Truth, Racial Healing & Transformation Campus Centers

Implementation and Resource Guidebook
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FOREWORD

In the summer of 2017, the Association of American Colleges and Universities (AAC&U) embarked on a strategic plan to establish 150 centers for Truth, Racial Healing & Transformation (TRHT) on college and university campuses across the country. Funded by the W.K. Kellogg Foundation (WKKF) and the Newman’s Own Foundation, the overarching goal is to facilitate partnerships between educational institutions and community organizations, grounded in a shared commitment to jettison a belief in the hierarchy of human value.

Ten inaugural campuses were selected for awards, and representatives from the institutions along with their community partners gathered in Washington, DC, that fall to share their action plans. The meeting was convened just a few weeks after hundreds of torch-bearing white supremacists descended upon the campus of the University of Virginia in Charlottesville, alternately chanting, “White lives matter, you will not replace us,” and “Jews will not replace us.” The siege was a prelude to a Unite the Right rally held the following day at Emancipation Park, demonstrating solidarity in opposition to the removal of a statue of Confederate General Robert E. Lee. Amid violent clashes, a white supremacist drove his car into a crowd of those gathered to oppose bigotry and hate, killing 32-year old Heather Heyer.

Though many Americans were surprised by the overt demonstration of white supremacist ideologies in the public square, others pointed to a new permission structure that has normalized racist extremism. That bleak night in Charlottesville highlighted for everyone the true extent to which campuses have come to serve as politically contested spaces. A year later, partisan divides appear greater than ever, exemplified by a new round of high-profile controversies emerging on campuses, from race-sensitive admissions processes and questions about what should be memorialized to the limits of freedom of expression.

For instance, Silent Sam, a statue of a Confederate soldier housed on the McCorkle Place quadrangle of the University of North Carolina at Chapel Hill campus, was toppled by protestors after Maya Little, a graduate student in history, was arrested for defacing the monument with red ink and her own blood. Contravening those who consider the statue, commissioned by the Daughters of the Confederacy, as a fitting tribute to UNC alumni who sacrificed their lives for the Confederate cause, Little’s protest included reading excerpts from a speech delivered by Ku Klux Klan supporter Julian Carr at the statue’s dedication in 1913. Carr gave a rousing speech, praising the purity of “the white race” in the South and describing his brutal horse-whipping of a young African American woman who sought shelter at the university, where Federal soldiers were stationed. In the process, he revealed the nature of Confederate memorials as a form of racial intimidation. While state and college officials cited a North Carolina general statute stating that “a monument or memorial work of art owned by the state may not be removed, relocated or altered in any way without approval of the North Carolina Historical Commission” unless the monument is in an unsafe or dangerous condition, protesters, including Little, maintain that the very presence of the monument on campus creates a hostile learning environment.¹

The College of the Ozarks in Missouri has been at the center of similar controversy, following a decision to end its contract with Nike due to the company’s use of Colin Kaepernick’s image as the face of the 30th anniversary of the “Just Do It” advertising campaign. Kaepernick inspired a movement to take a knee during the US national anthem as a means of protesting police brutality against African Americans. Expressing its opposition to what the administration regards as anti-American behavior, the College now requires all student athletes, whether from the home or opposing teams, to stand during the anthem. As a result, for the first time in 18 years, the National Association of Intercollegiate Athletics will not hold their Division II basketball tournament at the College.

In these instances and others, the mission and purposes of higher education mandate a consideration of all points of view and emphasize the critical need for guidelines that facilitate speaking across differences and listening between the lines. This guidebook is intended as a resource for creating a future in which our common humanity, rather than the contingencies of birth, forms the foundation for decision-making around policies and practices, with education leading the way.

Lynn Pasquerella
President, AAC&U
INTRODUCTION

During a recent conversation with a dear friend and mentor, Dr. Gail Christopher, founder of the Ntianu Garden: Center for Healing and Nature and former senior advisor and vice president of the W.K. Kellogg Foundation, she recommended that I read *Rising Out of Hatred: The Awakening of a Former White Nationalist* by Eli Saslow, given AAC&U’s efforts to advance Truth, Racial Healing & Transformation (TRHT) through the development of at least 150 TRHT Campus Centers at higher education institutions across the country. The book tells the story of Derek Black, the godson of David Duke (former Grand Wizard of the Ku Klux Klan) and son of the founder of Stormfront, a large racist internet community. Reading the book was not easy, but necessary. It provides intimate details of the white nationalist movement and the beliefs that fuel extreme levels of hatred in our society that led to the Charlottesville rally and murder, the Tree of Life tragedy, the massacre at Emanuel African Methodist Episcopal Church, and countless killings of black men and women. Sadly, the list is too long. The book also tells the story of Derek Black’s transition from his indoctrinated beliefs of hatred to his courage to disavow those values and beliefs that shaped him for the first part of his life. This is relevant because his transformation took place during the years he was a student at New College of Florida.

At AAC&U, our efforts to advance Truth, Racial Healing & Transformation are not just part of a funded initiative, but a long-term commitment to preparing the next generation of strategic leaders and thinkers to dismantle the belief in the hierarchy of human value that has fueled racism in our society and permeates our systems, structures, and policies in ways that are so deeply embedded that they are part of our conscious and subconscious. With initial support from Newman’s Own Foundation and the W.K. Kellogg Foundation, AAC&U has been working with the first ten TRHT Campus Centers to develop and to implement comprehensive action plans to achieve this goal, but also to examine how the legacies of racism are represented at their institutions. To build institutional and community capacity to achieve the goals of TRHT, AAC&U has committed to hosting annually a summer institute for TRHT Campus Centers with the existing centers and institutions interested in hosting a center. The institute will include workshops, discussion and reflection sessions, racial healing circles, and a preparation process for new facilitators. This guidebook is a living document that will be updated as we continue our journey.

Derek Black’s story constantly reminds us that education can lead to transformation. Structures, programs, interventions, and policies are important, but true transformation comes as a result of our relationships, our alliances, and our willingness to see ourselves in others. People drive change. People will eliminate racism and hate in our society. We are committed to doing our part with the platform we have at AAC&U, and we look forward to engaging with all of you in our shared effort to honor and to educate across differences.

Tia McNair

*Vice President for Diversity, Equity and Student Success and Executive Director of the TRHT Campus Centers, AAC&U*

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THE TRHT CAMPUS CENTERS PROCESS

The Association of American Colleges and Universities (AAC&U) conducted a national search for the inaugural Truth, Racial Healing & Transformation (TRHT) Campus Centers, resulting in 125 applications from a variety of colleges and universities. When selecting the first ten centers, AAC&U considered the historical and contemporary entanglements of race and racism for each institution, its ability to support a TRHT Campus Center—including support from campus and local community stakeholders—and how the center could take incremental steps to move the needle on the transformative goal of erasing structural barriers to equal treatment and opportunity on campus, in the local community, and for our nation.

In American history, there have been structural barriers to equal treatment within the economic, legal, educational, and residential components of society. These areas of inequity are potential sites of transformation within the TRHT framework. Specifically, the framework approaches narrative change and racial healing and relationship building from the three areas of separation, law, and economy.

From the TRHT framework, AAC&U asked applicants to explain the current realities based on false beliefs in hierarchies of human value within their community and to detail the institutional and local histories that have led to these realities. Applications with a strong understanding of their institutional racial identity and a willingness to engage with their past, present, and future were most successful. AAC&U also prioritized institutions that had an array of support from executive leadership to students to community partners and that demonstrated
how all stakeholders could aid in launching an effective and sustainable TRHT Campus Center. These applications then became the basis for the inaugural TRHT Campus Centers to set effective vision statements, outline institution-specific goals, and begin producing transformative experiences for their campus and community.

The TRHT Campus Centers application also called for a brief description of the institution’s potential strategies to empower the next generation of strategic leaders and critical thinkers to engage with communities in transforming America’s racial narrative into an ascendant one. AAC&U believes that American colleges and universities play a vital role in advancing the overall goals of the national TRHT effort and views student learning as integral to the dismantling of racial hierarchies.

Institutions must be able to accurately assess the social conditions of the local community and the relationship between campus and community in order to plan for transformation. Following the W.K. Kellogg Foundation’s (WKKF) TRHT Implementation Guidebook, AAC&U asked applicants to conduct a local media assessment. By conducting a scan of the local news over the course of one to two months that considered the race, gender, and class of the people being covered and the same areas of difference of the reporters, applicants were able to provide context to the baseline narrative on race for their campus and community. Specifically, the media scan included the following questions:

- Are people of color being used as sources?
- Are stories about people and communities of color positive or negative?
- Is the media adequately covering the community?
- How will your TRHT Campus Center work to create a positive narrative about race in the community?

Beginning from the information shared in the application and extending over the first year, all TRHT Campus Centers are asked to create vision statements outlining what their campuses and communities will look, feel, and be like when there is no longer a belief in a racial hierarchy. AAC&U is using the vision statements to support the development of measurable and incremental goals for the first three years of each TRHT Campus Center. The vision statement and goals of each TRHT Campus Center serve as the foundation to their action plans. Each TRHT Campus Center began generating an action plan that outlined the priorities of the center for its first three years and encompassed how the vision and goals cohere with the TRHT framework, the necessary actions to achieve the stated goals, intended outcomes, evaluation strategies, communication, engagement and sustainability plans, and potential barriers to accomplishment. For the TRHT Campus Centers action plan template and worksheet, see Appendix A.

These action plans have led to innovative programming and transformative engagement. Each TRHT Campus Center is given opportunities to refine their goals and vision statements to remain responsive to the needs of their campus and community while remaining aligned with the purpose of TRHT.

AAC&U has outlined several interrelated goals to achieve transformational and enduring change in addressing the historic and contemporary effects of racism, including guiding each
TRHT Campus Center in the development and implementation of vision statements, action plans, evaluation frameworks, and racial healing activities. AAC&U aims to support the TRHT Campus Centers as they pinpoint key leverage points for change, contribute to positive narratives about race, and develop college and community partnerships to promote racial healing on campus and in the community.

When developing a TRHT Campus Center vision statement and telling an institution’s story concerning hierarchies of human value, consider these questions:³

➢ Where are we now, and how did we get here?
➢ Is the institution willing and able to grapple with its racial narrative?
➢ What are the key leverage points?
➢ Who must be involved in order to make the deep and lasting changes we need to make?
➢ What are the key initial activities that need to happen in order to heal from and transform the five elements of the TRHT framework?
➢ Where should the center reside to have the most impact (i.e., in an administrative office, an academic department, a cultural affairs center, etc.)?

The vision statements, goals, and institutional identities of Austin Community College, Brown University, Duke University, Hamline University, Millsaps College, Rutgers University–Newark, Spelman College, The Citadel, the University of Hawai‘i at Mānoa, and the University of Maryland, Baltimore County, serve as strong examples of how TRHT as a framework is adaptable to varying institutional types, sizes, demographics, and geography. Consider how the first TRHT Campus Centers have created vision statements and goals based on their institution’s identity when contemplating how TRHT can be used for your college or university.

Austin Community College, Austin, Texas

Carnegie Classification  Enrollment  Affiliation
Associate’s: Mixed Transfer, Vocational  40,949  State/Local
and Technical, High Nontraditional

Vision
Austin Community College (ACC) envisions a community where race, ethnicity, and other human differences are no longer predictors of success and well-being in any sector. This includes the elimination of barriers (policies, practices, attitudes, and cultural messages) that reinforce differential outcomes by race.

Mission
The ACC TRHT Campus Center focuses on eliminating system-inflicted trauma and its long-term deleterious impacts on the community.

Goals
We will work to achieve narrative change in school curricula and cultural institutions through racial healing and relationship building. Our goals include the following:

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.
Institutional Identity

In 2014, an analysis from the University of Toronto’s Martin Prosperity Institute had Austin, Texas, topping the list of the most economically segregated large metropolitan areas in the United States. According to The Atlantic, Austin is among the most racially segregated areas in the United States. Economic segregation cuts deeply across racial lines; wealthier residential areas are overwhelmingly white, while lower-income areas maintain the highest concentrations of Blacks and Hispanic/Latinos. Economic and racial segregation have resulted in a city that is separate and profoundly unequal.

In addition to economic, legal, and residential disparities, inequity is clearly manifested in the Austin educational system. All middle schools and high schools in Austin have more white teachers than any other ethnicity. According to data from the Texas Education Agency in 2014, Austin middle and high schools have teaching staffs that are anywhere from 46 to 87 percent white, though only 25 percent of the district’s middle and high school students are white.

In fall 2015, Austin Community College (ACC) had over 4,900 high school students enrolled in dual-credit courses. This provided ACC with a significant opportunity to reach a new generation of leaders. With the addition of the TRHT Campus Center, ACC is continuing its mission to provide equity and inclusion dialogue facilitation, conflict mediation training, and restorative justice practices for high school and college students in the region. ACC is leveraging the expertise and experiences of grassroots organizations, agencies, and higher education institutions as well as national and regional experts to accomplish significant positive narrative change.

ACC’s TRHT Campus Center has identified several strategies to break down racial hierarchies and create a positive narrative about race for this project. The broad strategies include assessment and education, engagement and empowerment, and organization and support.

First, ACC’s TRHT Campus Center is aiming to educate senior community leaders as well as teachers, parents, and community members to engage others in conversations about race. Second, the center is using data to foster community dialogue, start conversations, and empower others to make systemic changes in Austin, while relying heavily on partners to learn and share information as well as capitalize on community-wide efforts. Finally, college and community videographers are recording the stories of community members, veteran staff, faculty, and alumni. We are recording student stories about race, racism, and racial understanding through a StoryCorps-type format.

The center will provide opportunities for college and community gatherings to promote relationship and community building and will facilitate crucial conversations about historic racism, current exclusionary practices, and the transformation of policies and practices for inclusion in all sectors.
Brown University, Providence, Rhode Island

Carnegie Classification  Enrollment  Affiliation
Doctoral: Highest  9,181  Independent Nonprofit

Vision

Brown University’s long and continuing commitment to visionary, effective work to build a just, racially diverse, and equitable community is the focus of this intentional conversation project to be supported by Brown’s TRHT Campus Center. Brown’s efforts will endeavor to engage all members of the university and community partners in a process to create, to engage, and to assess shared work to create healing at the intersection of many identities—especially those that emerge from religion, race, gender, and intragroup dynamics. Brown University’s TRHT Campus Center will produce Conversations That Matter: Healing, Transformation: Race, Religion, Gender, and Beyond. The center will engage students, staff, and faculty from across the campus community in substantive conversations to create racial healing and transformation on campus and beyond; create an informed leadership cohort of students, faculty, staff and alumni/ae to increase awareness of religion and spirituality as critical factors in campus/societal work of racial healing and transformative justice; and enhance Brown University’s overall capacity to achieve the goals of the Diversity and Inclusion Action Plan, to broaden equity, and to strengthen student thriving.

Goals

1. Highlight narratives and resources for newly arrived faculty, staff, and students to develop their own narratives. Evidence for the impact of this sharing of truth will be reflections collected from early-career faculty, postdoctoral fellows, and graduate students who can articulate a vision of who they want to be as integrated members of the academy. In that reflection, they will identify resources and mentors who will support that narrative.

2. Connect institutional practices that promote racial healing and narrative change. Foster the development of a shared vision for these initiatives that allows their goals to contribute to each other. Evidence to the efficacy of these efforts will involve the articulation of such a vision, and tools for sharing narratives in a manner that pluralizes understandings about social justice.

3. Leverage the TRHT framework and racial healing circle methodology to shift and supplant argumentative approaches in favor of narrative exchanges that honor the plurality of perspectives in understanding issues of identity, equity, and difference. Success of these efforts will be evidenced by an observed shift in the tenor of conversations about these topics, and more folks feeling invited and supported to participate.
Institutional Identity

Historically, Brown University’s efforts to foster inclusion across race and ethnicity have been institutionally led and fueled largely by student activism, most notably student walkouts, boycotts, protests, and building occupations demanding recruitment and support for students and faculty of color in the late 1960s to the early 2000s. In 2006, just one month after a protest in response to racial profiling and police brutality on campus and in Providence, Rhode Island the university’s Steering Committee on Slavery and Justice released a report documenting Brown’s entanglements with slavery and the transatlantic slave trade and recommending actions that the university could take to accept responsibility for its part in grievous crimes and their lasting legacies.

