

Please share a brief description of the goals and objectives for your TRHT (Truth Racial Healing and Transformation) Campus Center and what you did to address each goal. Please indicate if there have been any changes since the last progress report.

- **GOAL: Write a Preamble, Vision, and Mission Statement for Dominican University TRHT** to communicate the TRHT principles and framework to the community at large. Writing these fundamental pieces allowed the Core Team to articulate and share with the DU (Dominican University) campus and surrounding communities a clear purpose for our TRHT Campus Center. By grounding our preamble in the Catholic, Sinsinawa, Dominican tradition, we were able to make the case that equity work must be intimately tied to the mission of the institution.
{See TRHT handout}.

Preamble:

The Sinsinawa Dominican sisters built what is now Dominican University in accord with the four pillars of their lives: prayer, study, community, and service. Dedicated to caring and truth, Dominican University fosters learning through study, self-reflection, dialogue, encounter, and discernment. We affirm the human dignity of each person and uphold a deep commitment to the common good. Our mission – to prepare students to pursue truth, give service, and participate in the creation of a more just and humane world – calls us to stand in solidarity with those who resist social inequality and racial injustice and to dismantle the false belief in a hierarchy of human value, a belief that has been a harmful part of our history, institutions, systems of government, and social norms.

Vision:

The Dominican Community will resist white supremacy and challenge racist ideas, policies, and practices without rancor or recrimination. Through dynamic and ongoing partnerships with the communities we serve, Dominican will empower students, faculty, staff, and members of our communities to eliminate racial and ethnic bias and heal from their harmful, long-lasting effects.

Mission:

The Dominican TRHT Campus Center is a hub for innovative programs and effective coalitions that empower students, staff, and faculty to eliminate racial inequities on our campus and in our communities. TRHT will promote a greater understanding of the global history of racial oppression, take action to eliminate its effects, and strive to transform the world.

- **GOAL: Launch a faculty learning community on healthcare disparities in the Borra: College of Health Sciences** to model the dismantling of racial hierarchies by addressing issues of health disparities in our colleges. This led to the creation of a day-long Symposium on April 30, 2021 focusing on a variety of health disparities experienced by marginalized communities to educate others.

Topics Include:

- a. Addressing Inequities in End-of-Life Care through Inter-professional Patient, Family and Caregiver-based Engagement, Education and Care*
- b. Speaking the Unspeakable: Health, Inequity, and Storytelling*
- c. Recognition of TRHT, BCHS (Borra College of Health Science), The Title V office, and BHTIP (Behavioral Health Training Interprofessional Project) agencies*
- d. Pastoral Care, Grief and Loss, and Chaplaincy in the Time of COVID-19*
- e. The experience of health disparities within the Post-COVID Syndrome population*

This goal addresses the pillar of separation. {See Health Disparity Learning Community flyer}

- **GOAL: Collaborate with the Village of River Forest** to promote equity. This goal led to the passing of the River Forest TRHT Resolution signed on December 10, 2020 by the River Forest Board of Trustees. The Resolution states, “A partnership with the Village of River Forest, in collaboration with Dominican University, to challenge Racial Injustice, Promote Healing and Transform Practices on Campus and in our Community.” This goal addresses the pillars of separation, law, and economy. {See TRHT River Forest Village Resolution}
- **GOAL: Support the Maywood Twin Village Covenant** to address issues of immigration and migration, and to examine community practices and policies that have led to excessive stops of Black and Brown students by police traveling to and from Dominican, community closures in response to protests, and a history of red-lining and disinvestment in Maywood & surrounding suburbs. This goal led to partnerships in the community of Maywood through relational one-on-ones, community organizing, and the development of a week-long alternative break immersion for students, faculty, and staff to build relationships with leaders and residents of Maywood. This goal addresses the pillars of separation, law, and economy. {See Neighbors flyer}
- **GOAL: Develop an equity assessment framework for the Core Curriculum** to promote equity in our curriculum by analyzing curricular outcomes by race and designing curricular and co-curricular initiatives around themes of racial justice. This goal addresses narrative change in school curricula.

We developed an Equity Assessment for the Liberal Arts and Sciences Core Curriculum. The Equity Assessment includes the parameters that need to be assessed to determine whether the proposed changes to the Core Curriculum meet the needs of all students. The assessment framework is adapted for higher education based on the Racial Equity Impact Assessment (REIA),ⁱ the monograph titled *From Equity Talk to Equity Walk*, written by Tia McNair, Estela Bensimon, and Lindsey Malcom-Piqueux, Dominican University’s *Equity Analysis 1.0*, and Achieving the Dream’s framework titled *Developing an Equity Scorecard for Your College* developed by Terri Manning and Leon Hill.ⁱⁱ These documents can be reviewed prior to implementing an equity assessment protocol. {See attached Equity Assessment}

- **GOAL: Pursue a cross-curricular project on policing** with faculty members in Criminology, Sociology, Informatics, the School of Social Work and other disciplines. This goal led to a program exploring Criminal Justice Reform, particularly HB3653. The School of Sociology and Criminology, the Office for Civic Learning, and TRHT collaborated to create a panel/open forum to learn about the bill with Senators Kimberly Lightford and Elgie Sims, along with Activists from Urban Reformers, the Council of Islamic Organizations of Greater Chicago (CIOGC), and the Solidarity Building Commission. This goal addresses the pillars of separation, law, and economy. {See Criminal Justice Reform Flyer}

Additionally, in spring semester 2017, Clinton Nichols (Assistant Professor, Sociology & Criminology) team taught a community organizing course focused on policing in River Forest with a colleague in the Graduate School of Social Work. Out of that experience Dr. Nichols has continued to collect and analyze publicly available data about traffic stops by the River Forest Police Department. When possible, he has brought this information into teaching through courses like Introduction to Criminology (CRIM 255), Police & Society (CRIM 270), and Deviance & Social Control (CRIM 370). In AY 2021-2022 Dr. Nichols intends to embark on qualitative research by interviewing students, faculty and staff who have experienced traffic stops during their commute to/from campus. This research has three aims: (1) the promotion of dialogue between the University and the Village of River Forest around alternative ways to promote public safety, (2) the development of internal support to students whose ability to continue their education may be thrown into jeopardy due to the financial costs associated with a citation, court appearance, and/or car repair, and (3) the promotion of student learning through participation in research and community organizing.

- **GOAL: Conduct racial healing circles** on campus and in our communities. This includes expanding partnerships in River Forest, Oak Park, Chicago, and Maywood, and engaging faculty and staff partners to integrate Rx Healing circles into their course and program offerings. This goal addressed relationship building and racial healing.

