

CREATING A TRUTH, RACIAL HEALING, AND TRANSFORMATION CAMPUS
CENTER TO ENSURE CULTURAL COMPETENCY IS URGENT AND ACCESSIBLE FOR
COMMUNITY COLLEGE STUDENTS

by

Khayree O. Williams

This dissertation is submitted in partial fulfillment
of the requirements for the degree of

Doctorate of Education

Ferris State University
August 2020

© 2020 Khayree O. Williams
All Rights Reserved

CREATING A TRUTH, RACIAL HEALING, AND TRANSFORMATION CAMPUS
CENTER TO ENSURE CULTURAL COMPETENCY IS URGENT AND ACCESSIBLE FOR
COMMUNITY COLLEGE STUDENTS

by

Khayree O. Williams

Has been approved
August 2020

Approved by

Sandra J Balkema, PhD, Chair

Matthew C Chaney, EdD, Member

Reginald A Blockett, PhD, Member

Dissertation Committee

Accepted:

Roberta C Teahen, PhD, Director
Community College Leadership Program

ABSTRACT

Institutions of higher education have the important responsibility of shaping the whole student, and, thus, are feeling an increased demand to help develop students navigate equity and diversity matters. Beyond producing students who have endured an academically rigorous curriculum and preparation for the workforce, more and more institutions of higher education are placing a greater emphasis on ensuring graduates have had adequate opportunities to develop some level of mastery in the area of cultural competency, to help them effectively compete in the global workforce after completion.

As a result of this emphasis, community colleges, many that perhaps are late to the conversation, are now joining four-year institutions in the effort to provide places, spaces, and opportunities for students to engage in learning about how to effectively communicate and engage with individuals who are different from them, especially in terms of their culture, race, ethnicity, and or sexual orientation.

Therefore, community colleges are now entering the arena with universities by establishing Truth, Racial Healing, and Transformation Campus Centers (TRHT Campus Centers) to help serve this goal. Truth, Racial Healing, and Transformation Campus Centers are based on a model designed by the W.K. Kellogg Foundation that uses a comprehensive community-based process designed to address present and past societal inequities impacted by racism through programming, training, and workshops to help further the cultural competency of students, staff, and faculty. This model has been applied at several colleges and universities across the country. Community colleges, however, are by definition differently situated than

four-year universities in many ways, including how they are funded, where they are located, who they serve, and how their mission is carried out to impact the local community.

Thus, as more and more community colleges are considering expanding their diversity and inclusion efforts, it is hoped that this Guide may serve as a resource for college leaders to utilize as they explore implementing a TRHT Campus Center at their institution.

KEY WORDS: Diversity, equity, and inclusion (DEI); campus climate; cultural competency

DEDICATION

The importance of higher education has been instilled since I was born. My mother and grandmother are and were my biggest cheerleaders who set me on this path; thus, I have always understood that every single person who has been a part of my life — both inside and outside of the classroom from my K-12 education, college undergraduate and graduate experiences, and now professionally — had a stake in this achievement.

I would like to dedicate this achievement to my entire community. I could not and would not have been able to complete this journey without such a supportive circle. I am truly indebted to God, my family, friends, mentors, students, colleagues, co-cohort members, and my community in my hometown of Flint, Michigan.

I would like to dedicate this especially to my parents Eddie and Debra Williams, my grandmother Derotha Woodson, the entire Woodson, Williams, Daniels, Garrett clan. Moreover, I have been tremendously impacted by many mentors but especially Mr. John Rhymes and Mr. James Bracy in my formative years who helped give me the confidence that set me on this path.

Additionally, I am truly appreciative for my entire DCCL Cohort 7 family, especially Dr. Michael Couch, Dr. Sean Huddleston, and Dr. Margie Lawler for always checking in on me and helping me stay on track.

Lastly, thank you from the bottom of my heart to my chair Dr. Sandra Balkema for helping keep me in the fight and on track and encouraged to complete this journey! I truly don't know how I would've completed it without you!

ACKNOWLEDGEMENTS

First and foremost, God for always surrounding and enriching me with a community and the gifts and talents to fulfill my purpose. When I am discouraged, you remind me I am enough, and constantly ensure I have many around me who have strengths I need to grow and develop into what you have for me.

Thank you, Dr. Tia McNair of the American Association for Colleges and Universities, for your support and advice regarding my dissertation topic and my supervisor; and Dr. Molly Beth Malcolm, of Austin Community College, for allowing space for me to complete my writing and defense.

Finally, thank you to my chair Dr. Sandra Balkema for your support, encouragement, accountability, and guidance over these last six months, and to my committee members Dr. Matthew C. Chaney and Dr. Reggie A. Blockett and the entire DCCL Cohort 7!

TABLE OF CONTENTS

	page
Chapter One: Introduction	1
Introduction to this Work	1
History of “Cultural Awareness,” Diversity, Equity, and Inclusion Work in Community Colleges	2
Support Offices for Students of Color	3
The Chief Diversity Officer Role	4
Truth, Racial Healing, and Transformation: A New Opportunity for Inclusion Work at Community Colleges	6
History of W.K. Kellogg’s Truth, Racial Healing, and Transformation Model.....	7
Research Questions	9
Definitions	10
Conclusion	11
Chapter Two: Literature Review	12
Introduction	12
The Need to Address Racial Inequity and Injustice in Higher Education.....	13
The History of Diversity, Equity, and Inclusion Efforts in Community Colleges	14
Multicultural Affairs.....	16
Chief Diversity Officers	17
Kellogg’s Truth, Racial Healing, and Transformation Campus Center	18
Conclusion	21
Chapter Three: Methods for Developing the Guide	22
Introduction	22
The Role of the Researcher	22
Validity of the Guide	23
Organization of the TRHT Guide.....	25
What are the Important Components of a Truth, Racial Healing, and Transformation Center?.....	25
Assessing the Campus and Community Climate to Ensure Readiness	26
Understanding the TRHT Campus Center Framework	26
Who should use the Community College TRHT Campus Center Implementation Guide?.....	27
How should an institution approach the process of implementing a TRHT Center?	28
Limitations of this Guide.....	29
Conclusion	30

Chapter Four: An Implementation Guide for a Community College Truth, Racial Healing, and Transformation College Center	31
Preface	31
Introduction	31
TRHT Campus Center Framework	32
So, you are considering implementing a TRHT Campus Center?	33
Qualifications for Becoming a TRHT Campus Center	33
Community College Organizational Commitment to TRHT	35
Formation of Institution-Wide TRHT Campus Center Design Team	37
Strengths, Weaknesses, Opportunities, and Threats (SWOT) Assessment.....	38
Strategic TRHT Campus Center Location	38
Budgetary Considerations for a TRHT Campus Center	39
Strategic Staffing of Center Leadership	40
Strategic Action Plan	41
Example Programming: National Day of Racial Healing	43
Building Relationships with Internal and External Stakeholders	44
Considering the Context of the Local Community.....	46
Ensuring Access to TRHT Information, Resources, and Programming	46
Measures & Assessment.....	47
Reading /Reference List	48
Implementation Guide Appendices	48
Appendix A: TRHT Campus Center Advisory Team—Sample Meeting Agenda	49
Appendix B: Sample Center Programming Budget	50
Appendix C: Sample Job Descriptions.....	51
Appendix D: Sample Action Plan	55
Appendix E: Austin Community College’s TRHT 2020-21 Academic Year Vision	57
Appendix F: Racial Healing Circle Materials	60
Appendix G: Austin Community College’s 2020 National Day of Racial Healing Campus Wide Program (Open Also to the Community).....	63
Appendix H: Campus-Wide Student Town Hall on Equity and Social Justice Issues.....	65
Appendix I: Staff Departmental Conversation on Equity and Social Justice Issues	69
Appendix J: Community Partners’ Town Hall on Equity and Social Justice Issues.....	70
Chapter Five: Conclusions, Implications, and Future Research.....	74
Introduction	74
Discussion of the TRHT Community College Campus Center Model as an Imperative.....	75
Implications for Heightened Racial Equity Concerns	75
Future Research into the Truth, Racial Healing, and Transformation Model	76
A University TRHT Implementation Guide.....	77
TRHT Campus Center vs Adoption of the TRHT Program Model	77
A Study to Understand Student TRHT Impacts	78
A Study to Understand Faculty/Staff TRHT Impacts	79
Future TRHT Assessment Projects	79
Conclusion.....	80
REFERENCES	82

CHAPTER ONE: INTRODUCTION

INTRODUCTION TO THIS WORK

The climate of higher education is changing drastically as the demographics of our country evolve. This changing climate is then reflected in the ethnic and racial makeup of our institutions of higher education (Schmidt, 2008). This change, coupled with the rising and contentious equity and justice issues of the past that are even more prevalent in 2020 (largely due to alleged racial infused killings of unarmed black and brown women), has sparked a nationwide and worldwide outcry and call for more racially justice policies, practices, and laws. This outcry has, in turn, necessitated a need for more even more comprehensive discussions, training, and development of college students centered around racial justice issues to equip them to lead in these areas after college. Effectively, the equity and social justice issues of today have helped renew and reinforce theorist Paulo Freire's belief (as cited in Gottesman, 2010) that, "Education must be the central feature of building movements for radical social change" (n.p).

Therefore, the days of colleges and universities simply taking in students and banking them with the goal of a degree or certificate, and then considering their job is over, is an ideal of the past. To put it plain and simple, students matriculating from higher education into society and the workforce must be able to properly articulate and demonstrate the ability to thrive and impact change by engaging across cultural lines (Stewart, Wall & Marciniac, 2016). This is further enforced by increasing equity and social justice concerns that were once more prominent at universities but now being realized at all institutions of higher education as campuses continue to become more and more diverse. According to Smith (2018), "Unlike four-year university

campuses, which have seen protest after protest, often on racial issues, along with a host of controversial speakers and guest in recent years, community colleges tended to avoid these sorts of high-profile flashpoints in the past” (para 23). However, Shaun Harper, as cited in Esquivel (2020), affirmed, “students and faculty of color have been pushing community colleges to commit specific steps to address persistent inequities on campus” (p. 1). This means community colleges, like universities, must now place more of an emphasis on providing experiences, resources, and training to groom their students in the area of cultural competency to ensure they are producing well-rounded graduates who can positively represent themselves and the institution as leaders who can, upon completion, impact change in the greater society.

One new and innovative resource that colleges and universities have employed to help achieve this goal of preparing students to interact across racial, ethnic, and cultural differences is the Association for America’s College and Universities’ Truth, Racial Healing, and Transformation framework using a TRHT Campus Center model to directly provide programming, training, and dialogues to foster the growth in students that is necessary to compete in the global workforce.

HISTORY OF “CULTURAL AWARENESS,” DIVERSITY, EQUITY, AND INCLUSION WORK IN COMMUNITY COLLEGES

It is widely accepted that institutions of higher education were initially designed primarily for white students and not for the edification of all students. For example, many colleges and universities remained off limits to black students until the 1950-60s (Hatfield, 2020). As a result of this, colleges and universities have for many years grappled with bettering their infrastructures to justly serve all students regardless of their demographic makeup. Biondi

(2012) stated that “Racism runs rampant in the educational system, while America, in a pseudo humanitarian stance, proudly proclaims that it is the key to equal opportunity for all” (p. 12).

Thus, in the higher education sphere, many forces have driven the inclusion of Diversity, Equity, and Inclusion work and awareness. This work was not always an urgent priority in higher education and has evolved to respond to the increases in diversity, a byproduct of the rise in the total number of students pursuing higher education over the years. For example, in 1965, 5.9 million people were enrolled in a degree-granting postsecondary institution; by 2014 this number had ballooned to 20.2 million (NCES, 2016). But institutions of higher education still did not initially take notice that there were challenges within their organizations and adverse impacts on certain demographic groups until it became evident that the diversity growth was not translating into equitable retention and graduation outcomes particularly for students of color (Schmidt, 2008). This awareness, also coupled with the fact that as tuition at four-year institutions rises, and college degrees become a prerequisite for jobs paying a living wage, community colleges fill an ever more crucial role in our economy and thus need to improve diversity, equity, and inclusion efforts to ensure they are able to better to retain all students (Belfield & Bailey, 2011).

SUPPORT OFFICES FOR STUDENTS OF COLOR

In response to the aforementioned challenges, four-year institutions led the way in launching intentional places and spaces where highly skilled (often professionals of color) were now tasked with supporting students of color. The spaces, which often had names like the Office of Multicultural Affairs, Office of Multicultural Student Services, or Multicultural Student Development to name a few, often evolved into being like a second home to these students and a place of solace when they experienced issues and challenges often common at predominantly white institutions (PWIs). The offices were tasked to unapologetically serve these students by

aiding in their transition to university life, navigating the challenges of attending a predominantly white institution, providing culturally responsive programming, leadership opportunities, and opportunities for students to fellowship and socialize with peers of the same culture (Stewart, 2011). Many of these spaces offered educational and social programming centered around confidence, pride in their identity, and a sense of belonging to help students of color begin to see themselves as a part of their institution, and accordingly strengthen retention with the intended outcome of greater graduation rates (Furr & Elling, 2002).

Although this is was an impactful intervention and worthwhile strategy for ensuring students of color thrive and graduate, these spaces were often sparsely staffed and, thus, rarely had enough capacity to also do the work of providing educational cultural competency programming for the entire campus. Moreover, as more and more campus climate issues arose, college leaders began to realize there needed to be an expansion of intentional efforts to ensure a broader diversity an inclusion impact college-wide. This ultimately culminated with the inception of the Chief Equity, Diversity, and Inclusion Officer role or its equivalent that looks beyond supporting the needs of students of color as its priority.

THE CHIEF DIVERSITY OFFICER ROLE

The development of offices and/or centers to support students of color, though a great step, in many ways helped to serve as a revelation that colleges, with the best of intentions, had bolstered their support of students of color, but needed to do more to begin to ensure that there were opportunities for educating all students, faculty, and staff who have contact with these students, to enhance their cultural awareness and development (Arnold & Kowalski-Braun, 2012). Leaders also began to reflect on the greater need to understand how systems need to be

developed through a lens of diversity, equity, and inclusion to ensure all students are being properly served and supported within every aspect of the institution.

The introduction of this role was also important because of how the landscape of our country, society, and higher education institutions were changing its definition and awareness of diversity. The definition was broadened to include individuals with disabilities, individuals who identify as gay, lesbian, bi-sexual, transgender, questioning, intersexed (LGBTQI), and several other non-traditional categories (Shackleford, 2003). Thus, having a professional at the institution who has diversity expertise became even more critical to ensure all populations were being equitably served and supported through college and university curriculum, programming, policies, and practices.

Many schools responded by implementing the equivalent of a Chief Equity, Diversity, and Inclusion Officer role as a response to the urgent need to ensure the entire faculty, staff, and college community were being groomed and developed around cultural awareness. Other areas that often fell under the purview of this role are the new tasks of surveying, analyzing, and implementing change around the areas of institutional weaknesses as they relate to equity, diversity, and inclusion. For example, for many years colleges and universities did not track or even understand the importance of working to ensure the faculty and staff demographics closely mirrored the students they served, how to systematically impact achievement gaps for the most vulnerable students at the institution, or something as basic as whether or not the institution bought goods and services from minority vendors or provided implicit bias training to faculty and staff hiring committees. These were simple issues that college and university leaders were often not taking into consideration as they related to broader institutional operations (Hwang, 2013).

Historically, community colleges have focused their mission on student degree completion and grade proficiency. However, now community college leaders as well are beginning to understand the importance of developing their students' cultural competency as a means of ensuring a healthy campus climate of respect and appreciation, and the necessity of having graduates who can compete in the global marketplace by having the necessary skills to engage at a high level with others of diverse backgrounds. But the looming challenge remains: many community colleges still lack intentional spaces, resources, and highly trained culturally sensitive diversity, equity, and inclusion staff to conduct the needed work.

Considering all of these challenges, community colleges need to continue to identify spaces and strategic initiatives that can help to strengthen their diversity, equity, and inclusion commitment and produce strategic interventions to groom their students with the cultural competency needed to thrive in the workforce after graduation.

TRUTH, RACIAL HEALING, AND TRANSFORMATION: A NEW OPPORTUNITY FOR INCLUSION WORK AT COMMUNITY COLLEGES

Recent social events that have occurred both on college campuses and across the country have helped to influence discourse at colleges and, thus, the understanding by institutional leaders that it is imperative that learning opportunities related to the issues of race, racism, and cultural competence for their students are increased and strengthened. Moreover, scholarly research continues to support the fact that campus climate affects a variety of college outcomes (Mayhew, Grunwald, & Dey, 2005). Thus, if higher education expects to groom the leaders of tomorrow, issues of race, racism, sexism, homophobia, ableism, and xenophobia must be a part of the campus conversation and educational outcomes. Industries need community college graduates who have developed the necessary skills to be able to lead and function in diverse

teams with the goal to collaboratively think critically and globally about the companies' messaging, marketing, processes, and appeals to multiple audiences (Flores, Markin, Burbach, et al, 2016). Therefore, providing students of color with additional education, programming, and supports by installing a CEDIO responsible for ensuring oversight of equitable policies and practices in many cases still failed to properly grow and develop all students. Institutions must set out to equip graduates to be the change and contribution they hope they will be in their vocations and the broader society. The implementation of a new program model established the W.K. Kellogg Foundation in 2017 entitled "Truth, Racial Healing, and Transformation" is a framework that can serve as a strategy to remedy this problem. Establishing a community college Truth, Racial Healing, and Transformation Campus Center can potentially help to address and provide many of these competencies to current students as they progress towards graduation and matriculation into society.

