5 were Institution Administrators. Figure 1 shows the percentages of participants interviewed based on gender, racial identity, and role in the anti-racism initiatives.

**Figure 1: Demographic of Participants**



The interview questions were developed by Dr. Ngo, Yer Chang, and Rachel Orville based on themes that Yer, Rachel, and two fellow Humphrey students, Jessica Armstrong and Jennifer Olin heard at a HEART retreat in October 2010 and an anti-racism training presented by HEART in November 2010. Suggestions from HEART members were also incorporated into the final questions (see Appendix A-C).

The interviewing team consisted of Dr. Ngo, Yer, Rachel, and two of Dr. Ngo’s research assistants, Brian Lozenski and Chelda Smith. Interviews occurred between March 23 and May 6, 2011. Most were conducted in-person and some were conducted by telephone. All

interviews were digitally recorded and transcribed. The transcripts were coded into major themes identified by the interviewing team and further analyzed into subthemes.

### Limitations

Due to time constraints, the number of individuals interviewed was limited, despite the scope and magnitude of people involved in the anti-racism work. In addition, the preference was to conduct all interviews in-person, however, due to conflicting schedules, some were completed by telephone.

## Guiding Research Questions

The broad research questions that guided question development and interviews were focused on the role of HEART and other stakeholders in creating systematic anti-racist institutional change:

1. How have HEART's anti-racism initiatives influenced policies and practices at institutions and in surrounding communities that dismantle racism?
  - a. Has HEART created systemic anti-racist institutional change at each institution?
2. How have various stakeholders influenced the anti-racism work at each campus and surrounding community?
  - a. What are the roles of institutional leaders, HEART members, and community members?
  - b. What is the institutional commitment to funding anti-racism work?

Through our interviews we learned that there is a distinct difference between HEART, which is a collaborative of members from different institutions, and the campus-level anti-racism teams. We found different themes to be important when looking at the collaborative and when looking directly at the campus-level anti-racism work.

The HEART Collaborative themes are:

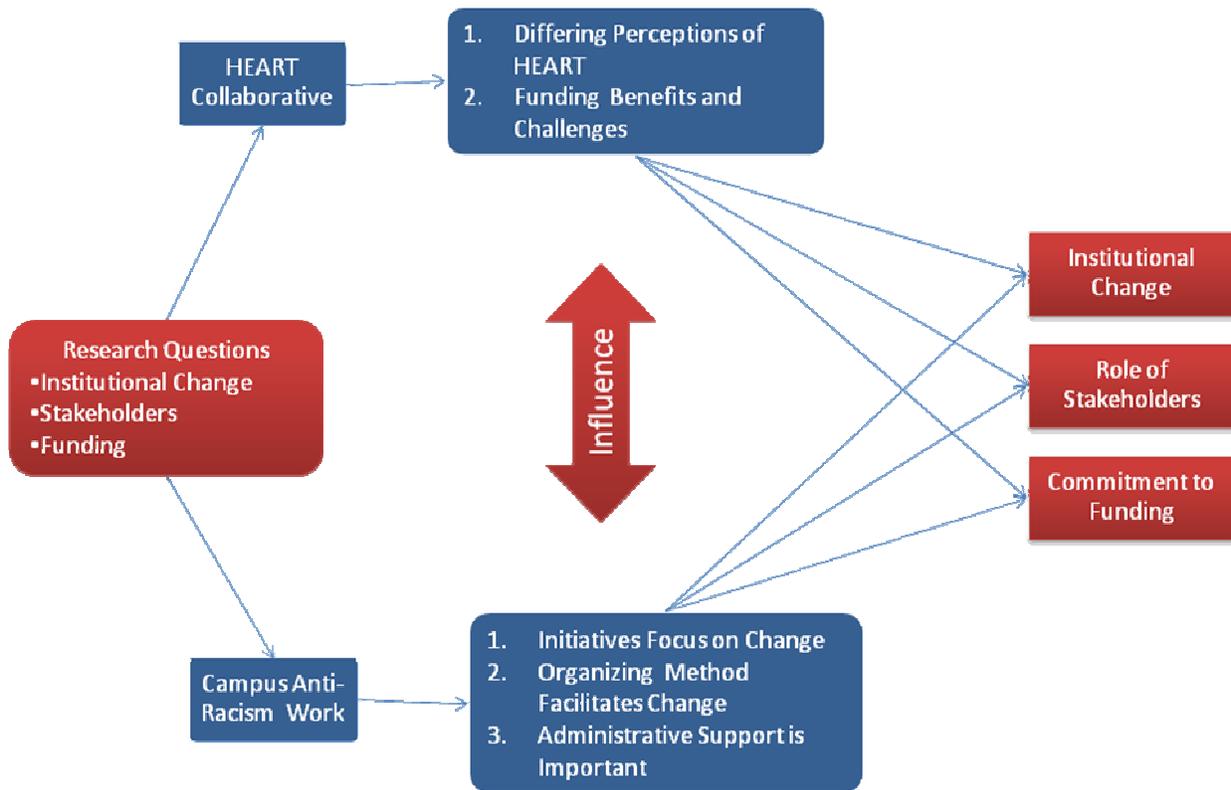
1. Members perceive the collaborative differently, and
2. Funding benefits and challenges.