We offered the following Racial Healing Circle opportunities:

1. Scholar Strike Circle: Vulnerability for Action with Athletics to explore the theme of “Transformation to Access Collective Power” to begin to shape a vision and repurpose the DU athletics diversity council by exploring the climate of the division through experiences and needs of current athletes. (September 9, 2020)

2. Racial Healing Circles with District 89 and the Oak Park Public Library, exploring themes presented in Stamped by Jason Reynolds. (Fall, 2020 semester-long)

3. Affinity Circle for members of Estrellas, a Latinx group on campus, seeking to explore identity and culture and build relationships with one another. (September 17, 2020)

4. Affinity Circle for member of the Village, a Black and African American group on campus, seeking to explore identity and culture and build relationships with one another. (October 15, 2020)

5. ID 101, Frosh Seminar Circle to develop a sense of comfort within the ID 101 class,

establish community, and share personal stories. Participants explored identity, reflected upon their unique gifts and passions, and considered ways to connect those gifts to a sense of purpose. (October 8, 2020)

6. Racial Healing Circle for Community Reads; Exploring The Sin of White Supremacy by Jeannine Hill Fletcher to explore the themes of racial hierarchy, white supremacy, and Christocentric ideologies as presented in the book The Sin of White Supremacy by Jeannine Hill Fletcher through the practice of a Racial Healing Circle. DU faculty, staff, and community members learned about the Truth, Racial Healing, and Transformation Framework, shared vulnerably with one another from their individual experiences, built trust, and discovered common ground. (Circles held on October 15; Event held on October 22, 2020)
{See Flyer for The Sin of White Supremacy}

7. Racial Healing Circle for Native American Heritage month:
Returning Indigenous Voices to the Dominican Heritage Story to engage the Dominican Heritage story from a decolonizing perspective. (November 10, 2020)

8. Racial Healing Circle for Estrellas and the Village to develop a sense of connection and unity among members of Estrellas and the Village. Participants talked with one another about important experiences that they share, built relationships, and discovered common ground. (November 11, 2020)

9. Restorative Justice Peace Circle, exploring Hope in Hard Times, with resident students, hosted by BSU. The space offered students an opportunity to share experiences of challenge, support, and hope during COVID times. (November 17, 2020)

10. School of Social Work Racial Healing Circle with SWK 513 & 513.02, Human Behavior, and the Social Environment, for students to get to know one another and themselves on a deeper level to foster a positive learning and working environment as we embark upon a semester of study on Human Behavior and the Social Environment.
(November 17 & November 18, 2020)

11. National Day of Racial Healing Circles to explore race, identity, and culture with community members from Maywood and River Forest. (January 19, 2021)

12. Black History Month Family Reunion and Dialogue, used circle format to explore identity and celebrate culture (February 18, 2021)

13. Racial Healing Circles to explore Indigenous Spirituality in response to a presentation given by Dr. Tink Tinker of the Osage Nation in which he explored the difference between the euro-christian concept of hierarchy with that of the American Indian peoples' deep sense of relationship with all life in the cosmos, as relationships between equals. (March 2, 2021)

14. Racial Healing Circles with Neighbors to celebrate identity and community between Dominican University and residents of Maywood and surrounding communities. Participants shared stories as they explored the themes of "home" and "belonging." (March 11, 2021)

*15. **APIDA Affinity Circle** in response to the rise in violence against Asian-American and Pacific Islander peoples. This Affinity Circle for APIDA (Asian, Pacific Islander, and Desi American) persons is meant to enable the expression of concerns and needs unique to the APIDA student, staff, and faculty experience. With the goal of fostering inclusivity and highlighting the range of APIDA experiences, this circle offers an opportunity to build relationship and foster community. (April 13, 2021)*

- **GOAL: Provide Circle-Training and on-going restorative opportunities for Racial Healing Circle Keepers** to be able to meet the high demand for circle practice and to nourish the practitioners engaged with the work.

This led to two collaborations:

*1. **TRHT & WELLNESS.** A Staff Therapist in Wellness, trained in EMDR an adjacent technique, Rapid Response System--ASSYST, provided three opportunities for our Circle Keepers and TRHT stakeholders to experience this restorative and healing practice. ASSYST (Acute Stress Syndrome Stabilization) is an integrated approach to self-healing that utilizes breathing, tapping, and other stress reducing techniques to help Circle Practitioners stay grounded in the challenging work of holding space for others to process trauma.*

(Workshops took place on February 1, March 1, and March 18, 2021).

*2. **TRHT & CONTINUING STUDIES.** An Adjunct Professor in our Continuing Studies program, Elizabeth Vastine, will provide an Introductory Circle Training Workshop on April 20, 2021 for new practitioners to gain some experience and better understand the Racial Healing Circle process. This will be a way to encourage people to become fully trained to help us continue to do the work of Circle Keeping in the community.*

This goal addresses the pillars of racial healing and relationship building.
{See TRHT & ASSYST PowerPoint and Circle Training Invitation}

- **GOAL: Develop a “Recovering Dominican’s Past” project** in partnership with the School of Information Studies to decolonize the campus by developing a more inclusive narrative about the Dominican story; one that confronts the inequality, racism and cultural erasure that exists in our history. To do this, we partnered with the Title V Office, the Siena Center, and the Mcgreal Center to offer two programs that centered Indigenous Voices in our Dominican Heritage Story.

The two programs included:

*1. “**Returning Indigenous Voices to the Dominican Heritage Story: Pursuing the Truth, Racial Healing & Transformation.**” We invited Dr. Asif Wilson, Dean of Instruction at Harold Washington College to present a critical analysis on the writing of our Founding Father Samuel Mazzuchelli and to present on the topic of “Indian Education.” He provided the context within which all institutions are facing past and present racisms. The Dominican University community participated in a critical analysis of (that is, take a decolonized look at) the writings of Fr. Samuel*

*Mazzuchelli, alongside narratives from Native, Indigenous voices.
{See Returning Indigenous Voices flyer}*

2. “Cosmic Balance Vs. Individual Salvation.” *We invited Dr. Tink Tinker of the wazhazhe; Osage Nation and Professor Emeritus of American Indian Studies at the Iliff School of Theology to discuss the major worldview difference that separates American Indian Peoples from the eurochristian west. He spoke on the difference between the up-down (hierarchic) worldview of the eurochristian and the collateral-egalitarian worldview of Indian Peoples. Dr. Tinker explored how the survival of American Indian cultures and cultural values may make the difference for the survival and sustainability for the earth as we know it. {See Cosmic Balance flyer}*

This goal addresses the pillar of narrative change.