HISTORY OF W.K. KELLOGG'S TRUTH, RACIAL HEALING, AND TRANSFORMATION MODEL

In 2017, the Truth, Racial Healing, and Transformation (TRHT) model was developed by the W.K. Kellogg Foundation and adopted by the Association of American Colleges and Universities, which partners closely with higher education institutions: "The TRHT approach examines how the belief system (white supremacy) became embedded in our society, both its culture and structures, and then works with communities to design and implement effective actions that will permanently uproot it" (W.K.Kellogg Foundation, 2016, p. 7).

The TRHT mission is designed to impact positive societal change in the United States by harnessing individual, local, public, and private resources to tear down systemic and structurally based inequities at the local, state, and federal level that have direct correlations to past historic injustices built on a system of racial superiority (W.K.Kellogg Foundation, 2016). For higher

education, the model is meant to be adaptable and boldly provide open and honest spaces for training modules, workshops, and dialogues designed to allow for candid conversations about how racism and societal inequities have contributed to past and present injustices. Additionally, the model is designed to help students have tough conversations and grow beyond their own culture, cultural lenses, and biases to learn from other experiences and gain new perspectives to equip them to better interact with others and engage in making the world a better place through their vocations and lives.

The goal for community colleges in implementing these centers is to provide as many opportunities as possible for students to engage in and grow their cultural competence as they progress through their academic career. Once they graduate or complete their credential, the hope is that whether they are transitioning into the work force, transferring to a four-year institution, or continuing further training, this development will help them to be highly competitive by having skills that other candidates may not have.

As the TRHT model (see Figure 1) highlights, the W. K. Kellogg Foundation (WKKF) designed a model that provides a framework that is readily adaptable to impact different industries including higher education. Within the model, WKKF has laid the foundation for a tool that helps to provide an understanding of how narrative change and progress can be made through societal entities like the entertainment industry, journalism/media, digital media, publishing, school curriculum, cultural institutions, and monuments and parks. The goal is to focus on racial healing and relationship building by providing background/history (Truth) on how inequitable practices have had long-term societal impacts on promoting racism through segregation, law enforcement, and economic practices. After understanding the Truth of historical inequities, Racial Healing comes from hearing and learning from others who have

different cultural backgrounds and experiences, while also sharing and understanding our own. Transformation, then, comes from collaborating with individuals in the local community who are both similar in demographic make-up to develop solutions and strategies for bettering individual organizations or institutions. Specifically, for students in higher education, the goal becomes equipping them with these skills to impact their present campus, and then later their work institutions and society after graduation.

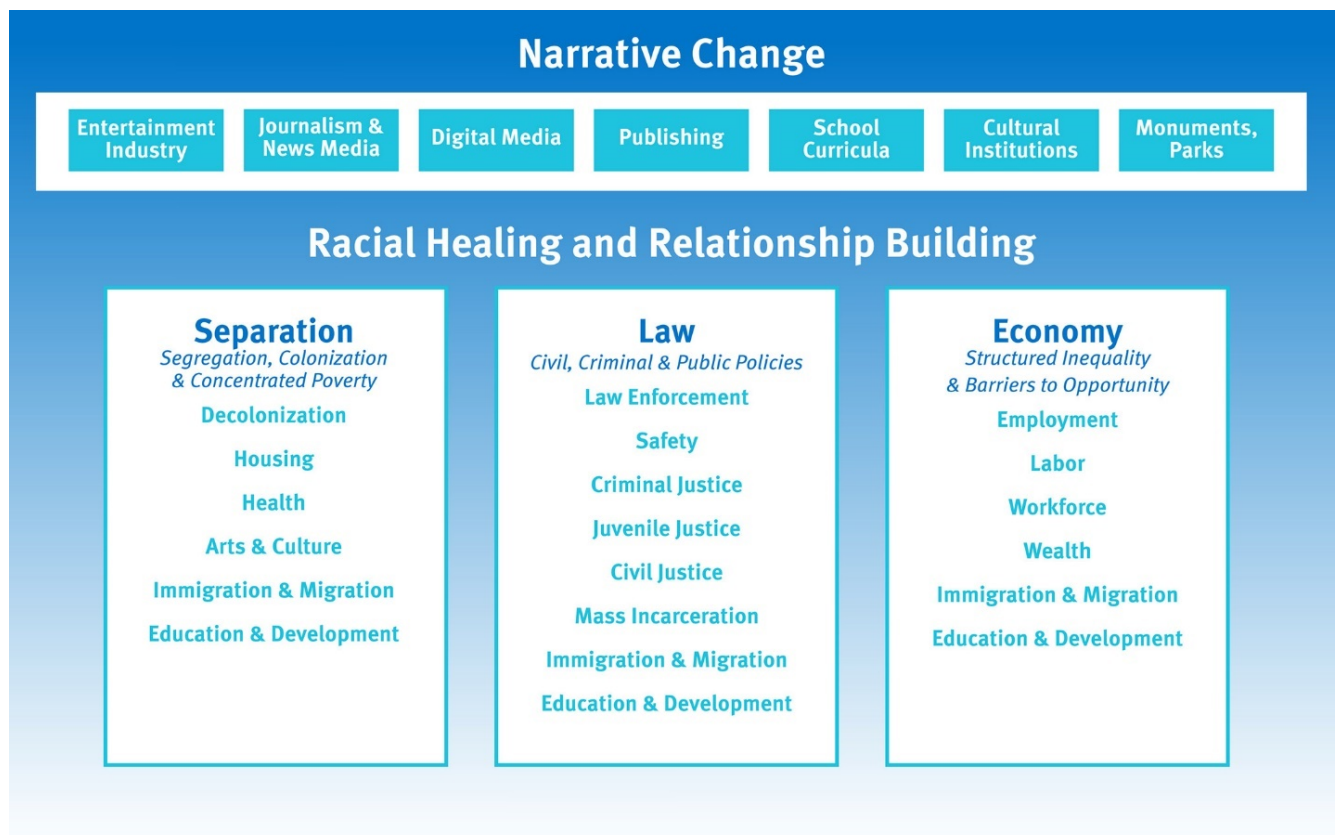


Figure 1. TRHT Racial Healing and Relationship Building. Source: W.K. Kellogg Foundation (2016)

RESEARCH QUESTIONS

To guide community colleges in their efforts to implement similar institutional approaches, the researcher has prepared a guide that responds to these central research questions:

- What are Truth, Racial Healing, and Transformation Campus Centers and why are they important for Community Colleges?
- How can community colleges that do not have a Truth, Racial Healing, Transformation Campus Center develop and implement one?
- How can community colleges that implement a Truth, Racial Healing, and Transformation Campus Center begin to measure the effectiveness of the center's programming and outreach?

DEFINITIONS

The terms that follow are pertinent because they will be used frequently-in this project.

AAC&U: The *Association of American Colleges and Universities* is a national association headquartered in Washington, D.C., United States. It focuses on improving undergraduate education and advancing liberal education.

Cultural Competency: The ability to understand one's culture, perspectives, and biases while also being able to value those of others and work effectively together towards a common goal.

Diversity, Equity, and Inclusion: These terms combined represent the intentional pedagogy diversity educators and trainers use to promote cultural competency and justice in training sessions, workshops, dialogues, institutional policies, practices, and traditions.

Racism: The act of utilizing discrimination, prejudice, or racial superiority against an individual based on their membership in a particular racial or ethnic group.

Truth, Racial Healing, and Transformation (TRHT): A term used to describe a national initiative that is a comprehensive community-based process designed to address present and past societal inequities impacted by ideals of superiority, race issues, and structural racism to ensure every student has an equitable shot at surviving and thriving.

Truth, Racial Healing, and Transformation Campus Center: A campus space designated by the college as a public convening venue for students, faculty, staff, and community members to engage and develop cultural competency in the areas of Truth, Racial Healing, and Transformation.

Truth, Racial Healing, and Transformation Campus Center Assessment: The mechanisms and processes used to solicit feedback and outcomes for students, faculty, staff, and community members voluntarily report from being engaged in TRHTCC dialogues, training modules, or workshops.

W. K. Kellogg Foundation: The W.K. Kellogg Foundation is a private foundation founded by cereal entrepreneur Will Keith Kellogg. The organization is one of the largest philanthropic foundations in the US with the mission that all children should have an equal opportunity to succeed. The foundation works in communities to improve conditions that cause barriers to student success.

CONCLUSION

In addition to this introductory chapter, the researcher has organized the dissertation in the following manner: Chapter Two will review literature regarding the research available on the history, strengths, opportunities, and challenges for community colleges and their ability to continue to equip students in the area of cultural competence. Chapter Three presents the framework for implementing the TRHT Campus Center Guide. Chapter Four provides the guide and implementation steps for community colleges to use as a resource for installing their own Truth, Racial Healing, and Transformation Campus Center. Lastly, Chapter Five highlights implications the TRHT framework has for future community college diversity, equity, and inclusion work, conclusions, and final recommendations for further research of the TRHT work at community colleges.

CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION

This chapter will shed further light on the increasing emphasis for higher education to produce students who are both astute in their field of expertise, and able to navigate entering society after graduation where they will be both working with, serving, and impacting increasingly diverse individuals. Keeling and Hersh (2012) argue that no longer can the American education system reduce students to economic outcomes. Keeling and Hersh alluded to the fact that the approach and practices for developing students to succeed beyond college campuses has to be more strategic and intentional to ensure community colleges are producing students who will be productive citizens, who are also culturally aware, and thus, who are able to better serve society. The implication is that staying rooted in the old mindset of producing students who are simply subject matter experts only hurts our institutions of higher education and the communities and organizations our alumni serve when the whole student is not developed.

Though traditional universities are more seasoned at this work, there is a need for community colleges to continue to get better at equipping students to be culturally competent to perform the aforementioned functions. Thus, community colleges have to think boldly and strategically about how to shift from producing students who can succeed in a vocation without equipping them with the soft skills to effectively engage and interact with those who are different from them culturally and work towards a common goal.

The literature reviewed will focus on the history of diversity, equity, and inclusion work in community colleges. Additionally, it will explore the social and economic drivers that have

impacted the paradigm shift of what is now being expected of college-educated candidates by industries. Next, it will delve into the W.K. Kellogg's Truth, Racial Healing, and Transformation Campus Center framework, as a potential opportunity for community colleges to deliver the type of preparation being demanded of graduates who will be candidates for employment. Lastly, the literature review will conclude with supporting research on the history, mission, rationale, and important aspects necessary to establish an effective Truth, Racial Healing, and Transformation Center as a strategy to respond to the new demands.

THE NEED TO ADDRESS RACIAL INEQUITY AND INJUSTICE IN HIGHER EDUCATION

According to Gilbert & Heller (2013), the Truman Commission of 1947 highlighted the fact that higher education was largely developed initially with only white males in mind then later incorporated white females. Then the Civil Rights Acts of 1964 and 1991 had significant impacts how higher education especially predominantly white colleges and universities began to approach and invest in strategies to ensure they are properly and justly supporting all students on their campuses especially students of color who are often the most vulnerable.

As a result of this original design, Solorzano, Ceja, and Yosso (2009) support the fact that students of color experience subtle daily personal and systematic insults in higher education especially at predominantly white institutions. Then Shumaker & Wood (2016) stated that as it relates to community colleges, students of color who are largely first generation have heightened needs of student services to help neutralize the fact that these campuses aren't always welcoming to them and that they are more likely to be first generation and thus navigating those challenges as well. One theoretical framework to help address this is Critical Race Theory. Solorzano, Ceja and Yosso defined Critical Race Theory as the act of racism being highly present in environments where people produced and present knowledgeable. Thus, this will certainly apply

to colleges and universities. According to Solorzano, Ceja, and Yosso (2009), utilizing Critical Race Theory in higher education helps to reaffirm and recenter the needs, concerns, lived experience, and history of people of color who have been disenfranchised both in higher education and the society.

Many interventions have been developed out of this paradigm shift. In fact, Pickett, Smith et al (2017), cited San Francisco State Community College's 1966 Black Student Union as the first recorded effort a community college engaged in.

Though these efforts and strategies have yielded some success, higher education and Community Colleges specifically still have a great deal of work to do. Smith (2018) supports the fact that community colleges have just recently begun to double down on efforts universities have been taking for years to intentionally employ diversity, equity, and inclusion staff as an intervention for student success. This is timely and refreshing considering, as Zamani-Gallaher, Yeo, Velez, Fox, and Samet (2019) point out, the demographic shifts of the US have a direct impact on higher education. It is projected that while members of minority groups currently make up 40% of the U.S., this number will jump to over 50% by the year 2044, a trend that scholars predict will proportionally increase the number of students of color into higher education who have the need for intentional supports to ensure success.

THE HISTORY OF DIVERSITY, EQUITY, AND INCLUSION EFFORTS IN COMMUNITY COLLEGES

According to Cohen et al. (2014), a greater demand for higher education attainment and the need for open access for more students was prompted by the introduction of the G.I. Bill and financial aid in the United States. Cohen et. al. (2014) further noted, "No longer were colleges sequestered enclaves operated for the sons of the wealthy and educated, who were on their way to positions in the professions, and for daughters of the same groups, who would be marked with

the manners of the cultured class; now colleges were open to minorities, low-income groups, and those whose prior academic performance was marginal” (p. 33). The foundation of this sentiment was laid by Nevarez & Wood (2012), who stated that community colleges became necessary to ensure educational equity for all students. Pickett, Smith, et al. (2017) also stated that “Community colleges have long been places for diversity in terms of representation of students who enjoy open access to higher education” (p. 20). However, as Amour (2020) noted, as community college demographics changed, community colleges did not. Research by Hess et al. (2012) aligned well with this belief by reporting that minority students often have lower graduation rates as a result of being unconnected and or alienated by the campus community and culture that don’t adequately support their issues, concerns, and identity.

Clark (2010) noted that diversity, equity, and inclusion in educational spaces is often defined as being a body of services and programs the institution offers to students, faculty, and staff to affirm social membership, build community and campus culture, and remain in compliance. Milem, Chang, and Antonio (2005) also affirmed this, but added that diversity is also related to teaching practices and ensuring that all students are valued within the educational experience inside the classroom. All of this research serves to support the idea that diversity, equity, and inclusion work in higher education should be essential to both colleges and universities. But how have community colleges fared in addressing this need?

Dr. Leah Bartlett president of Northeast Community College in Norfolk, Nebraska (as cited in Wood, 2019) stated that “At a four-year institution, many of your students are there for four years,” she says. “So, you have additional time with them to set the stage and to help influence their success. Whereas at a two-year school, sometimes you only have nine months, if they are working on a certificate program, to create intervention and opportunities for them to be

successful and to earn their degree” (p. 1). Smith (2018) helped lay the foundation for this by noting that community colleges have just recently begun to duplicate efforts universities have been taking for years to intentionally employ diversity, equity, and inclusion staff as an intervention for student success. Community colleges that traditionally have had fewer resources and, frankly, less time to impact students have not had DEI work at the forefront as a priority but are now beginning to follow the lead of universities.

MULTICULTURAL AFFAIRS

Pickett, Smith et al. (2017) cited San Francisco State Community College’s 1966 Black Student Union as the first recorded effort a community college engaged in to support the vulnerable populations in higher education and work to ensure diversity, equity, and inclusion as an important focus in higher education. However, Epperson (2013) noted that the evolution of spaces and services like a Multicultural Affairs or Multicultural Student Services are largely by-products of the 1991 Civil Rights Act, as one strategy that higher education leaders began to utilize to support all students on their campus, and also ensure diversity, equity, and inclusion programming are at the forefront front for their institutions. Jones and Smith’s research (2001), which helped lay the foundation for this ideal, noted that the 2000 U.S. Census highlighted 6.8 million people indicating two or more races. This is further evidenced by the *Race and Ethnicity in Higher Education, 2019: A Status Report* which highlighted the fact that 29.6% of the undergraduate student population in 1996 had increased to 45.2% in 2016. These factors all contributed to the increase of these intentional spaces to both support students and multicultural and cultural competence learning in higher education.

Jackson (2011) and Karkouti (2015) all support the idea that such multicultural services are essential to student success, multicultural student belongingness, and campus climate.

However, Wong and Buckner (2008) noted that though these spaces are integral services that are a vital part of campuses, out of 35 such offices surveyed, “The breadth of the practice can be best represented as a factor of two components: professional staff assigned by the institution to deliver services to multiracial students, and strong student leadership in the community with other multiracial students” (p. 46). Though multicultural and cultural competence programming is often part of the missions of the offices, staff capacity often inhibits the ability to fully realize this for their institutions. These limitations prompted institutions of higher education to look for further interventions to strengthen their commitment and impact of their diversity, equity, and inclusion work.