Brown has long been committed to the visionary work of building a just, racially diverse, and equitable community on campus, in the hearts and works of students and faculty, and through their leadership in the world. Admittedly, Brown has made some progress on the quest for a just and inclusive university. Where the university has fallen short however, is in fully supporting minority students to ensure their personal and academic growth.

Currently, Brown’s demographic diversity is a rich resource—it may be most accurate to describe the university as a “community of communities” in which individuals are in divergent and even discordant starting places with regard to acknowledging and addressing race and inequality. In parts of the campus, race and racism are constant topics, with students engaging in sophisticated discussions about social justice and structural inequality. While in other campus locales, the topic of race is rarely—if ever—engaged.

Brown University’s TRHT Campus Center’s approach to jettisoning a belief in a racial hierarchy takes this broad spectrum of experience seriously. As the center engages the breadth of perceptions, beliefs, and attitudes about race on campus, it is striving to create intimate settings within which participants can articulate their truth, be listened to, and hear others with empathy.

The Brown TRHT Campus Center has chosen two focal areas—race and religion—based on expressed campus concerns. There are aspects of the undergraduate religious and spiritual experience that are affected by and intersect with students’ racial identity. Whether it be as a mechanism for greater inter- and intrapersonal understanding; a way of assessing personal, academic, and professional decisions; or an approach to coping with the persistent effects of marginalization, religion and spirituality appear to be lenses that inform and interpret these occurrences differently across races. Further, several observations have been made of racial differences in how students engage with and perceive the accessibility of religious and spiritual resources on campus.

The Brown University TRHT Campus Center seeks to employ transformative strategies that will be able to empower a new generation to engage in healing work that generations before them have attempted imperfectly and that to date have yielded incomplete results by taking Brown’s racial history and present seriously and creating discursive space.
Duke University, Durham, North Carolina

Carnegie Classification  Enrollment  Affiliation
Doctoral: Highest  15,856  Independent Nonprofit

Vision

The Duke TRHT Campus Center’s vision of a community without racial hierarchies is one wherein human biological and cultural variation are valued and perceived as assets essential to the progress, survival, and flourishing of the human family; polarizing race-based concepts such as racially inferior/racially superior and marginalized/privileged become obsolete; structural barriers that promote and perpetuate inequalities are dismantled and replaced with welcoming systems of equity, inclusiveness, and belonging; and the life outcomes of all are radically improved.

Mission

The mission of the Duke TRHT Campus Center is to eradicate deeply rooted beliefs in racial hierarchies, disrupt persistent structures and impacts of racism, and strengthen Duke’s position as a catalyst for change in partnership with diverse stakeholders in Durham.

Goals

The center’s three interconnected goals are as follows:

1. Gather evidence to understand the histories, inequalities, and perspectives regarding race and racism in the Duke-Durham community.
2. Engage the Duke-Durham community in conversations and dialogues to enhance and expand communications about race and racism.
3. Create key messages that will guide the development and implementation of public education efforts to foster accountability and produce truthful narratives on race and racism in the Duke-Durham community.
Institutional Identity

Duke University, in Durham, North Carolina, is geopolitically part of the American South, a region with a fraught history and legacy of racial conflict. Historic and recent narratives of the Duke-Durham community are complex. There are achievements to be celebrated as well as events and moments reflective of racial entanglements that must be unpacked and understood to design a sustainable path toward racial healing and transformation.

Duke has been engaged in both regional and institutional racial struggles. Duke admitted its first black students about fifty-five years ago, making it one of the last major universities to desegregate. Yet, Duke has repeatedly “changed to meet changing conditions,” and the university has transformed itself from a provincial southern institution into a global university with a renowned reputation. As the largest employer in Durham, Duke is also a key local actor, wherein there is a symbiotic relationship between Duke and the City of Durham.

At this phase of its development, the Duke TRHT Campus Center is accomplishing its mission by utilizing evidence, engagement, and education. We anticipate that this strategy as well as the mission itself and our vision will evolve as we continue to engage top leadership at Duke and campus and community partners. We are committed to maintaining a flexible posture.

Currently, the center is gathering evidence to understand the histories, inequalities, and perspectives regarding race and racism in the Duke-Durham community, which will contribute to the codevelopment of a shared language on human biological and cultural variation, structural and systemic racism, equity, inclusiveness, and belonging. The center has also been cultivating relationships and establishing partnerships with key stakeholders on campus and in the Durham community. Additionally, the center has been developing and implementing healing circles as a methodology for building relationships, eradicating hierarchies, and promoting narrative change.

Duke University’s Strategic Plan is anchored in a vision of transformation and empowerment, which highlights Duke’s commitment to the success of the TRHT Campus Center. The work of the center is consistent with the following four central intentions of the Strategic Plan, affirming the center’s strong alignment with Duke’s present and future goals to become a transformative institution of higher education, rooted in racial healing and inclusivity:

- Grapple with the distinctive challenges and promise of the American South, with its vexed history, rapidly changing demographics, and sharp social and political faultlines.
- Emphasize critical race pedagogy in order to confront issues of race and racism in the classroom.
- Experiment with new approaches to educate members of the Duke community on issues of diversity, inclusion, hate, and bias.
- Create collision spaces to promote inclusiveness among diverse segments of the Duke community and to catalyze student groups and research and learning communities across campus.

Racial healing within a community is a lengthy, ongoing, and organic process. The ideologies and social beliefs that have contributed to contemporary thinking about racial hierarchies did not develop overnight and it will take substantial time and effort to unravel and transform them. Thus, we have approached the development plan for the Duke TRHT Campus Center as a germinating “big idea” that, with adequate nurturing and sufficient institutional and community support, will blossom into a fertile and fruitful center.
Hamline University, Saint Paul, Minnesota

Carnegie Classification
Master’s: Larger

Enrollment
4,469

Affiliation
United Methodist

Vision

Hamline University’s vision for a TRHT Campus Center is to create inclusive convening spaces for intergroup conversation, dialogue, and learning that incorporates these experiences into individual and institutional action to create sustainable change for racial understanding and equity. The center aims to reconcile competing historical and contemporary racial narratives that encompass varied individual and collective truths and lived experiences. Working collaboratively with people, groups, and organizations in the community, the center will investigate knowledge, behaviors, and attitudes that build and sustain intersectional discovery, practice, and transformative healing.

These foundational pillars support this vision and guide the work:

- recognition of past and present injury and injustice based on racial hierarchy and white supremacy
- collaboration with and connection between historically marginalized and historically empowered communities to uncover and renegotiate dominant narratives and “truths”
- creation of strategies for sustainable reconciliation, restoration, and healing for individuals, institutions, communities, and society

Goals

1. Design, enact, partner with, and amplify projects and initiatives on Hamline’s campus and in the Saint Paul communities that recognize, examine, and challenge dominant narratives, representations, and stereotypes around race.
2. Create practice spaces for dialogue, personal experiences, and stories that both unearth difficult truths about race in the local community and provide healing seeds of connection and commonality with the goal of charting new methods of being in relationship.
3. Continue to broaden the circle of stakeholders and collaborators in the TRHT Campus Center effort both on campus and in the community.
Institutional Identity

The ground that Hamline University rests on is etched with untold histories that illustrate racial hierarchies and systemic racism. The campus is located on Dakota homeland and was previously an internment camp where over 1,700 Dakota people were imprisoned after the Dakota War of 1862. It is also adjacent to what used to be the Rondo neighborhood of Saint Paul, a thriving black neighborhood that was literally bisected by the construction of Interstate 94. The destruction of the Rondo neighborhood not only destroyed a hub of community life but also disrupted generations of African American families’ accumulated wealth from small businesses and homeownership in Saint Paul.

In July 2016, Police Officer Jeronimo Yanez shot and killed Philando Castile, less than two miles from Hamline’s campus. Mr. Castile was a colleague and a friend. Hamline University’s TRHT Campus Center strives to bridge the racial gaps on campus and in the community to ensure that we do not lose more friends to systems of racism.

Working together with students and community members, the Hamline TRHT Campus Center is helping to transform Saint Paul into a place where all people belong by refashioning collective narratives and embodying new stories in and through new places that allow us to see ourselves in one another. However, belief must be met with action.

As the center sees it, there are three key obstacles to intergroup conversation about racial hierarchy in and around Hamline:

- the economically and racially segregated nature of neighborhoods that hinders the development of trusting interpersonal relationships across race and class
- a sense of fear, distrust, a lack of a sense of belonging, and unequal social capital in the community across racial, religious, political, and other personal identities
- a lack of public spaces to regularly practice dialogue about race-based hierarchy and the deep-seated wounds incurred by structural racism that allow for deep listening, risk taking, and the building of new relationships, trust, and healing

Therefore, the Hamline TRHT Campus Center is committed to collaborative work with the local community to develop positive practice spaces focused on creating new narratives and new relationships while naming and honoring the ongoing pain and trauma wrought by the belief in racial hierarchy, structural racism, and white privilege.

The center serves as a focal point in the community that prioritizes relationship building, collaboration across units and community organizations, and a spectrum of partnerships—some long-standing, some temporary, and some emerging as community and societal events unfold.

As a higher education institution at this pivotal moment in history, Hamline is moving from a paradigm of merely knowing better to doing better and taking measures to connect classrooms and scholarship with people and communities. The pairing of professional and academic expertise with community knowledge helps the center facilitate learning experiences designed to promote nonhierarchical inclusion both at Hamline University and in a pluralistic society.
Millsaps College, Jackson, Mississippi

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<th>Carnegie Classification</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>Baccalaureate: Arts and Sciences</td>
<td>842</td>
<td>United Methodist</td>
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Vision

The Millsaps TRHT Campus Center envisions a campus where students, faculty, and staff are aware of and thoughtful about the college’s shared history, where this knowledge of the struggle for racial equality translates into a commitment to eradicate vestiges of racism in the status quo and prevent regressions toward racism in the future, and where members of the campus community and the broader local community lead the work in dismantling racial hierarchies and transforming existing racial narratives to reflect truth and promote healing.

Goals

1. To establish Millsaps College as a community resource for education, engagement, and training on issues of racial justice in order to eliminate the false belief of a hierarchy of human value and support narrative change.
2. To educate the campus community on the concepts of the false belief of a hierarchy of human value, racial narrative change, and racial healing and transformation.
3. To support Millsaps College faculty, staff, and students in efforts that strive to jettison the false belief of a hierarchy of human value by providing experiences that result in transforming existing racial narratives and/or result in racial healing and transformation.
Institutional Identity

Located in Jackson, Mississippi, Millsaps College has a history of being an active participant in positive social change in the local community and in the state of Mississippi. Starting in 1933, for example, at a time when racial mixing was forbidden and even punished by state law, students and faculty from Millsaps College and the historically black Tougaloo College gathered secretly to form what would come to be known as the Mississippi Intercollegiate Fellowship. While much has changed, of course, in the last 85 years, Millsaps remains committed to partnering with and learning from other institutions and entities. Millsaps’s location offers constant reminders that the distrust and injustice that so frequently accompany racial difference are more than interesting theoretical problems to be debated in academe’s hallowed halls. They are also, and even more importantly, concrete problems that require creative, resolute responses.

On the surface, Millsaps was a “candle burning in the darkness,” but integration was not without problems for students of color. As Millsaps approached the 50th anniversary of its integration, campus conversations around issues continuing to plague the lives of African Americans and other people of color emphasized another truth—that Millsaps students of color had suffered harsh treatment by many of their white peers as well as some faculty. In fact, only recently has Millsaps begun to confront this forgotten past by looking behind the veil of its legacy as a progressive institution committed to social justice.

Creating a positive narrative requires that the Millsaps the TRHT Campus Center operate from a space of fearless honesty as the college continues to reckon with its past, engage present challenges, and face the nation’s uncertain collective future.

The work of racial healing and transformation is helping faculty, staff, and students learn how to sit together, while acknowledging and respecting their own varying backgrounds and preconceptions. Ultimately, the center seeks to create a culture of understanding, healing, and forward-looking action on campus that will engage the local community. Millsaps has a long history of engagement in local, national, and international spaces. The Millsaps TRHT Campus Center supports several academic programs and engagement initiatives that connect students to the intersections between their academic work and the communities they aspire to someday serve.
Rutgers University–Newark, Newark, New Jersey

Carnegie Classification
Doctoral: Higher
Enrollment
11,314
Affiliation
State

Vision
The TRHT Campus Center at Rutgers University–Newark (RU-N) will foster and strengthen the collective knowledge and wisdom of the diverse communities in and of the City of Newark. Drawing on the methodologies and strategies of the humanities and the arts, RU-N and community partners will engage in an arc of interactive programming designed to change the narrative about race and race relations in Newark and beyond. The TRHT Campus Center will also leverage and support new and existing RU-N and citywide initiatives to effectively respond to economic and social disparities in the local communities and promote equitable growth.

Mission
The TRHT Campus Center at RU-N pursues community engagement and democratic collaboration focused on changing the dominant narrative/perception of Newark by

• connecting the center’s citywide partner network through initiatives that leverage existing and emerging resources to promote equity, access, and transformative positive narratives about the City of Newark and its peoples, and
• exhibiting positive change reflected in measurable outcomes.

Goals
1. Create the RU-N TRHT working group/advisory committee with cross-disciplinary, cross-function capacity.
2. Increase positive narratives about Newark.
3. Increase positive engagement and perceptions of Newark among RU-N faculty, staff, and students.
4. Initiate/foster ongoing on- and off-campus activities utilizing dialogue and dialogic techniques around issues of truth and racial healing.
6. Change legislative policy to reinstate voting rights to individuals on parole, probation, and/or with criminal convictions.
7. Embed TRHT framework into the ethos, culture, and environment of anchor institutions and other community-based organizations.
Institutional Identity

Newark, New Jersey, is a city of migrants and immigrants. Historically, Newark once boasted a large Jewish community, and one of the most vibrant Chinatowns in the United States. Newark was a destination point for European immigrants seeking opportunity during the industrial boom of a bygone era, and for African Americans fleeing the Jim Crow South during the Great Migration. Today it is home to a large Portuguese-speaking population, and rapidly increasing immigrant communities from Central America, West Africa, and the Caribbean.

Newark was a center of industry and finance for decades and the third largest port in the nation. The population peaked in the 1930s and lost many of its residents during the Great Depression. Newark, like all of New Jersey, is acutely segregated residentially. Newark has a median household income of $33,139 and a population that is 50 percent black and 36 percent Hispanic. Just six miles away, Millburn has a median household income of $165,603 and a population that is 11 percent people of color (8 percent Asian). These racialized economic disparities go hand in hand with educational disparities. Postsecondary degree attainment of Newark residents is at 18 percent, far below the national average of 42 percent.

At RU-N, we believe that we are not just in Newark, we are of Newark. The campus is enlivened by a rich array of ongoing collaborations between RU-N and the communities of Newark. As one of the most diverse college campuses in the United States, we are bound by conviction to perform our anchor role—to create conditions for realizing the gifts and talents that abound in the community and pursuing a set of shared aspirations. RU-N has no majority racial/ethnic group among students. There are broad differences across gender, class, religion, and sexual orientation. The university has many first-generation American students, a third of students are first generation college-going, and over 50 percent are Pell-eligible. RU-N prioritizes not only being demographically diverse, but fostering engagement across difference as well.

As an anchor institution that started its strategic planning process by asking what the local community, nation, and world need us to be, we take very seriously the notion that intellectually and organizationally we must work hard to transcend the traditional boundaries between university and community. The students, faculty, and staff at RU-N are committed to capturing and understanding the current narrative on campus and in Newark by collecting a wide array of responses to the prompt, “My racial healing looks like….“ The TRHT Campus Center has designed programming to address the themed responses we receive through forums, discussions, spoken-word events, and other performances.