- **GOAL: Develop a Books and Conversation program** for the spring semester centered on equity in higher education, reading the book *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*, by Tia Brown McNair, Estela Mara Bensimon, and Lindsey Malcom-Piqueux. We made books available to the community through the Library. We will host. We will host three discussions of the book, beginning in April, for faculty and staff.

Discussions are to include:

- *Discussion of Chapter 1: From Equity Talk to Equity Walk and Chapter 2: Building an Equity-Minded Campus Culture*
- *Discussion of Chapter 3: Using and Communicating Data as a Tool to Advance Equity and Chapter 4: Aligning Strategic Priorities and Building Institutional Capacity*
- *Discussion of the text and its application at Dominican*
- *Chapter 5: Building Capacity for Equity-Mindedness among First-Generation Equity Practitioners*

This goal addresses the pillar of narrative change and relationship building.

- **GOAL: Partner with the Siena Center around anti-racism**, the Catholic Church, and the sin of white supremacy. This led to the program featuring Jeannine Hill Fletcher, a constructive theologian whose research is at the intersection of Christian systematic theology and issues of diversity (including gender, race, and religious diversity) and Tia Noelle Pratt, PhD., a sociologist of religion specializing in systemic racism in the Catholic Church. She researches and writes about how systemic racism impacts African American Catholics. The two women explored the book, *The Sin of White Supremacy: Christianity, Racism, and Religious Diversity in America*, and we invited readers to consider strategies for racial healing in our country. Participants were provided with the text and connected with a virtual reading group. This goal addresses the pillar of narrative change and relationship building. {See Siena Center flyer}
- **GOAL: Create two TRHT Undergraduate Student Internship positions** to support the work of TRHT and to create economic opportunities for marginalized students by increasing the capacity for on campus/paid work. This goal addresses the pillar of economy. Robert Baker and Deyona Raphy have served in these roles during the academic year 2020-21. Rober Baker will continue

in the role for academic year 2021-22, joined by Allie Wright.
{See TRHT Job Descriptions}

○ **GOAL: Expand TRHT structure of core team and Stakeholders Group.**

During the Academic year 2020-21, we expanded our Core Team from 6 to 10, increased our Stakeholders from 15 to 27, and established partnerships with 48 trained Racial Healing Circle Keepers. During academic year 2021-22, we plan to have Core Team members chair working groups focused on key TRHT action goals. Stakeholders will serve on working groups including: Staffing, Leadership, Coordination, Racial Healing Circles, Communication, Branding, and Social Media, Budget and Resource Development, Curricular Engagement, Student Engagement, River Forest Village Partnership, Evaluation.

a. Current Core team members from 2020-21 (10 total):

Tamara Bland, Cecilia Salvatore, Amy Omi, Sheila Radford-Hill, Karin Grimes, Monica Halloran, Joyce Shim, Paul Simpson, Peggy Ryan, OP, Sheila Bauer-Gatsos

b. Current Stakeholders from 2020-21 (27 total):

Tara Segal, Christina Curran, Derek Ruth, Felice Maciejewski, Susan McDonough, Felicia Wolf, Jennifer Morrissey, Jessica MacKinnon, Jacky Neri-Arias, Beronica Avila, Gail Haefner, Joyce Mojica, Lisa Petrov, Stephanie Fletcher, Debbie Morsovillo, Norah Collins-Pienta, Laurie Zack, Erin Mendoza, Rachel Hart-Winter, Venoncia Bate-Ambrus, Karen Azarnia, Julie Bach, Frances Kraft, Derrell Carter, Tony Graefe, Sheila Radford-Hill.

c. Current Racial Healing Circle Keepers (48 total):

Rachelle Zola (community member), Colette Davion (DU Alum, community member), Kayla Jackson (DU Alum), Amy Omi (staff), John DeCostanza (staff), Tamara Bland (faculty, Health Sciences), Jane Hseu (faculty, English), Joyce Mojica (staff, Wellness), Tara Segal (staff, University Ministry), Sr. Peggy Ryan (faculty, Sociology), Joyce Shim (faculty, Sociology), Cecelia Salvatore (faculty, Library Sciences), Monica Halloran (faculty, Continuing Studies), Paul Simpson (staff, Civic Learning), Lupe Tiscareño (Graduate Assistant, University Ministry), Trudi Goggin (community member), Jonathan Seals (Undergraduate student), Rachel Hart-Winter (Staff, Siena Center), Lauryn Bergert (Undergraduate student), Sheila Radford-Hill (community member), Tony Graefe (community member), Karin Grimes (community member), Venoncia Baté-Ambrus (faculty, Sociology), Cayla Welton (Undergraduate student), Claire Noonan (V.P. Mission & Ministry), Beronica Puhr (community member), Allie Wright (Undergraduate student), Cheryl Arata (community member), Armani Brockman (DU Alum), Sheila Bauer Gatsos (Faculty, English), Darcel Washington (community member), Kelly O'Connor (community member), Naushina Rahman (Graduate Student, Conflict Resolution), Libby Paul (community member), Natalia Prato (Undergraduate student), Nicky Margolis (community member), Linda Siebolds (community member), Deyona Raphy (Undergraduate student), Robert Baker (Undergraduate student), Mary Oliver (community member), Ian Gosse (Community member), Jacky Neri Arias (Staff, Center for Cultural Liberation), Rodney Brown (community member), Chris Coon (community member), Carlton Marcyan (community member), lyleah Hernandez (Undergraduate student), Bill Jenkins (Faculty, Seminars), Linda Nevarez (Undergraduate student)

d. Core Team for academic year 2021-22 will include:

- **Jacqueline NeriArias**—Director of the Center for Culture and Liberation
- **Sheila Bauer-Gatsos**—Associate Professor of English and Director of the Core Curriculum.
- **Beronica Avila**—Librarian in our Rebecca Crown Library who directs the WeatherTech Innovation Lab (WIL)
- **Joyce Mojica**—Clinical Therapist in the Wellness Center trained in restorative and trauma informed practices such as ASSYST and EMDR.
- **Robert Baker**—Undergraduate Student Intern for TRHT
- **Kate Powers**-STEM Learning Specialist, Academic Enrichment Center & Adjunct Instructor, Interdisciplinary Studies
- **Marcela Reaves Visbal**--Activity Director, Title V, Part B
- **Allie Wright**—Undergraduate Student Intern for TRHT
- **Derek Ruth**-Associate Professor, Management, Brennan School of Business

What internal or external factors have contributed to or impeded the success of your TRHT Campus Center?

