

Office of Equity and Inclusion President's Advisory Committee on Equity and Inclusion (PACEI) Newsletter

Volume 2 – April 2019

Montgomery College Embraces Equity and Inclusion

Message from Sharon Bland, JD, CPM
Chief Equity And Inclusion Officer

Dear Montgomery College Community,



I want to express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is an inclusive, civil, welcoming, safe, accessible, equitable and affirming community. Our strategic planning process is underway and is designed to develop a Master Work Plan for Equity and Inclusion at the conclusion of the year. This work will find residence in the MC 2025 Strategic Plan and you will see the principles of equity and inclusion embedded therein. We seek to AIM HIGH and commit to amplify, integrate, and measure our work!

We have heard you! And we are responding. My hope is that you have read my collegewide memo that accompanied the 2018 Equity and Inclusion survey and we understand our purpose. We acknowledge there is much work to do. PACEI has made over 40 recommendations in response to the 2017 survey and will be making a second set of recommendations in June of this year which is intended to further respond and demonstrate that we are listening to what we have heard.

By working together I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, fair and inclusive employee experiences, and will raise our institution to a level of civility of which we can all be proud.

Please be sure to register for the exciting upcoming Equity Summit on Tuesday, April 30, 2019. I look forward to seeing you there!

Peace,

Sharon

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**April 30, 2019 - Equity
Summit at the Germantown
campus**

You Are Invited

MONTGOMERY COLLEGE EQUITY SUMMIT

From Awareness to Action:
Embracing Equity and Inclusion at Montgomery College

Tuesday, April 30, 2019 • 8 a.m. – 4:30 p.m.

Globe Hall and Bioscience Education Center
20200 Observation Drive, Germantown, MD 20876

Please join us for thoughtful dialogue to inform how we understand ourselves, to foster civility, and to develop toolkits that will help us to continue building an inclusive College.

To Register, go to the Office of Equity and Inclusion website:
montgomerycollege.edu/about-mc/equity-and-inclusion and click on the register button

For additional information, please contact the [Office of Equity and Inclusion](mailto:CEIOAdvisor@montgomerycollege.edu),
CEIOAdvisor@montgomerycollege.edu, 240-567-5276

The President's Advisory Committee on Equity and Inclusion

The President's Advisory Committee on Equity and Inclusion (PACEI) is led by Sharon Bland, chief equity and inclusion officer, and Debra Bright, chair. Created in November 2017, at the behest of Dr. Pollard, the committee's purpose is as an advisory group to the president and SALT in the areas of equity, inclusion, social justice, and diversity. Each committee member was chosen by Dr. Pollard after an application process, which was motivated by the criticism that the same people were always chosen to serve on college-wide committees.

Sharon Bland is the College's chief equity and inclusion officer. Hired in May 2017, her overall responsibilities are to advance the College's mission and goals related to diversity, equity, inclusion, civil and human rights, and social justice by implementing existing programs, policies, and initiatives, as well as developing new ones as appropriate.



Debra Bright was appointed chair of PACEI by Dr. DeRionne Pollard in December 2017. Her responsibility is to oversee the work of the committee and its sub-committees and periodically update Dr. Pollard and SALT of the committee's progress. Dr. Bright is associate dean of student affairs for the Rockville campus.



Jacqueline Zappala serves as PACEI's and the leadership team's resource person and is Executive Associate for Sharon Bland.





President's Advisory Committee on Equity and Inclusion (PACEI) Leadership Team

Convener – Ms. Sharon R. Bland - Chief Equity and Inclusion Officer, Office of the President
Chair – Dr. Debra A. Bright - Associate Dean of Student Affairs, Office of Student Affairs
Resource Person – Jacqueline G. Zappala, Executive Associate, Office of Equity and Inclusion

Name	Sub-Committee	Title
Dr. Denise Simmons Graves	Student Experience and College Culture	Professor, Counselor Student Development
Mr. Christopher Moy	Student Experience and College Culture	Director of ADA Compliance
Ms. Shakenna Adams-Gormley Mr. Steve Greenfield	Business Practices and Procurement Business Practices and Procurement	Financial Aid Specialist Instructional Dean – Business, Information Technology, and Safety, WD&CE
Ms. Emily Rosado	Faculty, Teaching, and Curriculum	Professor, English and Reading
Ms. Karen Penn de Martinez	Human Resources/Recruiting, Hiring, Retention, Succession Planning	Professor, Computer Applications
Mr. Brad Pabian	Nationwide Peer Institution Best Practices/ Assessment and Evaluation/Resources	Administrative Associate – Governance, Presidential Priorities and Innovation and ACES Academic Coach
Mrs. Erica Bailey	Reports and Communications	Human Resources Associate
Dr. Mohibullah Durrani Mr.	Reports and Communications	ATPA Embedded Coach
Mr. Ramon De La Cruz	Training, Dialogue, Events, Celebrations	CT Building Coordinator
Ms. Stacey Gustavson	Workforce Development and Community Engagement	Enrollment and Student Access Manager
Dr. David S. Torain II	Workforce Development and Community Engagement	Professor, Mathematics