The center strives to do all it can in partnership with Newark, eschewing the traditional notion that expertise resides solely in the academy, and embracing the understanding that expertise resides in the collective knowledge and wisdom of communities where people—with and without traditional pedigrees—pool their knowledge and experiences to form “communities of experts.” The RU-N TRHT Campus Center’s vision springs from this deep commitment to education as democratic practice.
Spelman College, Atlanta, Georgia

Carnegie Classification
Baccalaureate: Arts and Sciences

Enrollment
2,135

Affiliation
Independent Nonprofit

Vision

It is the vision of the Spelman College TRHT Center to establish Spelman College as a recognized site for advancing community dialogues that inform and challenge existing notions about hierarchies of human value based on race. We believe that our status as a historically black women’s college uniquely positions us to create a safe space for community dialogues involving students, faculty, staff, and the external community. We seek to leverage our history as a site for defying negative stereotypes about racial hierarchies and to work with others to create a more civil society that recognizes the common ideas, experiences, and traditions that unite us across difference.

Goals

The primary goal of the Spelman College TRHT Campus Center is to engage students within the Atlanta college and university communities in discussions with other community members, to pursue truth telling and promote racial healing circles across difference. This will be accomplished through convenings designed to expand knowledge and understanding of the historical and contemporary articulations of policies and social practices that support the myth of a “hierarchy of human value.” We are committed to training a new generation of strategic leaders who will better understand how race operates as an organizing construct and how they can be effective policy makers and social justice advocates who dismantle a belief in a hierarchy of human value. Specifically, the Spelman TRHT Campus Center’s goals are as follows:

1. To host at least two intercollegiate dialogues about race and racial healing per semester.
2. To host community discussions about race and provide examples and practices related to racial healing.
3. To host campus/community lectures addressing TRHT themes.
4. To create community action steps to address injustices in society.
Institutional Identity

Established in 1881 to educate the daughters of formerly enslaved peoples, Spelman College has been central to countering narratives that people of color, specifically women, are inferior, cannot be educated, and should be subservient to members of dominant groups. The college has produced leaders, scientists, artists, social justice advocates, and educators over the course of the last 135 years who have shattered stereotypes in all realms of human work and creativity, and Spelman remains unapologetically committed to the education and advancement of women of African descent. Spelman’s story has defied structural and ideological barriers within the academy, repeatedly demonstrating excellence beyond the cloistered categories of “women’s colleges” or “historically black colleges” to stand among the top private institutions of higher education in the country.

Spelman is situated in the Westside area of Atlanta, Georgia, which has been called the “black mecca of the South,” a place with a thriving African American middle class, excellent HBCUs, and people of color in all ranks of city and county government. Atlanta is the birthplace of Martin Luther King Jr. and occupies an outsize position in the history of the US civil rights movement. Atlanta is the first southern city to elect an African American mayor (Maynard Jackson) and has elected only African American mayors since 1973. These positive conditions notwithstanding, Atlanta is plagued by the same history of racial oppression as every southern city. The city remains largely segregated along racial lines and is experiencing a suburbanization of poverty as the urban core gentrifies.

Spelman College is prominently integrated in the Atlanta community, particularly in the networks of organizations fighting for equality and social justice. Spelman’s TRHT Campus Center provides a space for undergraduate student leaders, alongside members of neighboring communities, to develop a narrative about race that is grounded in a knowledge of past injustices but hopeful about the possibility of transformation.

Spelman’s TRHT Campus Center is striving to serve as a focal point for the ongoing service and advocacy activities related to racial injustices. The center is seeking to provide a renewed sense of purpose for existing programs and relationships. TRHT is a thread that connects much of Spelman’s work. Highlighting this theme with the campus center and providing opportunities to bring Spelman’s neighbors into these conversations through the Difficult Dialogues series extends the college’s accomplishments in breaking down stereotypes and ideas about racial hierarchies into surrounding neighborhoods and the broader Atlanta community.
The Citadel—The Military College of South Carolina,
Charleston, South Carolina

Carnegie Classification  Enrollment  Affiliation
Master’s: Larger  3,592  State

Vision

The Citadel’s TRHT Campus Center brokers mutually transformative, generative, and edifying relationships between The Citadel and the Charleston community.

Mission

The TRHT Campus Center collaborates within and beyond The Citadel’s gates to humanize and connect Charlestonians to each other one story at a time.

The TRHT Campus Center supports The Citadel’s internal and external stakeholders seeking to create and sustain a campus climate of inclusive excellence in which all members have equal access to intellectual, educational, career, developmental, and social capital. In addition, the center facilitates the collective vision of a local community in which leadership positions reflect the diversity of citizens. Finally, the campus center supports institutional efforts to address, transcend, and critically examine racial dynamics and inequalities by connecting people to each other’s stories, thereby interrupting dominant narratives that problematize differences generally and race specifically.

Goals

1. The TRHT Campus Center will support The Citadel’s efforts to proactively acknowledge its part in perpetrating racism in the United States and its continuous evolution toward becoming an inclusive community that values diversity and both celebrates and benefits from individual differences.
2. The TRHT Campus Center will engage systematically in dialogue with The Citadel’s students, faculty, staff, and alumni to understand, document, and address their reactions to the history of racism at The Citadel and in the Charleston community.
3. The TRHT Campus Center will work with other campus entities to support curricular and cocurricular efforts to share accurate and comprehensive information about individuals from various racioethnic groups who contributed to academic disciplines and military endeavors.
4. The TRHT Campus Center will partner with campus entities committed to diversity, inclusion, and racial healing by developing and deepening community partnerships with similarly-minded community organizations.
5. The TRHT Campus Center will take proactive steps to ensure that internal and external stakeholders know about the center’s existence, purpose, and contributions to The Citadel’s mission to achieve academic and inclusive excellence.
Institutional Identity

Since its inception, The Citadel’s history reflected the country’s racial history. Originally planned as an arsenal, the military college was a symbol and a source of white authority over the predominantly black population of Charleston and its surrounding region. Citadel cadets and alumni fought on behalf of the Confederate States of America in the Civil War with the aim of maintaining the institution of slavery. As such, most of the college’s administration, faculty, staff, and alumni also participated in the construction and maintenance of a postwar system of laws and practices that racially segregated public facilities, disenfranchised the vast majority of the black population, and systematically denied them the equal protection of national law.

The Citadel's history mirrors that of the larger Charleston community. In 2015, the soul of the community was stunned, devastated, and angered by the shooting (in the back) of Walter Scott by a white police officer and by the massacre of nine upstanding African American members of Mother Emanuel AME Church by a white supremacist. Nevertheless, Charleston has made progress in becoming a city where culture, diversity, and business thrive in a vibrant and creative synergy. These and other racially motivated events further intensify The Citadel’s ongoing efforts on racial and other diversity-related initiatives on campus.

The Citadel has seen progress in the diversification of the faculty, staff, and student body over the past half century. Even with considerable focus on supporting and engaging students from diverse identity and geographical backgrounds, the college remains committed to establishing itself as an institution fully committed to racial healing and transformation.

The development of The Citadel’s TRHT Campus Center is aimed at promoting racial healing in four important ways:

• to help The Citadel address its participation in the larger history of racism in America by telling the full story of the roles that The Citadel played in slavery, the Civil War, Jim Crow, the Second Reconstruction, and continuing efforts to fulfill the promise of equal rights for all
• to enter a more systematic and sustained conversation with alumni to address their concerns relative to the racial issues at The Citadel and give them a stronger voice in shaping the policies of the college
• to ensure that The Citadel’s curriculum includes accurate and inclusive information about the people of color who contributed to academic fields yet have been overlooked due to the color of their skin
• to engage with institutions and agencies in the local community to find common purpose aimed at dismantling practices based on racial hierarchy

The TRHT Campus Center at The Citadel is bringing faculty, staff, and students into existing campus conversations; hosting racial healing circles with alumni and community members so that The Citadel might better understand diverse viewpoints on racial issues; and offer the scholarly expertise of faculty to help community members develop constructive dialogue around race and positive solutions to issues of racism in the community. In summation, the TRHT Campus Center is striving to be the key catalyst in The Citadel’s quest to make sustainable, positive change in Charleston’s racial relations.
Charlestonians are a resilient people. We believe this is partially due to what gave this “Bible Belt” city its moniker as “The Holy City.” Charleston has a large number of places of worship, which makes religion a predictable dimension of the lives of many. Combining this demographic characteristic with Rev. Dr. Martin Luther King’s statement that “11 o’clock on Sunday morning is one of the most segregated hours…in Christian America.” (https://youtu.be/1q881g1L_d8), the external focus of The Citadel’s TRHT Center for the near future is based upon an Interfaith approach. Our rationale is that facilitating CitListen sessions with members from different churches, we create meaningful values-based cross-racial conversations. While our external approach will foster ecumenical dialogue across race, we also are focusing on interfaith dialogues with our masjids and synagogues in the area.

In summary, the Campus Center at The Citadel is striving to be the key catalyst in The Citadel’s quest to make sustainable, positive change in Charleston’s racial relations.
University of Hawai‘i at Mānoa, Honolulu, Hawai‘i

Carnegie Classification  Enrollment  Affiliation
Doctoral: Highest  19,507  State

Vision

The University of Hawai‘i at Mānoa (UHM) TRHT Campus Center envisions a Hawai‘i in which each individual, family, and community can recognize their collective and interdependent kuleana—as the privilege, right, and responsibility—to properly care for and manage the natural resources of the ‘āina\(^1\). Kuleana does not recognize race. Rather, kuleana originates from the Native Hawaiian concept of mo‘okūʻauhau, or the many genealogical lineages, stories, and experiences that shape us and remind us of the reciprocation and interdependence required for sustaining life, and invites us to celebrate and take guidance from them. While Hawai‘i has a history of living with intelligence, compassion, and sustainability that was in partnership with our physical, natural, social, and political world, generations of colonialism and hegemony have led to major interruptions in the knowledge systems that guide our kuleana to care for Hawai‘i. As we experience the impacts of climate change and global warming, our natural environmental elements—ancestors to the Hawaiian people—are calling out to all of us to heal from divisive structures so that we can collectively work toward aloha ‘āina\(^2\) to ensure the vitality of Hawai‘i for generations yet to come.

\(^1\) ‘Āina: land, natural environment, that which feeds and sustains us.

\(^2\) Aloha ‘āina: to be in a relationship of love, caring, and sustainable reciprocity with the land and other natural resources.

Goal

Our ultimate goal is to transform the University of Hawai‘i at Mānoa into a beacon of aloha ‘āina leadership. To accomplish that goal, we will pursue the following objectives:

1. To support the journey of UHM students, staff, faculty, and administrators—our UHM community—to jettison the false belief of a hierarchy of human value by helping them to recognize that our common humanity is necessary for the survival of Mother Earth and her human species.

2. To enlighten the UHM community to the concept of aloha ‘āina by exploring its usage and application over time.

3. To awaken the UHM community to their potential to become aloha ‘āina leaders by exploring the many genealogies that have shaped them and UHM.

4. To heal the UHM communities’ dysfunctional and destructive relationships by showing them the convergence and interdependence of their genealogies.

5. To help the UHM community recognize their individual and collective roles in the aloha ‘āina movement by introducing them to the symbiotic roles of kaikua‘ana and kaikaina.

6. To provide the UHM community opportunities to live into their kuleana—as privilege, right, and responsibility—as aloha ‘āina leaders in their daily work at UHM.
Institutional Identity

Hawai‘i is often seen as a successful melting pot because of its multiethnic and diverse population, and UHM is considered a very diverse institution. However, such an image conceals the larger structural barriers to equality that challenge the state and UHM. For example, in 2017, Hawaiians continue to be underrepresented at the only research-intensive university in their homeland, comprising 15 percent of students, 7 percent of faculty, and 7 percent of executive administration.

In addition, a large portion UHM’s community has been disconnected from their respective homelands around the world. Thus, UHM’s TRHT Campus Center recognizes that as a result of generations of colonialism and hegemony we all require healing—Hawaiian and non-Hawaiian—because there have been major interruptions in the knowledge systems that connect us to our kuleana and that connect us to Hawai‘i: the place that nourishes us with fresh water, fertile soil, clean air, and rich foods, no matter what “race” we are.

Therefore, the UHM TRHT Campus Center envisions a reempowered UHM and Hawai‘i in which folks are enabled to see through the prevailing narrative(s) that in order to have misdefined who we are, have required continual institutional and social reinforcement. By continuing in truthful engagement, we reexamine and rearticulate the role race and racism has played in intergenerational trauma, and we become empowered to self-reflect on a living, breathing, growing narrative that illuminates who we are, and how we can best work together to heal and move forward, based on a set of concepts and practices that are ancestral to Hawai‘i.

Thus, the UHM TRHT campus Center strives to shape fearless leaders who have aloha ‘āina for themselves, each other, and the embracing environment to ensure the vitality of Hawai‘i for generations yet to come.
University of Maryland, Baltimore County, Baltimore, Maryland

Carnegie Classification
Doctoral: Higher

Enrollment
13,979

Affiliation
State

Vision

The University of Maryland, Baltimore County (UMBC) TRHT Campus Center envisions a community where students, youth, and their families, both on campus and in Baltimore, play an active role in transforming the systems that have upheld racial hierarchies in Baltimore for too long. We envision a community where Greater Baltimore youth, families, community leaders, advocates, and activists value UMBC as their university; and where UMBC faculty and staff, graduates, undergraduates, alumni, and volunteers value Baltimore as their home. This work requires a significant narrative change, one where Baltimore City is no longer described through a deficit lens, but instead valued as a source of culture, knowledge, and talent. This shift will require us to transcend the physical boundaries of campus/community, as well as the psychological/social boundaries and biases that have traditionally worked to separate Baltimore City residents from the resources of higher education.

Goals

1. To align UMBC community engagement initiatives within a TRHT framework by meeting with faculty and staff stakeholders involved in community engagement with Baltimore, by surveying current best practices and resources, and by introducing faculty and staff leaders to the healing circle method.

2. To build the capacity of UMBC student organizations to participate in community engagement and service learning through a TRHT lens by developing a student leadership team, by creating opportunities for student leaders to engage in TRHT work early in its development phase, and by introducing student leaders to the healing circle method.

3. To create shared opportunities for UMBC students and Baltimore City youth to engage in cultural and educational experiences by hosting fall and spring college nights, by supporting community-led and campus-led initiatives, and by introducing community leaders to the healing circle method.

4. To sponsor a youth-led movement that creates narrative change in Baltimore through art and activism by hosting youth meetings and workshops, by hosting a culminating event, and by introducing youth leaders to the healing circle method.
Institutional Identity

As UMBC is a public university nationally recognized for its commitment to diversity education and inclusive excellence, we acknowledge that the work it takes to break down campus/community hierarchies and barriers, particularly those involving race, is both a necessary and ongoing process. UMBC is part of the broader Baltimore City community, with its main campus located less than four miles from downtown. Almost a third of UMBC staff live in the city, and over 600 current UMBC students come to us from city high schools. Countless more current undergraduate and graduate students call the city home during their time at UMBC, and many choose to stay after graduation.

Currently, the reality of race relations in Baltimore is reaching a critical point. After the murder of Freddie Gray while in police custody, and the numerous deaths of black men and women across the country, Baltimore experienced a youth uprising in 2015 that led to major confrontations between police and African American youth, as well as intervention from the National Guard. Despite these tensions and the history of inequality that continues to persist, it is important to also acknowledge another reality of race relations in Baltimore. Baltimore is a site of incredible hope, culture, and community. In the African American and white communities, on college campuses, and in neighborhood centers, artists, activists, cultural organizers, and community leaders continue to work to break down racial hierarchies and fight discrimination every single day. It is vital that these efforts are unified, these stories are amplified, and that minority communities and their leaders are given precedence in shaping the future of the city.

UMBC is a midsized, public research university with a mission to redefine excellence in higher education through an inclusive culture that connects innovative teaching and learning, research across the disciplines, and civic engagement. UMBC’s Shriver Center represents the campus’s commitment to civic and community engagement. While many Shriver Center programs actively seek to break down racial hierarchies by connecting individuals through shared experiences, the TRHT Campus Center team is working toward creating spaces of racial healing, particularly following the recent unrest and uprisings in Baltimore. The TRHT Campus Center is the vehicle through which the Shriver Center programs can actively counter the narratives in the media that continue to portray minority youth in Baltimore through a negative and violent light.