Some of the barriers to our work this year were operational. The Core Team is comprised of individuals who are already extremely busy with faculty and staff workloads. Sometimes, the strain on their time and energy proved to be too much to be able to fully engage with programming and outreach efforts. Stakeholders had similar time restraints. However, the addition of an Interim Coordinator helped to improve communication and streamlined some of the workflow. Since coordination was housed within a unit committed to Social Justice, the overlap in job responsibilities helped to ensure that some of the programmatic elements of the work could get done. Even with the addition of a Coordinator, however, collecting and analyzing data has been a challenge this year. We were not able to secure persons to serve on the Assessment Team. In the future, Core members and Stakeholders will need to be rewarded and recognized for their participation so that this work can be done. The Coordinating role will also need to be resourced and supported.

Another on-going challenge is the communication strategy. Not only are we in need of a website and newsletter to be able to share information, more importantly, we need to ensure that communication with our students, stakeholders, the campus, and the communities we serve is not one-way. We need to develop strategies where everyone on campus and across our various partnerships and communities can reach out, request support, and share their challenges/learnings.

It must be noted that Dominican University is currently in the process of a Presidential Search, which has provided unique challenges and opportunities for our TRHT work. Over the course of the months spanning December through March, we provided DEI Advocacy by requesting a meeting with the *Storbeck Search Firm on December 17th, 2020*. We asked for transparent evidence that the firm conducting the search would seek out a robust pool of BIPOC candidates. TRHT specifically asked the search firm to address the following questions:

Q: What are your resources and networks that you utilize to highlight direct support for identifying BIPOC candidates?

Q: What is the role of the search firm in helping the search committee to interrogate their own bias?

Q: How will you ensure that the pool of candidates represents, at a minimum, and ideally an oversampling of, the % of Black and Latinx faculty--aggregated by racial group--at the level of Associate professors in the United States?

Q: How will you provide transparent evidence of how you worked to recruit BIPOC candidates.

Since an open forum with candidates was not possible, TRHT shared a list of DEI Questions to be asked of the presidential finalists on March 23, 2021.

{See Presidential Search Document}

The work on the Presidential Search helped us to come together as a team, but it also shifted focus from some of the infrastructure building we need to engage with, particularly the formation of Working Groups, including the Assessment Team.

Are there any important changes or information about your institution/Center that you would like to share?

CDO, Sheila Radford-Hill retired in December 2020. Amy Omi, University Minister for Liturgy, and the Arts and TRHT Core Team member was asked to serve as the Interim Coordinator for TRHT while the search for a new CDO is underway. As of March 2021, we have a new CDO, Precious Porras. Amy Omi has been asked to continue to serve as Coordinator for TRHT. Her position in University Ministry will now include the addition of the roles and responsibilities attributed to a Coordinator for TRHT under the umbrella of the office for Diversity, Equity, and Inclusion. The Coordinator for TRHT will bridge the offices of Diversity, Equity, and Inclusion with the division of Mission and Ministry, so that Mission and Equity are fully integrated, beginning in the fall of 2021.

How many people have participated in events/programming hosted by your TRHT Campus Center? Please list the activity with the corresponding number of participants.

- 1. Faculty Learning Community on healthcare disparities in the Borra College of Health Sciences (April 30, 2021)**
TBD
- 2. Neighbors: Building Bridges between Maywood and Dominican University (March 6-12)**
An Alternative Break Immersion sponsored by University Ministry, Truth Racial Healing, and Transformation, and the Office for Civic Learning.

Activities Included:

a.) Neighbors – History of the 290 (Saturday, March 6)

10 in-person

54 asynchronous

This was an in-person tour of the history of the Eisenhower Expressway and its impact on Maywood and its neighbors with Juan Pablo Herrera. 10 participants gathered at the Quinn Center of St. Eulalia (1845 S. 9th Avenue, Maywood 60153) at 1pm on Saturday, March 6 to explore the history of redlining and disinvestment in the predominantly Black and Brown community. Persons who could not attend in-person viewed virtually.

b.) Neighbors – Faith and Community (Sunday, March 7)

10 in-person at St. Eulalia Parish

27 on-line virtual service

Participants registered to attend either in-person at St. Eulalia Parish, or a virtual church service at one of the following Churches in the Maywood community:

[Empowerment Church](#) – live at 10am, rebroadcast at 12pm, 5pm, 7pm and 9pm

[Impact Church](#)

[NextGen Church](#) – live at 10am

[Sacred Heart-St. Eulalia Parish](#) If you would like to attend the in-person service at Sacred Heart - St. Eulalia Parish, please be sure to register for a spot between Wednesday, March 3 through Saturday, March 6 by [clicking here](#).

c.) Neighbors- The History Living in Maywood’s People (Monday, March 8)

68 Participants

7 panelists

Participants gathered virtually to hear from long-time Maywood residents & leaders to discover the “The History Living in Maywood’s People” on Monday, March 8. The event was hosted by the Maywood Public Library and featured seven panelists.

Panelists included:

Marcia Burton, Maywood Public Library

Daniela Martinez, Youth Librarian, Maywood Public Library

Jori Daniels, Maywood Public Library

Lois Baumann, Artistic Director/Dance Instructor, Maywood Fine Arts

Jeri Stenson, Curator, Westtown Cultural Center, Maywood

Maria Franco, Community Organizer, Coalition for Spiritual and Public Leadership

Jeffrey Grace, Director, Community Heritage Services, Maywood

d.) Neighbors- Nourishing a Community (Tuesday, March 9)

32 in-person

40 virtual

Participants signed up to distribute hot food and bagged groceries in-person at the Quinn Center in Maywood on Tuesday, March 9 (1845 S. 9th Avenue, Maywood 60153) People who could not attend in-person participated virtually to hear from a panel of 4 Quinn Center community organizers.

e.) Neighbors- Organizing in the Maywood Community (Wednesday, March 10)

55 Participants

Participants took part in a community organizing panel called, "Organizing in the Maywood Community" with the [Coalition for Spiritual and Public Leadership](#) to learn about the issues currently facing the residents of Maywood and how to mobilize to address them.

f.) Neighbors- Bridging the Divide: An Evening of Sharing Utilizing Racial Healing Circles (Thursday, March 11)

31 Participants

14 Circle Keepers

Residents of Maywood and surrounding communities took part in Racial Healing Circles with Dominican University's Truth Reconciliation Healing and Transformation initiative to explore themes of relationship, belonging, and how to work towards building communities of belonging.

g.) Neighbors- The Beginning of the Journey (Friday, March 12)

10 Participants

Participants gathered to hear from Leaders working in the Community of Maywood to dialogue with one another on next steps for the relationship between Maywood and Dominican University. This gathering helped us to outline future strategies and next steps for TRHT collaborations within the community of Maywood.

