

[National Assessment of Collegiate Campus Climates \(NACCC\)](#)

Towson University Recommendations (spring 2019)

NACCC <u>CONTENT AREAS</u> AND RECOMMENDED ACTION ITEMS FOR TOWSON UNIVERSITY	TU UNIT(S) RESPONSIBLE FOR EXPLORING IMPLEMENTATION	DIVERSITY STRATEGIC PLAN ACTION ITEM(S)
MATTERING AND AFFIRMATION		
<ul style="list-style-type: none"> Assess and determine whether there is a particular group that seems to dominate the campus environment and whether any groups are excluded from being allowed to take part in the construction of the campus identity. 	OIIE	3.1.4 4.2
<ul style="list-style-type: none"> Regularly convene college and university faculty, in conjunction with experienced staff from learning resource centers and centers for excellence in teaching, to discuss standards on inclusive teaching and ways to engage instructional personnel in developing culturally sensitive and affirming practices. 	Academic Affairs FACET OIIE	1.1 1.3
<ul style="list-style-type: none"> Conduct an audit of public spaces to ensure that inclusive imagery surrounds students. Literally and figuratively walk the halls, classrooms, and lab spaces with students and see these from their perspective. 	Marketing & Communications SGA, GSA OIIE	3.1.2
<ul style="list-style-type: none"> Train staff across student affairs, auxiliary centers, and campus police and security in meaningful ways to cultivate inclusive environments. 	OIIE Human Resources	1.1
<ul style="list-style-type: none"> Identify identity-based blind spots and vantage points related to pedagogy, advising, student affairs and other campus spaces and environments. 	OIIE Academic Affairs Student Affairs FACET Administration & Finance	1.1
<ul style="list-style-type: none"> Communicate the message that words and actions have impact regardless of intent. 	Marketing & Communications OIIE	2.3.3 3.1
CROSS-RACIAL ENGAGEMENT		
<ul style="list-style-type: none"> Create intentional, facilitated opportunities for cross-racial engagement on campus including, for example, hosting inter- and intragroup dialogues with skilled facilitators where privilege and marginality are discussed. 	OIIE Academic Affairs Student Affairs	3.2

<ul style="list-style-type: none"> Train and equip campus leadership, faculty, and staff to address spontaneous moments and controversies, and to initiate discussions about race. 	Senior leadership OIIE	1.1 1.3
<ul style="list-style-type: none"> Develop teams comprised of student affairs professionals, academic advisors, tenure-track/tenured faculty, counseling professionals and other administrators with student-facing roles, across professional rank, and charge them with creating student engagement plans that move beyond dialogue and that provide opportunities for students to interact academically and socially across racial and other identity groups. 	Academic Affairs Student Affairs OIIE	1.1.2 1.2 1.3 3.1 3.2
<ul style="list-style-type: none"> Ask the campus community to be a part of problem solving and collaboration when racial tensions arise. 	Senior leadership OIIE Marketing & Communications	3.1
<ul style="list-style-type: none"> Communicate the message that talking about race is hard, but important, and creates opportunities to push students to higher levels of critical thinking and toward better preparation to live in a diverse democracy. 	Marketing & Communications OIIE Academic Affairs Student Affairs SGA & GSA	1.1.1 1.2.4 2.3.3
RACIAL LEARNING AND LITERACY		
<ul style="list-style-type: none"> Conduct regular co-curricular engagement of texts, colloquia, and other academically purposeful activities to center issues of race and racism, particularly in relation to the institution and the geographic context(s) within which it resides. 	Academic Affairs Student Affairs OIIE	1.1 1.2 1.3
<ul style="list-style-type: none"> Conduct departmental review of classroom materials to determine whose voice and experiences are centered, and whose are missing. 	Academic Affairs OIIE	1.2 1.3
<ul style="list-style-type: none"> Determine which academic programs on campus have been successful at advancing minoritized students and propagate elements of these programs across campus. Practice engaging in departmental and cross-departmental conversations about racial equity and incentivize and support faculty and staff for engaging in the work. 	Academic Affairs OIIE	1.1 1.3 2.1 2.2 2.3
<ul style="list-style-type: none"> Provide structured opportunities for students to learn about their own and other racial groups. 	OIIE Academic Affairs Student Affairs	1.2
<ul style="list-style-type: none"> Ask faculty to make space at the beginning or end of class for key events in the news about race or racism and encourage them to seek out linkages to their discipline to address social issues and issues related to identity. 	Academic Affairs FACET OIIE	1.1.1 1.3.2