Specifically, UMBC’s TRHT Campus Center is committed to creating collaborative space where individuals from different communities can come together and participate in racial healing work in ways that are both empowering and brave. We are striving for change through helping youth find and strengthen their voices. We believe that in Baltimore, youth are the leaders of tomorrow, and that elevating their voice is key to creating true social change. Finally, we are seeking internal transformation on campus. This includes creating trainings and reflections to facilitate positive change among service-learning students, as well as a leadership team that works to promote healing at the organizational level and beyond.
Racial Healing Circles

As the centerpiece of the Truth, Racial Healing & Transformation (TRHT) framework, racial healing circles are meant to ground the various elements of the TRHT methodology in a safe and inclusive forum for sharing personal truths to help begin the process of transforming hearts and minds. Racial healing circles focus on connecting participants to a common humanity while acknowledging difference. The racial healing circle methodology was developed as part of the W.K. Kellogg Foundation’s America Healing initiative, led by Gail Christopher, and pulls from a myriad of traditional communal practices of dyads and circles from across the world.

The racial healing circle experience typically spans anywhere from three hours to a daylong immersion. The process calls for participants to be fully present and encourages empathy. According to Christopher, “Empathy and tolerance are very different outcomes. Rather than simply tolerating another person’s existence, empathy involves the art of ‘perspective taking’ and requires awareness and understanding of the experience of another” (see “Racial Healing Circles: Empathy and Liberal Education” in AAC&U’s Fall/Winter 2018 edition of Diversity & Democracy).

Participants are prompted to recall and share narratives from their own experience. Storytelling provides a powerful window into how people have become who they are and helps each person consider how sharing individual stories creates shared realities. By giving voice to multiple perspectives in racial healing circles, the arduous work of dismantling the taxonomy of human value that has been built into the social infrastructure of America can begin.

Racial healing circle cofacilitators encourage and guide participants as they share stories in dyads, using tailored prompts and questions that elicit stories of empowerment and agency. The space is governed by a list of touchstones that are agreements on how to share and receive stories from others. Overall, the racial healing circles approach embraces storytelling and deep listening techniques in order for participants to come to an understanding of their common humanity and to value the diverse experiences of others that they may have otherwise never encountered.

Racial healing circles are intentionally not forums on restorative justice, community dialogues about controversial topics, or conversations about race. Instead, they provide intimate and voluntary space for positive exchanges of life experiences to establish and maintain the open communication necessary for navigating the racialized world beyond the circle. (For more information on racial healing, see Restoring to Wholeness: Racial Healing for Ourselves, Our Relationships and Our Communities by the W.K. Kellogg Foundation; for examples of racial healing circle prompts, see Appendix B.)

AAC&U’s TRHT Campus Centers are using racial healing circles not only to open lines of communication across difference, but also to bind colleges and universities to their local community. By partnering with organizations with common practices and goals, the centers are able to ground their work on campus and in the local community in ways to suit the specific, shared needs of the larger community.

After participating in a racial healing circle during the TRHT Campus Centers Institute, participants said:
“I found my racial healing circle to be amazing. I met five different people from across the country, with different backgrounds, and I have at least one thing in common with each of them. We were able to connect on a human level regardless of race, ethnicity, or location.”

“The racial healing circle was useful as a demonstration of methods for facilitation that extend and expand current frameworks (Safe Spaces; Brave Spaces) used in higher education contexts.”

“This activity helped to set the tone for the rest of the institute and opened us up for building relationships (with those within our circles and others at the institute as well).”

Racial healing circles are at the heart of the work each TRHT Campus Center has undertaken. While the centers’ ultimate goals include building relationships, healing past and current racial wounds, and positively changing the national narrative on hierarchies of human value, how this transformation takes place must be endemic to the place and people being engaged. Each TRHT Campus Center has considered the baseline narrative of their institution and community when determining how best to implement racial healing circles.

When conceptualizing how your TRHT Campus Center will create racial healing activities on campus and in the local community, consider the following questions:

➢ Who are the key stakeholders on campus and in the community?
➢ What are some barriers preventing stakeholders from having conversations about hierarchies of human value?
➢ How can your TRHT Campus Center ensure that racial healing circles are advancing relationship building and narrative change?
➢ How can racial healing circles be used to bring disparate groups together?
➢ How do racial healing circles impact how the center understands the baseline narrative on racism?
➢ How can racial healing circles support existing campus and community programming or lead to new related programs?

The inaugural TRHT Campus Centers have used racial healing circles to advance their work on campus and community collaboration, student support, curricular change, and other programs and events related to TRHT. This has helped the centers progress toward their goals and increase their visibility.

The following highlights are some of the ways the inaugural TRHT Campus Centers have chosen to implement racial healing circles and related programs that support the work done in the circles. For a detailed list of how each center has implemented racial healing circles and related programs, see Appendix C.

➢ Many of the centers are providing opportunities for students to become racial healing circle practitioners to empower the next generation to use storytelling to move America forward. Involving undergraduate and graduate students in the process of facilitating racial healing circles helps the centers ensure that TRHT is responsive to the evolving needs of the populations the college or university serves. Student representatives also
ensure that students are aware of how their TRHT Campus Center can serve as a resource for their cocurricular development.

➢ In addition to student racial healing circle practitioners, four centers are supporting student research and community projects related to racial healing. Brown University, for example, is supporting several minority student groups with programs like Soul Food Suppers and Muslim Women of Color conversations. The University of Maryland, Baltimore County, TRHT Campus Center leveraged its position as part of the Shriver Center—which addresses critical social challenges by bridging campus and community—to empower students by creating a media toolkit on working with Baltimore City youth in the wake of the Baltimore Uprising. Such student-centered engagement helps the TRHT Campus Centers prioritize cocurricular learning, which helps prepare students for citizenship.

➢ A few TRHT Campus Centers are using the knowledge they gain from offering racial healing circles to create campus and community guides that include prompts and questions that are relevant to their stakeholders and complement their other TRHT efforts.

➢ Two centers are working with organizations engaged in TRHT efforts or related work. Millsaps College has partnered with the William Winter Institute for Racial Reconciliation to use racial healing circles to create a racial reconciliation-TRHT cohort of approximately twenty-four faculty, staff, and students that is diverse and multi-generational. Leveraging their same-city relationship with the Saint Paul and Minnesota Foundations, Hamline University is working with other local nonprofit TRHT subawardees to conduct a media scan of the Twin Cities’ media-outlet coverage of race and racial narratives. These coalitions help to maximize community resources and extend the reach of TRHT.

➢ Four centers are focusing on instituting curricular changes to address the historical ramifications of racism and to actively combat the continuation of inequities on campus and in the community. Duke University’s center, for example, is offering an undergraduate course entitled Race, Science, and Power as a signature initiative that will increase student TRHT engagement. The University of Hawai‘i at Mānoa has assembled a cohort of institutional stakeholders to create a narrative-changing curriculum for the university community that includes participating in racial healing circles. The centers at Duke, UHM, and elsewhere are using TRHT to create opportunities to include issues of race and other difference in the classroom across academic disciplines.

➢ A majority of the TRHT Campus Centers are offering an annual convening for their stakeholders. These summits, forums, seminars, conferences, and institutes help to maintain sustained and meaningful engagement that keeps the centers responsive to the needs of their campus and community. Often these convenings include opportunities for participants to join a racial healing circle and provide feedback on the work being done.

➢ All the TRHT Campus Centers are offering events on campus and in the community that invite stakeholders to share their stories and difficult truths. These events are directly related to racial healing circles in their facilitation of story sharing and provide an alternative for participants who have not yet had an opportunity to join a racial healing circle.

➢ Four centers have offered intergroup dialogues on issues stemming from racism. These difficult dialogues, racial justice roundtables, and presidential forums bring together
students, faculty, staff, and community members to have positive conversations. In tandem with racial healing circles, these events help to foster communities committed to dismantling hierarchies of human value.

➢ Four TRHT Campus Centers are hosting intercollegiate events for diverse populations of students at colleges and universities located in the same community. Often these activities promote collaboration with minority-serving institutions and focus on building student capacity to talk about race and other socially constructed differences.

Racial healing is a collaborative process that requires strong interpersonal and structural relationships predicated on a shared desire to no longer perpetuate the harm caused by a belief in a hierarchy of human value. Racial healing circles are focused opportunities to catalyze the relationship building process. It is particularly effective when participants from different backgrounds with varying views are able to find commonalities that can be used to keep each other’s humanity in mind.

To further develop the capacity and impact of the TRHT Campus Centers, AAC&U offers ongoing preparation processes for new racial healing circle practitioners. A preparation process will be offered in conjunction with the annual TRHT Campus Center Institute, which includes reviewing the core elements of racial healing circles and opportunities to design and cofacilitate a practice circle. The preparation process is aimed at building capacity for TRHT partners to sustain their own localized efforts.
MEASURING TRANSFORMATION

Evaluation is a critical component to the enduring success of any TRHT Campus Center. The transformation in TRHT happens when individuals and communities positively change America’s narrative, build lasting relationships, and begin to heal from the historical and social effects of a belief in a hierarchy of human value. Measuring that transformation helps TRHT Campus Centers know that they are effectively responding to the circumstances and needs of their campus and community.

Developing a Plan

The inaugural TRHT Campus Centers were asked to develop an evaluation plan as part of their action plan that complements the national evaluation structure set forth by AAC&U in collaboration with the Estrategia Group. Together, the local and national matrixes serve to ensure that each TRHT Campus Center is meeting their intended goals and progressing towards their stated vision.

The purpose of AAC&U’s evaluation strategy is to support each TRHT Campus Center in thinking through the process of “operationalizing” the most important formative and summative evaluation variables for their TRHT Campus Centers. The first year of evaluation focused on creating language, promoting healthy evaluation practices, and providing tools to support each TRHT Campus Center’s ability to sustain and pursue long-term evaluation plans.

When creating an operational plan for formative evaluation, each TRHT Campus Center was asked: Was the program or event implemented as planned? In answering that question, the centers were also invited to consider the following:

- What was the primary purpose of the program?
- How was this purpose realized?
- What is the relevant outcome(s) of the program?
- How is the TRHT Campus Center measuring the outcome(s)?
- When is the TRHT Campus Center measuring the outcome(s)?
- Who will be measuring the outcome(s)?
- How and with whom will the TRHT Campus Center share the results?
- What TRHT pillars and areas will be assessed? How?

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4 The Estrategia Group is a company based on the powerful drive that comes from ideas and innovation. Estrategia focuses on the generation of ideas, creation of strategies, and the evaluation of these strategies through their accurate and effective solution of the problem. The Estrategia Group is an interdisciplinary team, with experience in multiple industries and professions such as engineering, education, training, nonprofit, private corporations, and entrepreneurial initiatives.
When creating an operational plan for summative evaluation, each TRHT Campus Center was asked: Were the intended outcomes achieved? Other questions included the following:

- What was the intended outcome of the program?
- What is the operational definition for the program?
- How will the TRHT Campus Center consider the outcome in light of the intention?
- What will the TRHT Campus Center compare it to?
- How will the TRHT Campus Center analyze the results?

For more on formative and summative evaluation and sample responses to the above questions, see Appendix D.⁵

The Baseline Narrative

In addition to being asked to generate formative and summative evaluation methods, each TRHT Campus Center was tasked with capturing a baseline narrative on beliefs in a hierarchy of human value for their campus and community. A baseline narrative on racism and other difference should include historical and contemporary content on the college or university and the surrounding geographic region. When thinking of what should be included in the baseline narrative, consider the following:

- What available data can the TRHT Campus Center use to capture a baseline of beliefs in a hierarchy of human value?
  - Has the college or university recently conducted a climate survey or culture audit?
  - Have any commissioned reports or research on community relations been made available recently?
  - Has the institution done any work to acknowledge its history with slavery, the people indigenous to the land the institution occupies, or the people who were once excluded from the institution?
  - Can the TRHT Campus Center be included in the decision-making process for the next climate survey, commissioned report, or project involving perceptions of social difference?
  - What college or university activities help tell and catalogue the experiences of students, faculty, staff, and local community members?

- Is there potential for collaboration in the work that will allow the TRHT Campus Center to capture the data?
  - If this work is not being done, how can the TRHT Campus Center most effectively help facilitate opportunities for students, faculty, and staff to tell stories about their experiences?

⁵ The TRHT Implementation Guidebook also has additional information on formative and summative evaluation in the context of TRHT.
▪ How can the TRHT Campus Center use collected data on campus and community experiences to inform its work?

➢ How will the TRHT Campus Center ensure the baseline narrative captured is accurate and that it includes multiple vantage points?

▪ When capturing historic and contemporary experiences and perceptions, is there a diversity of people and perceptions included?
▪ What data collection methods will the TRHT Campus Center use? Are they ethical? Will those methods require IRB approval?

Examples of baseline narrative activities from the inaugural TRHT Campus Centers include the following:

➢ The Citadel is currently working on an oral history project that pulls from their institution’s archives and collects group interviews from students, faculty, staff, and local alumni. The Citadel’s center is planning to create a perception map with the data they are collecting.
➢ Rutgers University–Newark held an event called “My Racial Healing Looks Like …” where stakeholders were invited to share what they believe is essential to the process of racial healing.
➢ Hamline University was invited by the Saint Paul TRHT place to collaborate with local media outlets on conducting a local media scan.
➢ Austin Community College is conducting fifty interviews with ACC students, faculty and staff to learn about the baseline racial narrative at the college. They are also collecting 75–100 interviews with community partner organizations to learn about the region’s baseline narrative.

To successfully employ formative and summative evaluation structures and plans to capture a baseline narrative, each TRHT Campus Center will need to collect data on an ongoing basis to measure narrative change and transformation. Additionally, centers should include regular opportunities for narrative sharing that will help measure if and how the narrative is changing from the baseline.

National Measurements

As the TRHT Campus Centers completed their action plans, AAC&U and the Estrategia Group invited them to create realistic evaluation plans that were derived from self-identified resources and the unique cultural context of each institution. Each TRHT Campus Center was encouraged to consider and define the purpose of evaluation. Estrategia introduced the following language for consideration: Evaluation can

➢ help establish program accountability;
➢ explore data and information for continuous quality improvement;
➢ empower program participants, especially those whose voices need to be amplified; and
➢ be used to celebrate program successes and increase energy and motivation among participants.

As part of the national evaluation framework, quarterly reports and activity surveys were requested from all TRHT Campus Centers. For templates of the reports and survey, see Appendix E.

The TRHT Campus Center evaluation reports are intended to collect detailed quantitative and qualitative data from the inaugural centers in order to track progress, measure success, and mitigate difficulties. TRHT Campus Center evaluations serve to inform all recommendations AAC&U makes to existing or future TRHT campus centers. Below are descriptions of the evaluation tools used to collect data from the centers:

➢ **Activity Survey**: To be completed following all activities sponsored by TRHT Campus Centers, the survey questions cover the activity’s description, which area(s) of the TRHT framework the activity addressed, the successes and shortcomings of the event, and additional comments.

➢ **Quarterly Reports**: TRHT Campus Center teams are asked a series of open-ended questions to provide information not reported on in the activity surveys, measure the centers’ progress in their work, and voice any issues or concerns. The questions change each quarter to align with the various stages of the TRHT Campus Center implementation process. The TRHT Campus Center teams are encouraged to complete the reports collaboratively to model the nonhierarchical structure they are striving to create for their campus and community.

➢ **Post-Event Surveys**: After all national TRHT Campus Center convenings, including the Kickoff Meeting, the TRHT Campus Centers Institute, and the Preparation Process for New Racial Healing Circle Practitioners, participants are invited to share their reflections in brief online surveys.

The purpose of these evaluation documents is to invite narrative calibration, promote racial healing activities, and address structural barriers or leverage opportunities. Further, the national TRHT Campus Centers evaluation framework seeks to aid the centers in ensuring that their efforts align with their stated vision and goals to capture best practices to inform their sustainability and growth.

The current evaluation structure supports and honors each TRHT Campus Center’s campus culture, community needs, and the resources therein, while also providing AAC&U an opportunity to conduct early warning scans and assist where needed to ensure success.

