



# President's Cabinet Task Force on Anti-Racism in the Academy

DR. DONNA J. NICOL, CO-CHAIR

DR. ANTHONY SAMAD, CO-CHAIR

# Background

Following the brutal murder of George Floyd and the subsequent protests for racial justice that were sweeping the nation, President Parham and his staff organized a community check-in on June 4, 2020. The aim was to help the campus community express themselves and process what was happening in our country. During that check-in, speakers from all corners of the campus talked about their fear and anger over racialized violence that has been an unfortunate daily reality for Black people in this country for centuries. The campus was challenged by some speakers to live up to the campus' social justice past by enacting a number of recommendations/suggestions for improving campus climate. Subsequently, various departments issued statements in solidarity with Black Lives Matter and laid out plans to address racism in their disciplines/offices. As a result of these efforts, Dr. Parham convened the CSUDH Anti-Racism in the Academy Taskforce\*.

# Our Charge from Dr. Thomas Parham, President of CSU Dominguez Hills (July 2020)

- ▶ Illuminate the institutional practices that demonstrate our authentic care and concern for Black Lives and the affirmation of the dignity and humanity of all people of color
- ▶ Share ways that the institution can facilitate the recruitment, cultivation, nurturing, as well as the growth and development of African American faculty, staff, and students on the CSUDH campus, and others whose growth is being stunted by insensitive policies & practices
- ▶ Identify if there are elements of racism that have infected our organization and/or elements within it
- ▶ Use your cultural lens to explore inconsistencies between our institutional mission and values and the actions of specific departments and divisions that fall short of those ideals where students, staff, and faculty of color are concerned
- ▶ Frame the observations and conclusions in a set of recommendations that you believe can mitigate the ways we fall short as a campus in operationalizing the true measure of our mission and values
- ▶ Develop a timeline around which the recommendations you propose can be implemented
- ▶ Consider the budgetary implications of recommendations in light of the fiscal realities we are confronting

# Task Force Membership (By Invitation)

- ▶ Dr. Mary Lacanlale (representing the Asian/Asian American community)
- ▶ Dr. Tiffany Herbert (representing Student Affairs)
- ▶ Tajauta Ortega (representing the Staff)
- ▶ Cheryl McKnight (representing the American Indian community)
- ▶ Dr. Alfredo Gonzalez (representing the Latinx community)
- ▶ Dr. Jeff Sap (representing the Caucasian/White American community)
- ▶ Deborah Robertson-Simms (representing the Administration)
- ▶ Lola White (representing the Student community)

# Our Work To Date

- ▶ Gathered and analyzed various department statements on Black Lives Matter to examine their congruence or divergence with the list of demands/recommendations from the AFS Statement.
- ▶ Gathered data on sistercampus DEI office structure and programming.
- ▶ Reviewed the campus climate survey (2019) data and evaluative summary.
- ▶ Reviewed Anti-Racist Organizational Measurement Tools and selected one to serve as the basis of our all-campus climate survey (2021).
- ▶ Developed and secured IRB approval to administer our campus climate survey tool.

# Our Work To Date

- ▶ Participation in the Academic Senate sponsored “It Takes a Village” programs as a way to assess and gather anecdotal data about campus climate.
- ▶ Requested information about departmental/college based reading/discussion groups on race and racism.
- ▶ Created a tentative priority list and timeline of recommendations for President Parham and his cabinet (using survey and focus groups to secure campus-wide support for the proposed recommendations).
- ▶ Dymally Institute has created an Anti-Racism Workshop to address some of the issues raised in the “It Takes a Village” townhalls.