CHIEF DIVERSITY OFFICERS

Pennamon (2017) affirmed that community colleges in recent years have begun to follow in the footsteps of four-year universities by launching the Chief Diversity Officer (CDO) role to expand diversity, equity, and inclusion efforts for their campus community that weren't able to be fully supported through existing services. This is further supported by Pickett, Smith, et al, (2017) who stated that “Community colleges have long been places for diversity in terms of representation of students who enjoy open access to higher education, however, having a central role, central office, or central individual to provide guidance in supporting this diverse population has been slow to develop” (p. 20).

Now that community colleges have by in large responded and are launching these roles, many institutions are continuing to do the work of understanding how to best structure the position for maximum community impact. Levine (2007) added that Chief Diversity Officers should also influence campus cultures such as faculty hiring, training, and curriculum and co-curriculum advancement with a diversity, equity, and inclusion lens. Parker (2015) noted that the

role is the answer to “who” will be responsible for the oversight of diversity and carrying forth the college diversity goals in alignment with the institutional strategic plan. University of South Florida (USF) President Dr. Judy Genshaft (as cited in UWire, 2012) added regarding the chief diversity officer role that, “He or she should have a budget and investments and would look to find diverse suppliers and vendors to provide the college/university with more bang for the buck, in addition to engaging in community outreach and research on diversity” (p. 1). However, according to Brown (2017), although these advancements have been made by college and universities, the fact still remains that college Diversity Officers face a demanding job with often scarce resources and time. Thus, potential opportunities still remain to expand equity work to focus on student development.

KELLOGG’S TRUTH, RACIAL HEALING, AND TRANSFORMATION CAMPUS CENTER

The 2016 election cycle marked the selection of our current president and according to Gharbi (2018) will go down in history as one of our nation’s most memorable moments because of the myriad of significant events that arguably caused gross division and tension politically, racially, and culturally. Many political experts have dubbed it as the most vicious political cycle our country has ever seen, one that noticeably occurred after two terms of service of the country’s first African American president. Many historic events that followed, while not directly the cause of Kellogg’s implementation and funding of the TRHT model, were a stern wakeup call that there is still a lot of diversity, equity, and inclusion work that needs to be provided for all members of society including students engaged in higher education.

The Standing Rock and Dakota Access Pipeline Protests (Martindale, 2016) and Orlando Club Shooting (Russo, Galante, Holcomb, et al, 2018) are just two examples of civil unrest these

issues and growing racial tensions caused that prompted W.K. Kellogg to take urgent action to promote TRHT through a 24-million-dollar investment (W.K. Kellogg Foundation, 2016).

The TRHT model is a national effort led by the W.K Kellogg Foundation to focus on engaging community organizations and individuals in the work of combatting racism and implied superiority. This is accomplished by addressing past societal transgressions and present inequities that still need to be undone to bring about positive change for our communities and our country (W.K. Kellogg Foundation, 2016). This model aligns with the mission and work of community colleges, which typically focuses on equipping students to be engaged learners and leaders for their communities and the vocations they serve in professionally.

Kellogg's TRHT framework was based on the research and work of many notable scholars, business/economy experts, and diversity, equity, and inclusion practitioners including Dr. Gail Christopher (Senior Advisor and Vice President for TRHT W. K. Kellogg Foundation), Rinku Sen (President and Executive Director of Race Forward), Denise Shervington (President and CEO, the Institute of Women and Ethnic Studies), Algernon Austin (Senior Research Fellow, Center for Globally Policy Solutions), Sarita Gupta (Executive Director, Jobs With Justice), Terry Cross (Founding Executive Director and Senior Advisor, National Indian Child Welfare Association), Phillip Tegeler (Executive Director, Poverty & Race Research Action Council), and finally Barbara Arnwine (President and Founder, Transformative Justice Coalition) (W.K. Kellogg Foundation, 2016).

As a new initiative, (the program launched in 2017 but TRHT Centers didn't begin opening until 2019) the TRHT framework's impacts have not been fully realized through peer reviewed research although the model is well backed by aforementioned industry experts and practitioners.

The W.K. Kellogg Foundation (2016) notes that the mission read as, “Our vision is to improve capacity as communities and as a country to see ourselves in each other so that we can shape a more equitable future with opportunities for every child (student) to thrive” (p. 1). The W.K. Kellogg Foundation (2016) further states that The Truth, Racial Healing, and Transformation model is a national effort focusing on engaging community organizations and individuals in the work of combatting racism and superiority. This is accomplished by addressing past societal transgressions and present inequities that still need to be undone to bring about positive change for our communities and our country (W.K. Kellogg Foundation, 2016). This model aligns well with the mission and work of community colleges that typically focuses on equipping students to be engaged learners and leaders for their local communities and the vocations they will serve in professionally.

Dr. Gail Christopher Senior Advisor and Vice President for TRHT for W.K. Kellogg Foundation is quoted as saying, “It is time to focus our energy, resources, and discourse on uprooting and eliminating the false ideology of a hierarchy of human value to grow what we value most: our common humanity” (W.K. Kellogg Foundation, 2016, pg. 3).

This model is intentionally adaptable for communities, community organizations, corporations, and institutions of higher education. The framework focuses on resources, education, and programming geared towards impacting narrative change, racial healing, relationship building, and integration of equity-focused laws, and policies, and practices for all people (W.K. Kellogg Foundation, 2016). Though there are many different iterations of the TRHT model, specifically for college campuses that have TRHT Centers, the goal is intended to provide a comprehensive approach to unpacking and understanding race, racism, the effects, and the impacts, and also identifying strategies so students, staff, and faculty can begin to transform

themselves, the organizations they work/serve in, and communities they live in. The TRHT mission when packaged into a Truth, Racial Healing, and Transformation Campus Center provides direct education, resources, and programming by trained and experienced diversity, equity, and inclusion staff that will help campuses and especially students move towards cultural competency that works towards the goal of developing them so that as they are walking across the graduation stage they are highly competitive, culturally intelligent candidates for the workforce and society.

CONCLUSION

The literature overwhelmingly supports the fact that, although community colleges have begun to understand the need for dedicating qualified diversity, equity, and inclusion staff to ramp up efforts to support this, gaps still exist in providing this education. Existing DEI staff are stretched thin in serving the college's most vulnerable demographics and working to ensure that the policies, practices, and operations continue to become more equitable. Thus, although great strides have been made, there still lies many opportunities for community colleges to commit more to their students' abilities to become culturally competent through structured programming and training prior to graduation.

CHAPTER THREE: METHODS FOR DEVELOPING THE GUIDE

INTRODUCTION

Chapter Three will describe the design process for Chapter Four's Truth, Racial Healing, and Transformation Community College Implementation Guide. The goal of the chapter is to provide readers with an explanation of the contents and overall organization of the tool that community college diversity, equity, and inclusion officers, as well as TRHT design teams (professionals tasked with implementing a new TRHT campus center for their institution) will be able to readily use as a resource for implementing a community college center.

THE ROLE OF THE RESEARCHER

The Guide is written by a researcher who is a present Community College Truth, Racial Healing, and Transformation Campus Center Director. The researcher has spent a total of 11 years in three different higher education institutions (serving in roles in Housing & Residence Life, Student Life, and Multicultural Affairs) being immersed in supporting underrepresented populations and providing cultural competency training and programming for students, faculty, and staff.

The researcher approaches the role with a passion for ensuring all students gain the skills needed to engage effectively across differences and have opportunities to develop soft skills outside of the classroom, including cultural competency that will allow them to thrive at the institution and beyond in the work force. Additionally, the researcher is committed to ensuring that underserved students feel they have a voice at the institution and are thus reflected in the programming and are empowered to be active members of the full campus community.

Finally, the researcher approaches staff/faculty with the philosophy that diversity, equity, and inclusion work is a journey that will require continuous education on our parts, especially since we are asking the same commitment from students. The researcher has a firm belief that the students from the most vulnerable demographics at our institutions feel best supported by leaders who are committed to their own cultural competency which makes them better equipped to serve all students.

The researcher is in the final phase of launching his institution's TRHT center: It is, in fact, the first community college center with a fully dedicated staff and, thus, is using the same model for Austin Community College's Truth, Racial Healing, and Transformation Campus Center that is described in Chapter Four's Guide.

VALIDITY OF THE GUIDE

The Guide was developed according to Kotter's (2019), "Leading Change." The literature provides a research-based strategy which calls for the necessity to define eight important components for forming and implementing a Diversity Center or its equivalent for a college or university. The components are:

1. Establish an Urgency for the Resource

Institutional diversity, equity, and inclusion leaders must be able to make the case for such a resource utilizing institutional data that provides evidence of equity gaps and or campus climate concerns. Some recommended data points include but are not limited to retention and graduation data of the institution's most vulnerable populations and data tracking campus climate incidents and or issues.

2. Develop a Powerful Collaborative Work Group

Institutional diversity, equity, and inclusion leaders should work to intentionally identify a collaborative group of students, faculty, and staff who are diversity champions at the institution. The work group should be comprised of individuals whom represent different departmental units/divisions and are aware of where the equity gaps exists as well as some strategies that can be incorporated into the center.

3. Create a Vision of Institutional Change

Institutional diversity, equity, and inclusion leaders must create a vision plan for how their campus center will impact the overall equity gaps and concerns and how they would like to be reflective in their campus culture as a result of the intervention.

4. Develop a Communication Plan for the Vision

Institutional diversity, equity, and inclusion leaders must create a communication plan to share the purpose, mission, and vision of the center with their students, faculty, staff and community stakeholders.

5. Eliminate Barriers to Implementation

Institutional diversity, equity, and inclusion leaders must assess the strengths, weaknesses, opportunities, and threats for the center and work to remove any road block to its implementation and impact.

6. Establish Short Term and Long-Term Goals

Institutional diversity, equity, and inclusion leaders who transition into the center advisory team which will support the director must work collaboratively to help the staff establish long term and short-term goals for the space.

7. Develop a Plan for Continuous Improvement

The Center Director in collaboration with the center advisory team should devise a comprehensive assessment plan of center programming offerings to ensure continuous improvement is being employed.

8. Root the Principles in Organization Culture

The Center Director in collaboration with the center advisory team and senior level administrators should devise a plan to ensure the center goals and principles are aligned with the college strategic plan and thus become a part of the institutional culture.

Lastly, Morrill (2011) provides support for establishing a clear Center Model structure

based on three these options:

- Identity Specific Model: This model is structured to allow for separate offices that focus on intentional support of the different underrepresented identity groups, and finally a separate office that serves the institution's diversity initiatives for the entire campus.
- Programming and Professional Point-of-Contact Model: This model relies on a staff that is charged with developing diversity programming and resources for students.

- **Comprehensive-Service Model:** This model is structured to house multiple staff who serve a wide range of diversity programming, resources, curriculum design and institutional strategic goals.

The premise is that there is no right or wrong model. Each college or university institution must choose a model based on the distinct needs of their students, faculty, staff and community stakeholder needs.

ORGANIZATION OF THE TRHT GUIDE

The TRHT Community College Center Implementation Guide is designed to serve as a step-by-step blueprint for community college leaders hoping to move from consideration and exploration of the program for their campus to actual realization of launching a physical center and programming. The Guide will provide valuable insight on the exploration phase, implementation phase, program launch process, and assessment and evaluation phase necessary to continue to better the TRHT Center programming and impact. The Guide also provides essential, detailed information regarding the crucial components it takes to foster a thriving TRHT Center for the campus community and broader community. Having a proper understanding of each crucial TRHT component will help ensure a long lasting TRHT campus center.

WHAT ARE THE IMPORTANT COMPONENTS OF A TRUTH, RACIAL HEALING, AND TRANSFORMATION CENTER?

The TRHT Campus Center has several components that are essential to maximize the impact for the community college campus and local community.

Assessing the Campus and Community Climate to Ensure Readiness

Though the TRHT Campus Center model signifies a significant financial and time investment for colleges, one of the first considerations to assess is the campus and community readiness to pursue such work. Institutional leaders must accurately engage in ensuring the campus and local community are ready to embrace such an effort. Understanding the strengths, weaknesses, opportunities, and threats to the diversity, equity, and inclusion picture for the campus and local community will help to answer these questions: Will students, faculty, staff, and the community embrace implementation of the TRHT Center and engage in its programming? Or, what work would need to be done to ensure the answer to this question is in the affirmative?

Understanding the TRHT Campus Center Framework

The Truth, Racial Healing, and Transformation model is designed by the W.K. Kellogg Foundation (WKKF) and implemented in conjunction with the American Association of Colleges and Universities (AAC&U) to offer intentional campus programming, training, facilitation, and community engagement events that encourage honest dialogues around race and justice issues (W.K. Kellogg Foundation, 2016). Implementation of the framework aligns well with the work and efforts of community colleges and campus diversity, equity, and inclusion leaders because it combines the important missions of equipping students to be leaders on these issues on their campuses and in their local communities while also providing opportunities for the local community to contribute and engage in the learning and campus life of the institution.

Who should use the Community College TRHT Campus Center Implementation Guide?

The TRHT Campus Center Implementation Guide is designed by a practitioner serving as a center director to be a resource for current diversity, equity, and inclusion leaders. The guide is specifically developed to support campus leaders championing justice work who are considering providing an increased level of intentional education and support for marginalized populations and majority populations alike through offering intentional campus programming, training, facilitation, and community engagement events that encourage honest dialogues around race, racism, and racial healing (W.K. Kellogg Foundation, 2016).

The Guide describes the process for developing and implementing a TRHT Center and describes four key foundational pieces: The role of the Design/Advisory Team, the importance of aligning the national framework with the campus' existing DEI work, the role and function of TRHT staff, and the importance of a central campus space devoted to the TRHT work and ongoing activities.

Campus TRHT Design/Advisory Team

The guide includes the Campus TRHT Design/Advisory Team who are integral to the process of implementing a campus center. The guide provides essential information regarding the Campus TRHT Design/Advisory Team because this group of professionals is responsible for drafting the proposal to their respective institution to get their top leaders on board. Then the group must lead the work of completing the TRHT application process with AAC&U, responsible for hiring the chosen TRHT Campus Director and lastly continue their service as an advisory board thereafter.

Alignment of the TRHT Framework

The Guide chronicles the importance of the TRHT framework aligning with the mission and strategic vision of the respective community college. Because the significant investment of time and talent will only reap the dividends of having a campus center if the campus/institutional leaders and culture support and prioritize the center's work as central to the college's work.

TRHT Center Director

Chapter Four's Guide focuses on appropriate selection of the TRHT Director as a result of the individual being responsible for providing the mission and vision for the space, who shapes the narrative purpose for the campus and local community by serving as the lead trainer/facilitator for trainings and programming and in many respects the face of the center and institution as it relates to the college's external diversity, equity, and inclusion investment.

TRHT Campus Center Location

Chapter Four provides insight and direction on the important elements of selecting an appropriate center location, which is pertinent to the important work and engagement of students, faculty, staff and local community members alike.

How should an institution approach the process of implementing a TRHT Center?

Finally, Chapter Four's Guide also helps provide critical knowledge regarding step-by-step actions an institution should take to pursue implementing a TRHT Center, as well as important elements that must be present to ensure a full-fledged institutional commitment that will be sustained long term.

LIMITATIONS OF THIS GUIDE

The scope of the Guide is specifically focused on community college institutions that aim to implement a Truth, Racial Healing, and Transformation Campus Center who have a fully dedicated campus center space with fully dedicated staff who are solely tasked at impacting students, staff, faculty, and the local community as it relates to diversity, equity, and inclusion efforts to carry out the program framework. The researcher acknowledges that not every community college has the resources or capacity to undertake launching this model in this fashion. Thus, the AAC&U would be a good resource for examples of community colleges who are engaged in the TRHT work without having a campus center for community colleges and or universities interested in adopting the model in a different fashion, which could still include specific elements of the TRHT campus programming and training. These institutions might also find it useful to contact other schools who are pursuing the work but do not have a full-fledged campus center model (list provided in the Guide).

Additionally, the researcher acknowledges that implementing this programmatic framework at his institution, which serves nearly 45,000 students over 11 campuses, would need further considerations regarding scale for smaller or larger community colleges.

Lastly, community colleges seeking quick fixes for campus climate issues and concerns regarding diversity, equity, and inclusion efforts must understand that pursuing this may not be the best fit in the short term. This initiative is an intervention that requires a significant time investment to realize change and benefits; for example, the researcher's college worked to lay the foundation for the Center for over two years prior to the launching of the campus center.

CONCLUSION

Chapter Four's Guide is a resource written specifically for large community colleges that have a multi-campus system, are well resourced, and have significant campus and local community buy in and engagement.

Community college leaders interested in seeking to implement the TRHT Campus Center framework must do the due diligence to ensure the model is a good fit for their institution philosophically. Additionally, college leaders must assess their campus and community climate readiness, then determine if the capital investment is feasible for a long-term commitment, as this center and its staffing should not be temporary or grant funded being that equity work needs to be viable and sustained in the community's eyes.

Only then should the institution forge ahead with beginning the application process and incorporating college and community leaders to help lead the efforts of championing the work from application process to the center implementation. However, even if the full-fledged campus center/staffing model is not realistic for an individual school, other options are possible, and leaders should consult with the Association of American Colleges and Universities for guidance and recommendations.