Community Leaders from Maywood included:

Pastor Marvin Wiley, Rock of Ages Church

Madilyn Wiley, Behavior Intervention Specialist, District 89 School District, Rock of Ages Church

Pastor Lorenzo Webber, Empowerment Church

Miguel Jones, Trustee for the Village of Maywood

3. Criminal Justice Reform Forum (April 8, 2021)

69 Participants

2 Senators

4 Panelists

4. Scholar Strike Circle: Vulnerability for Action with Athletics (September 9, 2020)

20 Participants

2 Keepers

5. Racial Healing Circles with District 89 and the Oak Park Public Library (Fall, 2020 semester-long)

need data from Oak Park.

6. Affinity Circle for members of Estrellas (September 17, 2020)

7 Participants

2 Keepers

7. Affinity Circle for members of the Village (October 15, 2020)

5 Participants

2 Keepers

8. **ID 101, Frosh Seminar Circle (October 8, 2020)**
15 Participants
2 Keepers
9. **Racial Healing Circle for Community Reads; The Sin of White Supremacy (October 15, 2020)**
45 Participants
18 Keepers
10. **Racial Healing Circle for Native American Heritage month (November 10, 2020)**
49 Participants
10 Keepers
11. **Racial Healing Circle for Estrellas and the Village (November 11, 2020)**
10 Participants
2 Keepers
12. **Restorative Justice Peace Circle, exploring Hope in Hard Times (November 17, 2020)**
5 Participants
2 Keepers
13. **School of Social Work Racial Healing Circle with SWK 513 & 513.02 (November 17 & November 18, 2020)**
15 participants at each circle
2 Keepers at each circle
14. **National Day of Racial Healing Circles (January 19, 2021)**
159 Participants
46 Keepers
15. **Black History Month Family Reunion and Dialogue (February 18, 2021)**
6 participants
3 Facilitators
16. **Racial Healing Circles to explore Indigenous Spirituality (March 2, 2021)**
11 participants
6 Keepers
17. **Racial Healing Circles with Neighbors (March 11, 2021)**
31 participants
14 keepers

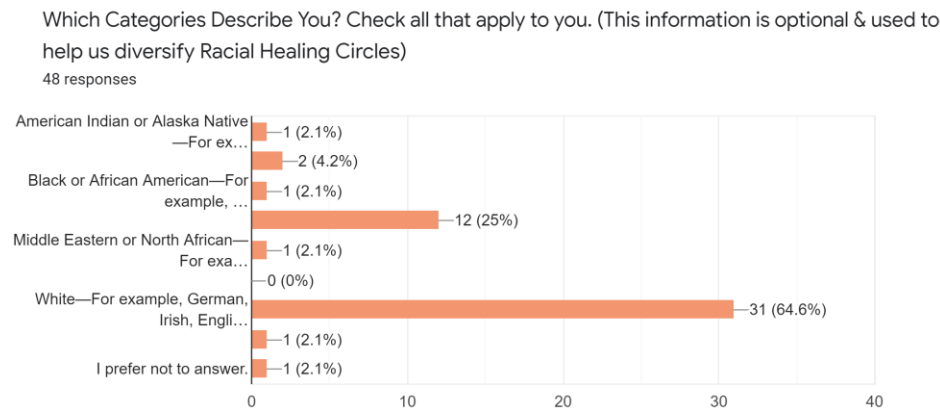
- 18. **The Sin of White Supremacy with Tia Noelle Pratt and Jeanine Hill Fletcher (October 22, 2020)**
176 Participants {See flyer}
- 19. **APIDA Affinity Circle (April 13, 2021)**
TBD (7 have registered)
- 20. **ASSYST Workshop (February 1, March 1, and March 18, 2021)**
20 total Participants
- 21. **Joy Harjo, Tabet Poetry Event (February 18, 2021)**
600 Participants {See flyer}
- 22. **Cosmic Balance Vs. Individual Salvation with Professor Tink Tinker of the Osage Nation (February 25, 2021)**
149 Participants {See flyer}

What have been the demographics of participants in events/programming hosted by your TRHT Campus Center?

As a Catholic HSI, composed predominantly of women at the undergraduate level, we have nearly 75% of our students identifying as Latinx, 8% White, 2% Asian, and 15% White. The majority of faculty and staff are White. The participation at our events reflects these demographics.

Here are a few examples from our Racial Healing Circles:

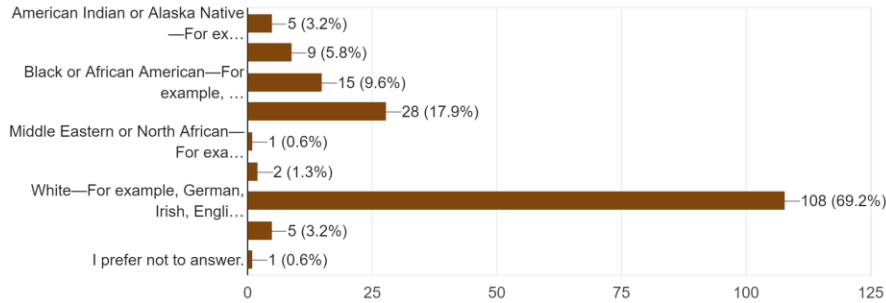
November 10 Racial Healing Circle:



January 19 Racial Healing Circle:

Which Categories Describe You? Check all that apply to you. (This information is optional & used to help us diversify Racial Healing Circles)

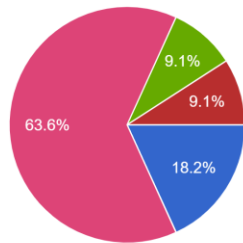
156 responses



March 2 Racial Healing Circle:

Which Categories Describe You? Check all that apply to you. (This information is optional & used to help us diversify Racial Healing Circles)

