

Self-Assessment Tool: Anti-Racism

Accountability (Self)

- How often do you say or do something (e.g., make a comment, ask a question, or behave/react in a way that is rooted in a racist attitude, assumption, or stereotype)? (This includes things you think, say, or do in the presence of other people AND things you think, say, or do that other people might not know about.)

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

- When you say or do something rooted in a racist attitude, assumption, or stereotype, what emotional response does it bring up for you? (This includes the emotions you feel in the moment, whether in the presence of other people or alone, and the emotions you feel later on.)

Guilt	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Shame	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Embarrassment	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Frustration (with self)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Defensiveness	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Anxiety (about what others think of you)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Concern (about how your actions made others feel)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

- When you say or do something rooted in a racist attitude, assumption, or stereotype, what intellectual response does it bring up for you?

Rationalization (that you lacked bad intent)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Recognition of internalized racism	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Awareness of the need for unlearning	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Acknowledgment of impact on others	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

- When you say or do something rooted in a racist attitude, assumption, or stereotype in the presence of other people, how often do you acknowledge/name it to others without being called out for it first?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

- When other people point out that you said or did something rooted in a racist attitude, assumption, or stereotype, what are your behavioral impulses?

Explain intent (what you did/didn't mean)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Ask them to explain harm/educate you	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Question their experience/"interpretation"	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

This tool was developed by Renee Wells, Assistant Vice President of Education for Equity and Inclusion at Middlebury College.

Think or say they are overreacting	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
React to or comment on their tone	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Cause more harm with your comments/actions	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Verbally acknowledge accountability	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Apologize for impact/harm	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

6. How often do you acknowledge—*after the fact*—that you said or did something rooted in a racist attitude, assumption, or stereotype (i.e., when you did something that no one called out and you decide later on to acknowledge what you previously did in their presence)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

7. How often do you acknowledge—*after the fact*—that you reacted badly to being called out for saying or doing something rooted in a racist attitude, assumption, or stereotype (i.e., when you go back to someone who called you out and acknowledge that the way you responded was problematic and/or caused additional harm)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

8. How often do you consciously and intentionally monitor your own interpersonal behaviors in terms of how you “take up space” (dominate conversations, interrupt other people, talk over other people, co-opt other people’s ideas, dismiss other people’s ideas, fail to ask other people to share their perspectives, etc.) in ways that marginalize the engagement of Black, Indigenous and people of color?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

9. How often do you consciously and intentionally monitor the assumptions you make about Black, Indigenous and students of color (preparedness, ability, effort, etc.) and how those assumptions impact how you do or do not engage with them?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

10. How often do you consciously and intentionally monitor the assumptions you make about Black, Indigenous and colleagues of color (preparedness, ability, effort, etc.) and how those assumptions impact how you do or do not engage with them?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

11. How often do you consciously and intentionally monitor the evaluations and judgments you make about Black, Indigenous and students of color in ways that center white/western cultural notions of what is “normal,” “appropriate,” or “professional” (e.g., appearance, attire, language, behavior, communication styles)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

This tool was developed by Renee Wells, Assistant Vice President of Education for Equity and Inclusion at Middlebury College.

12. How often do you consciously and intentionally monitor the evaluations and judgments you make about Black, Indigenous and colleagues of color in ways that center white/western cultural notions of what is “normal,” “appropriate,” or “professional” (e.g., appearance, attire, language, behavior, communication styles)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Accountability (Others)

1. How often do you remain silent when other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence?

Friends	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Family members	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Neighbors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Community members	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Colleagues (staff members)	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Colleagues (faculty members)	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Supervisors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Administrators	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Students (student employees)	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Students (general)	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)

2. When you choose to remain silent when other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence, what are your motivating factors?

Discomfort with “confrontation”	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Discomfort with having difficult dialogues	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Uncertain about how to respond	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Don’t want to “cause a scene”	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Don’t want to cause discomfort	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Don’t want to damage relationship(s)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Fear of backlash/argument	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Concern about backlash/retaliation	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Self-care (avoid attack/abuse)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

3. When you choose to remain silent when other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence, what emotional response does it bring up for you? (This includes the emotions you feel in the moment and the emotions you feel later on.)