Campus level anti-racism themes are:

1. Initiatives are focused on change,
2. Teams use an organizing method that facilitates institutional change, and
3. Success relies on the support of campus administrators.

Figure 2 provides a visual representation of the relationship between HEART and the campus-level work carried out by anti-racism teams.

**Figure 2: Relationship between HEART and campus level work**



While different themes emerged when looking at the collaborative or at the campus-level, they all provide insight into the process of creating anti-racist institutional change, the role of stakeholders in that work, and the importance of funding. These themes will be discussed throughout the rest of the paper.

### HEART Collaborative

Members perceived the collaborative differently

HEART members had different perceptions about the collaborative. Based on the interviews, members expressed satisfaction with HEART and others were disappointed. Members appreciated the fact that HEART was formed and gave them an opportunity to work with other higher education institutions. The collaborative was important to members because they knew that with other colleges involved, they were no longer standing alone in addressing the issue of institutional racism.

#### *HEART as a support network*

HEART served as a support network and created a space for members to share ideas about speakers, trainings and organizing strategies with each other. Here is what one member said about the ways in which ideas were exchanged through the network, *“It’s a continued way of*

*being in conversation and talking about it...Being connected to other people that are doing this work is a really, really important piece of continuing.”* This member draws out the value of being surrounded by like-minded people when working on anti-racism. Another member says, *“It has helped us see what’s going on with the other HEART institutions and share ideas. The folks that have gone to the HEART meetings always come back with good ideas for continued collaboration with other HEART collaborative members...So, I think it energizes our work.”*

The exchange of ideas, information and resources from the collaborative meetings are brought back to the campus team to expand their knowledge and scope for their work at the campus level. In essence, this is the significance of being part of a network, where members can share ideas and resources with one another.

Most administrators perceived HEART members as benefiting from the collaborative:

*“It’s a continued way of being in conversation and talking about it...Being connected to other people that are doing this work is a really, really important piece of continuing.”*

*“It is a community of like-minded people from across a number of campuses, who come to learn and think together. And I know that [HEART member] feels that learning does take place and [that their] insight is deepened by the experience with HEART and that HEART provides a support system that’s really important...[because the HEART member] does some hard work and does some difficult things.”*

The administrators recognize the benefits of HEART meetings and their ability to bring resources back to their campuses. Furthermore, administrators acknowledge the difficult work members are doing and that the support network gives them space to learn from each other’s campus initiatives.

#### *Leadership development within HEART*

As part of the organizing strategy within the network, members played a key role in developing leaders within the group. A member who was involved in the early development of HEART stated,

*“I was involved in the beginning stages of the HEART process. So, I was involved in the just trying to figure out how it is we can bring together a common model and that was really helpful for me to be involved at that level, just in terms of organizing something bigger than [our campus], for example. So that responsibility to be involved in the process of putting the group together, writing the grant, those kind of pieces.”*

This member developed their leadership capacity by being involved in the decision-making process during the formation of HEART. For this member, being responsible for something outside their campus responsibilities developed them as a leader.

