

Application: Racial Equity Leadership Academy

Final applications are due: Tuesday, April 28th at 5:00pm (EST)

Please submit application materials via Qualtrics link

https://achievingthedream.qualtrics.com/jfe/form/SV_eMb3fCBJKYjwKoj.

Questions can be directed to:

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Introduction

Achieving the Dream expects colleges to scrutinize structural barriers to equity and invest in equity-minded policies, practices, and behaviors that will lead to success for all students. Through our partnership with the University of Southern California (USC) Race and Equity Center, we are pleased to offer the inaugural Racial Equity Leadership Academy to support institutions who have made a commitment to advancing equity efforts. The Academy will provide colleges an opportunity to further their equity work and tackle a racial equity change effort specific to their campus community.

Objectives

- Equip leaders with vocabulary and techniques to effectively raise race questions and lead productive conversations about racial equity on their campuses.
- Prepare administrators, faculty, and staff with content, tools, and strategies to achieve racial equity on campus.
- Create a cohort of 10 colleges that examine barriers to racial equity and develop into peer models for the ATD network.
- Cultivate a community of equity-minded colleagues that can collaborate on racial equity change implementation.
- Leverage the peer-to-peer relationships and expertise within the Achieving the Dream network.
- Share accomplishments and areas for improvement with colleagues in the Achieving the Dream network.
- Develop a customized set of institution specific best practices and transformation strategies to further build upon.

Overview

The Academy

The USC Race and Equity Center team will partner with ATD staff and coaches to deliver eight modules examining different aspects of racial equity over three days in Los Angeles, CA. Teams will work together interactively over the three days with additional content provided to presidents.

Each participating institution team will be comprised of the president or chancellor, an influential faculty member, a cabinet-level student affairs officer/diversity officer, and a cabinet-level academic leader (e.g. provost, vice provost), with the option of adding one additional team member that supports the institution's racial equity change effort.

During the year-long Academy, college teams will:

- Engage in eight (8) racial equity focused modules during the Summer Session from July 16-18, 2020.
- Identify a racial equity change effort to implement over the 2020-2021 academic year.
- Receive support from an ATD coach during one campus visit and one virtual visit over the 2020-2021 academic year.
- Develop a long-range vision that will guide their identified racial equity change effort.

Expectations for colleges

By the end of the Academy, college teams will have identified a racial equity change effort, participated in coaching engagements, developed a new vision for their campus' racial equity work, and launched the rollout of their racial equity change effort with a comprehensive, prioritized action plan. The identified effort and action plan should align with each college's Student Success Action Plan and strategic plan. The overall expected outcomes are an increase in student persistence and completion through an intentional design to eliminate structural barriers to equity.

Colleges will present progress made toward their racial equity change effort at DREAM 2021.

Definition

In the context of the Racial Equity Leadership Academy, ATD is focusing on one component of equity. ATD's [Statement on Equity](#) approaches equity broadly and highlights the expectation that colleges dismantle structural barriers.

The USC Race and Equity Center defines racial equity as: *Understanding and deliberately meeting the particular needs of specific racial and ethnic groups; achieving parity in opportunity, performance, and wellness outcomes; correcting structures, systems, cultures, and policies that (re)produce racial stress and stratification; and fostering and sustaining environments that people across all racial and ethnic groups experience as fair, affirming, and inclusive.*

ATD and the USC Race and Equity Center acknowledge the intersectionality of equity work and anticipate further opportunities to explore other facets of equity in the future.

Selection Criteria

Eligibility

- To be considered, colleges must be active in the ATD network for a period of three years or more and be in good standing. Priority will be given to Leader Colleges and Leader Colleges of Distinction.

Successful applicants will be able to demonstrate:

- Existing organizational commitment to racial equity change work.
- Progress in the following areas: data capacity building, student success initiative alignment with equity focused work, campus engagement in achieving student success goals with a focus on racial equity.
- Progress on at least one priority area related to campus wide racial equity reform.