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Guilt	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Shame	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Weakness	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Frustration (with self)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Failure (personal or professional)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Anxiety (about how others view your silence)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Concern (about impact on others present)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

4. How often do you initiate a conversation—*after the fact*—with other people about something rooted in a racist attitude, assumption, or stereotype that they said or did in your presence (i.e., when you go back to someone and share that you did not respond to their action at the time but feel that it is important to still address it)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

5. How often do you initiate a conversation—*after the fact*—with people who were potentially impacted by something rooted in a racist attitude, assumption, or stereotype that someone said or did in your presence (i.e., when you go back to someone and acknowledge the impact of your silence/inaction in the moment when the behavior occurred)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

6. When other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence and you do respond, what are your motivating factors?

To call out the person/behavior	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To be seen as “getting it”	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To be seen as “showing up”	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To explain/school the person	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To create space for dialogue	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To invite the person to reflect on their actions	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To not be complicit through silence	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
To respond so those impacted don’t have to	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

7. When other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence and you do respond, what characterizes the way you engage with them?

Accusatory	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Condemning	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Shaming	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Canceling (no space for growth or accountability)	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Understanding	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

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Compassionate	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)
Empathetic	0 (none)	1	2	3	4	5	6	7	8	9	10 (very strong)

8. When other people say or do something rooted in a racist attitude, assumption, or stereotype in your presence and you do respond, how effective does your response tend to be?

They reject the validity of the concerns you raise	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
They dismiss the significance of the harm	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
They reduce your response to an attack on them	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
They are able to process/discuss the issue with you	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
They realize why their action was racist	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
They realize how their action was harmful	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)

9. How often do you actively and intentionally center or re-center Black, Indigenous and students of color when you are in spaces where they are marginalized by the behaviors of others (e.g., actively solicit their perspectives, redirect attention to them when they are interrupted or spoken over, openly credit their ideas when they are co-opted by others)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

10. How often do you actively and intentionally center or re-center Black, Indigenous and colleagues of color when you are in spaces where they are marginalized by the behaviors of others (e.g., actively solicit their perspectives, redirect attention to them when they are interrupted or spoken over, openly credit their ideas when they are co-opted by others)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Hiring Practices (Students)

1. How often do you use active outreach and recruitment strategies to attract a racially diverse pool of student applicants?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. How successful have you been at hiring racially diverse student employees?

0 (unsuccessful) 1 2 3 4 5 6 7 8 9 10 (very successful)

3. How often do you include in job descriptions the expectation that student employees will develop and implement the capacity to respond to manifestations of racism in the workplace?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

This tool was developed by Renee Wells, Assistant Vice President of Education for Equity and Inclusion at Middlebury College.

4. How often do you include interview questions in the hiring process that you can use to assess prospective student employees' commitment to being actively anti-racist?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
5. How often do you include interview questions in the hiring process that you can use to assess prospective student employees' awareness of the way racism manifests on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
6. How often do you include interview questions in the hiring process that you can use to assess prospective student employees' understanding of the impact of racism on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
7. How often do you include interview questions in the hiring process that you can use to assess prospective student employees' comfort with responding to manifestations of racism on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
8. How often do you include scenarios or case studies in the hiring process that you can use to assess prospective student employees' ability to effectively respond to manifestations of racism on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Hiring Practices (Staff)

1. How often do you use active outreach and recruitment strategies to attract a racially diverse pool of full-time staff applicants?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
2. How successful have you been at hiring racially diverse full-time staff members?
0 (unsuccessful) 1 2 3 4 5 6 7 8 9 10 (very successful)
3. How often do you include in job descriptions the expectation that full-time staff members will develop and implement the capacity to respond to manifestations of racism in the workplace?

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0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

4. How often do you include interview questions in the hiring process that you can use to assess prospective full-time staff members' commitment to being actively anti-racist?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

5. How often do you include interview questions in the hiring process that you can use to assess prospective full-time staff members' awareness of the way racism manifests on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

6. How often do you include interview questions in the hiring process that you can use to assess prospective full-time staff members' understanding of the impact of racism on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

7. How often do you include interview questions in the hiring process that you can use to assess prospective full-time staff members' comfort with responding to manifestations of racism on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

8. How often do you include scenarios or case studies in the hiring process that you can use to assess prospective full-time staff members' ability to effectively respond to manifestations of racism on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Supervision (Students)

