

Anti-Racism in the Academy Task Force Recommendations

Based on the Africana Studies Department List of Demands
In Order of Priority

1. Recruitment of Black Students to CSUDH

AFS Demand: That CSUDH launch a results-based Black student recruitment plan aimed at increasing the Black student population on campus.

Task Force Recommendation: Effective Spring 2021, CSUDH needs to launch recruitment efforts to increase the number of black students. There are several efforts that the campus must initiate to effectively recruit students. This is a recommendation for the Outreach and Relations with Schools Office.

1. Develop a plan to target schools with a higher percentage of black students. This plan includes creating a list of high schools and community colleges in California.
2. Develop a recruitment plan for Carson elementary, middle, and high schools. This plan includes building relationships with local schools and consistently introducing our campus and its value to the community.
3. Create a College Day for Carson residents and students in middle, junior and high school. This program will be aimed at informing the students about our campus, CSUDH admission requirements, Financial Aid and Scholarships.
4. Increase our articulation agreements with community colleges.
5. Develop 2 plus 2 programs with community colleges locally and nationally.
6. Utilize our current partners to promote and introduce our campus to black students.

We should start working on all steps above spring 2021 and summer 2021. Fall 2021, we need to actively have the plans in motion. Recruiters should be actively promoting the campus and by Fall 2022, we should see the first wave of applicants from these efforts. By Fall 2023, we should see larger number of students resulting from these efforts.

These efforts will require the hiring of employees who are committed to increasing the number of black students to CSUDH. These employees should have the ability to offer onsite admissions to qualified students. These efforts cannot be delayed because of COVID-19. Recruiters can initiate virtual recruitment sessions and the campus can develop articulation agreements and 2 plus 2 plans.

Resources Needed for Recruitment: (1). Evaluation of the Outreach Office and the staff utilization whereby there is a re-focus on recruiting Black students. (2) We need to make our recruitment information more transparent and visible on our university website. (3) Encourage outreach staff to reach out to high school Black Student Unions and community college UMOJA programs as possible recruitment resources. (4) Conduct a survey of why Black students that we have courted have opted to select another university (5) Encouraging outreach to reconnect

with their field and investigate exemplars around the country that have been successful at recruiting Black students.

Timeline to Implementation: Work to Begin Spring 2021

Resources Needed for Retention focused on a Continuum of Care for Black Students (1) Set students up in a cohort and connecting them with faculty mentors, student organizations and recommending them to various campus services. (2) Provide specific commuter student services and programming to encourage connection to the campus. (3) Create programming in the dorms and around campus to help engage students including pairing international students with domestic students in housing (4) Better marketing of the Toro Success Collaborative to increase student use of these services.

2. Funding and support for the Sisters United Mentoring program

AFS Demand: Funding and support for the Sisters United Mentoring program which provides academic, cultural and emotional support to Black women students by Black women faculty and staff.

Taskforce Recommendation: Recognize, institutionalize, and adequately fund the Sisters United mentoring program. The program was developed in 2005 to meet the needs of Black women students by providing academic, cultural, and emotional support. The program connects students with faculty and staff mentors and provides access to educational and cultural exchanges in order to improve retention. Sisters United has functioned as a program of Student Psychological Services since its inception. The program consistently runs with no formal staffing and as an adjunct the existing obligations of its coordinator. We recommend that Sisters United find a permanent home at the Dymally Institute, be assigned one staff member to coordinate the program, and receive financial support from the institution.

Resources Needed: Increase programming budget to \$10,000 per year to cover conference costs, educational excursions, etc.

Timeframe to implementation: Summer 2021

3. Funding for the faculty advocate position on the CARE team

AFS Demand: Funding for the faculty advocate position on the CARE team to be able to go to the individual colleges to work with faculty on culturally relevant teaching, cultural competency and racial micro-aggression mitigation.

Task Force Recommendation: Many of the cases involving Black and Brown students come from interactions with white faculty who use racially-charged language such as threatening or hostile

to describe what are primarily cultural communication differences. We have also had a number of occasions where white faculty on this campus who have walked into classes taught by faculty of color, interrupted class and questioned that person's right to be there. Academic Affairs and Faculty Affairs and Development, in particular, need to hold faculty accountable for their behavior just as the Office of Student Conduct holds students accountable for theirs. One way to do this is to raise faculty awareness of these cultural communication differences which may lead to cultural conflict.

Resources Needed: Currently the faculty advocate on the CARE team serves as a consultant on deliberations on students' conduct and students in crisis. (1) *An institutional commitment of 3WTUs or a yearly stipend of \$8000 for the faculty advocate lead trainings for fellow faculty in the colleges is needed.* The faculty advocate is position voted on by the Academic Senate every two years and the person in that position should have experience with diversity and inclusion workshop facilitation.

Timeline to Implement: Fall 2021

4. CSUDH - Resource Centers

AFS Demand: Establish an American Indian, Asian American and Latinx Resource Center, respectively, without delay.