Another member shared that their leadership growth was passed on from a mentor/mentee relationship. Here is what a member said about the support they received from other collaborative members, “...excellent mentors...They would give me strategies...helping me to think through organizing strategies. I might walk away with two or three ideas, just kernels of an idea, and come back to the team and begin to develop it further.” This, in turn, provided strength and support for member leaders to return to their campus and work at the campus level.

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#### *Dissatisfaction with HEART*

Some members shared that they had been doing the work prior to the formation of HEART and that the collaborative did not change or help further their campus anti-racism work. Here is what one member said about their disappointment with the collaborative:

*“Essentially, I don’t know that it has [helped]. And I think that’s because the communication has not been what it needed to be for that. I think the communication level in terms of operational communication hasn’t been strong and I think the communication in terms of support hasn’t been strong. And I think in fact, the support part has been dysfunctional. “*

This member expressed dissatisfaction in terms of how HEART operated – that there was lack of communication among members, and for the most part, the support did not meet their expectation.

In addition to HEART not being helpful, a few members questioned whether HEART operated as a network or whether it acted as an organization. One member concern was, “I think [some members] wanted an organization and we wanted a network...And I think that struggle was played out in HEART.” The structure of an organization has less independence for its participants than the structure of a network. Different goals are attainable through different structures and corresponding practices. HEART’s structure as a collaborative is unclear.

Other dissatisfaction stemmed from the disagreement of a physical meeting location. In the beginning, HEART’s meetings rotated between the colleges. As the collaborative continued to convene, one college became the primary meeting place. “I know that we’d try to move from different locations so that we can kind of all be closer to our own space and not traveling all the time.” However, some members expressed that it was unfair for them to constantly travel long distances to attend meetings:

*“The HEART collaborative, in my estimation, has not worked as we had hoped it might. There were the issues of distance. The issue is that we did all the traveling [to the one college]. It’s not midway, but it was seen as a midway point.”*

This member was displeased that other members had pointed to one college as the central location for the collaborative meeting; however, this created tension and became an issue for

some members who had travel long distance for the meetings, which consumed most of their time and took away from their primary responsibilities on their campuses.

### Funding benefits and challenges

#### *Grant is an asset to the collaborative*

The Otto Bremer grant was a great asset to the collaborative. It provided funding for retreats and workshop trainings that ranged from two to four hours or two to three days. The funding also paid for train-the-trainer workshops, attendance at conferences, and trainings in curriculum transformation.

Another administrator talks about building capacity through the grant received through the HEART collaborative,

*“The HEART grant helped us...build capacity...allowed us to purchase materials, send people to conferences, do kind of capacity building or growth enhancing activities...helped us learn from other higher education entities...broaden our knowledge, our perspective, and has pushed us to learn from people who are different from us in terms of our mission, scope, and size.”*

Although this institution had been doing anti-racism work prior to the collaborative, this administrator appreciates the additional funding they had received. It enhanced their anti-racism program and also gave them an opportunity to learn from other anti-racism initiatives.

#### *Grant leveraged funding from institutions*

Institutions were able to leverage funding through their administration which provided financial support for the teams at the campus level. One member said, *“The Otto Bremer Foundation has been a tremendous help in getting us started and requiring that the University matched the funds... And that has really been helpful that they haven’t just thrown money at us.”* Because the grant required institutions to match dollars received from Bremer, some institutions were able to leverage campus funding and were able to move from occasional funding to being a line item on the university budget. For some members that meant that their institutions were supportive and committed to the anti-racism work on campus.

*“The Otto Bremer Foundation has been a tremendous help in getting us started and requiring that the University matched the funds.”*

#### *Challenges with managing the grant*

One funding challenge was writing the grant proposal as a collaborative due to the competing priorities members had with their primary roles and responsibilities at their own institutions. Finding a feasible time to meet face-to-face was difficult due to the geographical distance. One member, who was instrumental in writing the proposal said, *“We spent years trying to figure*

*“We spent years trying to figure out what to write as a group...then [MnSCU] took that and changed it, but didn’t bring it before the rest of the group.”*

*out what to write as a group...then [MnSCU] took that and changed it, but didn’t bring it before the rest of the group.”* Once the draft of the grant proposal was written by the group, a grant writer at MnSCU changed the proposal and re-wrote it to fit foundation standards prior to submitting the final draft to The Otto Bremer Foundation. This undermined the intention and effort that the collaborative had put into the proposal.