11 responses

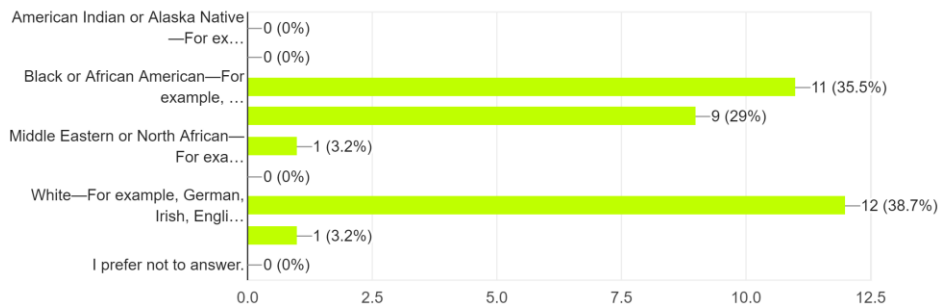


- American Indian or Alaska Native—For example, Navajo Nation, Blackfeet Tri...
- Asian—For example, Chinese, Filipino...
- Black or African American—For exam...
- Hispanic, Latino or Spanish Origin—F...
- Middle Eastern or North African—For...
- Native Hawaiian or Other Pacific Islan...
- White—For example, German, Irish, E...
- Some other race, ethnicity, or origin.
- I prefer not to answer.

March 11 Racial Healing Circle:

Which Categories Describe You? Check all that apply to you. (This information is optional & used to help us diversify Racial Healing Circles)

31 responses



What is one way that your TRHT Campus Center has brought people together?

The National Day of Racial Healing was an opportunity for residents of communities surrounding

Dominican University to come together, explore Identity & Culture, and participate in Racial Healing Circles. We had participation from current students, faculty, and staff, as well as representation from River Forest, Maywood, Forest Park, Oak Park, Austin, Cicero, Berwyn, and Melrose Park. Participants from this event are beginning to recognize the Truth, Racial Healing, and Transformation Center at Dominican University as a hub for innovative programming and lean into our resources to be better equipped to have conversations about race. We have received requests for trainings, workshops, and Racial Healing Circles.

When was your campus action plan last updated? Please send the latest version of your action plan [to lbonneville@aacu.org](mailto:lbonneville@aacu.org).

March 2021

What percentage of your TRHT activity and efforts would you allocate to each of the TRHT framework elements below? We know that your TRHT efforts are interconnected, so please share a general estimate to date. (0-100)

- a. Changing, creating, and sustaining a positive narrative about race on your campus/ in your community. 20%
- b. Creating common space for racial healing and building trusting, respectful relationships across ethnic/racial divides. 20%
- c. Addressing the systemic separation, segregation, and colonization in communities to build equitable access to basic resources (i.e. healthcare, education, employment, etc.). 20%
- d. Examining and addressing civil law, criminal law, and public policies that perpetuate racial barriers and discrimination. 20%
- e. Addressing and reforming systemic and discriminatory barriers to economic opportunity and resources. 20%

Please describe some specific metrics you use to measure and assess progress on the key TRHT goals outlined in the previous question. If applicable, please describe how progress/achievements are documented.

We are utilizing Google Surveys to collect feedback for our Circles. We are also gathering testimonials from students, faculty, staff, and community members who have participated in TRHT activities.

{See attached testimonials}

Our first year of TRHT focused on creating a functioning Core Team and initiating a project that would introduce TRHT to our campus.

In our second year, we developed a group of stakeholders and started to spread the TRHT framework and principles. With a solid Core and a group twenty-eight stakeholders that we will continue to expand,

DU TRHT developed its initial evaluation plan. Our initial plan focused on inputs, outputs, and milestones. Output measures were focused on indicators of engagement and effectiveness.

1. Input Measures:

- a. **Individual Attendance**= # of participants and # of participants who engage in two or more TRHT projects.
- b. **Campus and Community Participation**= # of campus and community partners, Memoranda of Understanding, and joint or co-sponsored projects promoting TRHT or incorporating TRHT principles.

2. Output measures (Engagement):

- a. **Individual Participation** =#of participants
- b. **Campus and Community Participation**=# of faculty fellows engaged in racial equity work through Center for Civic Learning and Engagement. including students, faculty and staff who engage with equity work on campus and/or in the communities we serve.
- c. **Community Participation**=# of community partners engaged in racial healing and equity activities in their organizations.

3. Outcome measures (Effectiveness):

- a. The number of participants that indicate progress on the indicators below as measured by the TRHT Impact survey.
- b. The number of participants that indicate progress on indicators as measured by TRHT pre and post surveys.

4. Progress Milestones

- a. **Building an inclusive and diverse TRHT Project/Center (2018-2020)**
 - Assembling a Core TRHT group (expanding the Core as appropriate)
 - Assembling a group of Stakeholders (who help to design and implement TRHT Signature programs)
 - Obtaining seed funding for the project
 - Assembling an Advisory Board (funders, champions, influencers who help the project remain relevant and financially viable)
- b. **Developing and implementing programming incorporating TRHT framework into programs and activities (2020-2021)**
 - Designing activities and events for racial dialogue--Books and Conversation, Storytelling and Equity and Civility Dialogues (CORE TEAM)
 - Conducting Racial Healing Circles in classes, co-curricular activities, and campus wide initiatives (Core and Stakeholders)
 - Presenting TRHT Principles and Framework to groups on campus (Communication)
- c. **Implementing projects that promote equity and racial justice on campus.**
 - Supporting the establishment of the Center for Culture and Liberation on campus
 - Developing support within the Curriculum Committee and the University's Core Curriculum group to conduct an equity analysis of the University's Core Curriculum (a model to assess

whether changes in the curriculum will promote welcoming, belonging, retention and completion of students regardless of their backgrounds.

- Designing Racial Healing circles and supporting racial equity projects with community-based partners.

d. Identifying community partners

- Inviting community partners to participate as Core Team and/or stakeholders.
- Mapping initial partnerships, aligned with our Action Plan.

e. Recruiting student leaders to participate in TRHT work.

- Developing internships and student worker jobs to provide students with the opportunity to connect to the TRHT work on campus.
- Inviting student groups to participate in TRHT Rx Healing Circles in partnership with University Ministry and the Multicultural Center
- Engaging President's Advisory Council and Social Justice Advocates in TRHT work

In the Fall semester, 2021, the TRHT Core team will partner with the Office of Institutional Effectiveness to review the measures we develop for a formative and summative evaluation process. We will determine how to conduct an evaluation of the TRHT programmatic components, and who might assist in measuring the effectiveness of TRHT on campus climate. We will determine the evaluation design and the need for preparing an IRB application to conduct our work.

What are the top three most important achievements your Center has been able to accomplish through your involvement in the TRHT effort?

