

**2021 Institute on Truth, Racial Healing, and Transformation Campus Centers:
Application Form**

June 22, 2021 to June 25, 2021

Virtual Learning Experience

Application Deadline: March 12, 2021

**Prepared by Angela M. Locks, Ph.D.
Executive Director of Diversity Equity and Inclusion, Academic Affairs**

Before submitting this form, please be sure to read the Application Guidelines thoroughly and gather all of your information.

Important: You cannot save this form and complete it at a later date, so be sure to have all relevant information on hand before you start filling it out. Starred (*) fields are required for the application to be complete. If you have any questions or need technical assistance, please contact Maria Kowalski at mkowalski@aacu.org

Thank you for submitting your application for the 2021 Institute on Truth, Racial Healing, and Transformation Campus Centers.

Applicants will be notified of their status by April 6, 2021.

Your application details:

Received on: Friday, March 12, 2021 - 15:50

INSTITUTION/ORGANIZATION INFORMATION

Institution Name: CSU Long Beach
Carnegie Classification: Master's Colleges and Universities
Undergraduate Enrollment: 32785
Masters Enrollment: 6000
Doctoral Enrollment: 250
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Zip:

President's Full Name *: Jane Close Conoley
President's Email * jane.conoley@csulb.edu

CONTEXT

Please address the following prompts. The suggested word count for this s 0.004 Tc -0.012 Tw

generation and diverse students; (c) Develop data capacity—broader use of data to close opportunity gaps; (d) Assess student outcomes and (e) Assess student learning/PARC process—faculty RSCA support for academic program improvement. Collaboration across divisions is a must to meet these recommendations and cannot be accomplished solely by the Division of Academic Affairs. For example, the Division of Administration and Finance sets policy for student employees and is responsible for university wide professional development and trainings for staff and administrators. Another example: broader use of data may require unique and new investments in technology infrastructure under the prevue of the Division of Information Technology.

Post institute, we anticipate that a President's cabinet educated on the TRHT framework will leave the campus a more fertile environment for two outcomes. First, the cabinet's familiarity with the TRHT framework has the potential to shape how the campus meets its BEACH 2030 goals and the fulfils the recommendations from our recent accreditation review. Second, post-institute our campus would be a more fertile environment for a future TRHT Center that would come organically from other units on campus, allowing senior leaders to engage with students, faculty and staff in a bottom up and top-down approach to transforming the campus.

The goals of the TRHT Campus Centers are to:

- create positive narrative change about race;
- 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.

Taking these goals into consideration, what is the vision for your campus TRHT efforts? *

Our campus states that everyone's experience with campus diversity, relationships and community has significance, and we want to create, identify, and address both overt and subtle issues related to the campus racial climate. This campus-wide approach to understanding our community experiences allows each division an opportunity to strategize a coordinated and collaborative approach to greater racial equity and engagement. Our campus has many parallel efforts to advance equity on campus. The intended outcome of attending the institute is exposure and engagement with the TRHT framework. From this, CSULB senior leaders will be better positioned to center race and racial healing in strategic planning and benchmarking for campus improvement.

What are your existing strategies for breaking down racial hierarchies and creating positive narrative change about race on your campus and in your community? *

The President recently established the latest and a more comprehensive campus wide entity to examine inclusion effort for the campus and specifically to take on an action-oriented role in racial and social justice and equity at CSULB. Named the Equity and Change commission, this 14-person body launched in fall 2020 has an additional network of 43 campus community members who have spent the past months engaging in this work and have a forthcoming report on the state of equity at CSULB. Additionally, this commission helped established a formal practice to support release time for staff to engage in our campus ideality-based faculty-staff associations. In addition, to aforementioned commission, the Division of Academic Affairs has an Executive Director of Diversity Equity and Inclusion as of January 2020, who has provided intergroup dialogue sessions, with an emphasis on anti-Black racism, for the following groups: Academic Senate Executive Committee, College of Engineering Dean's Commission on Racial Justice and over 30 high impact practice leaders who are developing racial equity plans. Relatedly in spring 2020, the President supported campus climate surveys of students, faculty and staff and a report is being prepared by campus shared governance bodies based on data from spring 2020 population surveys administered by

healing, one that the campus President has committed the campus to engaging in with our partners in the City of Long Beach. Additionally, the campus has a Carnegie Classification "Community Engagement" classification and its Center for Community Engagement has many ties in the community and agencies throughout the city and surrounding area.