After the grant was received, MnSCU served as the fiscal agent for the grant.

*“When the grant was received, it was granted to the MnSCU Foundation, not HEART. You see wherein the problem lies. And then we all had to sign a contract with MnSCU in order to receive the funding that we got from [Bremer].”*

Although the funding was for HEART initiatives, they could not directly manage the funds. They felt dependent on MnSCU. A number of members voiced tension with having the grant housed at MnSCU, perceiving it as an institution that does not support anti-racism work. For example, one member stated, *“[MnSCU] would rather not have this at all. They would rather not have anti-racism. They don’t even want to have the word anti-racism appear in the diversity plan.”* It was a difficult combination because the HEART framework is based on an anti-racism approach and MnSCU did not want to be associated with anti-racism. Instead, their focus was on diversity and multiculturalism.

For the most part, the Otto Bremer funding helped further the anti-racism work at the campus level. *“We leveraged [the Bremer grant] with campus funding. We were able to move from sort of arbitrary funding to having a line in the university budget...it was a sign of the universities commitment.”* However, the bigger question and challenge will be, in light of the financial crisis, will the institutions continue to monetarily support anti-racism initiatives on their campuses?

### Campus-level Anti-Racism Initiatives

The purpose of HEART is to support campus-level anti-racism initiatives which are focused on institutional change. For this reason it is important to investigate not only HEART’s influence on institutions, but the effect of the anti-racism work occurring at each institution. The institution-level work has occurred previously to and during HEART’s development as a collaborative. Across the campuses, anti-racism initiatives use an organizing method that facilitates institutional change and rely on the support of campus administrators to fully institutionalize change.

## Focused on Institutional Change

### *Curriculum Transformation*

The Anti-Racist Multiculturalism Across the Curriculum (ARMAC) training, which began at MSU-Moorhead and passed through HEART to St. Cloud as the Anti-Racist Pedagogy Across the Curriculum (ARPAC) training, are changing institutions at the curriculum level. These trainings bring faculty together to explore ways in which they could incorporate an anti-racism and multiculturalism lens into their course work. Some schools have core curriculum requirements of anti-racist content, while other schools have a network of faculty across many disciplines transforming their particular courses. For example, one participant characterized the value of curriculum transformation trainings as being both about the content as well as the collaboration among faculty:

*“It moved the campus from conceptualizing curriculum as being very...individualized to each discipline...to bringing faculty together for the Curriculum trainings which got people collaborating with each other on how to infuse multiculturalism and anti-oppression into curriculums and different disciplines so that students are getting it across the whole university curriculum.”*

Trainings that fulfill multiple faculty needs, particularly the need for further collaboration across disciplines, are important for campus initiatives. In addition, more students will benefit from courses across the university that reinforce messages of multiculturalism and anti-oppression. This is how the training and its purpose was described by one member:

*“It’s a six day training...One section is on developing both a vocabulary and a lens for looking at race, and then the second part is understanding how that works within academia and higher education with an eye towards changing classes, changing the way you teach, changing your content in order to work towards anti-racism in your classrooms.”*

Through education for faculty about institutional racism and resources to motivate them to adjust their courses, the goal is to create classroom experiences for students that are anti-racist.

All institutional leaders expressed that changing curriculum was an important aspect of anti-racism work. The anti-racism work has influenced change not only in discrete courses, but across entire departments. For example,

*“The Nursing Department has completely revised its nursing curriculum. And this nursing curriculum embeds issues of diversity throughout its curriculum rather than just adding one course on diversity and nursing and leaving the rest the same.”*

In many instances curriculum change is sprinkled across a campus within departments or by faculty that are already prone to include a multicultural or anti-racist lens. However, in this case the curriculum change was effective because it would touch each student who took a nursing class.