From the evaluation reports received thus far, AAC&U and Estrategia have found the following:

➢ **Accountability**: 70 percent of the TRHT Campus Center teams believed they were achieving or were on course to achieving their goals as planned at the close of year one.
➢ **Quality Improvement**: 90 percent of the TRHT Campus Centers were able to articulate key milestones derived from their vision and goals that were consistent with the narratives of their institution and the overall purpose of TRHT.

➢ **Empowerment**: Most of the TRHT Campus Center teams identified key marginalized communities and were reflecting on how they could include or lift these voices through TRHT efforts.

➢ **Celebration**: This area was identified as an improvement opportunity for many of the TRHT Campus Center teams. Being able to share success and achievements on their campuses, in their communities, and among the TRHT network will garner support for the TRHT effort in the future.

Evaluation tells a developing story of transformation and growth. As a TRHT community, AAC&U, Estrategia, and the TRHT Campus Centers are learning together while also practicing how to heal together. Overall, the first year of reviewing narratives and feedback from the ten TRHT Campus Centers indicates that the centers are learning more about the value of and challenges in both catalyzing and evaluating narrative change.

**Recommendations**

➢ Create a plan for evaluation before beginning to facilitate activities, events, or programs.
➢ Use evaluation as an opportunity to celebrate making progress toward the TRHT Campus Center’s goals and vision.
➢ Prioritizing key TRHT activities that align with available resources (particularly staffing resources) is essential and needs to be elevated to avoid burnout.
➢ Be realistic in what can be done in the near term when setting impact goals.
➢ Create an evaluation plan with clearly defined intentions that align with the vision and goals of the TRHT Campus Center.
RELATIONSHIP BUILDING

Relationship building is one of TRHT’s key strategies for achieving transformation. Collaborations built on mutual respect and a willingness to listen to divergent viewpoints are a stepping-stone to racial healing and replacing the current national racial narrative with one that has eradicated the belief in a hierarchy of human value. The TRHT Campus Centers are focused on creating crosscutting coalitions that bridge divides in higher education between campuses and local communities. These partnerships help to address longstanding perceptions of “town and gown” separation while building intergenerational, diverse, and polyvocal narrative change agents.

AAC&U has prioritized campus and community partnerships from the beginning of the TRHT Campus Centers effort by selecting colleges and universities that are making strategic collaborations a top priority. The inaugural TRHT Campus Centers have collaborated with such partners as one of the fourteen TRHT places (also recipients of WKKF funding for TRHT work), the North Carolina Department of Public Instruction, the International African American Museum to be established in Charleston, South Carolina, and many other local organizations committed to dismantling a belief in a hierarchy of human value. Several TRHT Campus Centers have embarked upon recuperative justice initiatives aimed at acknowledging how race has added to the scaffolding of their institution and continues to influence interactions with the surrounding community. To build strong relationships, the right people must be included in the conversation. Often that means facilitating engagements across oppositional communities.

In the spirit of partnership, the TRHT Campus Centers were encouraged to invite their community partners to the TRHT Campus Centers Kick-Off Meeting, the first TRHT Campus Centers Institute, and the Preparation Process for New Racial Healing Circle Practitioners—as well as to seek out their contributions for refining their vision statements, outlining their goals and action plans, and facilitating racial healing activities.

Within the TRHT framework, the racial healing and relationship building pillar works in tandem with the narrative change pillar and the importance of community partnerships. All are required components to ensure that transformation is achievable. For the TRHT Campus Centers, relationship building is often a dynamic endeavor to address the evolving needs of the people the centers serve. All ten of the inaugural TRHT Campus Centers are using relationship building to be responsive to how separation, the law, and the economy have contributed to a belief in a hierarchy of human value.

Each TRHT Campus Center team had to answer several key questions to ensure that relationship building is prioritized in their efforts and to confirm that their center team composition facilitates the relationship building they hope to accomplish through their work.

Successful TRHT Campus Centers have intentionally built their teams of students, faculty, staff, and community members by considering the skills and resources necessary to enact their vision and reach their goals.
➢ Some TRHT Campus Centers have allowed their teams to form organically by considering the type of expertise needed to enact the vision set forth by the center. Other centers chose to invite people with known skills in areas that are helpful to the center.
➢ The size of the TRHT Campus Center core teams varies greatly, from broad boards of stakeholders from across campus and the local community to small teams of faculty, staff, and students.
➢ Each TRHT Campus Center determined the work expectations of its team members by considering which responsibilities should be voluntary, part of faculty or staff paid duties, or the curricular and cocurricular efforts of students.

Teams with an array of talent and areas of expertise can extend the TRHT Campus Center’s reach in building interpersonal relationships among stakeholders and coalitions among existing structures and organizations. When assembling a TRHT Campus Center team and assessing institutional and community needs for relationship building, consider the following questions:

➢ What is your proposal for TRHT Campus Center leadership? In other words, what collection of individuals will be leading the center? What experiences and expertise do these individuals have that will prepare them well for leadership?
➢ How do the TRHT Campus Center objectives align with your current and future strategies for breaking down racial hierarchies and creating a positive narrative about race in the community?
➢ What work on racism and related issues is already being done? Who are the people involved and how can they be recruited to help with TRHT?
➢ What established partnerships, on campus and in the community, can the TRHT Campus Center use to meet its goals and accomplish its vision?
➢ Who is most likely to participate in TRHT-related activities and who is not? What strategies should the TRHT Campus Center employ to ensure engagement with all stakeholders?
➢ Are there structural barriers that are prohibiting creating and building relationships on issues of racism and other difference? What are some approaches to overcome these difficulties?
➢ What campus or community endeavors are being well received (and funded) either by the host college or university or by the local community? Is there room for collaboration?
➢ Considering what the TRHT Campus Center hopes to accomplish, what areas of expertise will the center team need to include? How can people with those skills be included in the effort?

The following are a selection of responses from the inaugural TRHT Campus Centers on issues related to fostering relationship building for their campus and community.

How does your TRHT Campus Center approach relationship building?

➢ Brown University is using their TRHT Campus Center to connect established programs and endeavors on campus to needed resources. The center invited groups to share their work to be considered for designation as “sponsored” by the center. A TRHT designation has proven useful for securing the resources necessary for programmatic success.
➢ Hamline University has focused on leveraging TRHT to engage a portfolio of local community partners to foster relationships between the university and the surrounding Saint Paul, Minnesota community. This has resulted in a strong partnership with the YWCA and Hamline’s TRHT Campus Center being solicited to collaborate with the American Public Media and Minnesota Public Radio to coordinate a narrative change conference for journalists, community members, and media professionals. This work is being sponsored by the Saint Paul and Minnesota Foundations’ TRHT site grant.

➢ The University of Hawai‘i at Mānoa has begun facilitating cohorts of faculty, staff, and students to design a narrative changing curriculum for the university. The TRHT Campus Center has created space and time for stakeholders from all sectors of the university to convene and collaborate on how to ensure that the university is working to honor the land and the people it serves through education.

How is your TRHT Campus Center addressing historical and current narratives of racism through relationship building?

➢ Duke University’s TRHT Campus Center has committed to uncovering the history between the university and the local Durham community. This work is primarily happening through TRHT-sponsored Duke-Durham Forums and racial healing circles in collaboration with their community partners, including North Carolina Central University, the Lincoln Community Health Center, Student U, and the Fortin Foundation DukeEngage Academy. These convenings bring stakeholders from the campus and the community together to share stories and address critical social issues.

➢ The Citadel’s TRHT Campus Center is using institutional archives and alumni interviews to capture the history of racism and its impact on cadets of color. This scholarly research will be used to generate a perception map based on experiences with race and racism in the city of Charleston and on campus. In addition to building intergenerational relationships among faculty, staff, students, and alumni, these efforts will also inform the recommendations The Citadel makes to the forthcoming International African American Museum in Charleston to ensure that Charlestonians, The Citadel cadets, and their stories are represented in the museum.

How is your TRHT Campus Center using relationship building to leverage resources on campus and in the community?

➢ Millsaps College’s TRHT Campus Center has designated the William Winter Institute for Racial Reconciliation as one of their official community partners and has worked closely with the institute to develop plans and facilitate an annual retreat for cohorts of students, faculty, and staff selected by the center. This partnership has also helped increase the Millsaps center’s visibility in the Jackson, Mississippi, community.

➢ The Rutgers University–Newark TRHT Campus Center has leveraged its position as an anchor institution in the city of Newark, New Jersey, to work closely with Newark politicians, the Newark public library, the New Jersey Institute of Social Justice, and a host of on-campus organizations conducting TRHT-related work. Through these partnerships the center was able to host an official TRHT Campus Center launch event.
that included remarks by Newark Mayor Ras Baraka, the CEO of the New Jersey Institute of Social Justice, and RU-N Chancellor Nancy Cantor, among other influential thought leaders. This event garnered significant news coverage and catalyzed additional support and resources for the center.

- Spelman College is leveraging its established Social Justice Fellows Program to engage students in their TRHT Campus Center efforts. By integrating related programs, Spelman College was able to secure a grant from the Commerce Club Foundation to support both programs. Additionally, this collaboration has provided Spelman’s TRHT Campus Center with an established audience of college students committed to social justice efforts that are involved with facilitating the TRHT Campus Center’s Difficult Dialogue series.

**What are some programs and initiatives that complement racial healing circles in the process of relationship building?**

- The University of Maryland, Baltimore County’s TRHT Campus Center has chosen to focus on youth empowerment in Baltimore, Maryland. This work includes building relationships between Baltimore City youth and community organizations. To help guide this process, the center created a media tool kit that offers best practices on working with youth.
- Hamline University’s TRHT Campus Center is offering narrative change grants to students, staff, faculty, and community members. The grants support projects that aspire to positively change the current racial narrative or challenge the dominant narratives about race, particularly in the local community and the Hamline-Midway neighborhood. Each year the narrative change grants will culminate with a narrative change institute that provides an opportunity for all TRHT Campus Center stakeholders to engage.
- The Citadel’s TRHT Campus Center has offered a CitListen Kickoff Session for Local Media to build a positive relationship with representatives from various Charleston, South Carolina, media outlets. This event has led to strong media coverage of The Citadel’s TRHT Campus Center and has expanded opportunities for the military college to engage with its local community on issues of race.

**How can TRHT Campus Centers use academic tools and practices to build relationships?**

- The Citadel’s TRHT Campus Center is using institutional archives and intergenerational interviews with faculty, staff, students, and alumni. The integration of history and social science research methodologies is helping the center create a multifaceted oral history of how race has impacted individuals within and near The Citadel.
- The University of Hawai‘i at Manoā TRHT Campus Center is bringing cohorts of scholars and practitioners together to create a narrative changing curriculum for the university community. This curriculum development group pulls experts from a diversity of academic disciplines who are invested in creating course curricula that promote genealogical lineages, stories, and experiences that shape people and remind them of the reciprocation and interdependence required for sustaining life.
- The TRHT Campus Center at the University of Maryland, Baltimore County, hosted summer undergraduate interdisciplinary research. Students majoring in the sciences,
communications, and humanities were placed into teams to conduct narrative-based research, develop professional skills, and create effective accounts of UMBC’s campus and Baltimore communities. Participants were able to build relationships across academic disciplines and within the local community.

➢ Duke University’s TRHT Campus Center partnered with DukeImmerse (a semester-long program for undergraduate students to take small seminars that build on a single theme) to offer Race, Science, and Power: Contextualizing Durham’s Hidden Histories. The course also acts as one of the signature educational initiatives for the Duke Center on Genomics, Race, Identity, Difference (GRID). The course not only helps students from different disciplinary backgrounds engage in narrative changing work, the partnership with DukeImmerse and GRID also helps the center build relationships with other offices across campus.

Where are TRHT Campus Centers housed on campus? How can a center’s location help with relationship building?

➢ The TRHT Campus Center team at Hamline University has lobbied for office space in the law library, where Hamline’s Center for Excellence in Urban Teaching and Center for Justice and Law are housed. The center is hopeful that this placement will help to create a university hub around aligned offices and help develop a space of practice for dialogue in a consistently welcoming and connected environment.

➢ Brown University’s TRHT Campus Center is being led by members of the Office of the Chaplains and Religious Life, which supports the center’s signature initiatives on race and religion. The center’s relationship with the Office of the Chaplains also helps support the center’s vision of being a connector of programs, community members, and resources.

➢ The University of Maryland, Baltimore County, has integrated their TRHT Campus Center into the Shriver Center, which addresses critical social challenges by bridging campus and community through engaged scholarship and applied learning. This strategic placement allows the center to leverage existing partnerships in the local community, a highly engaged student population, and a mission to address racism and other social challenges.

Find information on how each of the inaugural TRHT Campus Centers uses community partnerships, student engagement, and teams of dedicated stakeholders to build strategic and sustained relationships and achieve transformational narrative change in Appendix F.
NARRATIVE CHANGE: A CASE STUDY

Among the most urgent challenges facing colleges and universities today are growing economic, racial, and ethnic segregation and an intolerance for difference. Increasing aversion to difference in higher education and rising distrust among communities nationally have left colleges and universities with the challenge of healing from the legacies and harm of racism. TRHT provides a vehicle for change that moves beyond traditional diversity, equity, and inclusion projects to spaces of deep listening and collaboration where transformation can occur.

The TRHT Campus Centers first assessed the current realities of their campus and community, then created a vision for a future without a hierarchy of human value, and finally began taking goal-oriented steps forward in the first year. Within this process, the centers began to move from a diversity, equity, and inclusion model to one that is more aligned with the principles of TRHT, which included a shift in the language to describe their work.

This case study is a language assessment that considers the words the first ten TRHT Campus Centers have used within the five reporting documents submitted to AAC&U. A chronological language usage analysis of the applications, quarter 1 reports, action plans (quarter 2 reports), quarter 3 reports, and narrative surveys (quarter 4 reports) for the most commonly used words and sentiments reveals a TRHT-specific language across the centers. This study is based on WKKF’s evaluation recommendations on articulating a theory of change and the premise of the desired transformation of campus and community beginning with the core TRHT Campus Center teams and how they understand and articulate information.
The chart below lists the ten most commonly used words for each category of reporting documents among the first ten TRHT Campus Centers. Across all documents the most frequently used word was community; and a form of the word race (i.e., racial, racism, racist, etc.) was among the most used words in each document category. Community and race are important tenets of the TRHT effort and are priorities for the TRHT Campus Centers.

The most commonly used words in the TRHT Campus Centers applications reflect broad concerns about race-related challenges facing the colleges and universities and their corresponding local community, evidenced by terms such as institution, university, and name. The final reporting documents for year one, the narrative surveys, indicate a continued emphasis on institutional concerns but in a way that employs TRHT Campus Center–specific approaches by using words like healing and support in addition to university and plan.

Community being the most commonly used word across all the reports undergirds the emphasis TRHT Campus Centers place on leveraging local knowledge, engaging stakeholders outside of campus, and bridging national divisions between liberal education institutions and the places that surround them. One of the TRHT Campus Centers has committed to having a physical location for TRHT on campus and another in a local public library to represent the institution’s commitment to TRHT being for both the campus and the community.

Other campuses have expressed their commitment to TRHT as a community endeavor by making the following statements:

“We are learning from participants about the ways they believe the college and community could best address and improve conditions for student success and the thriving of historically underserved communities.”
—Austin Community College TRHT Campus Center

“Members from the Hamline community and our community partners play a large role in how Hamline will move forward with Hamline’s TRHT Campus Center work.”
—Hamline University TRHT Campus Center

“The TRHT project has helped to illuminate the historical knowledge that many lack as they attempt to unpack the significance of truth telling about race in our society.”
—Spelman College TRHT Campus Center

“Most important to our TRHT team is understanding the narratives that currently exist among our service-learners, and the youth and families they serve.”
—University of Maryland, Baltimore County, TRHT Campus Center

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6 The chart is based on a word frequency query of the TRHT Campus Centers’ applications, quarter 1 reports, action plans, quarter 3 reports, and narrative surveys. The query omitted all questions and prompts posed by AAC&U to focus solely on the language used by the TRHT Campus Center. The results for each word include all variations of the stem word; i.e., the entry for program also includes uses of programming and programs.
When contemplating how to prioritize community, the TRHT Campus Centers considered the following questions:

➢ How is the TRHT Campus Center defining community?
➢ Who are the stakeholders in the community the center must engage in order to work toward its vision and goals?
➢ What are effective strategies for enacting cultural change in communities the TRHT Campus Center serves?
➢ How will the TRHT Campus Center prioritize the needs of communities on campus and in the local area?
➢ What strategies can TRHT Campus Centers use to ensure that the community it is fostering is diverse and far reaching? How does the center engage reluctant community members?