CHAPTER FOUR: AN IMPLEMENTATION GUIDE FOR A COMMUNITY COLLEGE TRUTH, RACIAL HEALING, AND TRANSFORMATION COLLEGE CENTER

PREFACE

The Community College Truth, Racial Healing, and Transformation (TRHT) Campus Center Implementation Guide is meant to serve as a practical tool for higher education professionals at community college institutions. The hope is that college leaders who are considering the TRHT model as a strategic intervention for their campuses will first empower a TRHT Advisory or Planning Team to champion the planning and implementation efforts. The team (discussed in detail later in this Guide) should be comprised of intentional campus leaders representing a variety of different functions that impact student success. This Guide will help inform the team on step-by-step processes to complete as they consider the viability and benefits of the model for their institution. Once the TRHT campus center approach is deemed an appropriate and fruitful endeavor for their college, the Guide will also chronicle the necessary steps to implement and launch a TRHT campus center.

INTRODUCTION

The climate of higher education is changing drastically as the demographics of our country evolve, which is then reflected in the ethnic and racial makeup of our institutions of higher education (Schmidt, 2008). This is further supported by Gail Christopher (as cited in McNair, 2020) who states, “Higher Education must play a leadership role in catalyzing the truth as a foundation for dismantling racial hierarchies a building equitable community” (pg. 1).

Businesses and future employers who depend on our graduates also no longer have the luxury of a choice regarding whether or not they will value diversity because the reality is that there is a costly proposition for lacking a diverse workforce that reflects the customer base they are serving (Stewart, Wall & Marciniec, 2016). However, to ensure this transition is seamless, community colleges who have historically focused solely on educating and developing their students to be subject matter experts, must now also ensure that the whole student's soft and hard skills are developed to ready them for the paradigm shift that necessitates cultural competence. This fact means that students matriculating from higher education into the workforce must be able to properly engage in the discussion of demonstrating through multicultural related-questions or scenarios their ability to work with others, and experience in doing so before securing jobs (Stewart, Wall & Marciniec, 2016).

TRHT CAMPUS CENTER FRAMEWORK

Fellow community college diversity, equity, and inclusion leaders, the TRHT model is a national effort led by the W.K Kellogg Foundation to focus on engaging community organizations and individuals in the work of combatting racism and superiority. This is accomplished by addressing past societal transgressions and present inequities that still need to be undone to bring about positive change for our communities and our country (W.K. Kellogg Foundation, 2016). The model is designed to offer intentional programming, training, facilitation, racial healing circles and community and campus wide events that encourage honest dialogues. Furthermore, the model aligns well with the mission and work of community colleges, which historically has focused on equipping students to be engaged learners and leaders for their communities and the vocations they serve in professionally.

Dr. Gail Christopher Senior Advisor and Vice President for TRHT for W.K. Kellogg Foundation said it best, “It is time to focus our energy, resources, and discourse on uprooting and eliminating the false ideology of a hierarchy of human value to grow what we value most: our common humanity” (W.K. Kellogg Foundation, 2016, pg. 3).

SO, YOU ARE CONSIDERING IMPLEMENTING A TRHT CAMPUS CENTER?

For institutions and leaders of community colleges who are considering this model, it is imperative that you have a good understanding of the myriad of challenges that must be navigated to ensure the TRHT center’s implementation is successful and its impacts for the campus and broader community contribute positively to the advancement of greater cultural competency and engagement around the tough topic of truth, racial healing and transformation.

Some key questions for community college leaders to consider before even applying are:

- How would a TRHT Campus Center align with the mission and strategic plan of your institution?
- Does your institution have the financial viability to ensure a long-term investment of staff, physical space, and a center programmatic budget?
- Does your institution have a physical location that is front facing and fully accessible for engagement of students, faculty, staff, and the community?
- Will the diversity, equity, and inclusion climate of your institution embrace a TRHT Campus Center?

QUALIFICATIONS FOR BECOMING A TRHT CAMPUS CENTER

According to the American Association of Colleges and Universities, “AAC&U is looking forward to partnering with higher education institutions across the country to prepare the next generation of leaders to dismantle the belief in the hierarchy of human value and confront racism in our society” (AAC&U, 2020, n.p.). The twenty-three institutions selected thus far via a rigorous selection process to host TRHT Campus Centers are:

- Adelphi University (NY)
- Andrews University (MI)
- Austin Community College (TX)
- Big Sandy Community and Technical College (KY)
- Brown University (RI)
- Dominican University (IL)
- Duke University (NC)
- George Mason University (VA)
- Hamline University (MN)
- Marywood University (PA)
- Millsaps College (MS)
- Otterbein University (OH)
- Rutgers University—Newark (NJ)
- Southern Illinois University—Edwardsville (IL)
- Spelman College (GA)
- Stockton University (NJ)
- The Citadel, The Military College of South Carolina (SC)
- University of Arkansas—Fayetteville (AR)
- University of California, Irvine (CA)
- University of Hawai'i at Mānoa (HI)
- University of Maryland Baltimore County (MD)
- The Charlotte Racial Justice Consortium (University of North Carolina Charlotte, Johnson C. Smith University, and Queens University of Charlotte) (NC)
- University of Puget Sound (WA)

Each institution was chosen through an application process in the form of a concept paper and proposal where institutions were required to articulate and demonstrate (1) their enthusiastic commitment to Truth, Racial Healing, and Transformation, (2) a summary of the diversity, equity, and inclusion history of the institution before pursuing the TRHT designation, (3) a demonstrated readiness for the TRHT process.

The W.K. Kellogg Foundation and the Association for American Colleges and Universities (AAC&U) recognize that though every institution may have a sincere desire to impact their campus and local community as it relates to this work, not every institution has the means to designate and support a TRHT Campus Center. Thus, there are two options, one being the TRHT Campus Center which is the focus of this Guide, or to simply hold the designation of a TRHT Campus Partner. The process for becoming engaged in the work as a partner is the same with the only differentiation being that as institutional leaders you are not committing to a physical space and staffing, rather your commitment is to operationalize the TRHT framework through programmatic efforts with present staff and leaders once approved to be a partner. WKKF and AAC&U recognize the benefit of having a diverse array of TRHT partners and value each equally regardless of the designation, “The value of this diversity is that the partner organizations represent a wide range of perspectives which is a critical asset in trying to uproot the belief in a racial hierarchy (W.K. Kellogg Foundation, 2016, p. 15).

COMMUNITY COLLEGE ORGANIZATIONAL COMMITMENT TO TRHT

The W.K. Kellogg Foundation (WKKF) provides some structure regarding what the TRHT model is, as well as the program framework and resources, but there still remains a process that necessitates institutional buy-in of your top leaders to commit capital to make the initiative a reality. Implementing a TRHT Campus Center at your community college is meant

to be a long-term intervention and resource for your students, faculty, staff, and the local community. Pursuing this endeavor will require long-term financial and resource investment of staff time and new staff allocations to ensure its success. Thus, it is integral that this undertaking is directly tied to both the strategic plan and mission of the institution. As your institution considers this model, several questions must be considered to determine whether or not this is a feasible option to explore further.

1. How would the investment of a TRHT Campus Center align with your institutional mission and strategic plan?
2. How does the presence of a TRHT Campus Center respond to the cultural competency needs of your students, faculty, and staff?
3. Does your institution have the people resources and capacity to form a TRHT Institutional Design Team who will invest in doing the necessary institutional research and draft work to complete the WKKF TRHT application packet?
4. Does your institution have the financial resources to fund leadership of a TRHT Campus Center, which is often the equivalent of a director-level role and program coordinator role but can be different depending on the institutional needs? The TRHT Campus Center designation highly recommends a model where staff are fully committed to this work versus staff who also have other functional area duties.
5. Does your institution have the financial and space resources to provide a physical space for the TRHT Center and programming budget to sustain operations annually?
6. What resources are already in place to measure the diversity, equity, and inclusion climate at your college and in the community, and what has already been learned from them about the strengths and weaknesses of the student, faculty, staff, and community's overall diversity, equity, and inclusion experience?

Answering these questions alone would likely take some significant staff time. Top leaders would need to designate a TRHT Design Team (referenced later in the Guide) who can focus on preparing a proposal and preparing a staffing and programmatic budget and space request to allow for the institution to have some candid conversations before going down the road of applying for the TRHT designation.

Beyond the integral logistical and philosophical considerations, a commitment to embracing change is at the heart of the plan. WKKF asks: “What are the key leverage points for change in your organization?” (W.K. Kellogg Foundation, 2016, p. 33). Thus, is your institution and community ready for a TRHT Campus Center even if you can answer yes to all of the aforementioned questions?

FORMATION OF INSTITUTION-WIDE TRHT CAMPUS CENTER DESIGN TEAM

The AAC&U recommends that each institution exploring adopting a TRHT Campus Center should implement a TRHT design team of at least four to seven campus leaders to pioneer the effort. Although each institution may approach this process differently, you should consider recruiting a wide range of representation and diversity in background and expertise. Your design team should include a senior academic or student affairs officer and a mix of faculty, provosts, deans, department heads, student affairs educators, registrars, librarians, and a student representative (AAC&U, 2020). The team will play an integral role in determining “the vision of your organization in terms of embracing our common humanity” (W.K. Kellogg Foundation, 2016, p. 35). Additionally, the team will craft the action plan for the Center, conduct a strengths and weaknesses analysis of the institution’s present diversity, equity, and inclusion efforts, and lead the staffing decisions for leadership of the Center. WKKF believes that, because of the depth of the work the design team will be undertaking, the team members should have a track record as dedicated and committed professionals who are well educated on the culture, strengths, and areas of diversity, equity, and inclusion opportunities of the organization that will help determine the overall direction of the center. See Appendix A for a sample of an Advisory Team meeting plan.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ASSESSMENT

Community colleges considering adopting the TRHT framework for the purpose of launching a TRHT Campus Center should rely on their design team to do the important work of conducting an organizational survey to determine the viability and potential for success of a Campus Center. These efforts should include a detailed understanding of the college's (1) Strengths as they relate to diversity, equity, and inclusion data and experiences, as well as the college's (2) Weaknesses in the area, (3) Opportunities for bettering the institution, including present college efforts, as well as any existing in the local community and regionally that are accessible, and (4) an analysis of Threats.

STRATEGIC TRHT CAMPUS CENTER LOCATION

The TRHT Campus Center is intended to be a fully accessible, highly visible, and centrally located resource that students, staff, faculty, and community members alike can engage with. Individual and collective attempts to counter racism are often impeded by our society's unwillingness to engage in a rational conversation around rapidly expanding racial and economic segregation: "We must begin to have these conversations on college and university campuses, recognizing that issues of diversity and inclusion must be at the forefront of public discussion and private debate every single day" (AAC&U, 2016, para 2).

Thus, the TRHT Advisory Team and community college leadership should have some candid conversations about the space investment at the beginning of the planning process to ensure the commitment and viability match the needs of a campus center for the college. The questions that need to be considered may vary for each institution but include the following;

1. What space does the institution have available to commit to dedicating it to the TRHT Campus Center?

2. Will this space be highly visible and accessible for students, staff, faculty, and community members alike?
3. Often community colleges have multiple campuses. How would students, faculty, and staff from other campuses be supported in engaging with the TRHT Campus Center?
4. Does the space already offer what is needed as it relates to being a feasible office, programming, and learning space? If not, does the institutions have funds to commit to transform the space?

Although the physical TRHT Campus Center space will be unique for each campus, several factors are critical to supporting TRHT Work:

- Will the space be fully accessible for all audiences including the local community (for example, consider parking needs)? TRHT programming, discussions, racial healing circles, and trainings necessitate a space that can be closed off to ensure confidentiality and a safe space for sharing.
- Does the space have a seating capacity of at least 20-30 participants? This size will accommodate smaller TRHT programming needs. Larger programming can be accomplished in larger venues on the campus. However, it is recommended that seating in the center is not fixed. TRHT Racial Healing Circles, for example, require a configuration that will allow for seats to be assembled in a circle.
- Lastly, most TRHT programming offerings will require audio/video accessibility. Overhead screens/projectors, speakers, and laptop accessibility are critical to the success of the work.

BUDGETARY CONSIDERATIONS FOR A TRHT CAMPUS CENTER

The W.K. Kellogg Foundation and the American Association for Colleges and Universities are not responsible for the financial viability of each institution's TRHT Campus Center. Thus, the allocation of an appropriate institution-funded TRHT Campus Center budget for staffing, space, and operations is integral to the sustainability of the office's efforts beyond the implementation. This essentially means that each institution's administration who is seeking to establish an TRHT Center will effectively be signing on to a long-term financial commitment of an annual Center budget.

Although each TRHT Center’s budget may vary depending on the size of the institution and enrollment and each institution’s vision of the Center’s outreach, the Center must have a dedicated budget. See Guide Appendix B for an example of a Center budget.

STRATEGIC STAFFING OF CENTER LEADERSHIP

The next consideration, which goes hand in hand with the application to be a TRHT center, is identifying and committing staff who are skilled leaders and professionals with prior diversity, equity, and inclusion experience, as well as knowledge regarding where the institution is presently in all aspects of key diversity issues, and a vision for where the institution needs to go.

Although these individuals will, of course, come from different areas of the campus, depending on the campus and institutional history, each institution will need to determine a selection process, whether or not these are new hires and roles, whether or not to extend the opportunities to internal and/or external candidates, or whether the roles will be delegated by institutional leaders or present staff. Whatever approach your institution takes, it is important that the key role, the director position, has a clearly defined position level of authority. TRHT Center leadership is charged with “Implementing visionary action plans with the aim of moving the needle on the transformative goal of erasing structural barriers to equal treatment and opportunity on campuses, in our communities, and for our nation” (AAC&U, 2020, para 2). Thus, the work will be best served with a Director and, if possible, some level of support staff, such as the equivalent of a Program Coordinator, who can be solely devoted to this mission. Included in the Guide’s Appendix C are sample job descriptions for the Truth and Racial Healing Center director and program coordinator roles that can be adapted to fit your institution.

STRATEGIC ACTION PLAN

Implementing a TRHT Center at a community college comes at a great expense and investment to the institution in a time where many colleges are struggling with decreased funding and enrollment which impacts resources available for new offices and programs (Berrett, 2019). Therefore, when a community college makes the decision that they are going to move forward with pursuing a center, the staff leading the space must be strategic in crafting a plan that will include a system to track both qualitative and quantitative data regarding the Center's impact through both participation and data shared as a result.

The WKKF asks, "What specific actions can be taken to achieve your vision of what you want our organization to be like/feel like/look like?" (W.K. Kellogg Foundation, 2016, p. 35). Kellogg believes that the design team should be the first point of contact in crafting desired institutional outcomes for the center; however, the chosen TRHT Campus Director should be responsible for operationalizing these into a strategic plan that link outcomes to physical programmatic deliverables for the institution and community.

The Strategic Action Plan is an AAC&U tool you can use as a road map for launching the efforts of a new TRHT campus center. The Action Plan (see Guide Appendix D) will help your institution and design team devise a plan that aligns both with your diversity, equity, and inclusion needs and your respective institutional mission to justly serve and support all faculty, staff, and students. Although the tool is provided as a template for every TRHT Campus Center, each action plan will be unique being that each community college has different needs. The document will need to be filled out by the design team in an strategic and comprehensive manner, as it will help provide goals and direction for the campus center and a understanding of the skills and competencies needed by the presumptive center director and program coordinator:

“The development of the action plan allows your team to advance and communicate a shared understanding of the vision and goals of your TRHT Campus Center” (AAC&U, 2020, para 1).

Once a Center Director is chosen, the advisory team should provide onboarding support in addition to acclimating the new administrator to the institution, Center Action Plan, and TRHT work that has been completed prior to their tenure. It then becomes the new Director’s role to operationalize the action plan into a detailed and comprehensive programming plan that chronicles how the Center will approach and carry out programming and education for students, faculty, staff, and the community.

Your institution’s Action Plan should be a detailed road map for how you plan to work towards achieving the launch of your TRHT Campus Center. One recommended place to start is by asking how the mission of the TRHT Campus Center will align with the college mission and vision. This may include several goals as well as a Center Mission Statement. Next, what steps will you take to realize each goal within your vision plan? Your action steps should be detailed for every goal along the way. Additionally, what is the audience and what will be your marketing and engagement plan for each group? Lastly, how will you evaluate the Center’s impact and outcomes for your community? Moreover, how will the data and feedback gained help inform continuous improvement of the Center’s work? See Guide Appendix E for an example of an annual Vision.

Lastly, although the institution’s Action Plan will provide a full and comprehensive guide for how the TRHT Campus Center will operationalize its efforts, the document, because it is in-depth and detailed, can be cumbersome for individuals beyond top level administrators; thus, it is recommended that the TRHT Campus Center Director produce a one- to two-page Action Plan Summary that will help to summarize and clearly highlight how the work will manifest itself for

stakeholders like students, faculty, staff, and community members. This plan should answer the following questions:

- What concrete TRHT deliverables will impact community college students?
- What concrete TRHT deliverables will impact community college staff?
- What concrete TRHT deliverables will impact community college faculty?
- What concrete TRHT deliverables will impact community college members of the local community?