### *Institutional Policies and Practices*

All anti-racism teams focus on various institutional policy issues, such as hiring practices and strategic planning. Some have direct access to the President and other key policy-makers. According to one participant there is progress in how their institution views hiring:

*“In tenure review, in hiring, more and more questions have come about recently...We want to make sure they’re competent in issues of gender and race and culture...We actually want to set the bar somewhere. Ten years ago we weren’t talking about setting a bar on any one of those things.”*

Before the anti-racism organizing began at this institution, hiring practices did not include explicit goals for hiring people sensitive to issues of oppression. Now there are specific questions posed to candidates, and there is an expectation that good candidates will be well-versed in these issues. This is one way in which progress has been measurable for the anti-racism team. They are setting the standards for best practices in these areas, and being mindful of how it may impact people of color and how it can create systemic change.

One administrator said that the management team at the campus takes *“an analytical approach to assessing our policies and practices as habits for reflections of institutionalized racism,”* due to the work of the anti-racism team and its trainings. Another administrator expressed the importance of the anti-racism team on campus for keeping issues of equity and inclusion on the table by saying, *“I know that [the anti-racism team] will be vocal in holding us accountable. So there’s that sense that [the team], in some ways, is the conscience of campus when it comes to our verbalized commitment to be an anti-racist community.”* Institutional racism is difficult to see and understand, which requires people to be vocal about describing it in order for it to be overcome. Holding the people within an institution accountable for their principles and being a community’s conscience about something easy to ignore is a crucial role for the anti-racism team.

*“I know that [the anti-racism team] will be vocal in holding us accountable. So there’s that sense that [the team], in some ways, is the conscience of campus when it comes to our verbalized commitment to be an anti-racist community.”*

### *Anti-Racism Trainings*

Anti-racism trainings of various lengths are happening regularly on all campuses and sometimes in the surrounding community. These trainings are slowly changing the language and conversations at institutions. Two schools require all new hires to go through a 4-hour introductory training and encourage attendance at further trainings. The following is an example from one of the schools:

*“Every new faculty person, staff person, administration person that’s hired by the university, at some point in their first year goes through this four hour training. And in addition to that a lot of students go through it. A lot of faculty members will assign students to go to the training and they’re given credit for it... and the impact of that has been to get common language into the conversation of the campus community to*

*impact and affect the culture of the institution and to get people thinking systemically about the challenges around race.”*

Racism is a difficult issue to talk about, partly because there are many different definitions and understandings of what it is. The value of a common training experience is that it provides a common basis from which people can talk and begin to explore solutions.

Administrators at the schools which require trainings are supportive of the trainings and participate in them for their own growth and as an example to others at their institutions. The

*“If I want others to learn from an experience, I have to be willing to learn from it myself. And it’s hard for me to say to the rest of the employee group ‘Well you all ought to do this, but it doesn’t apply to me.’ So, there’s the modeling effect. Plus, I know that I have a lot to learn.”*

following is a good example: *“If I want others to learn from an experience, I have to be willing to learn from it myself. And it’s hard for me to say to the rest of the employee group ‘Well you all ought to do this, but it doesn’t apply to me.’ So, there’s the modeling effect. Plus, I know that I have a lot to learn.”* This administrator goes on to describe learning about race and justice issues as a journey. Another administrator credits the training with enabling the management team to be able to talk about rooting institutional racism out of the campus without being personally threatened.

However, administrators at two other schools feel that the benefits of the trainings are not reaching enough new people who need to learn about anti-racism. They worry that the language of “anti-racism” and specifically the concept of white privilege is off-putting to the majority of white people on the campus.

*“I think the concept of anti-racism is a bit threatening at times...A lot of the training has focused a lot on white privilege...given that the majority of the population here is white...They’re trying to be change agents; so when they get told, ‘Well, you’re the beneficiary of white privilege’...it take takes them back a little bit.”*

Anti-racism training focuses not only on the harm that people of color experience but also on the benefits and privileges that white people receive because of racism. This is an uncomfortable and difficult part of the training for white people because they are not usually aware of the ways in which they benefit from racism.

According to one administrator, people have said, *“No, I’m not a racist...Why are they trying to make me feel bad?”* Most people come to a training because they believe racism is bad and that they are not only not racist, but are trying to learn how to end other peoples’ racism. When white people learn about institutional racism and their role in it as beneficiaries, it can feel like they are being made to feel guilty. There is the perception that participation in anti-racism trainings has decreased because of this and campus leaders at these schools are looking for other ways to communicate the principles of the anti-racist lens.