**WEDNESDAY**  
11:30AM-2:30PM PDT  
**FEB 17**  
2021



**Whites Only!**

**DYMALLY**  
DISTINGUISHED  
**SPEAKER**  
SERIES

**FOR WHITE PEOPLE ONLY**  
(AND OTHER PRACTITIONERS OF UNCONSCIOUS RACE BIAS):  
**ANTI-RACISM WORKSHOP**  
**FOR RACIAL RECONCILIATION**

**Dymally Distinguished  
Keynote Speaker**  
**Eddie Glaude, Jr. Ph.D.**  
Author/NBC Contributor/Professor



**Workshop Speaker**  
**Tim Wise**  
Author/Anti-Racism Expert



**DYMALLY** | MERYVN M. DYMALLY  
**INSTITUTE** | AFRICAN AMERICAN  
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CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

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**REGISTER NOW!**

Dymally  
Distinguished  
Speaker Series:  
Anti Racism  
Workshop  
(February 17,  
2021)

# Next Steps

- ▶ Administer the Task Force Campus Climate Survey (begin approximately 2/15/2021)
- ▶ Run Data Analysis (task completion approximately 3/26/2021)
- ▶ Invite Various Members of Campus Community to Focus Group Interviews (approximately begin 4/5/2021 and end 4/30/2021)
- ▶ Draft Report of Findings and Submit Recommendations to President Parham and Cabinet (approximately 6/1/2021)



# Questions??

- ▶ Dr. Donna J. Nicol “DH Task Force” in subject heading, please.  
[dnicol@csudh.edu](mailto:dnicol@csudh.edu)
- ▶ Dr. Anthony A. Samad, [asamad@csudh.edu](mailto:asamad@csudh.edu)

Thank you for your time and attention



# Document Analysis Sub- Committee Report

ANTI-RACISM IN THE ACADEMY TASK FORCE

SUB-COMMITTEE: DR. DONNA NICOL, MS. TAJAUTA  
ORTEGA, AND DR. JEFF SAPP

# Aim and Objective

- ▶ To review, analyze and evaluate departmental (from both academic and student affairs) statements prepared in the wake of the 2020 summer of social unrest, triggered by the murder of George Floyd.
- ▶ To assess how or what departments were stating as their core beliefs and values with regards to anti-Black racism, white supremacy and systemic violence.
- ▶ To identify any strategies departments were willing to undertake to lessen or end anti-Black racism on our campus.
- ▶ To use these statements, in conjunction, with quantitative survey results to present a more comprehensive view of where the campus stood and what members of the campus community were willing to do to enact change.



# Teaching for Social Action

## Level 4

### ***The Social Action Approach***

Students make decisions on important social issues and take actions to help solve them.

## Level 3

### ***The Transformative Approach***

The structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspective of diverse ethnic and cultural groups.

## Level 2

### ***The Additive Approach***

Content, concepts, themes and perspectives are added to the curriculum without changing its structure.