Cost

Selected Achieving the Dream colleges will receive \$20,000 towards the cost of participation and will need to match the award with institutional or foundation funds.

The total cost of the Academy includes the attendance at the Summer Session at the USC Race and Equity Center, one coaching site visit and one virtual coaching meeting. It does not include the cost of travel and lodging.

Academy Timeline

Date	Activity
April 28, 2020	Application Submission Deadline
May 11, 2020	Colleges Selected
July 16 – 18, 2020	Summer Session at the USC Race and Equity Center
August 2020 – December 2020	Campus Coaching Visit
December 2020 – February 2021	Virtual Coaching Visit
February 15, 2021	DREAM Presentation

Application Submission Guidelines

Instructions for Submitting Application Materials

Final applications are due: Tuesday, April 28th at 5:00pm (EST)

Final application materials will be submitted through a Qualtrics link

https://achievingthedream.qualtrics.com/jfe/form/SV_eMb3fCBjkYjwKoj. Submitted materials should include:

- The completed application
- A letter of commitment to participate from the President (attachment)

Application Questions

Please respond to the following questions using the scale provided. Contribute additional comments and evidence below as needed.

Foundational Components

Leadership and Vision

1. Does the institution's strategic plan include measurable goals and strategies to advance racial equity?

Measurable goals and strategies to advance racial equity are not integrated into the institution's strategic plan.	Racial equity is referenced in the institution's strategic plan but is not among priority goals.	Racial equity is among priority goals within the institution's strategic plan but does not yet appear to help focus or guide student success efforts.	Leaders are very transparent about prioritizing racial equity. Racial equity is among top priorities within the strategic plan and is used to focus and guide action institution-wide.	I Don't Know	Not Applicable
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Comments/Evidence:

2. Does the institution have a clear and compelling definition or statement of equity?

The institution has no definition or statement to build understanding, knowledge, and a sense of urgency around equity.	The institution is working on a definition or statement of equity, but equity is not generally understood or broadly viewed as attainable.	The institution has a definition or statement of equity and is building understanding of equity, but more must be done to operationalize the definition.	The institution has a compelling definition or statement of equity that is broadly shared and embraced, resulting in a commitment to re-think strategies to achieve equity. Equity is broadly viewed as attainable.	I Don't Know	Not Applicable
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Comments/Evidence:

Strategy and Planning

3. Does the institution engage in targeted enrollment outreach to communities of color?

The institution does not have a focused strategy for outreach to communities of color, and recruitment materials do not generally include diverse representation.	The institution is preparing a strategy to recruit more students of color, and a few recruitment materials include diverse representation.	The institution has a strategy for targeted outreach and is making good progress recruiting students of color. Recruitment materials generally include diverse representation.	The institution has a focused recruitment strategy and engages in community partnerships for outreach to students of color. Diverse representation is prominently featured in recruitment materials.	I Don't Know	Not Applicable
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Comments/Evidence:

4. Is the institution working towards a clear understanding of the differences between equity, diversity, and inclusion among institutional stakeholders?

Little has been done to develop understanding of the differences between equity, diversity, and inclusion among stakeholders.	The institution is beginning to clarify the differences between equity, diversity, and inclusion, but few stakeholders truly understand the differences.	The institution has employed various strategies to help stakeholders distinguish between equity, diversity, and inclusion, and understanding is expanding.	Most stakeholders at the institution understand the differences between equity, diversity, and inclusion and use the terms strategically rather than interchangeably.	I Don't Know	Not Applicable
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Comments/Evidence:

Policies and Practices

5. Is racial equity an important consideration in the development and review of policies and practices?

Racial equity is rarely discussed when policies	Racial equity concerns are occasionally	Many faculty and staff consider racial equity	Racial equity is a formal criterion when proposing	I Don't Know	Not Applicable
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and practices are developed or revised.	discussed, but few faculty and staff know how to apply an equity lens to improve policies that impact students.	when reviewing and revising policies and practices that impact students, but this is not yet routinely done across the institution.	or evaluating policies that impact students. All policies are evaluated through an equity lens to determine whether they unintentionally create barriers for students.		
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Comments/Evidence:

6. Are faculty and staff culturally, racially and socio-economically representative of the student population they serve?