The TRHT Campus Centers, while all striving to connect campus and local communities, are taking approaches to transforming their campus and community that fit the specific needs of their people, institutions, and visions of the future. Similarities exist within this variation.

Several of the TRHT Campus Centers operate in tandem or build upon institutional efforts in diversity, equity, and inclusion. To ensure that TRHT remains a campus and community endeavor around eradicating a belief in a hierarchy of human value, each TRHT Campus Center had to be intentional about the language used to describe its work and purpose. This purposeful alignment resulted in a significant decrease in the use of the words diversity, equity, and inclusion in reporting documents. There was also an increase in the use of TRHT words, specifically, heal, narrative, and engage.  

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7 The graphs are based on the number of times each word and variations of the stem word (i.e., inclusion also indicates uses of include, included, includes, and including) appeared in each reporting document from all inaugural TRHT Campus Centers.
As these graphs indicate, despite variation in institution type, vision, and goals, the TRHT Campus Centers are developing a language that will help establish a clear, bright line between TRHT and other initiatives on campus and in the community.

Ensuring alignment between how the priorities of the TRHT Campus Center are articulated and how the institution steering documents are worded can strategically embed the efforts of a center into the culture of a college or university. Consider conducting a language analysis of your TRHT Campus Center vision, goals, and action plan, and your institution’s
strategic plan, vision, or mission statement. Committing to conducting regular alignment scans can help ensure that the TRHT Campus Center remains responsive to its institution’s priorities.

After concluding a language analysis, consider the following:

➢ Is there significant overlap in key words used by the TRHT Campus Center and the institution steering documents? If not, what are the most critical points of divergence?
➢ Can the TRHT framework help address some institutional priorities? If so, how can the center collaborate with institutional leaders to conduct the work?
➢ When will the college or university next revisit its steering documents? How can the TRHT Campus Center ensure one of its representatives is included in the process?
➢ What mechanisms can the TRHT Campus Center create to ensure that it remains responsive to the evolving priorities of the host college or university?
➢ How often do the institutional steering documents appear in the media and through campus communications? How does this compare to how often the TRHT Campus Center’s vision and goals are circulated?
LEVERAGING RESOURCES

Sustainable resources are essential to ensuring the continuation and proliferation of the TRHT Campus Centers and their efforts to dismantle the belief in a hierarchy of human value. AAC&U encourages all TRHT Campus Centers to prioritize leveraging institutional and community resources to extend the reach and impact of their work. Constantly cultivating new resources to support TRHT financially, amplify the TRHT message, and increase the network of stakeholders committed to the work helps to ensure that each TRHT Campus Center can take root on campus and in the community while remaining committed to a national vision of TRHT. Seeking local support is an important avenue of engagement and relationship building across campus and within the local community.

TRHT Campus Centers are expected to have a robust strategy for leveraging resources that is integral to their action plan and coheres with the overall vision of TRHT. AAC&U encourages all TRHT Campus Centers, when planning their strategy, to consider which local entities can draw attention and support to the work being undertaken. Resource raising for TRHT Campus Centers should take a strategic coalition-building approach that accounts for both the values of the potential donor and the integrity of the center.

Each TRHT Campus Center must leverage their designation as an AAC&U TRHT Campus Center, their institution’s commitment to the center’s work, and the relationships the center is building to garner more resources on the host campus and in the local community. Resource raising has the potential to create an important self-perpetuating process of relationship building and ongoing support for TRHT Campus Centers.

Marjorie Fine, a consultant to social benefit organizations and grant makers, encourages all TRHT Campus Centers to consider the following when working to secure resources:

➢ Leveraging resources requires a positive attitude and a willingness to network.
➢ TRHT Campus Centers should strive to ease the process of giving by making a compelling case for their work, presenting a clear outline for how willing parties are able to give, and explaining how a donation will help reach the stated goals of the center.
➢ Centers should approach donor engagement as an opportunity rather than an obligation.
➢ “Join me” and “thank you” are the most important words in donor giving. Inviting collaborative support and following up helps donors feel that their efforts were well received and impactful.

Drawing on institutional and local resources is a way of ensuring the longevity of TRHT’s impact at the host institution and its local community. By allowing each TRHT Campus Center to creatively approach how to sustain their work, AAC&U is intentionally tethering the future of every center to the campus and community it serves. This long-term planning for resource sustainability also allows for each TRHT Campus Center to better serve the specific needs of its campus and community, with the goal of the center becoming a key and enduring actor in the local community.
Local resource campaigns can lead to more visibility for the TRHT Campus Centers, call attention to specific programming areas, connect people and resources, and highlight other areas of need that community partners and the centers can work together to address in the future. A grassroots approach to securing needed funds, expertise, and labor helps to inform the TRHT Campus Centers of the specific priorities and needs of the place and the people they serve to ensure their reach is as deep as it is wide. Local resource raising also furthers the intention of TRHT Campus Centers becoming conduits of community collaboration.

To date, all TRHT Campus Centers have launched campaigns that leverage the resources provided by the WKKF, Newman’s Own Foundation, and AAC&U to secure resources on campus and to advocate for external grant support. Half of the inaugural TRHT Campus Centers have used engagement from community and campus stakeholders to secure other resources that will support their endeavors.

➢ The Brown University TRHT Campus Center was able to leverage their sponsorship of various programs across the university that support student, faculty, and staff experiences into funding from several on-campus sources including the graduate school dean, the dean of the faculty, the vice president of campus life, and endowed funds.

➢ Duke University’s center has received financial support from the offices of the provost, the vice provost for faculty advancement, and the dean of Trinity College of Arts and Sciences.

➢ Hamline University’s center leveraged their proximity to the Saint Paul and Minnesota Foundations, one of the 14 TRHT places also given WKKF support, to receive local funds and the opportunity to collaborate with other local organizations that received subawards for TRHT efforts.

➢ Spelman College has utilized the interconnectedness of their Social Justice Scholars program and TRHT to secure a two-year grant from the Atlanta Commerce Club Foundation to support student social justice engagement, scholar activist work, and their TRHT Difficult Dialogues series.

➢ The chancellor’s office at Rutgers University–Newark matched the start-up funds provided by WKKF.

Reflecting on how they were able to secure additional resources, the inaugural TRHT Campus Centers suggest the following:

➢ If possible, keep the college or university grants and advancement office in the loop about your work. This will help ensure that the center will be considered for appropriate donor opportunities when they arise.

➢ Maintain strong alignment between the priorities of the college or university president and the TRHT Campus Center. This may lead to the president speaking more often about center efforts, which has the potential to increase engagement and support.

➢ Generate a ten-point frequently asked questions (FAQ) sheet that helps to clearly and succinctly introduce the TRHT Campus Center, its vision and goals, its context within the broader TRHT effort, and its value.
AAC&U is committed to providing ongoing guidance and support as the TRHT Campus Centers begin, expand, and succeed in being campus and community advocates for racial healing and transformation. TRHT Campus Centers are part of a national effort to address the vestiges of racism and to effect positive narrative change. For TRHT to take root as a framework of change, its concepts and practices must become integrated into the culture of places and their daily operations. To that end, AAC&U encourages colleges and universities to task their administrations with making TRHT an institutional priority by contributing resources that support the work and asking its community partners to join in the effort. AAC&U firmly believes that working with institutional and community partners to effectively leverage resources contributes in an essential way to cultivating strong relationships across campus and in the local community, to the wider visibility of the TRHT Campus Centers, and to ensuring the enduring commitment of stakeholders to the centers’ success.
APPENDIX A

2018 TRHT CAMPUS CENTERS ACTION PLAN TEMPLATE

This template provides a framework for developing your TRHT Campus Center action plan. Your action plan should detail the steps you will take to move toward your TRHT Campus Center’s vision, provide an explanation of how the work addresses the TRHT framework, and outline key strategies for your project activities. 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. The plan also allows TRHT Institute participants and your campus and community stakeholders to provide specific feedback and guidance.

Starting with your vision summary and drawing on your team’s expertise, as well as resources and guidance from AAC&U’s TRHT Institute, develop an action plan for the first three years of your TRHT Campus Center. We invite your team to be creative in how you represent your action plan but ask that you include all components listed.

Vision—Insert a summary of your vision statement here, outlining how your campus and community will look, feel, and be when there is no longer a belief in a racial hierarchy.

Goals—Identify the goals necessary to actualize your TRHT Campus Center’s vision:

- How will each goal help you reach the vision?
- Are the goals measurable?

TRHT Framework—Determine the TRHT framework elements relevant to each goal.

- Which pillar(s) apply—narrative change and/or racial healing and relationship building?
- Which area(s) apply—separation, law, and/or economy?

Action Steps to Achieve Goals—Describe the actions needed to achieve each goal (this may include seminars, programs, curriculum change, mentorship, community partnerships, etc.).

- Define the purpose of the action.
- What is the time frame for each action?
- Who will complete the action?
- Who is the target audience of the action?

Intended Outcomes—Detail the desired outcomes of each action.

- How are your intended outcomes advancing your TRHT Campus Center vision?
**Evaluation Strategy**—Create an evaluation plan for your efforts.

- What indicates success?
- By what milestones will you measure your progress?

**Communication**—Identify potential audience(s) for each action step.

- How will your TRHT Campus Center communicate with its various audiences?

**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.?

**Sustainability**—Determine how to ensure the future of your TRHT Campus Center.

- What additional resources are needed to actualize and sustain your vision?
- 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?

*Please note: Year 1 of your plan may be more detailed than years 2 and 3 to allow for your TRHT Campus Center to learn and grow from experiences in year 1.*
TRHT Campus Center Action Plan
Worksheet

This worksheet is designed to help your team develop a detailed action plan, one goal at a time. We suggest using the worksheet to conceptualize goals your TRHT Campus Center can achieve within its first year. The worksheet is not meant to be prescriptive and should be adapted to your specific vision and institutional context. Your final action plan should include the details formulated here and action plan projections for years 2 and 3, based on your Campus Center’s vision.

<table>
<thead>
<tr>
<th>Insert Vision Statement Here</th>
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<tbody>
<tr>
<td>TRHT Framework</td>
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<tr>
<td>Goal</td>
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<tr>
<td>Action Steps to Achieve Goal</td>
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</tbody>
</table>
APPENDIX B

Racial Healing Circles—Examples of Introductions, Reintroductory Exercises, and Sample Prompts/Reflection Questions

Sample Introduction Exercises

▪ Share your name, birth order, and place of mother’s birth.
▪ Share your name, pronoun, and superpower.
▪ Share your name, superpower, and favorite dessert.
▪ Share your name, place of birth, and animal spirit.

Sample Reintroductory Exercises

▪ Share the name of a person who shaped you into the person you are today and/or the person you are becoming.
▪ When people see your face and hear your name, how do they see you? How does this affirm or differ from how you see yourself?
▪ Share your memory of when you first realized that your race/ethnicity/gender mattered.
▪ Share an experience when you felt affirmed in your culture.
▪ Share what is special or unique about your name and whether your name represents your family/community history or traditions.
▪ Share an experience or a time when you laughed hard or smiled wide.

Sample Prompts/Reflection Questions

▪ Share a story about a time in your life when you wanted or needed to feel seen, heard, or understood—and you were. What did this allow you to do and/or be?
▪ Share a story about a moment when you felt affirmed in your culture. What impact did this have on you personally and/or professionally?
▪ Think back to a specific time, either professionally or personally, when you felt more alive, closely connected to your heart or your values. What was powerful about the experience? What was the outcome or impact of this experience for you personally?
▪ Share a personal story about a time when you overcame, challenged, changed, and/or stood up to what you felt was a false narrative about yourself or your identity group. How did that moment make you feel, change your life, and/or affect the lives of others?
▪ Share a personal story about a healing experience in your life. What was powerful about it, and what did this enable you to do or to be?
## APPENDIX C

<table>
<thead>
<tr>
<th>Institution</th>
<th>Racial Healing Circles</th>
<th>Related Programming</th>
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</table>
| Austin Community College (ACC)                  | To date, ACC’s TRHT Campus Center has facilitated eighteen healing circles inside and outside of the college, and the team has begun orienting and training facilitators in preparation for the 2019 National Day of Racial Healing.                                                                                       | • ACC is recording **Race, Racism & Racial Understanding StoryCorps**, a series of stories from community members to aid in developing racial healing circle objectives and help promote cross-racial understandings of current and past lived experiences of Africans, African Americans, Asian Americans, Latinx, Middle Eastern Americans, and immigrants.  
• ACC’s TRHT Campus Center is offering a **Community Leadership Institute**, a multiyear racial equity training among grassroots stakeholders and senior leaders of partner organizations to educate gatekeepers and decision makers of all races to inform better policies and practices in all sectors.  
• The ACC center team is facilitating an **asset mapping process** to identify all of the youth and parent support groups that help individuals and families navigate and recover from race-based trauma inflicted by multiple systems. Subcommittee members will interview and work with members of the identified groups to determine how TRHT can support, supplement, and/or leverage resources to support the existing work. |
| Brown University                                | Brown University is offering sessions for campus stakeholders to learn racial healing circle pedagogy; these sessions double as opportunities for new racial healing circle facilitators to consider other potential participants to invite from communities across campus to participate in healing circles.                                                                            | • **SoulFood** is a biweekly, open discussion group meeting to discuss personal experiences around issues related to race, gender, and social action for African American male students at Brown.  
• **Islam and Women of Color** is a weekly facilitated conversation that affords participants a respectful setting to share narratives and experiences to enable participants to address challenging situations.  
• **Engaging Diversity at Brown and Beyond Restorative Justice Program** is an annual program that introduces strategies for sharing truths about difference to the arriving class of undergraduates as they work to create a restorative justice project to relieve community tensions.  
• **Building Relationships: Islam and Judaism (BRIJ)** is focused on issues of racial justice and the racialization of Islam and Judaism in the United States by tracing the history of Muslims and Jews in America.                                                   |
| Duke University | • The Duke TRHT Campus Center is hosting an **Annual TRHT Summit**, where campus and community stakeholders meet to assess progress, provide input, and give feedback on proposed programs, activities, and processes for the center.  
• With the support of campus and community partners, the center is creating **guidelines for Duke University racial healing circles**, which will include a series of circle prompts, group norms, and standard practices.  
• The center is generating a **transmedia tool kit** of public education materials derived from racial healing circle outcomes that focuses on accessible messages and key concepts on race and racism in Durham. |
| --- | --- |
| Duke is offering Duke-Durham forums, which honor the practices of indigenous communities. The center is also facilitating racial healing circles for selected partners in the Duke-Durham community. In collaboration with North Carolina Central University (NCCU) the center is cosponsoring a series of racial healing circles for students on both campuses, which will culminate in a cross-campus discussion among Duke and NCCU students. The Lincoln Community Health Center is helping the center offer a series of racial healing circles for staff and patients. Student U, a college access organization for students in Durham, is helping the center facilitate a series of racial healing circles as part of their summer enrichment program. The center has also been working with the Fortin Foundation DukeEngage Academy to cofacilitate healing sessions. | • In collaboration with the Saint Paul YWCA, the center is offering **racial healing circle facilitator preparation** and creating a **healing circle facilitator manual**.  
• The center’s **Narrative Change Minigrants** initiative provides opportunities for students, staff, faculty, and community members to compete for modest funds to conduct projects that aspire to positively change the current racial narrative or challenge the dominant narratives about race, particularly in the local community and the Hamline-Midway neighborhood. This initiative will also host an annual institute for minigrant awardees to present their work.  
• The **Hamline TRHT Summer Institute** is a two-day professional development opportunity to help design courses or programs that implement the TRHT framework and engage with the Hamline-Midway neighborhood and/or other TRHT community partners. |
| Hamline University | • In year one, the Hamline TRHT Campus Center offered racial healing circles in partnership with Saint Paul YWCA racial healing circle facilitators. One of the circles was held immediately following a commemoration ceremony, facilitated by community partners from the YWCA.* The event culminated with a postcircle lunch for Hamline and local community members, where participants could reflect on both the ceremony and the racial healing circle.  
Hamline’s TRHT Campus Center has been working with the YWCA to host a daylong preparation process for racial healing circle facilitators for Hamline University stakeholders and members of the local community. The center is also preparing to host racial | --- |
| --- | --- |
healing circles on campus during Hamline’s upcoming TRHT Minigrant Institute.