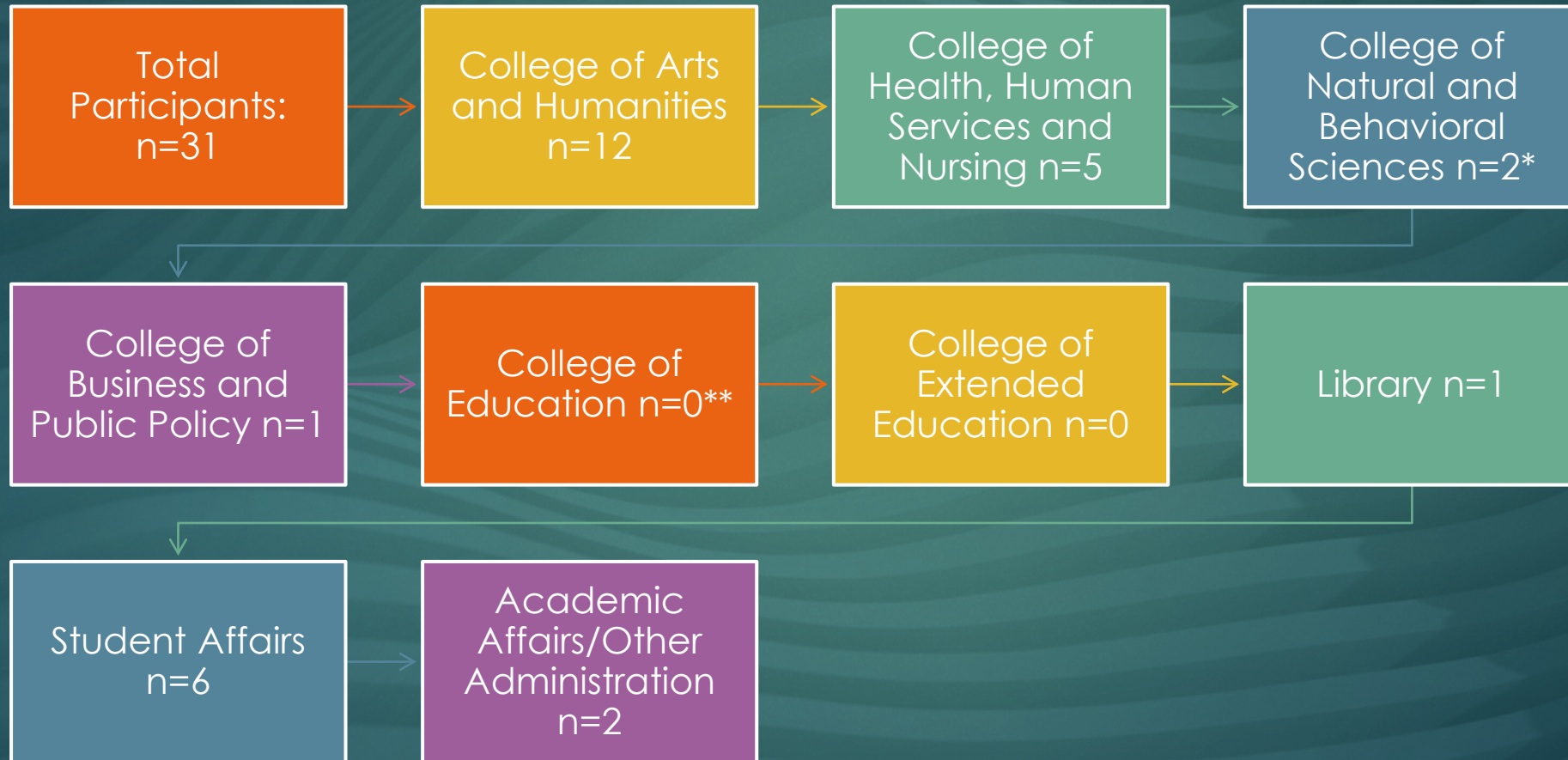
## Level 1

### ***The Contribution Approach***

Focuses on heroes, holidays and discrete cultural elements.

# Rating Model for Statements

# Participation by College and Divisions



# Average Statement Ratings by Dept./Div.

CAH = Avg. 2

HHSN = Avg. 1.5

CBAPP = Avg. 3 (only one submitted)

NBS = Avg. 1

EDUC = nil

EE = nil

Library = Avg. 3 (only one submitted)

Student Affairs = Avg. 1

Academic Affairs/Other Administration = Avg. 2

# General Conclusions

- ▶ Most of the submissions were "performative".
- ▶ We concluded that generation of these statements were low priority for many departments, but the lack of participation combined with the low faculty participation in the survey led to the conclusion that the faculty were least concerned with tackling the issue of anti-black racism on campus.
- ▶ We know of at least one instance where the process of developing these statements caused turmoil among colleagues and another instance where a department was "waiting for a POC to be hired" to take the lead on this work.
- ▶ We also received numerous requests to give departments additional time to develop statements, though creation of statements were strictly voluntary. We collected statements in Fall 2021 a little over a year after the first of these statements were developed so the sub-committee decided to not include any late statements.