The summary plan should provide a synopsis of the planned activities, including a mix of training offerings, workshops, programs, and community collaborations for a TRTH community college campus center.

EXAMPLE PROGRAMMING: NATIONAL DAY OF RACIAL HEALING

A huge part of implementing any Truth, Racial Healing, and Transformation Campus Center beyond remaining in alignment with the TRHT framework is annual engagement with the National Day of Racial Healing (NDORH). The NDORH is January 21st each year and is a day designated by the W.K. Kellogg foundation for all TRHT Campus Centers to dedicate their efforts in creating a more equitable campus and world by providing equity programming, racial healing circles, education, and arts that continue to develop their students, faculty, and staff (W.K. Kellogg, 2020). The goal of the NDORH is for colleges and universities nationwide to host events, speakers, and activities aimed at bringing their college community and local community together to work towards a more equitable and just society free of racism (AAC&U, 2019). Programs range from diversity focused speakers, entertainment, art exhibits, diversity discussion, and racial healing circles. Most campuses will provide a day full of programming that offer many different ways for students, faculty, staff, and community members to engage in ways that best appeal to their interests (see Guide Appendix F for materials relating to Racial

Healing Circles and Guide Appendix G for an example of Austin Community College's 2020 National Day of Racial Healing schedule of programs).

BUILDING RELATIONSHIPS WITH INTERNAL AND EXTERNAL STAKEHOLDERS

Many community colleges use a satellite campus structure to maximize their services to the community. This structure heightens the need for the TRHT Center to develop a strong organizational commitment that runs throughout the entire community of students, faculty, and staff. Assuming the community college's board and upper-level leadership are invested and fully committed to the Center, effective implementation of a community college TRHT Campus Center relies heavily on the staff's ability to build relationships with both internal and external stakeholders including faculty, staff, students, community leaders, community organizations, and community members. Each stakeholder will play a vital role in adopting the TRHT's mission and purpose as an essential part of the campus and community culture and conveying these through formal and informal marketing of the Center's initiatives to ensure community awareness and buy-in.

The TRHT Campus Center goals and mission must be well understood so all stakeholders can help do the job of ensuring its mission and purpose are well understood throughout the organization and community. Establishing relationships with campus administrators, academic deans, faculty, and student-facing services such as Student Life will all aid in bringing the entire college on board. Then, the important work of integrating the community into the conversation begins. See Guide Appendix H for an example of a Student Town Hall agenda and Appendix I for an agenda for a Staff / Department meeting.

By definition, community colleges are mission-driven to serve the local communities where they are located. Thus, it only makes sense that the community college's TRHT be

intentionally modeled to serve both the campus community and engage the broader community. In fact, there are many benefits to doing so. Engaging in the broader community allows both the Center and staff to continue their learning, growth, and development, and build relationships with community leaders who often represent different aspects of culture perhaps not represented in the Center. This engagement allows for growth of partnerships and collaborations that will serve both the community college and broader local community (Del-Rio & Loggins, 2019). However, this is an aspect that requires proper management. TRHT staff must first and foremost serve the needs of the campus community and students; they must begin by ensuring a strong campus presence and then build their engagement with the community.

It is important to remember that community colleges are unique from four-year institutions both because the student population is representative of the local community, and also because they typically have a direct community funding investment. This external investment into the institution in turn means that the community college must invest into the community to maintain trust and a fruitful relationship. Because the TRHT framework has a direct, intertwined community component, it is imperative that TRHT leadership and staff nurture and develop relationships with community organizations that also do diversity, equity, and inclusion work. An important first step is to identify organizations that directly impact underserved communities of color and those who represent vulnerable populations in your community. These organizations have knowledge and wisdom regarding the needs and concerns of the community and can, thus, be key partners in supporting the TRHT mission. In turn, the Center staff can benefit the community organizations by providing expertise relating to programming, policies, and practices. Beyond these established organizational groups, the

Campus Center should also be a starting point for new community efforts and programming that can extend these efforts to new needs and local communities.

CONSIDERING THE CONTEXT OF THE LOCAL COMMUNITY

One of TRHT's key goals is to build on community systems and organizations and involve the entire community in the Center's vision, goals, and activities. The context for your Center's work will be key to its success. Because of the newness of the TRHT initiative, little is known at this point about the long-term effects of TRHT programming on the local communities. In fact, more research needs to be conducted to understand the impact of institutional variables (including urban or suburban location; rural, residential, or non-residential setting; and public or private) on TRHT Centers. The current existing community college centers (Austin Community College and Big Sandy Community and Technical College) are both situated in large urban environments, and both community colleges also have a strong equity and social justice focus and were among the first cohort of colleges to implement centers. By being in this first cohort, they received grant dollars to help fund the initial efforts to complete the TRHT application process and institutional assessment needed to invest in the work.

Thus, as part of the expanding influence of TRHT efforts, your work with the local community will be important pioneering efforts. See Guide Appendix J for an example of a community Town Hall agenda.

ENSURING ACCESS TO TRHT INFORMATION, RESOURCES, AND PROGRAMMING

Community colleges that have implemented a TRHT Center have the daunting challenge of communicating with thousands of faculty, staff, and students who are often located on multiple campuses and locations throughout their service area. Additionally, there is the added

task of ensuring community members and organizations are able to engage in the Center's activities and learning. Effective outreach and communication integral for the Center to be a success and for its information, resources, and programming to be impactful. The TRHT Center's implementation plan, then, must include a robust and inclusive communication and marketing plan to ensure there is always clear, complete knowledge of the Center's activities and services.

MEASURES & ASSESSMENT

Part of the appointed TRHT Campus Director's strategic plan should a comprehensive assessment plan, not only to keep the Center accountable to its mission, but also to measure the impact the Center is having on the campus climate and its diversity, equity, and inclusion goals. This commitment to ongoing assessment is affirmed by W.K. Kellogg's advice for continual improvement of TRHT Campus Centers: "What tools, resources, and processes exist for analysis by populations to evidence expansiveness and assess change over time?" (W.K. Kellogg Foundation, 2016, p. 36).

Each Center must identify effective and appropriate assessment approaches and a method for using these measures for ongoing continuous improvement. The campus' institutional research and assessment staff and offices can be extremely useful in helping to develop these mechanisms and in sharing the commitment to the Center's success.

As part of their role within the TRHT network, the TRHT Center Director and team must provide an annual report to the AAC&U. This report should be extended, as well, to the campus leadership as an important means for conveying the Center's programmatic and climate impacts, continuing to keep the leadership informed and engaged in the Center's work, as well as communicating plans to expand the Center's work to better serve students, staff, and faculty.

READING /REFERENCE LIST

The following sources are recommended for institutions considering a TRHT Center:

AAC&U. (2016). <https://www.aacu.org/press/press-releases/aacu-joins-coalition-on-truth-racial-healing-and-transformation>

AAC&U. (2018). <https://www.aacu.org/trht-campus-centers>

AAC&U. (2020). <https://www.aacu.org/sites/default/files/files/TRHT/TRHT%20Action%20Plan%20Template.pdf>

W.K. Kellogg Foundation. (2016, December). *TRHT Implementation Guidebook*.
<http://www.racialequityresourceguide.org/guides-workshops/trht-implementation-guidebook>

IMPLEMENTATION GUIDE APPENDICES

The following appendices are included to demonstrate one institution's approach to implementing a TRHT Center and provide samples for programming and services.

A: TRHT Campus Center Advisory Team — Sample Meeting Agenda

B: Sample Center Programming Budget

C: Sample Job Descriptions

TRHT Director

TRHT Program Coordinator

D: Sample Action Plan

E: Austin Community College's TRHT 2020-21 Academic Year Vision

F: Racial Healing Circle Materials

G: Austin Community College's 2020 National Day of Racial Healing Campus Wide Program

H: Campus-Wide Student Town Hall on Equity and Social Justice Issues

I: Staff Departmental Conversation on Equity and Social Justice Issues

J: Community Partners' Town Hall on Equity and Social Justice Issues



Truth, Racial Healing and Transformation Campus Center Advisory Team – Meeting Agenda

- *Check – In*

- *Purpose of Prep Session*

- *Meeting Structure:*
 - *Advisory Team Meeting*
 - *Advisory Team Work Group Meetings*
 - *Community Partners Work Group Meetings*

- *Anti-Racist Statement Update*

- *Questions/Concerns*

- *Departmental Updates*

Notes:

Appendix B: Sample Center Programming Budget



Truth, Racial Healing, & Transformation

Campus Center Budget Proposal

Narrative

The TRHT Director’s vision is to provide at least one program offering per each of the 11 campuses, as well as some programmatic initiatives that will be held in the TRHT Center that would be both campus and community-facing and lastly some middle/high school outreach.

The hourly salary request (student employee) reflects the TRHT Director’s goal to ensure a consistent presence in the Center which provides a welcoming presence especially when the Director and Program Coordinator are mobile at other campuses, attending community events or doing high school outreach.

- The new Center will need to be furnished with art, and furniture items. This will be a one-time expenditure which will be requested in separate funding ask.

<u>Use Description</u>	<u>Acct Dec</u>	<u>Proposed Amount</u>
New Center Office Supplies, and Consumables	(6301) Consumable Supplies	\$5,000
Center Fall 2020 Open House, 11 Campus Events/HS	(6303) Food & Refreshmen	\$4,000
Center Diverse Books & Magazines Library	(6306) Books/Pub/Subscri	\$2,000
Director and Program Coordinator Mileage	(6401) In-District Milea	\$2,000
Director and Program Coordinator Prof Development	(6402) Travel/Registration	\$5,000
Speaker Honorariums for 1 Event Per Campus/HS outreach	(6518) Consultants	\$10,000
New Center Promotional Materials (Brochure/Banner)	(6561) Printing	\$4,000
TRHT Postage	(6564) Postage	\$1,000
Videographer, Streaming, TRHT Video	(6581) Professional Services	\$4,000
TRHT Student Assistants (Consistent Center Presence)	(5410) Hourly Salaries	\$5,000
Grand Total:		\$42,000

Appendix C: Sample Job Descriptions

**Job Position: Director
Truth, Racial Healing & Transformation Campus Center**

FLSA Status	Exempt
Supervisory?	Yes
Reports to	Executive Vice President, Campus Operations & Public Affairs

General Statement of Job

To deliver project management, strategic planning, and implementation leadership for the Truth, Racial Healing & Transformation (TRHT) Campus Center, part of a comprehensive national and community-based initiative sponsored by the American Association of Colleges and Universities to address the historic and contemporary effects of racism.

Description of Duties and Tasks

Essential duties and responsibilities include the following. Other duties may be assigned.

1. Assess and implement TRHT Campus Center activities and strategic initiatives.
2. Work in conjunction with students, staff, and community stakeholders to achieve objectives pertaining to the TRHT Campus Center plan.
3. Work directly with senior college leaders to ensure that the work of the TRHT Campus Center is connected to the college's overall strategic goals of increasing student persistence, retention, and completion.
4. Supervises, trains, coaches, directs, coordinates, and disciplines personnel while adhering to organizational human resource policies and procedures as well as related employment laws.
5. Convene meetings with college students, staff, and community stakeholders related to TRHT activities. Track trends and prepare presentations; develop meeting agendas; draft briefing papers and/or compile pertinent background materials for attendees; prepare summaries of discussions; and ensure appropriate and effective communications with participants, as needed.
6. Proactively identify and engage individual experts, as well as informational resources, that can help frame and advance the ACC TRHT Campus Center's work on racial equity issues.
7. Design and implement outreach programs based on research and promising practices. Work closely with ACC's Teaching and Learning Excellence Division and community partners to develop support systems that help the college and TRHT Campus Center achieve their equity goals.
8. Coordinate the work of the TRHT subcommittees including work with internal and external stakeholders organizing Racial Healing Circles.
9. In the context of the TRHT annual work plan, analyze issues and technologies that have the potential to assist the college in promoting diversity, inclusion and equitable student outcomes.
10. Prepare background materials and develop proposed action strategies in support of the TRHT's efforts to advance racial equity relative to emerging issues.
11. Assist in developing funding proposals for TRHT projects and initiatives.
12. Collaborate and coordinate with students, faculty, staff, and community members volunteering for the TRHT Campus Center.

Knowledge

Must possess required knowledge and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

- Project planning and management principles of organization-wide projects
- Anti-racist principles
- Engaging communities of color
- Understanding of dominant culture and status quo norms
- Servant leadership principles

- Cultural proficiency
- Supervisory principles, practices, and methods
- Knowledge of the higher education sector
- Knowledge of community engagement and outreach

Skills

Must possess required skills and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

- Maintain an established work schedule, to include some evenings and weekends.
- Effectively using organizational and planning skills, including attention to detail and follow-through.
- Ability to facilitate difficult dialogues.
- Maintain confidentiality of work-related information and materials.
- Skill in relationship building and community building.
- Ability to identify key issues and carry forward an idea or project from conception to execution.
- Strong organizational skills and demonstrated capacity to develop and implement practical strategies, plans, and solutions to identified issues and problems.
- Ability to assimilate information gathered through research and consultations.
- Critical thinking skills, including the capacity to identify and appropriately assess and order competing interests and priorities.
- Excellent verbal and written communication skills.
- Ability to take initiative in managing competing organizational and departmental priorities and working effectively when facing extremely short deadlines.
- Good judgement, tact, and the ability to work well with colleagues both in and outside the organization.
- Ability to work independently and to undertake supervisory responsibilities.

Technology Skills

- Use a variety of spreadsheet, word processing, database, and presentation software
- Use network databases, courseware, and multimedia production software

Required Work Experience

- Three years related work experience including one-year supervisory experience. Education cannot be substituted for supervisory experience.

Preferred Work Experience

- Ten years related work experience

Required Education

- Bachelor's degree.

Preferred Education

- Master's degree or higher in cultural studies, sociology, educational equity, critical race theory, public policy.

Physical Requirements

- Work is performed in a standard office or similar environment.
- Subject to standing, walking, sitting, bending, reaching, pushing, and pulling.
- Occasional lifting of objects up to 10 pounds.

**Job Position: Coordinator
Truth, Racial Healing, & Transformation Center**

Supervisory? No
Critical Classification? No
Reports To: Director, Truth, Racial Healing & Transformation Center

General Statement of Job:

To coordinate activities and provide assistance to the Director, Truth, Racial Healing & Transformation (TRHT) Campus Center, that supports a comprehensive community-based process that focuses on racial healing, narrative change, and systemic transformation.

Description of Duties and Tasks

Essential duties and responsibilities include the following. Other duties may be assigned.

1. Coordinates and participates in activities that support TRUT infrastructure.
2. Coordinates efforts to promote collaboration between student support services and the community.
3. Serves as a resource within the internal and external community.
4. Collaborates and coordinates with community groups doing complementary work.
5. Participates in community collaborative meetings to understand community landscape,
6. potential partners, and areas of support.
7. Coordinates and supports healing initiatives.
8. Meets with various experts, consultants and partnering agencies to coordinate services
9. provided by their organizations.
10. Develops and conducts community and professional trainings to a variety of audiences and coordinates community trainers, when necessary.
11. Meets with community partner and agencies to
12. May participate in surveys regarding TRUT.
13. May analyze surveys and quarterly reports.

Knowledge

Must possess required knowledge and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

- Understanding of both theory and practice related to racial justice/racial equity
- Demonstrated familiarity with community resources, especially those that serve or are used frequently by Black/African American and communities of color from urban environments.
- Engaging communities of diversity and color.
- Understanding of dominant culture and status quo norms.
- Servant leadership principles
- Knowledge of community engagement and outreach.
- Experience with event planning, project management, community engagement and customer service skills.
- Experience in planning and executing successful events for groups.

Skills

Must possess required skills and be able to explain and demonstrate, with or without reasonable accommodations, that the essential functions of the job can be performed.

- Maintain an established work schedule, to include some evenings and weekends.
- Effectively using organizational and planning skills, including attention to detail and

- follow-through.
- Maintain confidentiality of work-related information and materials.
- Relationship building and community building.
- Excellent verbal and written communications skills
- Ability to work across various sectors with a wide variety of partners.
- Strong presentation and public speaking skills.

Technology Skills

- Use a variety of spreadsheet, word processing, database, and presentation software

Required Work Experience

- Two years related work experience.

Preferred Work Experience

- Demonstrated personal commitment to addressing racism, with an orientation toward racial and community healing.
- Experience working with students, faculty and higher education staff.
- Experience with fundraising.
- Bilingual (English/Spanish) preferred.




Required Education

- Bachelor's degree.

Preferred Education

- Bachelor's degree in cultural studies, sociology, educational equity, critical race theory, public policy.

