How Student Development is Enhanced Through Truth, Racial Healing & Transformation: Perspectives from the Campus Centers

January 22, 2020
The Truth, Racial Healing & Transformation (TRHT) Effort

• Launched by the W.K. Kellogg Foundation in 2016, TRHT is a national and community-based process to plan for and bring about sustainable change, and to address the historic and contemporary effects of racism.

• AAC&U is partnering with higher education institutions to develop TRHT Campus Centers to prepare the next generation of strategic leaders and critical thinkers to break down racial hierarchies and dismantle the belief in the hierarchy of human value.
The TRHT Campus Centers

- Adelphi University
- Andrews University
- Austin Community College
- Big Sandy Community and Technical College
- Brown University
- Dominican University
- Duke University
- George Mason University
- Hamline University
- Marywood University
- Millsaps College
- Otterbein University
- Rutgers University—Newark
- Southern Illinois University—Edwardsville
- Spelman College
- Stockton University
- The Citadel, The Military College of South Carolina
- University of Arkansas–Fayetteville
- University of California, Irvine
- University of Hawai‘i at Mānoa
- University of Maryland Baltimore County
- The Charlotte Racial Justice Consortium (University of North Carolina Charlotte, Johnson C. Smith University, and Queens University of Charlotte)
- University of Puget Sound
The TRHT Framework

Narrative Change

Racial Healing and Relationship Building

Separation
Segregation, Colonization & Concentrated Poverty
Decolonization
Housing
Health
Arts & Culture
Immigration & Migration
Education & Development

Law
Civil, Criminal & Public Policies
Law Enforcement
Safety
Criminal Justice
Juvenile Justice
Civil Justice
Mass Incarceration
Immigration & Migration
Education & Development

Economy
Structured Inequality & Barriers to Opportunity
Employment
Labor
Workforce
Wealth
Immigration & Migration
Education & Development
“Before you can transform systems and structures, you must do the people work first.”
"Rx Racial Healing . . . brings together a diverse group of people in the safe, respectful environment of a racial healing circle. Racial healing practitioners encourage (but do not force) participants to share stories in pairs, using tailored prompts and questions that elicit stories of empowerment and agency."
"Racial healing circles provide opportunities to engage with perceived others in ways that enable self-reflection and nonthreatening acknowledgment of one’s own previously unquestioned assumptions and biases.”
• Participants become more willing to explore the historic and contemporary consequences of adhering to the fallacy of a racial hierarchy.

• Participants gain a heightened sense of responsibility for taking actions to reduce needless human suffering and to promote fairness and equity for the greater good.
They are not anti-racism trainings or workshops on dismantling structural racism.

They are not the old twentieth-century race relations work, designed to promote “tolerance” of the other.

Racial healing circles are not ‘conversations about race.’
2020 ANNUAL MEETING

Shaping the Future of Higher Education
An Invitation to Lead

AAC&U Institute on
TRUTH, RACIAL HEALING & TRANSFORMATION
CAMPUS CENTERS

June 16–19, 2020
Emory Conference Center Hotel
Atlanta, Georgia
The 2020 Campus Centers Institute

- The TRHT Campus Centers Institute will be held from June 16 - 19 in Atlanta, Georgia.

- Institutions interested in learning more about the TRHT Framework or in hosting a TRHT Campus Center are encouraged to apply.

- The deadline to apply to participate in the Institute is March 5, 2020.
TRHT CENTER @ 
RUTGERS UNIVERSITY - NEWARK

IN NEWARK, OF NEWARK

Sharon Stroye, MBA, MPA
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Director, TRHT Center @ RU-N
#my racial healing looks like.........
ADVISORY COMMITTEE/SUPPORT:

- Executive Leadership – Monthly Strategic Initiatives Update*
- Deans and Department Directors (HLLC, ALI, IRC)
- Community Partners (NJISJ, NPL, Express Newark, RHC Practitioners)
- Administrative Staff Support (SPAA, Chancellor Office, Grants Office)*
- Students (Undergraduate, Masters, Doctoral)
- Social Media Consultant (Hired)*