1. We have made progress in the re-examination of the Dominican Heritage Story through the lens of Indigenous Peoples; Our attempt to de-center the Colonial Perspective of our Founding Father, Samuel Mazzuchelli has helped us to develop new relationships with researchers and Indigenous Scholars committed to this work. We have begun to take a more critical look at the ways in which the eurochristian perspective has dominated the charism and culture, and our Institution's role in the harm done to indigenous communities from the time of the first settlers to the present day. Our Sinsinawa Dominican legacy also carries with it links to slavery. The land purchased in Sinsinawa for the Dominican order was bought by a family who made their wealth in the slave trade. We have some work to do in telling that story, but we are developing relationships with the archivist in the McGreal Center on campus, which is responsible for promoting the research and writing of the history of the Order of Preachers in the United States. The McGreal center facilitates opportunities for in-depth research related to the Dominican family's significance in the life of the Order of Preachers, the church, and the nation. Our hope is to continue to work with McGreal to be able to collect, organize and preserve documents and artifacts that tell the story of Indigenous peoples, as well as Black Americans who were sold into slavery, and left out of the story we tell about our University's founding.

2. We organized within the community of River Forest, introduced the Truth, Racial Healing, and Transformation framework, and participated in Village Board meetings to achieve the signing of the Village Resolution. This Resolution articulates a commitment to challenge racial injustice and promote

healing and transformation practices in the community of River Forest and on campus at Dominican University. The signing of this resolution is a step in the right direction to ensure that every student, particularly BIPOC students, who attend Dominican University experience a sense of belonging and safety within the predominantly White, affluent community of River Forest. It will also help us to begin to address the disproportionate way that BIPOC students are stopped and harassed by the police on their way to and from school. We still have some organizing work to do to hold the Village leadership accountable, but we have established the foundation. The River Forest Village Board is now in the process of forming an Equity Council, which will lean into the University for leadership and resources. They will also hire a student worker from Sociology/Criminology to work on projects related to equity assessment for the municipality during the 2021-22 Academic year. Similarly, Dominican TRHT is in the process of forming an Advisory Council. The TRHT Advisory Council will meet quarterly to provide advice, support, and visibility for the TRHT Center at Dominican University. The TRHT Advisory Council will consist of nine members representing Dominican, the Villages of Oak Park-River Forest and Maywood, and community groups involved in TRHT work.

{See Village Resolution & Advisory Council Proposal}

3. We developed key partnerships within the community of Maywood and were able to organize a successful Alternative Break Immersion with the goal of building better relationships between Dominican University and Maywood.

Neighbors: Building Bridges between Dominican University and Maywood

offered students, faculty, staff, and community members an opportunity to engage with the intersection of various cultural and justice issues through panel discussions, dialogues, and racial healing circles that brought forth the strengths and assets of the community of Maywood and emphasized relationship building. We offered both in-person and virtual events for participants from Dominican and surrounding communities to explore the historical, sociopolitical, and religious contexts present within the Village of Maywood. Participants heard from Residents, Community Organizers, Faith Leaders, and Civil Servants, and were encouraged to raise important questions about social structures/faith expression/culture and cultural oppression/justice. Racial Healing Circles offered an opportunity for Maywoodians and Dominican University members to learn from one another through storytelling.

Maywood is a Black and Latinx community that was historically red-lined beginning in the 1950s with the building of the Eisenhower Expressway, and has since experienced on-going disinvestment. Maywood is currently considered a food desert as there has not been a grocery store in the Village since the closing of Aldi in 2016. Dominican University is situated in the White, affluent community of River Forest, which, despite being its closest neighbor, has historically ignored issues of racial injustice in Maywood. (River Forest has at least four grocery stores, including a Whole Foods Market). Over the past five years, Dominican University Ministry has been working alongside a couple of non-for-profit organizations. The Coalition for Spiritual and Public Leadership (CSPL), whose mission is to create a more just Chicago and Church through grassroots campaigns to change racial, economic, social, and environmental structures by developing leaders, and the Quinn Center, whose mission is to partner with the people of Proviso to build an inclusive culture of justice, health, and peace through intentional action. With those two partnerships in place, TRHT expanded outreach, and began to work with the following organizations for

this immersive experience:

- **Proviso Youth Services**, which works to address the needs of Proviso Township Youth, to provide a range of preventative programs, and to connect youth with educational, recreational, and employment opportunities.
- **Maywood Public Library**, which serves as a center for community life and learning. The Library is a free community cultural center, a focus point for community activities and a forum for community issues.
- **Maywood Fine Arts**, whose mission is to provide affordable, quality arts and fitness education to enrich and transform the lives of children and their families in Maywood and surrounding communities.
- **Heritage Community Services**, operates out of District 89 to provide academic support as well as youth mentoring for individual, family, and community empowerment within Garfield elementary school.
- **School District 89**, whose mission is to empower, educate and inspire students to achieve personal excellence in a multi-cultural society.
- **Project Uplift**, which aims to serve low to medium income individuals and families. Operation Uplift, Inc. networks with other agencies including: The Cook County Department of Planning, The United way of Metro-Chicago, Illinois Department of Human Services - Substance Abuse Department, Maywood Chamber of Commerce, Elementary School Districts 88, 89, 92, as well as Proviso Township High Schools District 209. The Maywood Public Library and Triton College are also a part of their social service network.
- **The West Town Museum of Cultural History**, which focuses on research, designing exhibits, and echoing the heritage of Chicago's West Suburban Community of Maywood. The archives are a major vehicle for historic preservation, oral history, photographs, videos, textiles, cultural tourism, self-esteem building and overall community pride.
- **The Proviso Township Ministerial Alliance Network**, which brings together Faith Leaders from Rock of Ages Church, Proviso Baptist Church, First Baptist Church of Melrose Park, and other Faith-Based organizations throughout Proviso Township to offer Youth Internships, Community Pride Initiatives, Mental Health Services, COVID response, and other needs identified by the community.

Through this immersion experience, we built the foundations of trust, and are now working with these organizations to place Dominican University Undergraduate students at these sites for paid internships through the Beloved Community, beginning during the 2021-22 academic year. The Beloved Community is a faith formation and leadership development program for students who are interested in learning from the experiences of Black communities and the spiritualities

of African-descended peoples in and around the city of Chicago. The program places students in churches and faith-based not-for-profits in Chicago's Westside communities and western suburbs. Students serve nine hours per week and are compensated with a generous stipend or may be eligible for internship credit.