Appendix D: Sample Action Plan

 	<p style="text-align: center;">AAC&U Strategic Initiative</p> <p style="text-align: center;">TRUTH, RACIAL HEALING & TRANSFORMATION (TRHT) CAMPUS CENTERS</p> <p style="text-align: center; font-size: small;"> <i>Preparing the Next Generation of Leaders to Advance Justice and Build Equitable Communities</i> <i>Supported by Newman's Own Foundation and the W.K. Kellogg Foundation</i> </p>		
<p>COMMUNITY COLLEGE ACTION PLANS</p> <p>TRUTH, RACIAL HEALING, & TRANSFORMATION CAMPUS CENTER</p> <p>“Changing the Austin Community College and Central Texas Racial Narrative” (DRAFT)</p>			
<p>VISION:</p> <p>MISSION:</p> <p>COMMITMENT:</p>			
<p>LONG-TERM CENTER GOALS: (Narrative Change through Racial Healing and Relationship Building)</p>			
<ol style="list-style-type: none"> (1) Eliminate racial disparities and disproportionality in disciplinary outcomes across P-16 institutions. (2) Eliminate racial disparities and disproportionality in academic outcomes across P-16 institutions. (3) Eliminate racial disparities and disproportionality in regional criminal justice outcomes. 			
Identify the GOALS [Objectives] to actualize the Center’s Vision	How will each goal help you reach the vision?	Are the goals measurable?	TRHT Framework Pillars

ENGAGEMENT PLAN: Construct a plan to maintain interest in your center’s work. How will your TRHT Campus Center facilitate ongoing engagement with stakeholders, difficult audiences, external communities, etc.?

POTENTIAL AUDIENCES	METHOD	RESPONSIBLE PARTY

SUSTAINABILITY: Determine how to ensure the future of your TRHT Campus Center. What additional resources are needed to actualize and sustain your vision require? Identify potential sources of income and support for your TRHT Campus Center.

BARRIERS TO ACCOMPLISHMENT: Identify potential issues with your goals and actions. What obstacles do you expect to encounter in achieving your goals? How will you address those barriers?



Truth, Racial Healing, and Transformation Campus Center 2020-21 Academic Year Vision

Austin Community College is meeting the emerging challenges of higher education head-on with a multilayered approach which includes the important launch of the Truth, Racial Healing & Transformation Campus Center (TRHT Campus Center). The Austin Community College District (ACC) is the only Texas institution of higher education that has a center and first community college to join the initiative.

TRHT Framework

AAC&U has partnered with the W.K. Kellogg Foundation's Truth, Racial Healing & Transformation (TRHT) effort to help communities embrace racial healing and uproot conscious and unconscious beliefs in the hierarchy of human value.

The TRHT effort prioritizes inclusive, community-based healing activities and policy designs that seek to change collective community narratives and broaden the understanding that Americans have of their diverse experiences.

Austin CC TRHT Looking towards 2020-21 Academic Year and 2021 Campus Center Launch

The TRHT Campus Center will serve as a resource and standard-bearer of ACC's community standards of valuing and celebrating diversity, equity, truth, racial healing and transformation. These are competencies needed for students to succeed in higher education and the workforce beyond, and staff/faculty, and community members to teach and lead effectively.

Student Facing Initiatives:

- Work towards a plan to engage every ACC student to attend at least one TRHT event during their first academic semester/year. Strategic planning will include identifying courses that can intentionally include this requirement in the curriculum and hosting an event at each of our 11 campuses that serves are more than 44,000 students.
- The TRHT Campus Center will work to implement a competency certificate or badge on student transcripts that will signal to future employers or other institutions of higher education that ACC students can thrive in diverse environments and effectively navigate embracing differences.
- TRHT Campus Center will work with one to two k-12 partner schools to pilot design of a program that introduces the important topics of truth, racial healing and transformation to middle/high school students. This will be delivered in a developmentally appropriate manner that

will allow students to begin to foster this competency prior to higher education while forming a positive perspective of ACC as a potential next step.

- The TRHT Campus Center team will work to implement a set of training modules and booking mechanism for the purpose of providing learning opportunities for students that faculty and staff can request for their classes and or student groups.

Faculty/Staff Facing Initiatives:

- The TRHT Campus Center staff will work towards engaging Faculty/Staff in at least one TRHT event/program per academic year as part of their professional development hours.
- The TRHT Campus Center team will work to implement a set of modules and booking a mechanism for training, and facilitation of conversations for faculty/staff.
- The TRHT Campus Center team will work to serve as resources and advocates with a racial equity lens for racial healing through institutional endeavors such as conversations, institution-wide committees, marketing, program launches, etc.

Community Facing Initiatives:

- The TRHT Campus Center team will work diligently to have an active and impactful presence in the community by cultivating community partnerships through racial healing circles, community events and other endeavors that will help to expand the conversation of racial healing to all industries.
- The TRHT Campus Center team will work to ensure the launch of the center is an event that is an inclusive celebration encompassing the ACC community and broader community. The goal is for the center to be a resource, and convening space for all stakeholders to advance the conversation around truth, racial healing and transformation.

TRHT TOUCHSTONES (SAFE SPACE RULES)

- Be 100% present, extending and presuming welcome. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.
- Listen deeply. Listen intently to what is said; listen to the feelings beneath the words. “To ‘listen’ another’s soul into life, into a condition of disclosure and discovery^{3/4}may be almost the greatest service that any human being ever performs for another.” -[Writer Douglas Steere] Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting.
- Always by invitation. It is never “share or die.” You will be invited to share in pairs, small groups, and in the large group. The invitation is exactly that. You will determine the extent to which you want to participate in our discussions & activities.
- No fixing. Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are not here to set someone else straight, or to help right another’s wrong, to “fix” or “correct” what we perceive as broken or incorrect in another member of the group.

- Suspend judgment. Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed.
- Identify assumptions. Our assumptions are usually invisible to us, yet they under-gird our Worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.
- Speak your truth. Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. Own your truth by speaking only for yourself, using “I” statements.
- Respect silence. Silence is a rare gift in our busy world. After you or another has spoken, take time to reflect & fully listen, without immediately filling the space with words.
- Maintain confidentiality. Create a safe space by respecting the confidential nature & content of discussions held in the circle. What is said in the circle, remains there.
- When things get difficult, turn to wonder. If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”

Center for Courage and Renewal - www.couragerenewal.org



Script for Rx Racial Healing Circle (RHC) with ACC Alumni Network

Co-facilitated by Khayree Williams and Loretta Edelen
2:00 – 3:30 p.m.

1. Welcome & Definition of RHC led by Khayree and Loretta 5 mins. 2 –2:05
2. Explanation of Logistics led by Kate Tolliver 3 mins. 2:05 –2:08
3. Purpose & Objectives of RHC + Quote led by Khayree 7mins. 2:08 – 2:15
4. Brief Introductions with name, physical location + superpower (KW) 15 mins. 2:15 –2:30
5. Group Agreements with “Touchstone” by (LE) 10 mins. 2:30-2:35
6. Re-Introductory Exercise in dyads through breakout rooms (KW) 4 mins. 2:35-2:39
7. Each partner gets 2 mins. to share their response to the prompt 4 mins. 2:39-2:43. There should be a message sent to the breakout rooms with 1 minute and 30 second time within the first 2 minutes and then again within the second 2 minutes bring them back to the full circle after the 30 second message appears on their screen.
8. Reflection on the re-introductory exercise (KW) 10 mins. 2:43-2:53
9. Transition to deep reflection prompt (LE) 3 mins. 2:53-2:56
10. Co-facilitators demonstrate response with 2 min. sharing 4 mins. 2:56-3:00
11. Send to different breakout room for 10 mins. of sharing with 5 mins. Apiece 10 mins. 3:00-3:10. Each partner gets 5 mins. to share their response to the prompt. There should be a message sent to the breakout rooms with 1 minute and 30 second times. Bring them back to the full circle after the 30 second message appears on their screen.
12. Reflection on deep prompt exercise (KW) 10 mins. 3:10-3:20
13. Closing Circle (LE & KW) 10 mins. 3:20-3:30.

Racial Healing Circle Agenda (Students)

- **First Prompt:** Tell your name, super-power and favorite dessert
- **Second Prompt:** Who is the person you look up to the most, why, and what is one quality they have that you want to be known for or want people to think about you?
- **Deep Reflection Prompt:** Tell us about a time that you did something standing up for yourself or your family or friends. How did you feel about what you did to support yourself/your community? (Like tick tock/ k pop - at Tulsa rally)
- Closing:
- John Lewis Quote: When you see something this is not right, not fair, not just, you have to speak up. You have to say something; you have to do something.

Agenda	Presenter(s)	Time	Minutes
Welcome & Definition of RHC	Khayree & Loretta	5 minutes	1:00-1:05
Explanation of Logistics	Trissi	3 minutes	1:05 - 1:08
Purpose & Objectives of RHC + Breathing Exercise	Loretta	7 minutes	1:08-1:15
Brief Introductions with name + super power + favorite dessert	Khayree	15 minutes	1:15-1:30
Group Agreements with "Touchstones"	Loretta	10 minutes	1:30-1:40
Re-Introductory Exercise in dyads through breakout rooms *Each partner gets 2 minutes to share their response to the prompt (Note: There should be a message sent to the breakout rooms with 1 minutes and 30 second time with the first 2 minutes and then again within the second 2 minutes -* Please also share the prompt in the "chat" for each prompt)	Khayree	3 minutes	1:40 - 1:43
Bring them back to the full circle after the 30 second message appears on their screen			
Reflection on the re-introductory exercise	Khayree	10 minutes	1:43-1:53
Transition to deep reflection prompt	Loretta	3 minutes	1:53-1:56
Co-facilitators demonstrate response with 2 minute sharing	Loretta & Khayree	4 minutes	1:56-2:00
Send to different breakout room for 10 minutes of sharing with 5 minutes apiece *Each partner gets 5 minutes to share their response to the prompt - There should be a message sent to the breakout rooms with 1 minute and 30 second times	Loretta	10 minutes	2:00-2:10
Bring them back to the full circle after the 30 second message appears on their screen			
Reflection on deep prompt exercise	Loretta	10 minutes	2:10-2:20
Closing Circle with quote, John Lewis and the question	Loretta & Khayree	10 minutes	2:20-2:30

New Racial Healing Circle Practitioner Debrief/Learning Session Reflection Questions

Circle Date:

Number of People: (including facilitators)

How did it feel to facilitate in the circle?

How did it feel to hold space in the circle?

Did you encounter any challenges in the circle and how was it resolved?

What would you add or take away from the design of your circle process?

New Practitioner Preparation – Debrief Worksheet, Feb 2018

Prepared by Mee Moua, *Principal, Interdependent Group, LLC; Consultant, W.K. Kellogg Foundation*

Appendix G: Austin Community College's 2020 National Day of Racial Healing Campus Wide Program (Open Also to the Community)



(In)Visibility: There's More to Me Than What You See

Call for Artwork and Performers

Austin Community College will be joining the American Association of Colleges and Universities, the W.K. Kellogg Foundation, and 130 organizations across the nation in acknowledgment of The National Day of Racial Healing (NDORH) on January 21st, 2020, organized by the ACC Truth, Racial Healing & Transformation (TRHT) Campus Center.

This celebration emphasizes ACC's commitment to creating a community where race, ethnicity and other human differences are no longer predictors of success and well-being in any sector of the community. This includes the elimination of barriers (policies, practices, attitudes and cultural messages) that reinforce differential outcomes by race.

ACC's NDORH activities aim to provide:

- An introduction to racial healing strategies.
- An opportunity to create awareness of the concept of racial healing and its meaning for faculty, staff, students, and community members.
- A showcase of artistic and creative expression with the theme of "There's More to Me Than What You See"

In order to involve faculty, staff, and students in these rewarding activities, ACC has planned a number of engaging events during the week of January 20th. These include:

- A showcase of artistic and creative talents held at Highland Campus Building 4000 on January 21, 2020
- An art exhibit that will be displayed from January 21- February 29, 2020
- Three Rx Racial Healing Circles, one in each region of the college (North, Central, South) on January 24, 2020
- Many other events designed to engage people across the ACC District

Call for Artwork

You are invited to showcase your artwork about truth, racial healing and transformation at the HLC Art Student Art Gallery. Please submit artwork by December 20th by 5pm and follow these instructions:

Form Link: <https://bit.ly/37eTdun>

Call for Performances

You may also sign-up to share spoken word, poetry, stories, music, readings, dances or monologues about racial healing: Performances will be held on January 21st from 12:00 p.m. - 1:30 p.m. at Highland Campus (located at 6101 Highland Campus Drive) in the Academic Main Street on the first floor in Building 4000.

Form Link: <https://forms.gle/L3NqPGc84gH7q9s38>

Participate in a *Rx Racial Healing Circle*

Racial healing circles provide a space for listening, reflection and conversation with the hope that we begin to build trust and respectful relationships across racial and ethnic lines that honor and value each person's humanity. ACC will present three *Rx Racial Healing Circles* at the south, central and north designated campuses for three hours at each location in an effort to immerse people in the experience of the circles.

Use the following link or QR code to register to participate in one of the circles:

<https://forms.gle/qNBjtAAAhJ1Cj2bE6>

For more information contact xxx or xxxx.



Virtual Social Justice Roundtable: A Student Focused Discussion to Hear Your Thoughts & Concerns

Objective: A student focused discussion to reflect on the social injustices faced by communities of color and how ACC is supporting its students and surrounding communities.

Moderator: Khayree Williams, *Director of Truth & Racial Healing Transformation Center*

Date: Friday, June 5, 2020

Virtual Platform: Google Meets Hangout - meet.google.com/rut-unxc-eis

MySL Event Link: <https://austincc.campuslabs.com/engage/event/5899071>

Run Through Time: 10:30 am

Start Time: 11 am

End Time: 12 pm

Target Audience: ACC Students

Learning Outcomes:

- Participants will be made aware of others feelings/experiences and gain knowledge that they don't have to feel isolated
- Participants will be made aware that ACC is determined to support and provide resources that can assist during this time
- Participants will be made aware of the ways they can remain involved internally and externally

Agenda

- Opening (5 mins.)
 - Self-Introduction of Moderator (Khayree Williams)
 - All of you have received a message from our President and CEO, Dr. Richard Rhodes earlier this week. I would like to share an excerpt of that letter with you now that highlights ACC's commitment to you, our students:

"There is a lot of pain, hurt, and anger due to racial injustice — especially among our African American community. Our thoughts are with too many families who have lost loved ones. What happens in one community affects us all. As your community college, ACC must look deeper at what we can do to affect change."

ACC is home to one of the nation's campus centers for Truth, Racial Healing, and Transformation. Our center will be a place where we encourage honest and courageous conversations. We are committed to being both an engine of upward mobility and a source of community healing. As your college, we will not only continue on this journey, but we will do more."

- Objectives for today:
 - With the recent events, the Office of Student Life and the Truth & Racial Healing & Transformation Center wanted to provide you all with the space to discuss how you may be feeling, and hear how others might be coping during this time. Equally important we also want you to leave this event with a better understanding of how ACC can support you now and prepare for a future that includes some of the insights on how we can continue to support you.
- Introduction of Panelists (5 mins.)
 - Panelists will introduce themselves and then make themselves available to address questions as students share their feelings.
 - The role of the panelists is to be there to assist the moderator within their respective areas of the college and provide the students with the support they need and take note of the ways students reveal they need to be supported during this time.
 - Panelists:
 - Dr. Shasta Buchanan, *Vice President, Student Affairs*
 - Lynn Dixon, *Chief of ACCPD*
 - Dr. Dorado Kinney, *Executive Dean, Student Affairs*
 - Dr. Manuel Zamarripa, *Associate Dean, Counseling*
 - Christovar Jaramillo, *ACC LGBT eQuity Specialist, Student Affairs Communication*
- ACC Safe Space Guidelines for Respectful (Virtual) Roundtable Engagement (5 mins.)
 - As we get started today, we want to ensure that this is a space where everyone can share without fear of ridicule so that we may have an open dialogue that is productive for all. Let's go over some ground rules that can guide our conversation...
 - This will be an open, respectful and safe space. We ask that what is said here stays here but what is learned here leaves here.
 - For example, if someone shares something that has impacted them and is a learning moment for you, it would be appropriate to share how you grew from it without including their story or name etc.
 - Behaviors such as harassment, discrimination, intimidation, hate speech, profane or vulgar language are not acceptable and will be cause for removal from the discussion.
 - Participants are encouraged to share but also given agency to pass on a topic or question.
 - This space is designed for you to be candid in sharing your experiences as your own, but also allow everyone grace to not engage on a topic that may be either triggering or a matter you are still working through your feelings on.
 - Austin Community College is not a monolith. We are a very diverse institution which represents the beauty of the Austin community and world we live in. Please listen deeply and intently before responding.
 - In this spirit we cannot and should not assume we will all agree today. In fact, as an educational institutional we welcome healthy discourse. However, disrespectful, hateful or unproductive comments, or commentary in the chat from speakers will not be tolerated. We want this to be a productive and healing experience for all that attend. If any behavior occurs that does not support that we will take action to protect the space.
 - No one participating has all of the answers nor are we solving the multitude of challenges, our community, country and world are facing in this hour.