CHALLENGES: Personnel Changes, Turnover Rate, & On-Boarding
LAUNCH 2018/GOALS:

1. **CREATED** TRHT @ RU-N working group/advisory committee with cross-disciplinary, cross-function capacity

2. Increase positive narratives about the city of Newark – **ESTABLISHED** TRHT Centers in Library Branches

3. Increase positive engagement and perceptions of Newark amongst RU-N faculty, staff, and students – **ON-GOING**

4. Initiate/Foster ongoing on and **off-campus activities** utilizing dialogue and dialogic techniques around issues of truth and racial healing – **NEW DIRECTION – PROFESSIONAL DEVELOPMENT, INTRODUCTION INTO HOMOGENOUS SPACES**

5. Decrease segregation and increase access and equity for Newark Residents to reduce poverty and unemployment and strengthen the city’s economy by the beginning of the next decade – **INSTITUTIONAL PROGRAMS** (HLLC, RUN2TOP, UNDOCUMENTED, NJSTEP)

6. Change legislative policy to reinstate individuals voting rights on parole, probation, and/or have criminal convictions – **NJISJ – MAR. 2020**

7. To embed TRHT framework into the ethos, culture, and environment of anchor institutions and other community-based organizations – **ON-GOING**

CHALLENGES: ORIGINAL GOALS ADJUSTED SLIGHTLY, OUTCOMES IMPACTED BY POLICY AND PERSONNEL CHANGES
TRHT FRAMEWORK OUTCOMES:

Challenge: Establish Baseline
Align Assignments

Narrative Change
Events: Healing Sounds of Newark; Women of Color; Panels; Guest Speakers; Workshops for Nonprofits
20% ^ Community Residents Participation

Racial Healing & Relationship Building
Racial Healing Circles – 4 – 6 Annually
New Racial Healing Circle Practitioners –
5 to 36 Demand in Homogenous Spaces

Economy
RUN to TOP Scholarship Program:
14%^ Newark Residents
32% Newark Residents w/AA or AS
$6,201,514

Law
New Jersey Institute for Social Justice:
Promote Work, Provide 20-30 Volunteers
80,000 Voting Rights Restored

Separation
NJPAC & NPL Pearls of Wisdom;
Friends of NPL Intergenerational Dialogues – 6 Events Annually

Challenge: Change in Vision & Action

Challenge: Fees

Challenge: Long-Term Commitment

Challenge: Communication Technology Access

Challenge: Building the Train Tracks as the Train Has Left the Station
RACIAL HEALING CIRCLES:

is the opportunity for people to connect their shared humanity through their stories; it is a place to recognize that we have more in common than differences. It is not a conversation about race.

CHALLENGE: TRAINING NEW FACILITATORS w/SIMILAR SCHEDULES
Racial Healing Circle Outcomes:

- Trained 34 New RHC Practitioners
- Held 4 RHC On-Campus for Students
- Facilitated 4 Great Stories Club RHC (ALA – 3 in NJ and 1 in CT)
- RHC for All-Male Debate Team
- 3 New RHC Practitioners Training Scheduled
- 3 Follow-up Trainings Scheduled for Prompt/Question Development
- RHC for Faculty in Jewish Day School
- RHC for Joint TRHT Committee between 2 Municipalities
- Upcoming RHC for Faculty in Public and Charter Schools
MOVING FORWARD: NEW GOALS/VISION

➢ NEW DIRECTION FOR NEWARK PUBLIC LIBRARIES (CHANGE IN DIRECTOR & STAFF)
➢ IRB APPROVAL PENDING
➢ MEETING W/GRANTS OFFICE FOR TRHT STAFFING & PERSONNEL
➢ LOCATE PHYSICAL SPACE WITHIN RUTGERS UNIVERSITY – NEWARK
➢ ESTABLISH ACTIVITIES, OUTCOMES, MARKETING FOR PROFESSIONAL DEVELOPMENT & PROGRAMMING IN PREDOMINATELY WHITE SCHOOLS (GOAL 4 EXTENSION)
➢ DEMAND FOR RACIAL HEALING CIRCLE TRAINING IN NON-ACADEMIC SPACES
➢ TRHT CENTER EXPANSION FOR NORTH JERSEY REGION

CHALLENGE: SUPPLY NOT MEETING DEMAND due to FUNDING/HUMAN RESOURCES LIMITS
Any questions?