### Practical Tools

The anti-racism trainings introduce a number of practical organizing tools for participants. They provide accessible frameworks and guides for strategizing during the training and after the training ends through anti-racism team meetings and other work. One particular tool which is often used is the *Continuum on Becoming an Anti-Racist Multicultural Institution* (See appendix D). The *Continuum* is a chart which maps the stages of development an institution usually goes through as it moves towards being fully multicultural and anti-racist. An anti-racism team member described the *Continuum* this way:

*“You want to be fully inclusive? This is what it needs to look like. You want to have identity change? These are the type of things that need to happen.” And I like that. I like it – it becomes structural. It becomes accessible. It becomes deliberate. It becomes something that can be incorporated into a strategic plan.”*

Most anti-racism team members said that the *Continuum* is used regularly in meetings and to plan strategy for organizing on campus. It is also used with other tools from the training to further develop institution- and team-specific instruments which assist planning.

### Organizing Method Facilitates Change

The organizing method used within the anti-racism work is itself an example of what institutional change looks, feels, and acts like. Cross departmental and cross-sector organizing which involves faculty, front-line staff, administrative staff, and often students and community members is a model for and practice of changing the institution. This is best described in the following quote:

*“It moved the university from being an institution driven by very traditional forms of self-structure and using traditional committee structures and having internal collaboration not occurring because of the way that the university operates, to being an institution that had a model in the form of [the anti-racism team] bringing people from across different sectors of the institution together to work collaboratively on an initiative.”*

A number of participants mentioned the importance of this method and that they have not experienced this level of collaboration on any other campus committees. They directly tie the growth of their personal leadership in tackling issues of privilege and oppression to being involved in the anti-racism teams.

*“The model of [the anti-racism team] allowed me to network and interact with people... in ways that no other campus committee had ever created an opportunity for me. That was one of the most beautiful aspects of [the anti-racism team] - It broke down so many barriers and lines of communication and the process was so much more inclusive, that you were able to be a university’s leader in ways that regular committees didn’t allow.”*

This person went on to describe the way that their leadership grew inside and outside of the classroom regarding articulation of anti-racism and anti-oppression principles and actions.

## Administrative Support is Important

Anti-racism organizers on each campus actively work to include administrators in their work as part of their organizing strategy. They do not simply accept the initial stance of their administration as immovable or see administrators as irrelevant to the work. *“It took a lot of conversations and getting administrators to come to the training and having more people get on board that can influence the administration.”*

Persistent inclusion of administrators in the trainings and on the anti-racism teams has been an important part of the strategy of institutionalizing anti-racism.

*“We have made structural changes. For instance, the office of the chief diversity officer [was formed] as a result of the analysis that emerged from the anti-racism process.”*

Levels of administrative support vary widely across the institutions. Support at the presidential level translates to institutional resources, including legitimacy for anti-racism work. At all institutions past support from the president resulted in funded staff positions to work on anti-racism. In some cases it was a full-time position, in others it was part-time or combined with other work. A number of schools created equity and diversity offices and hired Vice Presidents to do some of the work. *“We have made structural changes. For instance, the office of the chief diversity officer [was formed] as a result of the analysis that emerged from the anti-racism process.”* The leadership in these institutions provided support through funding and in-kind resources to expand the capacity of the teams to work for anti-racist change.

However, all of the institutions have also experienced changes in leadership in the last 2-3 years. Some new administrators are not supportive of the anti-racism approach. This has led to decreases in funding at some campuses. Sometimes there is a perception that previous institutional change is being undone. One college administrator made it clear that there will no longer be institutional funding for anti-racism initiatives due to the perceived ineffectiveness of the program on their campus. Other administrator’s responses were ambiguous in terms of future commitment for funding anti-racism initiatives.

In tough economic times, college administrators have to make hard decisions about budgets. At three of the four colleges, the administrators are supportive of the anti-racism initiatives but are faced with difficult choices. These administrators are thinking about alternative strategies and ways to make this work. For example, one college administrator talks about making anti-racism part of the diversity initiative so they can still do the work but it would be within the broad framework of diversity.