1. When you onboard/train student employees, do you intentionally discuss expectations related to workplace climate and the environment you expect them to help create and maintain in terms of being actively anti-racist?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. When you onboard/train student employees, do you provide opportunities for them to learn how to respond when other people say or do something rooted in a racist attitude, assumption, or stereotype?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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3. When you onboard/train student employees, do you explicitly state that you not only invite but expect them to come to you with concerns about the way racism is manifesting in the workplace (e.g., policies, practices, attitudes, comments, behaviors)?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
4. Do you have established processes through which student employees can anonymously report concerns about the way racism is manifesting in the workplace that you actively invite them to utilize and remind them of regularly?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
5. How often do you check in with student employees to discuss their perception of how effectively the workplace is being actively anti-racist?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
6. How often do you ask student employees to share examples of comments or behaviors rooted in a racist attitude, assumption, or stereotype that they have observed in the workplace in order to use them as case studies for collective reflection and skill building around practicing anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
7. How often do you ask student employees to critically self-reflect on where they are at in terms of their own anti-racism?

Comfort with responding to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Strategies for responding to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
How often they respond to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
What they need to be better prepared to respond	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
8. How often do you include assessment of anti-racist practices in the formal evaluation of student employees?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
9. How often do you check in with Black, Indigenous, and student employees of color about the impact of racism on campus and what resources/support they might need?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
10. How often do you adapt the way you provide mentoring and support for Black, Indigenous, and student employees of color to be mindful of the barriers associated with racism and to offer culturally responsive supervision?

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0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Supervision (Staff)

1. When you onboard/train new full-time staff, do you intentionally discuss expectations related to workplace climate and the environment you expect them to help create and maintain in terms of being actively anti-racist?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. When you onboard/train new full-time staff, do you provide opportunities for them to learn how to respond when other people say or do something rooted in a racist attitude, assumption, or stereotype?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

3. When you onboard/train new full-time staff, do you explicitly state that you not only invite but expect them to come to you with concerns about the way racism is manifesting in the workplace (e.g., policies, practices, attitudes, comments, behaviors)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

4. Do you have established processes through which full-time staff can anonymously report concerns about the way racism is manifesting in the workplace that you actively invite them to utilize and remind them of regularly?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

5. How often do you check in with full-time staff to discuss their perception of how effectively the workplace is being actively anti-racist?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

6. How often do you ask full-time staff to share examples of comments or behaviors rooted in a racist attitude, assumption, or stereotype that they have observed in the workplace in order to use them as case studies for collective reflection and skill building around practicing anti-racism?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

7. How often do you ask full-time staff to critically self-reflect on where they are at in terms of their own anti-racism?

Comfort with responding to racist behaviors 0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Strategies for responding to racist behaviors 0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

How often they respond to racist behaviors 0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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What they need to be better prepared to respond 0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

8. How often do you include assessment of anti-racist practices in the formal evaluation of full-time staff members?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

9. How often do you check in with Black, Indigenous, and full-time staff of color about the impact of racism on campus and what resources/support they might need?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

10. How often do you adapt the way you provide mentoring and support for Black, Indigenous, and full-time staff of color to be mindful of the barriers associated with racism and to offer culturally responsive supervision?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Student Development (e.g., programming, advising, mentoring, etc. of students generally, as opposed to student employees specifically)

1. As part of the student development work you do with students, do you intentionally discuss expectations related to campus climate and the environment they can help create and maintain in terms of being actively anti-racist?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. As part of the student development work you do with students, do you provide opportunities for them to learn how to respond when other people say or do something rooted in a racist attitude, assumption, or stereotype?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

3. As part of the student development work you do with students, do you explicitly state that you invite them to come to you with concerns about the way racism is manifesting on campus (e.g., policies, practices, attitudes, comments, behaviors)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

4. Do you have established processes through which students can anonymously report concerns about the way racism is manifesting on campus that you actively invite them to utilize and remind them of regularly?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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5. How often do you check in with students to discuss their perception of the way racism is manifesting on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

6. How often do you ask students to critically self-reflect on where they are at in terms of their own anti-racism?

Comfort with responding to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
Strategies for responding to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
How often they respond to racist behaviors	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)
What they need to be better prepared to respond	0 (never)	1	2	3	4	5	6	7	8	9	10 (regularly)

7. How often do you check in with Black, Indigenous, and students of color about the impact of racism on campus and what resources/support they might need?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