<ul style="list-style-type: none"> Communicate that the pace of learning about race and discussing race on campus should not prioritize the hesitancy and/or interests of any one group, over actual progress toward achieving equity. 	OIIE Marketing & Communications Senior leadership Academic Affairs Human Resources	1.1.1 1.2.4 2.3.3
ENCOUNTERS WITH RACIAL STRESS		
<ul style="list-style-type: none"> Form a subcommittee on racial stress composed of mental health and counseling professionals, including clinical faculty, particularly those with experience supporting racially minoritized populations. This subcommittee should, whenever possible, center the leadership and direction of counselors that reflect the racial diversity of the institution’s racially minoritized populations. 	Student Affairs Academic Affairs OIIE	1.1 2.2 3.1 3.2
<ul style="list-style-type: none"> Institute professional development for faculty and staff to prioritize understanding of the effects of not only racial violence on students, but also microaggressions and their impact on learning and well-being. This professional development should include providing faculty and staff with the skills to confront and intervene when these incidents occur and asking them to prioritize a consistent message to all students that they are intelligent, of worth, and capable of scholarship. 	OIIE Academic Affairs FACET Human Resources Student Affairs	1.1 1.3
<ul style="list-style-type: none"> Recognize race related stress and racial trauma on campus, and collectively engage with those on the margins to objectively hear their narratives and engage for action. 	OIIE Human Resources Academic Affairs Student Affairs	1.1 2.2 3.1 3.2
<ul style="list-style-type: none"> Boldly confront long-standing racial problems embedded in the systems and structures at the institution, and communicate that racism is not just individual and overt. 	OIIE Senior leadership Academic Affairs Human Resources Marketing & Communications	2.3 3.1 3.2
<ul style="list-style-type: none"> Practice and prepare for responsible race-conscious crisis scenario response, just as is done with other potential emergency saturations on campus. 	OIIE President’s Cabinet Academic Affairs Student Affairs TAAT	2.3 3.1 3.2

APPRAISALS OF INSTITUTIONAL COMMITMENT		
<ul style="list-style-type: none"> Be clear in campus-wide messaging about the opportunities and benefits of racial equity and inclusion on campus. 	Marketing & Communications OIIE	1.1.1 1.2.4 2.3.3
<ul style="list-style-type: none"> Review campus policies and resource allocations and consider whether they reflect racial equity goals. 	OIIE Administration & Finance General Counsel	3.1.3
<ul style="list-style-type: none"> Map the assets of your campus in terms of existing programs created to achieve racial equity on your campus. Identify existing gaps and shortcomings, which current practices serve to perpetuate racial inequities, and what new efforts could be mounted if redirecting resources or working together in new ways. 	OIIE	3.1.3 3.1.4 4.1 4.2 4.3
<ul style="list-style-type: none"> Consider that all faculty and staff search committees should go beyond bias reduction training to integrating proactive measures throughout the life cycle of hiring, including retention and promotion, particularly of minoritized faculty. 	OIIE Academic Affairs Human Resources	1.1.3 1.3.3
<ul style="list-style-type: none"> Practice race-conscious leadership, which includes, for example, engaging in authentic conversations and collaborations with people of color and developing an accurate understanding of the realities of race on campus. 	OIIE Senior leadership Academic Affairs Human Resources	1.1 1.2 1.3 3.1.1.2 3.2.2
<ul style="list-style-type: none"> Compare historical admissions policies with current policies to explore how changes over time may have impacted admission and enrollment patterns and the diversity of the admitted class. 	Academic Affairs OIIE	3.1.3
IMPACT OF EXTERNAL ENVIRONMENTS		
<ul style="list-style-type: none"> Building from the existing or newly constructed campus climate team, work with community leaders (including both residents and elected officials) to establish a town & gown committee or working group to help prevent, manage, and respond to racial incidents, racial violence, and racial terror taking place at the intersection of campus and community. 	OIIE Government Affairs & Community Relations Strategic Partnerships & Applied Research Student Affairs Academic Affairs Administration & Finance	1.2 3.1 4.2

<ul style="list-style-type: none"> Expect that students will be affected by incidents of racism and hate crimes locally or nationally and employ messaging when these happen consistent with messaging for these types of incidents when they occur on campus. 	OIIE Marketing & Communications Student Affairs Academic Affairs	1.1 1.2 3.1 3.2
<ul style="list-style-type: none"> Prepare to support students who have already experienced racial battle fatigue when they first arrive on campus. Also support students who face anxieties about the physical safety and well-being of their loved ones back in their hometown communities. 	OIIE Student Affairs Academic Affairs	1.1 1.2 2.2 3.1 3.2
<ul style="list-style-type: none"> Be aware that equity initiatives on campus should focus on eliminating conditions on campus that harm marginalized students and students from marginalized communities, and not on "fixing" these students. 	OIIE Student Affairs Academic Affairs	1.1 1.3 2.1 2.2 2.3 3.1.3 3.2 3.3 4.1
<ul style="list-style-type: none"> When assessing campus and external environments for issues surrounding race and racism, consider who the representatives and beneficiaries of existing racist systems are, and policies and practices that have a differential impact by race. 	OIIE Academic Affairs Student Affairs	3.1.3 4.1 4.2