One anti-racism team member is already looking at other options to continue the work, even without institutional funding:

*“They’re withdrawing [funding], but they still are committing money through the Office of Diversity but not supporting the anti-racism initiative. So that means that what we have to do is figure out how to sustain the work that we do together as a group that isn’t*

*necessarily supported by the institution, how to keep going with this, and hopefully make some change more broadly in a slower way, and how to figure out if there is a way to get some more outside funding that will help us push in a different kind of way to keep it going and support the people that are doing this work.”*

Financial support from the colleges will continue to be a challenge due to the hard economic times. Members know, however, that the work still needs to continue and will work towards making it possible.

## Summary

The original research questions focused on HEART’s influence and the role of stakeholders in creating anti-racist institutional change. Through the interviews and further analysis, themes emerged at two levels: first at the functioning level of the HEART collaborative, and second at the campus-level. HEART has influenced campus-level work through funding and non-financial support, but the campus-level work has had its own momentum and influence upon HEART as well.

Research Question 1:

1. How have HEART’s anti-racism initiatives influenced policies and practices at institutions and in surrounding communities that dismantle racism?
  - a. Has HEART created systemic anti-racist institutional change at each institution?

There are signs of institutional change as a result of initiatives, some that are a result of HEART funding and influence and some that pre-date HEART’s formation. Changes in curriculum required anti-racism courses, and institutional policy issues like hiring and strategic planning are concrete examples of change happening in different ways across the campuses. Funding from HEART has increased the capacity of anti-racism teams to do this work and provided leveraged funds from institutions.

Additionally, the anti-racism trainings, tools, and overall organizing models shared among the members of HEART have changed the language and climate around race in a positive way at a number of the schools. The extent of the campuses’ comfort with the anti-racism analysis and language varies among institutions and partially depends on the support of administrators.

Research Question 2:

1. How have various stakeholders influenced the anti-racism work at each campus and surrounding community?
  - a. What are the roles of institutional leaders, HEART members, and community members?
  - b. What is the institutional commitment to funding anti-racism work?

The interviews present various insights from key stakeholders: leaders, HEART members, and anti-racism team members. HEART members are actively involved in anti-racism organizing on

their campuses and in participating in the collaborative. They play a crucial role in shaping the collaborative based on their individual campus experiences and their interactions together. HEART members also bring resources and new ideas from the collaborative to their campuses. This is a challenging position to be in, and there are contradictory perceptions of the collaborative's value that needs to be addressed. The anti-racism team members do the bulk of the organizing at each campus. Through their initiatives and relationship-building with campus leaders, anti-racism is institutionalized. Institutional leaders play a key role in legitimizing and institutionalizing anti-racism. Their support usually manifests through continued commitment to funding. Campus leaders can also delegitimize the work and withdraw funding, removing some of the institutional nature of previous accomplishments. Despite decreases in funding, however, anti-racism team members persist in finding ways to organize.

## Recommendations

### *HEART should deliberate about their collaborative structure and practices*

The direction of HEART's future is uncertain. Members should meet to discuss how they would like to proceed, particularly in light of the different perceptions they have about HEART. Members should focus on communication, how to deal with geographic distance, and whether the collaborative should function more as a network or as an organization.

### *Anti-racism teams should continue to engage administrators*

The level of engagement with administrators is key to the success of anti-racism initiatives. Institutions that have good engagement with their administrators should continue to build on that. There are gaps and tension among the anti-racism teams and administrators on some campuses. Institutions that have challenges connecting with their administrators should address this through further organizing work.

### *Consider the effectiveness of anti-racism language*

From a few administrators' point of view, the language of anti-racism is harsh for white participants to digest. After the trainings, some white participants left with guilt and anger and felt there were no real solutions to the problem of racism. The collaborative should consider the ways in which the framing of anti-racism deters participants and be proactive in correcting misconceptions about anti-racism.

### *Further funding is needed for anti-racism work*

While passion for racial equity is important in anti-racism work, it takes time and money to create institutional change. Resources for offices, records-keeping, trainings, and staff time increases the reach of anti-racism work and the ability to evaluate it. This means that funding is crucial for building capacity for anti-racism teams in tackling institutional barriers.