Little to no effort is made to ensure faculty and staff are culturally, racially, and socio-economically representative of the student populations they serve.	The institution knows the cultural, racial, and socio-economic diversity of their service area and is developing a plan to hire and train faculty and staff to be more representative.	The institution is making good progress to create a workforce that mirrors their service area culturally, racially, and socio-economically.	The institution's workforce reflects the cultural, racial, and socio-economic diversity of its service area population.	I Don't Know	Not Applicable
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Comments/Evidence:

Teaching and Learning

7. Do faculty and staff engage in equitable practices inside and outside the classroom?

Faculty and staff rarely engage in equitable practices within the classroom (e.g., providing extra assistance to students who need more help or learning support).	Some faculty and staff engage in equitable practices within and outside the classroom, but this is limited to a specific few.	Increasingly, faculty and staff employ practices within and outside the classroom to assist students who need additional learning support to succeed.	Faculty and staff quickly learn which students need additional help or learning support and regularly engage in practices within and outside the classroom to help them succeed.	I Don't Know	Not Applicable
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Comments/Evidence:

8. Does the institution offer professional development for faculty and staff to strengthen their work with diverse student populations and address equitable practices?

<p>Little to no professional development is provided to prepare faculty and staff to adequately meet the needs of a diverse student body.</p>	<p>Some professional development is provided to strengthen work with diverse student populations and establish equitable practices, but the training is optional.</p>	<p>Professional development is provided to strengthen work with diverse student populations and promote equitable practices, but evidence that practices have changed is limited.</p>	<p>All employees are required to participate in professional development to prepare them for work with diverse student populations. Faculty/staff evaluations assess the impact of new learning.</p>	<p>I Don't Know</p>	<p>Not Applicable</p>
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Comments/Evidence:

Existing Equity Efforts

Please respond to the following questions using the space provided.

1. How has a commitment to equity been demonstrated on campus as it relates to students, faculty and staff? *Examples could include; conducting a campus climate study, creating an equity and inclusion strategic plan, advancing specific diversity and inclusion projects, etc.*
2. What is your current equity strategy and how does it align with your college's student success strategy or plan? In your response, be sure to include how your data supports the need for this strategy and the decisions have been influenced by reviewing your data.

Assessing Opportunities for Improvement

Please respond to the following question using the space provided.

3. Provide an example of a racial equity problem or challenge your team is aiming to solve by participating in the Academy. Include data points that indicate a need for improvement on racial equity at your institution.

Vision for the Work

Please respond to the following questions using the space provided.

4. How do you envision your institution changing as a result of this work over the next 2-3 years?

Consider the following:

- a. Think broadly about how your vision will impact administrators, faculty and the student experience and align with the institution’s strategic direction.
- b. Make the vision ambitious, achievable, and descriptive.

Racial Equity Leadership Academy Team

Deep equity-focused redesign will require cross-functional collaboration of individuals with decision-making authority. As such, to be considered to participate, the following individuals **must** be included on your Racial Equity Leadership Team and will be expected to attend the full Summer Session, July 16 – 18, 2020. Each college team must include four (4) individuals as indicated by role below, with the option of adding a fifth team member who is essential to the racial equity change effort.

- a. College president or chancellor
- b. Cabinet-level student affairs professional/diversity officer or similar role
- c. Cabinet-level academic officer (e.g. provost, vice-provost, vice-president of academic affairs)
- d. An influential faculty member
- e. *Optional: One additional team member can be added if their role supports the institution’s racial equity change effort.*

5. Please list the names and titles of each team member.

Name	Job title	Your role in the proposed change effort