The relationships we are building with these organizations will also lead to the development of pathways for Maywood youth to envision themselves at Dominican University and attend college.

Through *Neighbors*, we have begun to have conversations about what it means to build community together, to heal from the discriminatory past of red-lining, and to counter-act the harmful effects of disinvestment. By also engaging with Leadership with the community of River Forest, we are beginning to envision a way for the two communities to work together to invest in and celebrate the vibrant culture of Maywood. Dominican is well positioned to offer support and resources throughout the process.

What are three future milestones you envision and hope your TRHT Campus Center will meet through the continuation of TRHT efforts?

1. **Employ the TRHT framework in educational projects** to amplify Dominican University's commitment to African American student success and economic well-being. This is a goal we outlined in last year's action plan to address separation, economy, and narrative change. Now that we have the Equity Assessment outlined, we are better positioned to begin to work with Student Success and Engagement, as well as the Center for Cultural Liberation, and the Core Curriculum on this key initiative.

2. **Build Communications Infrastructure** to support on-going initiatives through the building of a website, a Facebook group page, and the creation of a Bi-monthly newsletter. The website and Facebook page will provide digital space where students, faculty, staff, and community members can interface, sign-up for programs, and learn about on-going initiatives, such as Racial Healing Circle Practice. The TRHT newsletter will serve as both an information sharing resource, as well as an expressive platform for reflective writing and art.

3. **Develop co-curricular projects exploring Black spirituality.** The McGreal Center and the Sinsinawa Mound will be good partners in this work. We will also be able to partner with the Coordinator for the Beloved Community Internship, whose focus will be faith formation and leadership development of Black Students who will study Black theologies and spiritualities of African-descended peoples.

What does sustainability of TRHT efforts look like for your campus and community? Please describe 2-3 ways in which outcomes from TRHT efforts will be sustained beyond the grant period.

To continue to sustain TRHT efforts at Dominican University, our Board of Trustees has begun to connect TRHT to the Mission and Identity of Dominican University by:

1.) *revising the language for the University by-laws that describe the purpose and composition of the Mission and Identity Committee. These were approved by the full Board of Trustees at their February meeting, but now go to the Sponsors Council and the Corporation Board for adoption.*

2.) *establishing the “working charge” of the committee—this is a direction-setting document for the internal use of the Trustees and the Committee itself, spelling out in more comprehensive language what its work will be. This goal addresses narrative change, economy, law, and separation. {See Mission and Identity attachment}*

In addition to integrating mission with DEI work, there are four keys to sustaining the TRHT work on the Dominican Campus,

1. Engage key allies to support various aspects of the TRHT initiatives. When existing units allocate funding or provide in-kind services for various projects, TRHT can amplify its presence on campus.
2. Apply for external grants. The Core TRHT team includes University Advancement. The Corporate and Foundations manager completed initial prospect research and identified four foundations that we will apply to this academic year.
 - Community Foundation of OPRF (Oak Park and River Forest)
 - Patrick and Anna M. Cudahy Fund
 - Healthy Communities Foundations
 - Dr. School Foundation
 - Department of Human Services Grant (through the Renaissance Collaborative)
3. Encourage Dominican University to invest in the program. For this year 2020-21, the University provided a start-up grant of \$25,000 for the project. We have just secured another \$25,000 from the University to continue to do this work during the 2021-22 academic year. We will need to secure future funding.
4. Apply for grants with community partners. These grants can fund their engagement and provide some possible fee-for-service income for the TRHT Campus work.
5. Develop signature programs and initiatives (consistent with the TRHT licensing agreement) that can provide fee-for-service revenue. Charging modest registration fees for speakers, programs, merchandize, etc. and develop a revenue stream for DU TRHT.
6. Work with University Advancement on engagement with Alumni to explore possible revenue sources.
7. Create a White Allies Council, whose work will focus on creating learning opportunities for white colleagues on breaking down/confronting racism, specific to people who are white.

We have also started to form the TRHT Advisory Council, which will meet quarterly to provide advice, support, and visibility for the TRHT Center at Dominican University. There will also be sustained and continued training for all, including Cabinet and Deans on addressing racism as well as the Board.

Council Roles and Responsibilities

- 1. The TRHT Council provides input to the TRHT Core Team and Dominican University's administrative staff.*
- 2. The key responsibilities of the TRHT Advisory Council involve providing fundraising support and engaging donors in TRHT efforts, providing advice to the TRHT Working Groups and Core Team regarding programming, supporting ongoing collaborations, and identifying opportunities for new partnerships.*
- 3. The TRHT Advisory Council is responsible to elevate the organizational profile of TRHT through media and community outreach.*
- 4. TRHT Advisory Council will lend their names to DU TRHT efforts and spread the TRHT message throughout the communities served by the Center.*
- 5. The Advisory Council supports the DU TRHT Center's ongoing collaborations by participating in TRHT events.*

{See Proposal for Advisory Council}

To date, in what ways are you measuring improvements in student outcomes (i.e. student persistence, engagement, belonging, completion, etc.), because of TRHT activities on your campus and in your community? Please include any applicable qualitative or quantitative data to support this.

Dominican University's TRHT team has not, to date, created tools to measure improvements in student outcomes, persistence, engagement, or belonging during this academic year. Part of the TRHT team's challenge here has been lack of expertise among our core team and stakeholders in developing student outcomes assessment metrics. Lacking that expertise, we have struggled with some of the following questions:

- Do "satisfaction" surveys for students participating in TRHT events produce statistically valid measures of belonging and engagement?
- What ethical concerns of privacy and confidentiality emerge when cross-tabulating students who participated in TRHT events with persistence and completion data?
- How much value or causation can TRHT claim for its work in campus assessments and data (such as campus climate surveys or demographically disaggregated statistics on student persistence and completion)?

To develop and employ these measures in the next academic year, we will consult with core teams from other TRHT Center campuses to learn what measurements they have successfully employed. We will also engage in spring and summer outreach to Dominican University's newly appointed Advising and Student Success Analyst and the research and assessment leadership team in the Office of Institutional Effectiveness. Finally, we will consult with Psychology Chair Professor Tina Taylor-Ritzler. In her work as Investigator and Researcher for National Science Foundation and Department of Education grants devoted to improving student success with new interventions and programming, Dr. Taylor-Ritzler may be able to offer us some practical and sustainable tools for measuring student outcomes.

Please send any materials or resources that you believe provide evidence of the work you have outlined as part of this grant report, such as pictures, articles, presentations, and videos to lbonneville@aacu.org.