Please elaborate on your selections (300 words):

The campus is working on assessing the campus climate and will need to be prepared to implement recommendations and there has been a culture of avoidance of engaging in conversations about race and racial healing in some spaces on campus. While we are working to address each of these matters, we could use specific time to address these areas selected, including more directly addressing whiteness.

TEAM COMPOSITION

What is the rationale for choosing the members of your campus team?

The President's cabinet are the senior leaders for the campus. Individually and collectively, they drive the institution forward through leadership and the creation and enactment of policies that shape the experiences of student, faculty, staff, and administrators.

What role(s) do you envision each person playing in your TRHT efforts?

Scott Apel-Vice President for Administration and Finance: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts.

Michele Cesca-Vice President for University Relations and Development: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging BEACH 2030 values alongside the TRHT framework to infuse such perspectives into upcoming major campaign, including the development of a more diverse donor base and efforts that are reflective of our racially/ethnically diverse student body.

Jeffrey D. Cook-Associate Vice President for Strategic Communications: Examine tone and content of communications for efforts that promote or undermine racial equity, healing, and inclusion, leveraging BEACH 2030 values alongside TRHT framework such that prospective and current students, faculty, staff and donors see themselves and the campus commitment to TRHT in communication and marketing materials.

Andy Fee-Director of Athletics: Examine policies and practices that promote or undermine racial equity, healing, and inclusion with an emphasis on professional development for Athletic Department staff and leaders and intergroup dialogue for student-athletes.

Christopher C. Fowler-University Counsel: Support the campus in its examination of policies and practices that promote or undermine racial equity, healing, and inclusion with an emphasis on navigating the US Department of Education expectations for postsecondary education institutions and legal obligations and matters through an equity-minded lens.

Brian Jersky-Provost and Senior Vice President for Academic Affairs: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside efforts to further institutionalize and expand the Diversity, Equity and Inclusion portfolio for the division and campus.

Beth Lesen-Vice President for Student Affairs: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside the development of a division wide, student centered racial equity and healing plan.

Neal Schnoor-Chief of Staff: Assist with the President's Office review of an examination of policies and practices that promote or undermine racial equity, healing, and inclusion across and within divisions, continuing the work of the President's Equity Action Report.

Min Yao-Vice President for Information Technology: Examine policies and practices that promote or undermine racial equity, healing, and inclusion, leveraging transferable skills used and developed to adapt to covid-19 pandemic to leading the campus in its pivot to engage in TRHT efforts alongside a racial equity plan that works towards eliminating the digital divide and related racial inequities for our students and the communities from which they hail.

What experiences and expertise do these individuals have that will contribute to the team? *

The team outlined above have expertise in leading the campus, including through the covid-19 pandemic. The specific ways they may contribute to our TRHT related efforts are noted above with their roles and titles.

If accepted, you will be clustered with other colleges that are similar to your own. Please rank the following on what is most important to you in terms of pairing. *

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| Most Important | Campus goals |
| Second Most Important | Institution type/size |
| Third Most Important | Geographic location |

Is there other information you wish us to know as we evaluate your team's application?

Currently the campus President's schedule conflicts with a mandated Chancellor's Senior Leadership Council Retreat all four days of the institute. If her schedule changes it is anticipated that she will join the team at the institute. Please note that the contact

for this application is Angela Locks, Executive Director for Diversity, Equity, and Inclusion for Academic Affairs. Email: angela.locks@csulb.edu; Phone: 734 657 8616.

How did you find out about the Institute?

A colleague from my institution's assessment, institutional research, and/or institutional effectiveness office