- This is meant to be a space to continue and expand social justice work at ACC and in our Austin community. The ACC leaders, faculty and staff present are all invested in your success and you as community members. If you leave with unanswered questions or with a desire to still engage, please seek us out. We are here for you.
 - This space is designed specifically to honor, learn and hear from our students. Faculty and staff, we ask that you allow us to prioritize students sharing first.
- Conversation/Sharing (30 mins.)
 - Question #1: How have the recent developments in our community, country or world made you feel?
 - I would likely lead with asking first for students to offer up a one word explanation. This helps to allow students/participants to pull their thoughts together. The follow-up question would then be, would anyone like to expound on their word.
 - Follow-up: Dr. Manuel Zamarripa offers some brief words on healthy coping mechanisms during the myriad of challenges we are all facing.
 - Question #2: As ACC works to continue to strengthen our community to better serve all students, what would you like leaders to know or do to help achieve this?
 - Student responses first
 - Follow-up: Dr. Shasta Buchanan shares some brief words highlighting the efforts and support Students Affairs has in place for students.
 - Question #3: What is one thing you plan to do as a student and community leader at ACC and in Austin to continue to work towards social justice and equality?
 - Student responses first
 - Follow-up: Remarks from Dr. Kinney, Executive Dean; Chief Dixon, ACCPD & Christovar, *ACC LGBeQuity*
- Call to Action (10 mins.)
 - Thank you all for being here today. These are not easy feelings, experiences, etc. to navigate and so taking the time away from your day and being in this space takes courage and we acknowledge that.
 - We don't want you to leave this space without feeling as if we can't be productive moving forward. So if you are looking for support, other virtual events/discussions surrounding various social justice topics, resources, etc. that can aid in feeling empowered after today's conversation and possible continue conversations and answer calls to action, we want to share:
 - ACC Resources
 - ACC District Clinical Counselors (if you are looking for support)
 - Truth & Racial Healing & Transformation Center
 - African American Cultural Center
 - Juneteenth Festival - Friday, June 19, 2020 @ 11 am - *This video will be posted to the celebration will include community interviews, entertainment, and a reminder of the importance of Juneteenth! Hosted by the African American Cultural Center, MLP, and Student Affairs.*
 - Library Services - offers many equity, diversity & inclusion publication collections are available to students
 - Equity, Diversity and Inclusion Resources
 - Dimensions of Diversity LibGuide
 - Equity and Inclusion LibGuide
 - E- books on Equity, Diversity and Inclusion:
 - White Fragility: Why It's So Hard For White People to Talk About Racism (Robin DiAngelo)

- Stamped From The Beginning: The Definitive History of Racist Ideas in America (Ibram Kendi)
 - Between The World and Me (Ta-Nehisi Coates)
 - Students can search the main search bar from the Library Services homepage and limit the format to eBook.
 - Also, one of our databases JSTOR compiled an in-depth syllabus on institutional racism.
 - For help or suggestions, please contact: lynda.infante@austincc.edu or alexander.speetzen@austincc.edu
 - LGBT eEquity Committee - strives to educate students, faculty and staff on the issues that impact the LGBTQ+ community to better help them with challenges they may face.
 - Student Government Association - the voice of the ACC student!
 - MLP - is here to support students from all walks of life during their time here at ACC. The staff in this program assists with students achieving goals and overcome obstacles, whether those are academic, career, personal, or related to the community.
 - <https://austincc.campuslabs.com/engage/organization/mlp>
 - MLP Virtual Hang - The Urgency of Intersectionality - Thursday, July 2, 2020 @ 3 pm
Come hang out and join Student Life's MLP for a discussion over the topic of intersectionality - what it is, and why it is important!
*** Follow us on Social Media (Facebook, Instagram, Twitter - @accstudentlife) to learn more.**
 - ACCENT Student Media - capturing the news and stories of the student experience! Shared links recently:
 - Petitions (<https://blacklivesmatters.carrd.co/#petitions>)
 - Donate (<https://blacklivesmatters.carrd.co/#donate>)
 - Educate Yourself (<https://blacklivesmatters.carrd.co/#educate>)
 - Text or Call (<https://blacklivesmatters.carrd.co/#text>)
 - Upcoming Community Events:
 - Town Hall for Families, Hosted by CNN & Sesame Street: <https://www.cnn.com/2020/06/02/us/cnn-sesame-street-standing-up-to-racism/index.html>
 - A Reckoning: An Appeal to White America, Hosted by Austin Justice Coalition: <https://austinjustice.org/events/a-reckoning-an-appeal-to-white-america/>
 - Talking to Kids About Race and Racism, Hosted by Austin Child Guidance Center: <https://give.austinchildguidance.org/RacismPanel>
 - Community Resources:
 - One Human Race Austin (<https://onehumanraceaustin.org/resources/>)
 - Austin Justice Coalition (<https://austinjustice.org/>)
 - Black Lives Matter (<https://blacklivesmatter.com/>)
 - Support Locally Owned Black Businesses:
 - Austin American Statesman Austin 360 article: <https://www.austin360.com/foodanddining/20200601/want-to-support-black-owned-food-businesses-in-austin-heres-where-to-start?fbclid=IwAR32Q2pT-LvIdFwMSP8jBctNuytz2nCv17iWPD33G66D36RzaGGsPmO6rAY>
- Closing Remarks (5 mins.)
 - Request Dr. Buchanan close the event with a statement of hope for the future.
 - Khayree closes with final thank yous to attendees and panelists.

Appendix I: Staff Departmental Conversation on Equity and Social Justice Issues



Staff Departmental Conversation on Equity and Social Justice Issues: *Meeting Agenda*

8:35-8:45	Welcome/Expectations
8:45-8:55	*Safe Space Rules (Touch Tones Document)
8:55-9:10	* <u>First Prompt & Breakout Session (First Prompt PDF)</u>
9:10-9:20	*Common Language (Definitions PDF)
9:20-9:40	* <u>George Floyd Picture & Breakout Session (George Floyd PDF)</u>
9:40-10:00	*ACC Video /Reflection
10:00-10:15	* <u>Second Prompt & Breakout Session (Second Prompt PDF)</u>
10:15-10:30	*Final Prompt/Closing Reflection (Final Prompt PDF)

First Prompt: At what point in your life did you first realize that race mattered? What were your immediate thoughts when you heard about the death of Mr. George Floyd? How do you feel today discussing it?



Second Prompt: Brainstorm one to two areas of improvement that your department can improve in to help ACC as an institution be more equitable and just for all students, faculty and staff members?

Final Prompt: How can we as departmental leaders work to keep this diversity, equity, and inclusion conversation at the forefront of our work?



TRHT Town Hall Facilitator's Agenda

Title of Event: *TRHT Community Partners Increasing Equity & Social Justice in Central Texas*

Objective: A community partner focused discussion to reflect on the social injustices faced by communities of color and how ACC can be a partner in equity initiatives.

Co- Moderators: *Khayree Williams, Director of Truth & Racial Healing Transformation Center & Loretta Edelen , Director of Community Engagement*

Date: Tuesday, July 28, 2020

Virtual Platform: ZOOM

Run Through Time: 1:30 pm

Start Time: 2:00 pm

End Time: 4:00 pm

Target Audience: ACC Community Partners & ACC Equity Advocates

Learning Outcomes:

- Participants will be made aware of community partners' feelings/experiences and concerns as it relates to how the Central Texas communities of color have been impacted by COVID-19, and the recent events surrounding equity and justice issues while being in community with ACC staff/faculty and other community members.
- Participants will also hear from ACC Equity Leaders about present and future ACC plans
- Participants will be made aware that ACC is determined to support and be a partner in impacting equity and social justice issues in Greater Austin which also includes ACC students
- Participants will be made aware of the ways they can remain involved with TRHT sub-committees

Format:

*** Have Candice and Kelly place Zoom Logistics in the chat box.

Language: Hi Community Partners, please ensure your microphone is muted unless you are speaking. We are also asking that when you are speaking via the chat or by unmuting your mic, that you state your name and the organization you are representing. Additionally, please introduce yourself in the chat by stating your name and organization.

- **Opening (5 mins.) 2:05-2:10 pm**
 - Self-Introduction of Moderators (Khayree Williams & Loretta Edelen)

Good afternoon to our community partners, ACC Administrative Leadership, faculty and staff. We are so excited to have this opportunity to connect with such a gifted and talented group that is doing a myriad of amazing work to impact the lives of many by increasing equity and social justice in Central Texas. Many of you have been dedicated servant leaders in this work for many years and we thank you.

The goal of this event is to provide a space to hear your perspectives and experiences as it relates to issues and concerns we all can collectively continue to push for change on, serve as a recommitment of ACC through the TRHT to be a part of some of initiatives with you that honor the mission of our institution (in providing social equity and access to all seeking higher education and training for students, faculty/staff and the community) and also provide some updates on how we as a college are supporting students, faculty, and staff around equity issues during this challenging period for the nation.

Next, I will pass the mantle to Mrs. Loretta Edelen, our Director of Community Engagement and long-time ally in community partnerships and engagement to introduce herself and give us an overview of the program for the day.

- **Objectives for Today (5 mins.) 2:10-2:15pm - Loretta Edelen**

Good afternoon and welcome. We are happy that you are able to join us today in this important conversation. Today, our agenda will consist of time for some of ACC's senior leadership to provide some words and updates regarding the work the college is doing to ensure the voices and needs of all are heard and met in the many communities ACC affects, and the intentional efforts ACC is making to support our underserved students.

Immediately following we will have some open time to hear from you regarding Social Justice and Equity issues you feel are of importance presently. We will then transition to smaller groups to discuss important areas/groups that are being threatened greatly during this time as it pertains to higher education and communities of color. The breakout groups will be K-12 Pre-College and the barriers they face, College Retention and Graduation and the effects social inequality has on its rates for students of color, and Community Equity and Justice concerns that impact some of the most underserved communities in Central Texas and the Austin area.

- **Introductions of Senior ACC Leaders (5 mins.) 2:15-2:20 pm - Loretta**
 - Dr. Richard Rhodes - President (90 seconds)
 - Dr. Molly Beth Malcolm - Executive Vice President Campus Operations and Public Affairs (90 seconds)
 - Dr. Charles Cook - ACC Provost/Executive Vice President of Academic Affairs (90 seconds)
 - Dr. Shasta Buchanan - Vice President Student Affairs (90 seconds)
 - Mr. Larry Davis - Chief Equity, Diversity & Inclusion Officer (90 seconds)
- **Words from Dr. Richard Rhodes (10 mins.) 2:20-2:30pm**
- **Open Forum Discussion of Intro (5 mins.) 2:30-2:35 pm Khayree Williams**

For the next 30 minutes, we want to hear from you, our community partners. I want to acknowledge that we have many ACC staff/faculty who are equity advocates in this space and we thank you for your commitment to this important work at the college. We value all of your continued contributions to this work and the diverse perspectives that further the college's ability to meaningfully engage and enhance our social justice footprint. While we always welcome your thoughts and feedback, we want to honor the time that our external community partners carved out to be with us today, by opening this time and space for them to share first and foremost.

Community partners, we understand that as an institution we need to be more engaged in supporting your work and the creation of the Truth & Racial Healing Transformation (TRHT) Director role as well as our TRHT Center will allow for more of that cross engagement. Thus, we are really hoping to hear specifically about community issues we can hopefully partner on addressing in the future.

We ask that this space be one of:

***** (Have these on the screen) *****

Loretta Edelen (5 minutes) 2:35-2:40 pm

(KW) Respect: We will not accomplish anything with finger pointing. Rather let's focus on problems and how we can come together on solutions.

(LE) Open-mindedness: Many of you have been invested in the work of bettering Austin/Central Texas for years, as it pertains to social justice work. With that said, with great progress there have undoubtedly been some areas that have not yielded great progress. We are simply asking that we all be open-minded so that we can make even more progress despite what the past was.

(KW) Listening: We all enter this space as passionate leaders knowing that we are bringing something valuable to the table, but we also must be open to listening and learning from each other.

(LE) Realistic Goals: ACC and our TRHT Campus Center have responsibilities central to serving and supporting students, faculty and staff as well as the community. Our goal for the breakout sessions is to establish 1-2 goals per each group that we can commit to partnering on to produce some tangible outcomes. We want to start here and build on it!

*** Are there any other principles that would help to ensure this is a safe space for engaging?

*Can we get a thumbs up that we can agree to honor these engagement guidelines?

*** As we enter the open forum space you are encouraged to either unmute your mic and share or place your comments in the chat box. For either option, we ask that along with your name you state the organization you are representing.

- **Opening Forum Discussion - Khayree Williams (30 minutes) 2:40-3:10 pm**

- In this uncharted territory of COVID-19 and heightened community outcry and awareness around equity and social justice matters, what new or existing justice and equity issues/concerns are most prevalent for communities of color in the greater Austin area?
- What ways is your organization already making impacts around these issues?

- How can ACC be a partner in the work you are already doing?

- **Breakout Rooms - Loretta Edelen (30 mins.) 3:10-3:40pm**

We want to now transition you to break out groups for the next 30 minutes to have further discussions regarding 1-2 potential initiatives we can come together and collaborate on for the future.

During the registration process, you were asked to select one of the following topic areas to focus on during breakout group discussion time: the three groups are all central to ACC and the TRHT Center's missions to serve and support students, faculty/staff and the community.

Each group will be co-led by two ACC leaders:

- "K-12 Pre-College Barriers" in the greater Austin area that inhibit further engagement of some of our most vulnerable citizens of color (Biegert and Davis)
- "College Retention and Graduation" challenges for students of color at ACC and in the Austin area (Buchanan & Khayree)
- "Community Equity and Justice" matters (Malcolm and Edelen)
- Ask Cook and Rhodes which room they would like to be in

- **Groups Report Out** *****Loretta Edelen - (10-12 minutes) 3:40-3:55**

- **Closing** **(2 minutes) - Khayree Williams**

Thank you for your participation and investment in this process. As the Director for our TRHT Center, which is slated to open in January 2021, it is imperative that I remain present and engaged surrounding the needs of the greater Austin community, ACC students, faculty & staff through the physical center and its intentional programming.

Thus, as a next step I will be following up with each team (via the emails you provided during registration) within the next week as it relates to outcomes from this experience, to establish a follow-up meeting to continue the work we began in our breakout groups today. The goal is that each group will reconvene in August to begin to act on the priorities the group agrees on. Following August meetings, we will meet in late September for a second town hall to provide updates.

Thank you to Dr. Rhodes, Dr. Malcolm, Dr. Buchanan, Larry Davis, and all our senior leaders for their support of our equity, social justice, and inclusion work, our faculty and staff for attending and being advocates in the work and for the planning team of this event Loretta Edelen, Candice Brown, Kelly Brown, and Cheryl Richard. And most importantly to you our valued community members who are doing the important work to make Central Austin a better place for every citizen. We stand with you and look forward to our future work together!

Have a great day!

CHAPTER FIVE: CONCLUSIONS, IMPLICATIONS, AND FUTURE RESEARCH

INTRODUCTION

This Guide was stimulated by the need for community colleges to be more responsive to the increased diversity, equity, and inclusion (DEI) issues facing our institutions, including supporting a more diverse student body and the need to navigate more complex issues of race and racism. The resource is specifically tailored to assist as a tool for implementing a Truth, Racial Healing, and Transformation Campus Center, a new intervention championed by equity leaders at the W.K Kellogg Foundation and the AAC&U. The tool provides guidance for providing intentional and explicit diversity education for college students, staff, and faculty as well as the local community through a TRHT Community College Campus Center.

The Guide is designed to deliver practitioner-level detail to provide a practical step-by-step approach for current equity leaders to pick up and apply as they explore the viability of a TRHT Center on their campus and then move forward with the implementation. The Guide is written from the perspective of a current inaugural community college TRHT Campus Center Director, who is presently applying the methodology to launch his institution's Center.

This final chapter will discuss limitations of the Guide, acknowledge potential implementation challenges, and recommend additional research to aide community colleges in strengthening the Truth, Racial Healing, and Transformation work.

DISCUSSION OF THE TRHT COMMUNITY COLLEGE CAMPUS CENTER MODEL AS AN IMPERATIVE

The TRHT Campus Center model was developed during a period when racial tension and strife was resonating throughout our country as a result of an extremely divisive 2016 presidential election cycle, arguably an unprecedented era of racial and homophobic incidents that resulted in several large scale losses of life. Subsequently, this dissertation work was completed in 2020, during a period when the country was in the throes of increasingly heightened challenges of the same root issues coupled with the additional complexity of the COVID-19 pandemic. Furthermore, this year's disturbing police-related deaths of unarmed African Americans Breonna Taylor, Ahmed Arbury, and George Floyd sparked a renewed vigor for change through the widespread Black Lives Matter movement and other equity and social injustice marches, protests, and outcries for change resounding throughout the United States and the world.

The reality is that, during this uncertain period, exacerbated the COVID-19 pandemic, racial strife, and an economic depression, many college students are turning to higher education for answers and guidance regarding how to best navigate a myriad of racism and social justice concerns. Thus, colleges and universities must be equipped and prepared to provide resources for students to develop skills to discuss these issues productively, understanding both the historical and present context of race issues in our country and understanding how they can be advocates for change and intervention leaders on their college's campuses, in their communities, and the companies/organizations they will become a part of after college.

