

RACIAL EQUITY ACTION LEADERSHIP
COHORT #2
JUNE 2020- FEBRUARY 2021

MONTGOMERY COLLEGE

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EQUITY AND INCLUSION ROADMAP

ADDENDUM I: Antiracism Strategy

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2020-21 Institutional Goal #7:

Develop a strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise.

Obstacles getting in the way of MC's racial equity work.

- Lack of buy-in, ownership, change fatigue, communication issues, lack of transparency, decisions being made without vetting, lack of trust, and how we define and measure success.

Who will do what, how they're going to do it and why?

- Senior Academic Leadership Team (SALT) through the SVP Liaison's within the President's Advisory Committee on Equity and Inclusion (PACEI) will provide leadership by assigning roles and monitoring progress

Guiding Principles: Montgomery College will prioritize being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the college through our actions, communication, education, continuous improvement, advocacy for equity and inclusion, and being responsive to our stakeholders. We will hold ourselves accountable through analyzing previous and current data, policies, curricula, and programs.

Our Commitment: Empowerment, vulnerability, humility, transparency, advocacy, open-mindedness, flexibility, agility, responsiveness, changing lives, inclusion and student success. Treat others the way they would want to be treated.

SMARTIE Goal 1: Ensure stakeholders have the resources to uphold, execute, and take accountability for anti-racist goals, mission, and education.

Strategy – address concerns of racial justice knowledge, perceived lack of ability to apply the knowledge, creating an environment of forgiving mistakes

Operational objectives:

1. Collegewide racial equity professional development and antiracism educational journey
2. Toolbox-marketing materials, resources
3. Creating a culture around the College of social justice-branding on Zoom, virtual learning centers branding.
4. Launch E&I Ambassador program.

E&I Ambassador Program Notes:

- Support once people are hired. E&I advocate/ambassador to support staff/faculty.
- If provosts are getting training from ambassadors, then they become advocates. Advocates then train deans. Create yearly goals and then identify activities that support the goals.
- E&I and anti-racist work need to be a part of the evaluation process.

- Ambassador will guide conversation on creating goals and objectives.
- Where are the people coming from? PACEI, search advocates, committee on anti-racism?
- What are the goals and objectives for the Ambassadors? Providing knowledge and insight on E&I. Sitting in on decision-making process of the department. Providing a baseline foundation and being able to incorporate objectives.
- Train the trainer model would help departments not feel like they were being 'policed'. ELITE and Office of Compliance have put together trainings. Start with PACEI
- Under Dr. Bright's leadership, student affairs has launched the pilot for E&I ambassadors.

SMARTIE Goal 2: Promote diverse hiring and retention at the College by becoming more successful at eliminating biases particularly those based on race and ethnicity.

Strategy-review and improve talent search and search advocate process to eliminate bias.

Operational objectives:

1. Create and implement a search advocate program.
2. Gather and analyze data on staff promotions, staff retention, and exit interviews with staff promotions.
3. Enhance search committee training with anti-bias training (intersectionality-LGBTQ+, disability)
4. Office of Equity and Inclusion should receive all exit interview information as it occurs for data purposes to address any possible equity and inclusion issues.
5. Audit the HR process for providing internal candidates feedback when not hired.

SMARTIE Goal 3: Promoting academic excellence for Black males and Latinx students (Page 19 in Montgomery College Roadmap).

Strategy-Equitably increase multiculturalism, resources and support that promote student enrollment, persistence, retention and completion and address the stigma of meeting with a tutor or going to a learning center.

Operational objectives/Action steps:

1. Put together a focus group to better understand and address the stigma for Black males and Latinx students in regard to using learning centers.
 - a. Office of Equity and Inclusion and PACEI will facilitate or coordinate the creation of a focus group that will help to identify Black males and Latinx participants
2. Create a campaign that will address the stigma regarding Black males requesting help (operational objective-will have several different action items such as time, place, participants, letter).
 - a. Learning center managers are creating an informational video addressing stigma.
 - b. Learning center managers are actively seeking Black and Brown student athletes to encourage them through the creation of the video to utilize the college resources available to them.
3. Partner with Boys to Men, the MD Male Black Summit, ALMA for Latinx students, ACES, ATPA, Student Senate, Affinity student groups, Presidential Scholars Program, Southern Mgmt. Leadership Program, Black Alliance for Transformative Leadership.
4. Recruit African American male and Latinx students as tutors.

5. Post pictures with short bio of all tutors (especially private tutors), as well as student testimonials and multicultural pictures with students/tutors enjoying the tutoring session on the main page
6. Have learning center staff present to departments and classes highlighting efforts with a short testimonial video of the benefits from tutoring. Include students from various cultures

SMARTIE GOAL 4: Ensure policies and procedures reflect anti-racist approach or perspective.

Strategy-Develop an equity and inclusion/antiracist framework to adopt in policies and procedures.

Operational objectives:

- Re-open and publicize public form for comments on new and already established policies
- Utilize PACEI sub-committees to review policies and submit feedback to Dr. Long.
 - A preliminary basic training will be needed, as many policies adhere to mandated government laws and cannot be adjusted
 - PACEI can identify areas that may need more data to understand the factors and perceptions, as well as areas that may require further advocacy due to mandated laws
- Work with HR Director to review operational policies that are created by and more specific to HR
- Advocate for PACEI member(s) to also sit in PEC, especially as policies are also reviewed there
- Consider further operationalizing the guidelines/framework that PEC uses to discuss policies and procedures

Equity and Inclusion Operational Definitions

Racism

- Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Note: Racism = race prejudice + social and institutional power

Racism = a system of advantage based on race

Racism = a system of oppression based on race

Racism = a white supremacy system

Anti-Racism

- Anti-racism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

Note: Anti-racism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Anti-Racist

- An anti-racist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas.

Note: This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

White Supremacy

- The belief that the white race is inherently superior to other races and that white people should have control over people of other races; the social, economic, and political systems that collectively enable white people to maintain power over people of other races.

Note: White people benefit from white supremacy in a historical, political, and social context by generally escaping the stereotyping and generalizations that people of color experience, especially in interactions with the law, in the workplace, and in the media.

Equity

- The creation of opportunities that intentionally incorporates diverse and/or traditionally underrepresented thoughts and perspectives for students, employees and businesses/community.

Note: Equity can be further defined or viewed from different perspectives:

- Student focus: The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.
- Employee focus: The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.
- Business focus: The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Diversity

- The presence of individual differences and group-social differences among members of a group that can be engaged for the benefit of the group.

Note: Differences can include the familiar, protected-class attributes like race, religion, gender, disability, but also non-obvious ones such as culture, political affiliation, learning style, expertise, problem-solving approach, personality, language, and life experiences.

Inclusion

- The actualization of diversity that draws on the collective perspectives, strengths, and backgrounds of individuals for the benefit of the endeavor.

Note: Increasing one's awareness, content knowledge, cognitive sophistication, and empathetic understanding should extend into the boardroom, curricula, committees, department meetings, classrooms, student support activities, technologies, etc.