*Hamline University is in Saint Paul, Minnesota, one of fourteen designated TRHT places. The Hamline TRHT Campus Center is leveraging this connection by partnering with other local organizations being funded to conduct TRHT work.

| Millsaps College | The Millsaps College TRHT Campus Center is using the TRHT framework and racial healing circles to articulate a new campus narrative on issues of race, learn a shared language on racial healing and transformation, share and learn truth narratives on race and racism, and create a commitment to continue racial healing at the individual and community level.

Working with the William Winter Institute for Racial Reconciliation, Millsaps is using racial healing circles to create a Racial Reconciliation–TRHT cohort of approximately twenty-four faculty, staff, and students that is diverse and multigenerational.

| Rutgers University–Newark (RU-N) | RU-N TRHT is offering racial healing circles to first-year and transfer students to support communication across RU-N’s diverse thematic learning communities. The center is also offering racial healing circles for NJ STEP Mountainview Project (MVP) students, who are previously incarcerated students pursuing postsecondary education.

| | The center is also conducting a series of **Truth & Healing events** focused on expanding the conversation on individual internalized and interpersonal experiences that will span issues facing stakeholders in the Saint Paul, Minnesota community and the experiences of those who work or study at Hamline University.

| | The **TRHT Welcome Table** is one of Millsaps’s signature TRHT events modeled on racial healing circles; it provides a space for deep listening, practicing empathy, and developing relationships of honesty, mutual respect, and trust. The center will offer more TRHT Welcome Tables to continue engaging the community in the future.

| | Millsaps’s center will facilitate **Nussbaum Roundtable Discussions** at the annual Nussbaum social justice event.

| | The center is compiling a **faculty list**, which will be a comprehensive database containing contact information for faculty who are experts on issues of race, racism, history, policy, poverty, segregation, etc. for identifying how Millsaps can be a resource to the larger community.

| | Millsaps’s TRHT Campus Center racial healing circle **facilitator preparation** program is training a cadre of individuals who can effectively facilitate racial dialogue and racial healing circles for expanding and sustaining ongoing narratives of truth and healing.

| | The center is convening an annual **Campus and Community Miniconference** to address issues of race in relation to special interests, including segregation, economics, and policy.

| | RU-N is hosting a series of **Racial Justice and Belonging Dialogues** that includes “After Charlottesville,” a campus dialogue about public memorials honoring racial violence and exclusion; and “A Conversation on Mass Incarceration and Over-Policing,” a campus dialogue among community organizers, artists, faith leaders, entrepreneurs, designers, and lawyers on how communities affected by violence conceive of public safety and how our local policies and budgets can reflect community-driven solutions that look beyond policing and incarceration.
<table>
<thead>
<tr>
<th>Spelman College</th>
<th>The Spelman College TRHT Campus Center devoted its first year to establishing programs related to creating opportunities for engagement with scholars and the community in an effort to address dominant discourses undergirding established hierarchies of human value. The Spelman College Social Justice Program sponsored TRHT activities in collaboration with community partners, the YWCA of Greater Atlanta, and the Commerce Club Foundation. A primary goal was to engage students across the Atlanta metropolitan area to build a powerful base of active stakeholders working to create shared visions supporting truth telling and healing. Carol Anderson, Charles Howard Candler professor of African American Studies at Emory University, led a community discussion/forum on the need to engage historical narratives that produce difficult dialogues about the power of racism and racist thought. These activities were necessary as we now discuss how we shall move forward</th>
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<tr>
<td>• The center is hosting an annual social media campaign, interactive posterboard sessions on “My racial healing looks like…,” and A Night of Speaking Truth through Poetry, Prose, and Music to celebrate the National Day of Racial Healing.</td>
<td>• Brave Spaces are opportunities to interrogate the purported objectivity of racial hierarchies for students, faculty, and staff.</td>
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<td>• In collaboration with the RU-N P3 Collaboratory for Pedagogy, Professional Development, and Publicly Engaged Scholarship, we have established a Difficult Dialogues Learning Community for faculty and graduate student instructors to use dialogue to bridge difference in the classroom for maximum pedagogical impact.</td>
<td>• Difficult Dialogues are intergenerational conversations about the impact of systemic and structural racism across and within race, class, and gender groups.</td>
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<td>• 1844—No More is an initiative to highlight how New Jersey’s voting ban on people in prison, on probation, and on parole, has a disparate impact on persons of color, a result of linking the right to vote with a criminal justice system imbued with racial discrimination. We are also working to restore voting rights for individuals on parole, probation, or with felony convictions.</td>
<td>• Intercollegiate Difficult Dialogues are gatherings of students, community members, and TRHT stakeholders from various Atlanta area colleges and universities.</td>
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toward racial healing. The center will devote the 2018–19 academic year to conducting racial healing circles.

| The Citadel | The Citadel TRHT Campus Center is hosting campus and community racial healing circles to foster cross-racial and interfaith dialogue between community members and between citizens of Greater Charleston and The Citadel’s stakeholders. Specifically, the center initially facilitated a CitListen session for representatives from the local media and select campus stakeholders. The goal of inviting them to participate in a racial healing circle was to ensure that their press coverage was accurate and informed by their direct experience. Subsequently, CitListen sessions have been facilitated with The Citadel’s Diversity Equity and Inclusion Council and a local group of Christians from racially diverse churches. Currently, more internal and interfaith sessions are being facilitated. |
| University of Hawai‘i at Mānoa (UHM) | The UHM Campus Center created and piloted a twelve-week curriculum incorporating healing circles throughout the program. They are also adding healing circles to several upcoming events to bring people together around various topics in which culture, identity, and history shape the perceptions people have of one another and their ability to work together for a greater common cause. |
| University of Maryland, Baltimore County (UMBC) | UMBC’s TRHT Campus Center is working with its community partner, WombWork Productions, to engage service-learning and community engagement (SLCE) students and staff in racial healing circles. |
| | The Citadel TRHT Campus Center is conducting **campus focus group interviews** with faculty, staff, students, and alumni relative to their perceptions and experiences of the history of racism at The Citadel and within the Charleston community. For example, the center collected Cadet community perceptions before and after The Citadel’s participation in Charleston’s 2018 MLK Day Parade. |
| | The center is conducting similar **community focus group interviews** with diverse groups of Charlestonians to understand their perceptions and experiences of the history of racism at The Citadel and within the Charleston community. |
| | As a culmination of the campus and community focus group interviews, the center will host **events to share their findings** and engage in a two-way structured dialogue with campus and local community members, including presenting a perception map using data from the campus and community interviews. |
| | The center piloted a **twelve-week curriculum** that will be launched with three upcoming cohorts over the next year, including a student, a staff/faculty, and an administrative cohort. |
| | The center is holding its **official TRHT Campus Center launch** to formally invite the campus into this conversation and to engage in the vision that has been set forth. |
| | UMBC’s TRHT Campus Center is offering **racial healing circle facilitation preparation** for student organization leaders to empower them to cofacilitate campus and community racial healing circles. |
| • The center is hosting **weekly college nights** that use art, activism, and community partners to create shared experiences and healing circles to foster deep engagement. |
### APPENDIX D

This template provides a framework for developing your TRHT Campus Center evaluation plan. Your evaluation plan should detail how you will measure the outcomes of your center’s actions, provide data on the effectiveness of your work, and outline key strategies for future goals, action steps, and outcomes. We invite your team to be creative in how you represent your plan, but ask that you include responses to all questions listed.

#### Formative Evaluation Method Template

Formative evaluation asks the question: Was the program implemented as planned?

<table>
<thead>
<tr>
<th>What is the primary purpose of the program?</th>
<th>How is this purpose realized?</th>
<th>What is the relevant outcome?</th>
<th>How are we measuring it?</th>
<th>When are we measuring it?</th>
<th>Who will be measuring it?</th>
<th>How and with whom will we share the results?</th>
<th>What TRHT pillars and areas will be assessed?</th>
<th>How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Train skillful facilitators</td>
<td>The number of students and faculty completing facilitator training, as measured by number receiving completion certificates</td>
<td>10 students and staff</td>
<td>Recorded observation at training completion ceremony or trainer verbal report</td>
<td>At each training completion ceremony, and at trainer interviews after each cohort</td>
<td>Student evaluator</td>
<td>Infographic on website with results, and in comprehensive report shared with partners</td>
<td>Narrative Change—by equipping students and faculty with communication tools</td>
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Summative Evaluation Method Template

Summative evaluation asks the question: Were intended outcomes achieved?

In the case of the TRHT program, summative evaluation asks: Did racial healing and relationship building occur, and if so, to what extent? Did the prevalent narratives that concern race and justice change, and if so, how and to what extent? What is the priority on your campus along each of these pillars? Rigorous reflection along these items will be key to completing your evaluation plan.

<table>
<thead>
<tr>
<th>What is the intended outcome?</th>
<th>What is the operational definition?</th>
<th>How will we measure it?</th>
<th>When will it be measured?</th>
<th>Who will measure it?</th>
<th>What will you compare it to?</th>
<th>How will you analyze the results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Relationship building outcomes, such as increased empathy, increased trust, and improved attitudes toward/from law enforcement</td>
<td>The number of individuals of other racial/ethnicity groups with whom the research participant has shared a meal or spent leisure time in the past week</td>
<td>Survey students via an online platform (e.g., Survey Monkey) and survey program participants before discussion groups</td>
<td>Prior to the first truth and healing discussion, and again three months later</td>
<td>Evaluator via Survey Monkey to all students, and discussion facilitators at group discussion (program participants only)</td>
<td>Program participants to themselves (before and after), and to nonparticipants</td>
<td>Within- and between-subjects statistical tests, and comparisons by race/ethnicity</td>
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APPENDIX E

TRUTH, RACIAL HEALING & TRANSFORMATION CAMPUS CENTERS

ACTIVITY SURVEY

Institution:
Date submitted:
Preparer(s):

Title of activity:
Date of activity:

How many people participated in the activity?
Upload participant list (optional).

Provide a brief description of the activity, including the intended audience, purpose, and goals.

Which pillar(s) of the TRHT framework did this activity use? (Please select one or both.)
narrative change racial healing and relationship building

If you selected narrative change, in what way(s)?
entertainment industry
journalism and news media
digital media
publishing
school curricula
cultural institutions
monuments, parks
other: ________________________________
If you selected racial healing and relationship building, in what way(s)?

open minds
empathy and trust
celebrate cultures/ethnicities
shared humanity
diverse groups
other: _______________________________________

What area(s) did this activity address?

separation
law
economy

How were the areas addressed?

What were the outcomes of the activity, and how were they achieved? Please provide evidence of achievement of activity outcomes/goals.

What resources did the activity require? How did you promote the activity?

What were the challenges of the activity?

What would you do differently next time?

Please upload any resources used for the activity or documentation captured of the activity.
Institution:

Date submitted:

Preparer(s):

Please provide a summary of activities (e.g., team activities, programs, meetings) since the TRHT kickoff meeting in September 2017.

How do/will you engage with your community partners? Is your TRHT Campus Center planning to have a digital presence (e.g., social media channels, website, blogsite)?

How are you planning and/or currently documenting the story of transformation at your institution?

Based on your stated vision goals and the TRHT framework, describe any challenges or barriers you are facing in launching your TRHT Campus Center.

Does your team have any concerns or questions for AAC&U project leaders (e.g., concerns or questions raised by the core team or campus stakeholders, questions about project activities, deliverables, evaluation measurements, etc.)?

Additional comments—please share (either here or as an attachment) any media inquiries, revelations, quotes, meeting minutes, or agendas that will provide more insight into how the team is operationalizing its TRHT vision and goals.
TRUTH, RACIAL HEALING & TRANSFORMATION CAMPUS CENTERS

QUARTER 3 REPORT

Institution:

Date submitted:

Preparer(s):

How is your TRHT Campus Center using racial healing circles in relation to its other initiatives and programs?

How is your TRHT Campus Center capturing and understanding the current narrative on campus and in the community? How will you use the current narrative to reach your TRHT Campus Center goals?

How do your partnerships with stakeholders on campus and in the community fit into your vision and goals?

Provide details about your TRHT Campus Center team composition. Considering your campus, community, outlined vision, goals, and action steps; what roles do your core team members play and why? How did you assemble your team? Does your current team cover all of the functions within your action plan? If not, who/what do you need and how will you acquire them/it?

Does your team have any concerns or questions for AAC&U project leaders (e.g., concerns or questions raised by the core team or campus stakeholders, questions about project activities, deliverables, evaluation measurements, etc.)?

Additional comments—please share (either here or as an attachment) any media inquiries, revelations, quotes, meeting minutes, or agendas that will provide more insight into how the team is operationalizing its TRHT vision and goals.
TRUTH, RACIAL HEALING & TRANSFORMATION CAMPUS CENTERS
ANNUAL NARRATIVE REPORT SURVEY QUESTIONS

Institution:
Date submitted:
Preparer(s):

Part I: Narrative Report

Description of Project Goals
In the context of community partnerships, college campuses offer unique venues for examining and confronting racism, while healing the wounds of racism’s legacies through transforming our society from one based on a racial hierarchy to one in which every person living in our nation can take full advantage of democracy’s promise.

Each TRHT Campus Center, working with local community partners, will envision what their community will look, feel, and be like when the belief in a racial hierarchy has been jettisoned; identify and examine current realities of race relations in their community and the local history that has led to these realities; pinpoint key leverage points for change, key stakeholders, and others who must be engaged; and develop and implement a visionary plan to

- create a positive narrative about race in the community,
- promote racial healing activities on campus and in the community, and
- erase structural barriers to equal treatment and opportunity within the economic, legal, educational, and residential components of the community.

Through the development of transformative action plans that will include quantitative measures based on the objectives outlined above, TRHT Campus Center teams will identify evidence-based strategies that support the vision of the TRHT effort and will prepare the next generation of strategic leaders and critical thinkers focused on dismantling the belief in the hierarchy of human value. Each TRHT Campus Center team will work with an evaluation consultant to design a framework for measuring progress.

A resource and implementation guidebook based on the research and recommendations of the TRHT effort will be created for the first ten TRHT Campus Centers and future TRHT Campus Centers. This guidebook will be available to AAC&U’s network of over 63,500 higher education leaders.

Questions

- What is your TRHT Campus Center’s vision statement?
- Provide a brief summary of the goals of your TRHT Campus Center.
- Please list the activities undertaken this year, including the outcomes and lessons learned for each activity.
• If some intended activities were not undertaken, please note them and explain why they were not pursued.
• How has your TRHT Campus Center begun to identify and examine the current baseline narrative of race in your community and the local history that has led to these realities?
• How has your TRHT Campus Center begun to identify and engage with key stakeholders on your campus and in your community to further the goals you set and the larger TRHT effort?
• How has your TRHT Campus Center conducted racial healing activities on campus and in your community?
• How have activities undertaken by your TRHT Campus Center promoted narrative change in your community?
• How is your TRHT Campus Center working to dismantle structural barriers that prohibit equal treatment and opportunity within the economic, legal, education, and residential components of your community?
• If you have modified your intended outcomes, indicate the changes. Please describe any unanticipated outcomes. Does your experience to date suggest that original expectations for achieving these outcomes were unrealistic? If yes, please explain why. How are you dealing with unrealistic expectations?
• Describe factors or circumstances (positive and/or negative) within your environment affecting progress toward achieving goals either generally or as they relate to specific activities. What challenges and opportunities have developed, and how are they being approached?
• If your project is collaborating with other organizations or institutions, describe how these relationships are helping or hindering your progress toward addressing needs.
• Please share any other observations not noted above.
• List the project and evaluation activities you intend to pursue during the next reporting period for each intended goal/outcome and note whether and how they involve modifications. (This is the list you will report on next year.)
• What will be done this coming year to increase the likelihood that the project will be self-sustaining by the end of the three-year grant period?
• What plans do you have, if any, at this time for disseminating information about your TRHT Campus Center next year? This may include media coverage of your center, articles or essays, and internal documents like resource guides and syllabi. Please upload past media coverage documents, resource guides, and syllabi to the TRHT communities project site.
• If applicable, what information or evaluation findings from your TRHT Campus Center have been made available to the field and how?
• What indications are there that this project can (or cannot) be adopted elsewhere?
Part II: Evaluation Update

In this section there are three main questions inviting feedback on summative, formative, and support components of evaluation. The different parts of each question are indicative of elements we would like more information about in your response. You may indicate “not relevant” if a particular question component does not apply to your TRHT Campus Center project. If you have already answered a question, note where (document name) and when (date submitted).