IMPLICATIONS FOR HEIGHTENED RACIAL EQUITY CONCERNS

College campuses are not immune to racial and social justice concerns. In fact, they are often incubators for these same issues; colleges have a history of systematically perpetuating

many injustices beginning with the inception and foundation of higher education, which was not originally with intended for students of color. We must remember, however, that the goal of education is increased awareness and knowledge, leading to improvement and advancement. Higher education must take the lead in addressing racial and social injustice issues and seeking for answers.

The heightened concerns regarding racial and social justice issues impact students in both their communities as well as on our campuses. Students are looking to their colleges to provide direction on how they can respond. Therefore, community college leaders, now more than ever, have a responsibility to provide an intentional, sustainable, and impactful DEI infrastructure to address these needs. Our institutions must respond to the education and competency-based needs to ensure that their graduates can fully and successfully engage and thrive in their campus community, in their local communities, and in their continuing education or workforce activities after graduation.

FUTURE RESEARCH INTO THE TRUTH, RACIAL HEALING, AND TRANSFORMATION MODEL

The Truth, Racial Healing, and Transformation model is a new intervention that was launched in 2017. However, it is important to note that the first official TRHT Community College Campus Center did not launch until 2020. Therefore, the options for future research are expansive and integral to strengthening the credibility of the work as a tool that is worthy of investment for future community colleges. This researcher will share some recommended main themes that can, and must, be examined to expand and build on this early work.

A University TRHT Implementation Guide

The purpose of this research project focused solely on the TRHT model as an intervention for community college campuses in higher education. It is important to point out that community colleges are differently situated than four-year universities. Because of their funding structures and responsibilities to the local communities, their mission and vision must involve and engage the community. However, universities are also included in the TRHT model, and the AAC&U does have resources to aid DEI university leaders who are considering the model. However, development of a specific TRHT University Guide to provide university leaders with practical step-by-step implementation would help inform these leaders. In this Guide's present form, the research and the methodology for implementing the community college TRHT would need to be researched and modified to be effective for universities. Some areas that would need to be explored to better understand university implementation would be:

- Who are university stakeholders?
- Universities often have more DEI resources and staff already dedicated to this work. Would it be feasible for a full-fledged TRHT Center to serve the institution, or would it in some ways duplicate services already offered?
- Would the financial investment be justifiable?

While some key approaches and methods may be gleaned from the Guide, this project in its form would not be wholly appropriate for university DEI leaders considering a TRHT campus center and thus would necessitate future scholarly work.

TRHT Campus Center vs Adoption of the TRHT Program Model

The TRHT model offers a wealth of opportunities for community college leaders, their students (who are also often members of the local community), faculty, and staff to engage with the local community and its leaders around matters of race and racism often needed to further

equity and social justice in community laws, policies, and practices. However, The TRHT Community College Campus Center Guide was written specifically for community college institutions who are looking to implement a full-fledged campus center. The researcher believes that it is important to acknowledge that the benefits of the model need to be realized at all community colleges, though some institutions may not have the resources or capacity to launch the full Campus Center. The AAC&U provides some resources for institutions looking to implement TRHT programming without a campus center; however, a practical step-by-step implementation guide does not exist for institutions looking to implement the model without a campus center. Thus, a potential project for a future researcher could be combining existing resources from this Guide and resources from the AAC&U to write a tool for implementing the TRHT programming model without the Center component. Some potential considerations for exploration are:

- Who within the college structure would be appropriate to take on the TRHT leadership and lead the responsibilities?
- Do the appropriate staff have the capacity to take on these extra duties?
- Though this model (without the center) would be a more economical option, what additional costs would be incurred and would they be sustainable?
- How would the TRHT work engage the community without a physical center?

A Study to Understand Student TRHT Impacts

The TRHT center model is designed to impact the cultural competency of institutional students who are engaged in the programming. Thus, a logical future research consideration would be either a quantitative (survey-based project) or qualitative (interview-based project) that examines:

- The quality of the TRHT Programming

- The perceived benefits
- The campus climate impacts
- The impacts on student cultural competence
- The impacts on a student's readiness to engage in diverse environments as they transition out of the institution into the work place or further education

A Study to Understand Faculty/Staff TRHT Impacts

Similarly, the TRHT Center model is designed to impact the cultural competency of institutional faculty and staff who are engaged in the programming. Thus, a logical future research consideration would be either a quantitative (survey-based project) or qualitative (interview-based project) which examines:

- The quality of the TRHT programming
- The perceived benefits
- The impacts on campus climate
- The impacts on faculty and staff cultural competence
- The impacts on the confidence of faculty/staff to serve diverse students, and engage their classroom around diversity topics.

FUTURE TRHT ASSESSMENT PROJECTS

In addition to long-term research opportunities and areas for investigation, the TRHT Center Model, because it is in its developmental stages, will require ongoing assessment of its impact as well as adjustments and modifications to better serve the needs of the changing student population and the evolving national landscape.

The 2020-21 academic year will mark the first full academic year of programming for the first community college TRHT Campus Center. At the conclusion of the year, community colleges looking to pursue this work and present institutions with campus centers will benefit

from future researchers providing assessment of the work that has been accomplished and identifying both the strengths and areas of growth for the model.

CONCLUSION

The impetus behind the creation of this Guide was to present a broader audience of community college equity leaders with the TRHT philosophy and integral step-by-step guidance into the strategies and considerations for implementing a community college TRHT Campus Center. Leaders who use this resource, combined with the proper institutional morale, staffing, financial, and space support, can provide important educational opportunities that will enhance their students' learning experiences and develop their competencies as future community leaders (which in turn adds value to their degree), but also leverage the resource to impact staff and faculty and improve the DEI climate on their campus.

In recent years, community colleges have made some positive strides in catching up to their university partners in terms of the DEI efforts they provide to ensure that every student has the ability to strive academically, socially, and interpersonally and to enjoy a pleasant and equitable experience at the institution. However, in this unprecedented period of COVID-19, which is impacting communities of color and especially African Americans disparately, and the severe cultural unrest brought about by the deaths of several unarmed African American citizens, the need for intentional truth, racial healing, and transformation is arguably needed more now than ever. Communities of color are hurting and crying out, and our community colleges have a direct responsibility to invest in the stakeholders that keep them viable, as well as a mission to serve and develop the students who call the college home and also reside in these communities. Thus, now more than ever, community colleges need infrastructures in place to ensure they have trained and competent staff fully dedicated to providing spaces, education, and resources to

address these important issues and help equip students with the skills needed to transform our communities and society.

REFERENCES

- AAC&U. (2016). *AAC&U joins coalition on truth, racial healing, & transformation sponsored by W.K. Kellogg Foundation*. <https://www.aacu.org/press/press-releases/aacu-joins-coalition-on-truth-racial-healing-and-transformation>
- AAC&U. (2018). *Truth, racial healing and transformation campus centers*. <https://www.aacu.org/trht-campus-centers>
- AAC&U. (2019). *A call to colleges and universities: National day of racial healing on January 22*. [https://www.aacu.org/press/press-releases/2019-national-day-racial-healing-january-22#:~:text=Washington%2C%20DC%E2%80%9494 To%20 mark%20the,around%20the%20issues%20of%20racism%20](https://www.aacu.org/press/press-releases/2019-national-day-racial-healing-january-22#:~:text=Washington%2C%20DC%E2%80%9494%20to%20mark%20the,around%20the%20issues%20of%20racism%20)
- AAC&U. (2020). 2018 TRHT campus centers action plan. <https://www.aacu.org/sites/default/files/files/TRHT/TRHT%20Action%20Plan%20Template.pdf>
- Amour, M. (2020, April 3). *Faculty face uphill battle adapting to needs of today's students*. Retrieved August 30, 2020, from <https://www.insidehighered.com/news/2020/04/03/faculty-face-uphill-battle-adapting-needs-todays-students>
- Arnold, J. & Kowalski-Braun, M. (2012, January 31). *The journey to an inaugural chief diversity officer: Preparation, implementation, and beyond*. <https://eric.ed.gov/?id=EJ957046>
- Belfield, C. R., & Bailey, T. (2011). The benefits of attending community college: A review of the evidence. *Community College Review*, 39(1), 46–68. <https://doi.org/10.1177/0091552110395575>
- Berrett, D. (2019, May 30). *Enrollments dropped 1.7 percent this spring from a year ago*. <https://www.chronicle.com/article/Enrollments-Dropped-17/246414>
- Bjondi, M. (2012) *The Black revolution on campus*. Berkley: University of California Press.
- Brown, S. (2017, August 8) College diversity officers face a demanding job and scarce resources. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/College-Diversity-Officers/240875>
- Clark, C. (2010, November 30). Diversity initiatives in higher education: Just how important “is.” *Diversity in Higher Education*. <https://eric.ed.gov/?id=EJ955946>
- Cohen, A. M., Brawer, F. B., & Kisker, C. B. (2014). *The American community college*. San Francisco: Jossey-Bass.

- Del-Rio, E., & Loggins, J. (2019, January 31). *Aligning equity, engagement, and social innovation in anchor initiatives*. <https://eric.ed.gov/?id=EJ1206372>
- Epperson, L. (2013). The promise and pitfalls of empiricism in educational equality *Jurisprudence*. 48 Wake Forest L. rev489, 513–515.
- Esquivel, P. (2020, June 12). *Community college presidents aim to address 'tremendous racial inequities' on campuses*. <https://www.latimes.com/california/story/2020-06-12/community-college-presidents-announce-alliance-aimed-at-combating-racism-on-campus>
- Flores K.L., Matkin G.S., Burbach, M.E., Quinn, C.E., and H. Harding. *Deficient critical thinking skills among college graduates: implications for leadership*. *Educ Philos Theory*. 2012; 44: 212–230.
- Furr, S., & Elling, T. (2002). African-American students in a predominantly-white university: factors associated with retention. *College Student Journal*, 36(2).
- Gharbi, M. (2018). Race and the race for the white house: On social research in the age of Trump. *The American Sociologist*, 49(4), 496–519. <https://doi.org/10.1007/s12108-018-9373-5>
- Gilbert & Heller (2013). *The Truman Commission and its impact on federal higher education policy from 1947 to 2010*. The Pennsylvania State University Paper presented at the Association for the Study of Higher Education annual meeting, Indianapolis, IN.
- Gottesman, I. (2010). Sitting in the waiting room: Paulo Freire and the critical turn in the field of education. *Educational Studies*, 46:4. doi: <http://10.1080/00131941003782429>
- Hatfield, E. (2020, November 8). *Desegregation of higher education*. <https://www.georgiaencyclopedia.org/articles/history-archaeology/desegregation-higher-education>
- Hess, S.L., Uerling, D.R. & W.E. Piland (2012). Multicultural graduation requirements among California's community colleges. *Community College Journal of Research and Practice*. 36:12, 955-966, DOI: 10.1080/10668920903299478
- Hwang, S. (2013). Christian colleges' special need for diversity. *The Chronicle of Higher Education*, 59(40).
- Jackson, D. (2011, November 30). *Perception of minority students and faculty regarding multicultural education and support serves at a community college*. <https://eric.ed.gov/?id=ED547698>
- Jones, N., & Smith, A. (2001). *The two or more races population:2000*. <https://www.census.gov/prod/2001pubs/c2kbr01-6.pdf>
- Karkouti, I. (2014, November 30). The role of student affairs practitioners in improving campus racial climate. <https://eric.ed.gov/?id=EJ1095485>

- Keeling, R. P., & Hersh, R. H. (2012, April/May). Culture change for learning. *Inside Higher Ed*. <https://www.insidehighered.com/views/2012/04/12/essay-making-student-learning-focus-higher-education>
- Kotter, John. (2019, September 25). *The 8-step process for leading change*. <https://www.kotterinc.com/8-steps-process-for-leading-change/>
- Levine, J. S. (2007). *Nontraditional students and community colleges: The conflict of justice and neoliberalism*. New York: Palgrave Macmillan.
- Martindale, D. (2016). Still defiant at Standing Rock. *In These Times*, 40(12), 32–33. <http://search.proquest.com/docview/1845924049/>
- Mayhew, M. J., H. E. Grunwald, and E. L. Dey. (2005). Curriculum matters: Creating a positive climate for diversity from the student perspective. *Research in Higher Education* 46 (4): 389-412.
- McNair, T. B. (2020). *We hold these truths: Dismantling racial hierarchies, building equitable communities*. Washington, DC: AAC&U.
- Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington: American Association of Colleges and Universities.
- Morrill, M. (2011). Developing a center for diversity and inclusion. *EAB*. https://www.etsu.edu/125/taskforces/student_life_services/documents/developing-a-center-for-diversity-and-inclusion.pdf
- National Center for Education Statistics (NCES). (2016, April). *The conditions of education 2014. Digest of Education Statistics*. <https://nces.ed.gov/pubs2014/2014083.pdf>
- Nevarez, C. & Wood, L. J. (2012). A case study framework for community college leaders. *Community College Journal of Research and Practice*, 26:4, 310-316.
- Parker, E. (2015). *Exploring the establishment of the office of the chief diversity officer in higher education: A multisite case study search results*. <https://eric.ed.gov/?q=parker,2015oversight>
- Pennamon, T. (2017). The emergency of the community college chief diversity officer. *Diverse Issues in Higher Education*, vol. 34, no. 24, 28 Dec. 2017, p. 17+.
- Pickett, C. W., Smith, M. & Felton, J. A. (2017). *Inclusive directions: The role of the chief diversity officer in community college leadership*. Lanham: Rowman & Littlefield.
- Russo, R., Galante, J., Holcomb, J., Dorlac, W., Brocker, J., King, D., and Fang, R. (2018). Mass casualty events: What to do as the dust settles? *Trauma Surgery & Acute Care Open*, 3(1), e000210. <https://doi.org/10.1136/tsaco-2018-000210>

- Schmidt, P. (2008, May 30). Higher education is in flux as demographics change, federal report shows. *Chronicle of Higher Education*. <https://www.chronicle.com/article/Higher-Education-Is-in-Flux-as/851>
- Shackleford, W. (2003). The changing definition of workplace diversity. *Black Collegian*, 33(2), 53–58. <http://search.proquest.com/docview/195707972/>
- Shumaker, R. and Wood, J.L.. (2016). Understanding first-generation community college students: an analysis of covariance examining use of, access to, and efficacy regarding institutional offered services. *Community College Enterprise*, 22, 2.
- Slater, R. B. (1994). The blacks who first entered the world of white higher education. *The Journal of Blacks in Higher Education*. 4, 47-56
- Smith, A. A. (2018, April 13). Growing number of community colleges focus on diversity and inclusion. *Inside Higher Ed*. <https://www.insidehighered.com/news/2018/04/13/growing-number-community-colleges-focus-diversity-and-inclusion>
- Solorzano, D., Ceja, M., & Yosso, T. (2009). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60.
- Stewart, C., Wall, A., & Marciniac, S. (2016). *Mixed signals: Do college graduates have the soft skills*. https://www.researchgate.net/profile/Alison_Wall5/publication/316066488_Mixed_Signals_Do_College_Graduates_Have_the_Soft_Skills_That_Employers_Want/links/5ae86b62aca2725dabb40a10/Mixed-Signals-Do-College-Graduates-Have-the-Soft-Skills-That-Employers-Want.pdf
- Stewart, L. (2011, June 28). *Multicultural student services on campus: Building bridges, re-visioning community*. <https://www.barnesandnoble.com/w/multicultural-student-services-on-campus-dafina-lazarus-stewart/1116795010>
- The value of a community-college degree. (2006, July 28). *The Chronicle of Higher Education*, 52(47). https://link-gale-com.ferris.idm.oclc.org/apps/doc/A148663548/AONE?u=lom_ferrissu&sid=AONE&xid=20ab8257
- Truman Commission on Higher Education. 1947. *Higher education for democracy: A report of the President's Commission on Higher Education* (Vol. 1-2). New York: Harper.
- USF looks to restructure diversity with new model. (2012, December 5). *UWIRE Text*, 1. https://link-gale-com.ferris.idm.oclc.org/apps/doc/A605217158/AONE?u=lom_ferrissu&sid=AONE&xid=1c35a85f
- W.K. Kellogg Foundation. (2016, December). *TRHT Implementation Guidebook*. <http://www.racialequityresourceguide.org/guides-workshops/trht-implementation-guidebook>

- Weismann, S. (2020, June 26). *What role should higher education play in combating racism?*
<https://diverseeducation.com/article/181962/>
- Wong, M., & Buckner, J. (2008, September 19). Multiracial student services come of age: The state of multiracial student services in higher education in the United States.
<https://onlinelibrary.wiley.com/doi/pdf/10.1002/ss.285>
- Wood, S. (2019, Dec.) Putting students first. *Diverse Issues in Higher Education*, 36, 12, 4. https://link-gale-com.ferris.idm.oclc.org/apps/doc/A609859894/AONE?u=lom_ferrissu&sid=AONE&xid=f8aed229
- Zamani-Gallaher, E. M., Yeo, H.J., Velez, A. L., Fox, H.L., & Samet, M. (2019). *STEM completion at Hispanic serving community colleges*. Office of Community College Research and Leadership. <https://ocrl.illinois.edu/docs/librariesprovider4/hsccl/national-hsccl-brief.pdf>