Task Force Recommendation: Commendably, the university recognizes Black and LGBTQ students by providing them a space that builds community, fellowship, and offers strategies to navigate the institution, support student success, and increase progress towards graduation. In order to address racism at CSUDH and the increasing conversations around anti-Black racism, we recommend that the university institute resource centers for American Indian; Latinx; Asian & Pacific Islander, Middle Eastern, and South Asian American (APIMESA) students, respectively. CSUDH should be leading the way in inclusiveness and equity in representing all Toros, and to that end should firmly establish its commitment by true and solid representation. Therefore, we strongly suggest the following three recommendations:

- Establish American Indian; Latinx; Asian & Pacific Islander, Middle Eastern, and South Asian American (APIMESA) resource centers at CSUDH. If the centers are not given equitable and adequate resources, ethnic antagonism is more likely to be reinforced whereby the different marginalized groups would be put in a position of competing with each other and may see each other as opponents or competitors, which can discourage students from working together to address larger issues.
- Crucial to have a transparent and wide search to find the most effective person to lead and direct each center. Without input from the campus community, appointing a director/leader of all the centers without transparency only leads to distrust. The hiring committee should include ethnic studies faculty, other directors from resource centers (Black Resource Center, American Indian Center), and representative students.

- These centers must be provided adequate space on campus in order to accommodate a community of students with opportunities to gather, exchange ideas, and build fellowship. Current resource centers fail to facilitate a welcoming environment where students can come together and support each other. The current spaces are limited or tucked away throughout campus, reinforcing their marginalization on campus.
- These centers provide co-curricular opportunities to help support student learning and success. Collaboration between these centers offer students a chance to further develop their cultural capital and cultural proficiency. Faculty can serve as advisory board members to give input on programming and serve as mentors to students.

Resources Needed: (1) Director Salaries for each position, (2) Programming Budget (similar to other resource centers on campus to start), (3) Office Space in the Loker Student Union or similar high traffic areas and (4) all aforementioned student resource centers (including the Rose Black Resource, Queer Culture, Women’s Resource, Toro Dreamers Center) reporting to the Chief Diversity Officer.

Timeline to Implement: Begin Spring 2021 and complete hiring of all personnel by Spring 2023.

5. Black Faculty Recruitment

AFS Demand: To support Black students in particular but all students generally, we demand the CSUDH develop and implement a recruitment and retention plan to increase Black tenure/tenure-track faculty on campus.

Task Force Recommendation: Inherent bias training is not enough. Many qualified potential Black applicants do not apply because they do not know about the campus. Our recruitment efforts are substandard at best. Current Black faculty make the best recruiters but without specially earmarked funds set aside to assist these faculty in attending academic conferences and academic recruitment events to interact with potential applicants, Dominguez Hills will continue to lag behind in recruiting the best Black talent. In those departments and colleges where there is very low representation of Black tenure-track/tenured faculty, every effort should be made to prioritize outreach to qualified potential Black faculty for the next rounds of faculty recruitment.

Resources Needed for Recruitment: (1) Financially support sending faculty representatives to academic conferences where a sizable number of potential Black faculty candidates will convene such as ASALH (Association for the Study of African American Life and History) and ASWAD (Association for the Study of the Worldwide African Diaspora) among others for specific disciplines. These representatives will participate in recruitment events and/or DH hospitality suites for potential faculty candidates. (2) Begin with a \$25,000-\$50,000 pot of money per year, with recruitment grants in the amount of \$2500 per trip per person. This recruitment program should take approximately one academic year to implement. (3) Review of Hiring Committee Policies (possibly include staff and people outside of the department on the search committee).

This is part of institutional racism where faculty think they have all the expertise over the staff. Including staff in the faculty hiring process with the Academic Senate's commitment to NTTF and Staff representation around the issues of shared governance.

Resources Needed for Retention: (1) Faculty Cluster Hires with positions targeting research and teacher foci which explicitly address race and ethnicity (2) Faculty Ombudsperson under the Chief Diversity Officer who can help Black faculty navigate the campus offices, resources and/or help faculty with personnel matters (3) All faculty training on cultural identity taxation of faculty of color (similar to what has been planned for the DEITIES Grant administered by Dean Kim Costino, (4) Roll out of Faculty of Color Mentoring and Support Communities through the FDC.

Timeline to Implementation: Fall 2022 (next faculty recruitment cycle)

6. Culturally relevant counseling services

AFS Demand: Hire more psychologists who are trained in culturally relevant counseling and cultural-racial trauma.

Taskforce Recommendation: We recognize the importance of culturally competent mental health care for our students and entire campus community. If we aspire to be an antiracist institution, it is important that Student Psychological Services be staffed with adequately trained psychologist, competent in addressing anti-Black racism, racial trauma, cultural sensitivity, and the socio-political concerns of our students. Furthermore, it is important for our Psychological Services counselor faculty to reflect our student population and possess the skills to engage with our students in a strength-based manner while actively seeking to heal trauma.