Question 1. Reflecting on your TRHT Campus Center, how are you using the evaluation process to inform/shape a positive narrative and racial healing activities?

- Accountability—Are we achieving what we set out to achieve? How do we know?
- Quality improvement—What are we learning to do better?
- Empowerment—Are we uplifting the marginalized voices? How is it relevant to the community?
- Celebration—Are we appreciating the relevant milestones toward our intended goals/outcomes?

Question 2. For each intended program goal/outcome, please answer the following questions:

- What is the key strategy/activity for the stated intended goal/outcome?
- How are you measuring the intended goal/outcome?
- What is the tool you are using to measure the goal/outcome? Please share a copy/sample.
- Has the tool or goal been modified since the original proposal?
- What data have you already collected for this goal? If no data have been collected, what is the plan?

Question 3. Reflecting on your TRHT Campus Center’s evaluation support,

- What questions do you have about the evaluation process and expectations?
- What support do you need to implement a successful evaluation?
## APPENDIX F

<table>
<thead>
<tr>
<th>Institution</th>
<th>Community Partnerships and Student Engagement</th>
<th>TRHT Campus Center Team Configurations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Austin Community College (ACC)</td>
<td>The ACC TRHT Campus Center has been using campus and community partnerships to develop plans for the Culturally Responsive Teaching Institute, the Family Advocacy Collaborative, and the Community Leadership Institute to help achieve the goals of eliminating disparities in educational attainment and reversing the adverse impact of the criminal justice system on Travis County’s African American citizens. The center also hosted a regional equity summit that included a TRHT session with Mike Wenger—consultant on race relations for the WKKF and senior fellow with AAC&amp;U. The center is striving to include racial healing circles in the curricula and overall learning experiences of all campus and community collaborations to support cross-racial understanding of the lived experiences of the participants.</td>
<td>The ACC TRHT Campus Center began assembling its team by sending out invitations to students, faculty, staff, and community members who have participated in college and community equity and inclusion initiatives and events over the past four to five years. The steering committee members were encouraged to recruit students, families, and community members from adversely affected racial groups to inform planning, implementation, and evaluation of the TRHT work. From there, core team members were identified to lead subcommittees, help collect data, and implement the strategies and overall plans of the center.</td>
</tr>
<tr>
<td>Brown University</td>
<td>Brown University’s TRHT Campus Center operates from a wide network of stakeholders on campus, engaged in supporting the various minority populations present at Brown. The center functions as a connector between campus organizations and the resources necessary for their success.</td>
<td>Brown’s TRHT Campus Center team is drawn from a broad set of campus divisions that include influential stakeholders like deans and directors from both the College and the graduate school. The center team has the capacity to successfully invite students into the conversation, the ability to maintain outreach and engagement, and the facility to communicate about the goals of TRHT.</td>
</tr>
<tr>
<td>Duke University</td>
<td>Duke’s TRHT Campus Center is focusing on historic divisions between Duke University and the local Durham community by convening racial healing circles based on partnerships with North Carolina Central University, the Lincoln Community Health Center, Student U, and the</td>
<td>The Duke TRHT Campus Center team is composed of faculty, thought leaders among undergraduate and graduate students, community partners, and a council of university administrators. The core team is an assemblage of multidisciplinary members across Duke University and community partners representing</td>
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<tr>
<td>Institution</td>
<td>Partnership and Collaboration</td>
<td>TRHT Campus Center Development</td>
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<td>Fortin Foundation DukeEngage Academy</td>
<td>The TRHT Campus Center has also partnered with the North Raleigh Community Church, the North Carolina Public Schools, and the North Carolina Museum of Natural Sciences on TRHT programs. And in partnership with the Trinity College of Arts and Sciences, one of the TRHT team leaders is offering an undergraduate course, Race, Science, and Power, aligned with the principles of TRHT.</td>
<td>organizations engaged in relevant work who guide the planning and development of the TRHT Campus Center. The leadership council serves to empower and advise the core team; each council member is a Duke leader with the interest, expertise, and sphere of influence needed to facilitate and champion TRHT strategies across campus and in Durham.</td>
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<td>Hamline University</td>
<td>The Hamline TRHT Campus Center has called on the support of several local community partners to propel its work, including the YWCA of Minneapolis, Minnesota Campus Compact, Little Earth United Tribes, the Hmong American Partnership, the Aurora/St. Anthony Neighborhood Development Corporation, the City of Saint Paul, and the Saint Paul and Minnesota Community Foundations. Hamline also hosted facilitators from Macalester College as part of a racial healing circle program in April 2018. Hamline’s center partnered with the YWCA to put on a daylong training in racial healing circle facilitation for Hamline stakeholders and members of the local community. The center has also created ways to target student and youth engagement through a minigrant competition that funds creative collaborative projects that address TRHT-related issues on campus and in the community. The Hamline TRHT Campus Center is also partnering with Minnesota Public Radio, Pillsbury United Communities, the Minnesota Humanities Center, 360 Journalism, and local radio station KMOJ to host and help design a two-day conference focused on racial narrative change in the news media.</td>
<td>The Hamline University TRHT Campus Center has assembled a campus team that steers the direction of the center and collaborates with invested partners on campus and in the local community. In addition to a strong core campus team, the center is in the process of acquiring dedicated staff space to be shared with the Hamline Center for Justice and Law and adjacent to the Center for Excellence in Urban Teaching. This strategic physical placement will allow the center to help create a hub to serve as a space of practice for dialogue in a consistent, welcoming, and connected environment. The center has also benefited from the proximity of the Saint Paul and Minnesota Community Foundations, one of the 14 TRHT place grantees, by entering a network of subawardees focused on TRHT aligned work in the Twin Cities.</td>
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<td>Millsaps College</td>
<td>The Millsaps College TRHT Campus Center has designated the William Winter Institute for Racial Reconciliation at the University of Mississippi an official center partner. This collaboration allows the center to benefit from the expertise of the William Winter Institute in developing plans and facilitating an annual retreat for cohorts of students, faculty, and staff selected by the Millsaps TRHT Campus Center. The pilot TRHT Campus Center cohort participated in an overnight experience called The Welcome Table that served to empower those who have felt marginalized to speak more openly and honestly. The purpose of the retreat was to build relationships in the first year of the center, setting the stage for deeper TRHT work on campus and throughout the community over the coming academic years. The William Winter Institute staff facilitated the event, which included journals and reflection on “the story of self” and led to “the story of us.” Participants left with new viewpoints and higher levels of understanding, along with a commitment to continue the work of TRHT on campus. The group will reconvene in 2018–19 and add a second cohort. The center has also been working with the Associated Colleges of the South (ACS) in providing guidance on how to utilize data captured in the 2017 faculty and student climate surveys. The center has partnered with Tougaloo College on a combined annual Martin Luther King Jr. celebration and is collaborating with campus partners on the annual Rabbi Perry Nussbaum lecture series.</td>
<td>The Millsaps College TRHT Campus Center assembled a core-leadership team that is a racially diverse mix of professionals who have spent much of their adult lives learning about racial truths and developing skills necessary to lead an antiracist life. They have been leaders in their communities for racial change. Each has training and experience in curriculum development, teaching, and group facilitation as well as proven track records in successful program, staff, and volunteer management and leadership.</td>
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<td>Rutgers University–Newark (RU-N)</td>
<td>An integral aspect of the RU-N TRHT Campus Center vision is leveraging established resources with stakeholders on campus and in the community. The</td>
<td>There were originally nine members who were responsible for designing and submitting the RUN TRHT Campus Center proposal. After creating an action plan, the center team decided</td>
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The center’s external community partners include the City of Newark; the Office of Newark Mayor Ras Baraka; the Barat Foundation; Leadership Newark; New Jersey Institute for Social Justice; the New Jersey Preforming Arts Center; and the Office of the Superintendent of Newark Public Schools. The center also has a host of on-campus partnerships—with the Abbott Leaders Institute; the Clement A. Price Institute on Culture Ethnicity, and the Modern Experience; the Commission on Diversity and Transformation; the Honors Living-Learning Community; the LGBTQ and Diversity Resource Center; the Newark City of Learning Collaborative; the Office of the Chancellor; the Office of University-Community Partnerships; the P3 Collaboratory for Pedagogy, Professional Development, and Publicly Engaged Scholarship; and the School of Public Affairs and Administration.

In conjunction with expanding the team, the center has also been working with the Newark Public Libraries to launch twin TRHT centers—one on campus and one at a local public library—to physically represent TRHT as a campus and community endeavor.

| Spelman College | The Spelman College TRHT Campus Center hosted four intercollegiate dialogues on citizenship that focused on how ideas about a hierarchy of human value based on race has formed the basis for granting, denying, and limiting one’s rights as a citizen. These dialogues have been the primary method of coalition building for the center, as the conversations bring students from across several other colleges and universities in the Atlanta metropolitan area together on issues of race and other difference. Participating institutions include Agnes Scott College, Emory University, Morehouse School of Medicine, and Oglethorpe University. This work is supplemented by growing partnerships with the YWCA of Greater Atlanta and the Atlanta Commerce Club Foundation. | Currently, Spelman College’s TRHT Campus Center is mainly composed of well-connected staff and administrators, who support the work of undergraduate students. The center is designed to be collaborative with the student-led social justice program Difficult Dialogues initiative and responsive to the needs of the local Atlanta community. In the spring of 2018, Spelman College was awarded a two-year grant from the Atlanta Commerce Club Foundation, which will support the hiring of a part-time program coordinator for the TRHT Campus Center. |
| The Citadel | The Citadel TRHT Campus Center is focused on engaging stakeholders to understand, document, and address their reactions to the history of racism on campus and in the Charleston community. The center is conducting intergenerational focus group interviews with faculty, staff, students, and alumni to generate a perception map based on experiences with race and racism in the city of Charleston and on campus. Building from the interviews and perception map, the center is working with the forthcoming International African American Museum in Charleston to ensure that Charlestonians and their stories are represented. The center has also strategically identified five community groups as anchor partners, including the Urban League, the YWCA, the Office of the Mayor, the Charleston County School District, and the Charleston Police Department. |
| University of Hawai‘i at Mānoa (UHM) | One of the main year-one goals of the UHM TRHT Campus Center was to convene a group of scholars and practitioners to create a narrative-changing curriculum for the UHM community. The center held its pilot curriculum-change cohort from December 2017 through March 2018, intentionally addressing the university, its relationship to the land, and the responsibility of aloha ‘āina. The pilot resulted in many participants realizing that they had varied understandings and viewpoints about the work, making the pilot process more difficult than first imagined. Nevertheless, it was a good exercise that helped demonstrate how people with different points of view can work together on a shared goal. More generally, the UHM TRHT Campus Center is constantly checking on common ground that folks across the campus can engage. The center is also doing the same with external stakeholders. | The Citadel TRHT Campus Center configuration includes a small leadership team of institutional faculty and staff with auxiliary representatives from all community partners, including the Urban League, the YWCA, the Office of the Mayor, the Charleston County School District, and the Charleston Police Department. The UHM TRHT Campus Center team is comprised of faculty from a variety of disciplines, administrators who focus on student services, faculty development, academic affairs, and environmental sustainability, and graduate students who have a passion for social justice. The center team is intentionally comprised of locals and new comers to Hawai‘i, Hawaiians and non-Hawaiians, white and non-white, male and female. |
| University of Maryland, Baltimore County (UMBC) | The TRHT Campus Center at UMBC strives to be student focused and collaboratively led. By empowering students, the center helps facilitate relationship building among students at UMBC and between campus members and youth in Baltimore City. The center has been working with student leaders from across campus and the Shriver Center programs including leaders from Black Lives Matter, Student Life, Hillel, the Peacemaker Program, the Black Student Union, the Choice Program, and the Shriver Living Learning Community. These student-centered coalitions extend to service learning, as TRHT was selected as a UMBC summer site for undergraduate interdisciplinary research. In teams, selected students integrated narrative-based research and professional skills to create effective accounts of UMBC’s campus, communities, and lives. The UMBC TRHT Campus Center has also made strategic partnerships with Baltimore City community organizations like WombWork Productions, Baltimore City high schools, Refugee Youth Project, the US Dream Academy, and Higher Achievement. | The UMBC TRHT Campus Center advisory team consists of UMBC faculty and staff, as well as Shriver Center faculty and staff, who are committed to providing the grant framework and logistical support. The center also works collaboratively with community organizations such as WombWork Productions, Wide Angle Youth Media, and Loyola University. |
GLOSSARY OF TERMS

Aloha ‘āina
To love and respect the land.  

Community
Community is the focal point of the TRHT effort. Under a national umbrella, TRHT will unfold through local efforts focused on sustained transformation that lifts communities from the clutches of racial hierarchy to a place where everyone’s humanity is respected regardless of race, ethnicity, or country of origin. TRHT envisions an egalitarian, connected society in which social institutions, neighborhoods, civic lives, politics, and recreational spaces reflect the diversity of a region and where people have real choices about where they live, work, and attend school.

Culture
A social system of meaning and custom that is developed by a group of people to assure its adaption and survival. These groups are distinguished by a set of unspoken rules that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

Diversity
The wide range of national, ethnic, racial and other backgrounds of US residents and immigrants as social groupings, coexisting in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class, and more.

Empowerment
When target group members refuse to accept the dominant ideology and their subordinate status and take actions to redistribute social power more equitably.

Engagement
The involvement of a broad cross-section of the community is essential to obtain the engagement and support of a critical mass of the public and to effect meaningful and enduring change. This means engaging all the key institutions—including school, colleges and universities, business and labor, the media, faith communities, government, and law enforcement.

Equality vs. Equity
Equality refers to sameness, where everyone receives absolutely equal treatment and resources. This, however, does not take into account the needs or the history of each individual, and therefore equal treatment does not always result in equal experience. Sameness can often be used to maintain the dominant status quo. Instead, equity refers to fairness, where everyone gets what they need based on their individual circumstances and history.


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Hierarchy of Human Value
A social construct that values one individual over another based on race, physical characteristics, or place of origin.

Narrative Change
Our history has largely been built by the dominant groups in our society, and in our communities, in order to preserve their particular interests. Negative or embarrassing events, particularly involving the oppression of non-dominant groups, have too often been suppressed or conveniently forgotten in the retelling of history. Thus, a common prerequisite to an effective and enduring effort to achieve racial equity and healing is full and accurate knowledge of the role racism has played in the evolution of communities. Residents must be aware (or become aware) of this history in order to confront it and understand its relevance to contemporary community issues. Throughout the country, TRHT-driven changes will become central to America coming to terms with its untold history.

Race
A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), ancestral heritage, cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. Racial categories subsume ethnic groups.

Racial Healing
The second part of the process of achieving racial equity is racial healing. To heal is to restore to wholeness, to repair damage, and to set right. Healing a societal racial divide requires recognition of the need to acknowledge the wrongs of the past, while addressing the consequences of those wrongs.

Racism
Racism is a complex system of beliefs and behaviors, grounded in a presumed superiority of the white race. These beliefs and behaviors are conscious and unconscious, personal and institutional, and result in the oppression of people of color while and benefiting the dominant group, whites. A simpler definition is racial prejudice + power = racism.

Transformation
The transformation envisioned by the TRHT effort is a world in which the false ideology of human value has been jettisoned, creating an environment where that belief and its consequences no longer shape our individual and collective experiences.
TRHT CAMPUS CENTER TEAMS

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Janet Cooper Nelson, Chaplain of the University and Director of the Office of Chaplains and Religious Life
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