Thank you
Enhancing Student Development Through UMBC’s TRHT Campus Center

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Director
The Choice Program

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Assistant Director
Applied Learning & Community Engagement
Our Stakeholders

UMBC

The Shriver Center at UMBC

The Choice Program at UMBC

Maryland Public Service Scholars

Shriver Peaceworker Fellows Program

ServiceLEARNING

AND COMMUNITY ENGAGEMENT

Middle School Football Teams
"We envision a community where youth and their families, both on campus and in Baltimore, play an active role in transforming the very systems that have upheld racial hierarchies for too long."
Our key TRHT goals

- Create a TRHT leadership committee (students, faculty, staff, program stakeholders)
- Provide Shriver Programs with tools, resources, and trainings for aligning under the TRHT framework.
- Align how Shriver Program areas prepare, train, and reflect with students
- Host a healing circle day for Shriver Center program staff, students, and community participants.
Meanwhile...

- Background and context on UMBC Applied Learning Work Group
- ALEs as spaces for student competency development
- Traditional focus on cognitive outcomes
  - Based on Bloom’s Cognitive Taxonomy
  - Articulated as UMBC Functional Competencies
  - Higher Education siloing
- Cognitive and Affective learning are interrelated
  - Sum is greater than the parts
Bloom’s Affective Taxonomy

- RECEPTING
- RESPONDING
- VALUING
- ORGANIZING
- CHARACTERIZING/INTERNALIZING
- APPLICATION
- UNDERSTANDING
- REMEMBERING

Bloom’s Cognitive Taxonomy
Affective Development

**RECEIVING**
- Awareness, willingness to hear, selected attention

**RESPONDING**
- Active participation, reacts to phenomenon, willingness to respond

**VALUING**
- Attaches worth to object, phenomenon, or behavior

**ORGANIZING**
- Organizes values by comparing, relating, and synthesizing

**CHARACTERIZING/INTERNALIZING**
- Exerts influence on behavior so it becomes internalized characteristic
Developing UMBC-specific AFCs

- Brainstormed UMBC-specific Affective Functional Competencies (AFCs)
  - Mapped list to existing frameworks (e.g., AAC&U VALUE essential learning outcomes/rubrics)
  - Developed a working list of UMBC AFCs
UMBC’s AFCs

- Self-Awareness and Growth Mindset
- Perspective Taking
- Interpersonal Communication
- Leadership
- Critical Reflection and Integrative Action
- Social Responsibility and Community-Minded Action
- Sensitivity to Context and Informed Action
- Cultural/Global Humility and Inclusive Action
- Collaborative Mindset and Synergistic Action
- Shared Humanity and Transformational Action
ACTIVITY

○ Develop a SLO for your own course/activity/experience using one of the AFCs on our list
○ Pair and share - explain course, AFC, SLO, and how the SLO is affectively themed

● Self-Awareness and Growth Mindset
● Perspective Taking
● Interpersonal Communication
● Leadership

● Critical Reflection and Integrative Action
● Social Responsibility and Community-Minded Action
● Sensitivity to Context and Informed Action
● Cultural/Global Humility and Inclusive Action
● Collaborative Mindset and Synergistic Action
● Shared Humanity and Transformational Action
Assessing Affective Student Learning Outcomes

- Rubrics
  - Examples of existing tools:
    - UMBC examples
      - Reflection (critical and structured)
      - Prompts or facilitative/guiding questions
      - Group sharing
      - Content Analysis (qualitative and quantitative analysis)
- Existing scales/inventories related to AFCs (quantitative analysis)