Resources Needed: 3-4 psychologists with this expertise (1-2 through student fees by Fall 2021 and 2 additional psychologists by Fall 2023).

Timeframe to implementation: Consistent with funding.

7. Cultural-Identity Taxation of Black Faculty and Staff

AFS Demand: Recognize the cultural taxation of Black faculty and staff who provide support to all students above and beyond our stated job duties.

Task Force Recommendation: The invisible labor of Black faculty and staff in supporting Black students is of great concern. It is well researched and recorded that unrecognized workloads rest on faculty and staff of color in regards to the support and equity work they do on campuses. Added on to this is the gender disparity where women on most campuses take on more service work than their male counterparts. Although this work is vital and necessary, it is also time-consuming and exhausting and impacts professional lives in many ways. We urge a

reconsideration of policies for promotion and tenure on campus where they include serious examination of the workload and impact of invisible labor. A lack of consideration of the cultural taxation of Black faculty and staff is part of the fabric of anti-Blackness on campus.

Resources Needed: (1) Evaluation and modification of RTP policies to expand include cultural taxation activities that can be documented as part of the review process including a recognition that cultural-identity taxation addresses both race and gender disparities. (2) Research DH Academic Senate policy on community service in the RTP Process, and (3) Academic Affairs to host workshop on developing RTP standards which include commentary on cultural taxation. Departments research models in their discipline to include in this workshop (4) **Change the Exceptional Levels of Service Award based on prior service (not a new program proposal) to under-represented students and opening this award up to Black staff as well as faculty** (5) **Create a self-reporting tool where Black faculty and staff can document their work above and beyond their normal job functions and utilize this information to base promotions, raises and professional development opportunities.**

Timeline to Implement: **Fall 2022**

8. Engagement with local community

AFS Demand: We demand that CSUDH develop initiatives to collaborate with local agencies and/or organizations committed to fight for civic, social and environmental justice for African American communities.

Task Force Recommendation: It is important that CSUDH “live its social justice legacy” in the larger community by partnering and collaborating with institutions and organizations that are committed to eliminating structural and institutional racism and promoting anti-racist policy change and anti-racism discourse within the society, and offering/demonstrating immediate change in their missions and environments that reflect a clear direction towards eliminating anti-black behaviors, racial aggressions toward other people of color, that negatively and adversely impact the progress of black people and those that live in black communities. This will “brand” CSUDH as an anti-racist institution of higher learning and can be done immediately and is sustainable in advancing long term change.

Resources Needed

1. Townhall to address individual and/or departmental resistance to engaging in work within the community.
2. Assessment of Departmental and/or Individual collaborations to provide engaged research and service.
3. Fund AVP Strategic Engagement position who will coordinate MOUs and campus compact agreements with local, state and other non-profit agencies which provide support and services in our catchment areas.

Timeline to Implement: **Begin Fall 2022**

9. **Black Staff Human Capital Tax** (Taskforce Generated Recommendation; Not Part of the AFS List of Demands)

In order to address racial bias, we must consider the employees who pay a heavy “human capital tax” in terms of advancement and education. DH devalues human capital potential instead of investing as it should.

Taskforce Recommendation: While our employees in administration and academic professions are encourage to take advantage of the fee waivers for classes as outlined in their union contracts, our front line workers including academic support professionals, laborers, groundskeepers, and custodians are actively discouraged or denied these opportunities. In many cases, departments deny requests because understaffing creates obstacles that limits these opportunities. Constant changes in leadership also create obstacles in having consistent policies regarding employee development. Each department should be assessed for understaffing in order to know where to support departments in order to encourage professional development. Assessment needs should also determine if staff are fulfilling jobs beyond their classification in order to meet the needs of the department, in which case, they should be reclassified or more staff hired to avoid such abuses. While others are earning degrees allowing them advances in social mobility, our front-line workers who may be earning as little as \$16 per hour are denied requests by their managers to take courses or attend conferences, showing little to no concern for their employee development. Many courses such OSHA related courses, business course, writing courses, etc. would help them not only do a better job in their current positions, but provide opportunities for them to advance their careers. As a university business is education, it makes no sense to deny education to those who need it most and would most likely benefit the most by allowing them to move up in the ranks of employment. As most of the employees on our frontlines are people of color, denying them access to further their education contributes systematic racial disparities and must be addressed immediately.

Resources Needed

1. Evaluation of labor repression (discouraging and/or preventing staff from seeking promotion and professional development opportunities)
2. Reward division or unit which incentivizes staff to pursue professional development training opportunities.
3. Manager performance should include evaluation of supporting employees’ professional development training. 360 evaluations where staff can participate anonymously.
4. Succession planning to prepare for retirements, etc. that would allow employees to know exactly what is necessary to move into the next position.
5. Exit interviews for leaving employees (staff and faculty).

Timeline to Implement: Begin Fall 2021