## **Appendix A: Interview Questions for HEART Members**

### Overarching Research Questions

1. How have HEART's anti-racism initiatives influenced policies and practices at the institutions and in surrounding communities that dismantle racism?
  - a. Has HEART created systemic anti-racist institutional change at each institution?
2. How have various stakeholders influenced the anti-racism work at each campus and surrounding community?
  - a. What are the roles of institutional leaders, HEART members, and community members?
  - b. What is the institutional commitment to funding anti-racism work?

### Interview Questions - Key HEART Collaborative Members

1. Why did your institution become a member of HEART?
  - a. Who facilitated involvement with HEART?
2. How has HEART membership increased capacity for anti-racism work at your institution?
  - a. How has membership increased your personal leadership for anti-racism work?
  - b. How has membership provided you with a professional support group to assist in your anti-racism work?
  - c. How has membership assisted with campus planning for anti-racism work?
  - d. Other influence?
3. What HEART activities were beneficial to you and your institution?
4. What new initiatives (policies and practices) were you able to create as a result of HEART?
  - a. New trainings, courses, programs, offices (required/optional)?
  - b. Which initiatives resulted from HEART funding support?
  - c. Which initiatives resulted from non-financial support from HEART?
5. How does the "Continuum on Becoming an Anti-Racist Multicultural Institution" assist in defining and measuring progress at your institution?
6. How is your anti-racism work funded?
  - a. What is the amount of the direct support? What are the in-kind contributions (e.g., staff/administrative time)?
  - b. How has that changed over time?
7. How has your institutional administration responded to your membership in HEART?
  - a. How does that affect your anti-racism work at your institution?
8. Is there anything that I haven't asked about your anti-racism work that you'd like me to know?

## **Appendix B: Interview Questions for Campus Anti-Racism Team Members**

### Overarching Research Questions

1. How have HEART's anti-racism initiatives influenced policies and practices at the institutions and in surrounding communities that dismantle racism?
  - a. Has HEART created systemic anti-racist institutional change at each institution?
2. How have various stakeholders influenced the anti-racism work at each campus and surrounding community?
  - a. What are the roles of institutional leaders, HEART members, and community members?
  - b. What is the institutional commitment to funding anti-racism work?

### Interview Questions - Anti-Racism Team Members

1. How would you describe the anti-racism work on your campus?
2. What new initiatives (policies and practices) have resulted from anti-racism work?
  - a. New trainings, courses, programs, offices (required/optional)?
3. Why did your institution become a member of HEART?
  - a. Who facilitated involvement with HEART?
4. How has HEART membership increased capacity for anti-racism work at your institution?
  - a. How has membership increased your personal leadership for anti-racism work?
  - b. How has membership provided you with a professional support group to assist in your anti-racism work?
  - c. How has membership assisted with campus planning for anti-racism work?
  - d. Other influence?
5. How does the "Continuum on Becoming an Anti-Racist Multicultural Institution" assist in defining and measuring progress at your institution?
6. How has your institutional administration responded to anti-racism work on campus?
7. Is there anything that I haven't asked about your anti-racism work that you'd like me to know?

## **Appendix C: Interview Questions for College Administrators**

### Overarching Research Questions

1. How have HEART's anti-racism initiatives influenced policies and practices at the institutions and in surrounding communities that dismantle racism?
  - a. Has HEART created systemic anti-racist institutional change at each institution?
2. How have various stakeholders influenced the anti-racism work at each campus and surrounding community?
  - a. What are the roles of institutional leaders, HEART members, and community members?
  - b. What is the institutional commitment to funding anti-racism work?

### Interview Questions

1. As a leader at X college/university, how would you describe the school's commitment to anti-racism work?
2. In what ways have you supported anti-racism work on your campus?
  - a. In light of the difficult financial situation many higher education institutions are facing, what is the institutional commitment to funding anti-racism work?
3. How would you describe some of the anti-racism initiatives on your campus?
  - a. How would you describe the importance of the anti-racism work to combating racism on your campus?
4. What policy or program changes have occurred as a result of these initiatives?
  - a. New trainings, courses, programs, offices (required/optional)?
5. What is the most important element to the anti-racism work on your campus?
  - a. How has HEART particularly benefitted your institution?
6. What are the "next steps" of your institution's anti-racism racism work?

## Appendix D: Continuum on Becoming an Anti-Racist Multicultural Institution

# Continuum on Becoming an Anti-Racist Multicultural Institution