8. How often do you adapt the way you provide mentoring and support for Black, Indigenous, and students of color to be mindful of the barriers associated with racism and to offer culturally responsive development?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Professional Framework

1. How often does your office/department/program actively center anti-racism in your work (in practice, as opposed to simply ideologically or rhetorically)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. How often do the staff members in your office/department/program collaborate to identify concrete goals for implementing anti-racism in your work?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

3. How often does your office/department/program publish/share (with colleagues, administrators, students, etc.) concrete goals for anti-racism that you have committed to implementing (with accompanying timelines for accountability)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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4. How often does your office/department/program meet to collectively do work associated with concrete goals for anti-racism that you have committed to implementing?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
5. How often does your office/department/program report out (to colleagues, administrators, students, etc.) on your progress toward concrete goals for anti-racism that you have committed to implementing?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

Personal/Professional Development

1. How committed are you to actively engaging in personal and professional development of anti-racist practices as an ongoing, lifelong process?
0 (not committed) 1 2 3 4 5 6 7 8 9 10 (very committed)
2. How often do you actively seek to identify your own knowledge and skill gaps with respect to anti-racist practices?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
3. How comfortable are you with accepting and acknowledging that you will continue to make mistakes and cause harm due comments, questions, or behaviors rooted in racist attitudes, assumptions, or stereotypes that you still need to unlearn?
0 (very uncomfortable) 1 2 3 4 5 6 7 8 9 10 (very comfortable)
4. How often do you participate in formal/structured professional development opportunities (conferences, workshops, webinars, etc.) focused on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
5. How often do you read books focused on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
6. How often do you read articles focused on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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- 7. How often do you listen to podcasts focused on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 8. How often do you actively follow individuals/sites focused on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 9. How often do you center the voices/analyses of Black, Indigenous, and people of color when trying to understand news/issues/etc. that focus on racism/anti-racism?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 10. How often do you actively reflect on (individually) the way racism manifests in U.S. culture?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 11. How often do you actively discuss with others (friends/colleagues) the way racism manifests in U.S. culture?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 12. How often do you actively reflect on (individually) the way racism manifests on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 13. How often do you actively discuss with others (friends/colleagues) the way racism manifests on campus?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 14. How often do you actively reflect on (individually) the way racism manifests in the work of your office/department/program?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 15. How often do you actively discuss with others (friends/colleagues) the way racism manifests in the work of your office/department/program?
0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)
- 16. How often do you actively reflect on (individually) strategies for addressing, combatting, or dismantling racism in U.S. culture?

This tool was developed by Renee Wells, Assistant Vice President of Education for Equity and Inclusion at Middlebury College.

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

17. How often do you actively discuss with others (friends/colleagues) strategies for addressing, combatting, or dismantling racism in U.S. culture?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

18. How often do you actively reflect on (individually) strategies for addressing, combatting, or dismantling racism on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

19. How often do you actively discuss with others (friends/colleagues) strategies for addressing, combatting, or dismantling racism on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

20. How often do you actively reflect on (individually) strategies for addressing, combatting, or dismantling racism in the work of your office/department/program?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

21. How often do you actively discuss with others (friends/colleagues) strategies for addressing, combatting, or dismantling racism in the work of your office/department/program?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

22. How often do you actively practice strategies (as a method of skill building) for responding when other people say or do something rooted in a racist attitude, assumption, or stereotype?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

23. How often do you actively seek out resources related to strategies for supporting Black, Indigenous, and students of color?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

24. How often do you actively discuss with others (friends/colleagues) strategies for supporting Black, Indigenous, and students of color?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

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Advocacy/Accountability (Institutional)

1. How often do you raise concerns (to supervisors or administrators) about manifestations of racism on campus (policies, practices, attitudes, behaviors, etc.)?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

2. How often do you actively advocate (to supervisors or administrators) for changes to existing campus policies or practices that disproportionately impact Black, Indigenous, and students of color?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

3. How often do you engage in discussions with colleagues about how their actions (practices, attitudes, behaviors, etc.) impact Black, Indigenous, and students of color?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

4. How often do you actively support or help students as they work to identify goals or strategies related to anti-racist advocacy on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)

5. How often do you actively help students understand how to effectively navigate the institution/administration in terms of enabling them to successfully engage in anti-racist advocacy on campus?

0 (never) 1 2 3 4 5 6 7 8 9 10 (regularly)