Culturally Responsive Teaching and Learning (CRT-L) Community College of Baltimore County By Laura White, Brad Pabian, Matthew Colburn

On February 12, 2019, Laura White, Brad Pabian, and Matthew Colburn, members of Montgomery College's President's Committee on Equity and Inclusion (PACEI) visited The Community College of Baltimore County (CCBC) to learn more about their training of faculty, staff and students in the equity and inclusion realm. We met with David Truscello, English Professor and Trainer-of-Trainers in Culturally Responsive Teaching and Learning and Tamesha Ponder, Director of Intercultural Engagement. Tamesha and David are co-leaders of CCBC's Culturally Responsive Teaching and Learning Program.

Approximately 15 years ago, David Truscello and his team were tasked by their then-President to look into Maryland's Closing the Achievement Gap initiative. Initially, they started with a common read by Etta Hollins called Culture in School Learning and then asked themselves "What is the core of this work?" They soon realized the work needed to "start with us" and "our own orientations when working with students" meaning self-reflection and self-awareness had to be their first step. The group then made a conscious decision to only

create programming that strengthened those who had already bought into the work of Etta Collins and then began to develop what has become the Culturally Responsive Teaching and Learning Program at CCBC.

According to their website: “The Culturally Responsive Teaching and Learning Program (CRT-L) is a dynamic partnership for academic equity involving both the Office of Instruction and the Office of Enrollment and Student Services at the Community College of Baltimore County (CCBC). Since inception in 2004, the CRT-L Program has led 1500+ faculty and staff and thousands of students to actively address individual and institutional self-awareness, attitudes and beliefs, knowledge of others, and the skills and practices needed to collaborate with new understandings and cultural proficiencies”. Ms. Ponder and Mr. Truscello shared the framework of the program as being four modules that can be conducted in any order as either a full 8-day-long training or as small as a one-hour mini presentation. The modules have race at its core and are divided into four sections: (1) meanings of race & culture (2) social capital learning (3) mindset and cultures (4) overcoming stereotype threat. These areas dig deeper into race as a social construct, implicit bias, fixed vs growth mindsets and white fragility as one works their way through the program. Faculty and staff are even provided a modest stipend when they complete CRT-L training.

What started out as faculty professional development has also turned in to a way to engage students in the conversation about race and culture. Ms. Ponder reported she is often placed on faculty syllabi when a professor is off at a conference or as it relates to particular subject matter in the classroom. Phrases like “social capital” are often heard being muttered by students in the classroom because the concepts of CRT-L modules have been built into the educational fabric at CCBC.

Lastly, both Mr. Truscello and Ms. Ponder cautioned us as we inquired about mandating training for all faculty and staff. They suggested as we can continue our “scanning period” at Montgomery College, our assessment of the equity and inclusions areas for growth, that all trainings should be voluntary so as to build a community of like-minded faculty and staff who can then educate others.

For those interested in learning more, please visit their website at: <http://crt-cc.org/>

Office of Equity and Inclusion Definitions for Cultural Competency, Inclusion, Equity, Access, and Diversity

Advancing social justice is the bedrock of the Montgomery College’s commitment to institutional cultural competency. Institutional Cultural Competency is a best practice for valuing diversity, practicing inclusion, and creating equity. It equips us to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes. Studies show that investing time and resources to organization-wide cultural competency efforts is positively related to greater innovation, performance, problem solving, talent acquisition, and market share.

The College defines cultural competency as the state of having and applying knowledge and skill in four areas: awareness of one’s own cultural worldview; recognition of one’s attitudes toward cultural differences; realization of different cultural practices and worldviews; and thoughtfulness in cross-cultural interaction. Moreover, the College’s cultural competency definition and commitment align with the best practice guidance from the National Center for Cultural Competence and the seminal works of Terry Cross and others who identify five essential elements contributing to an institution’s ability to become more culturally competent:

1. Valuing diversity.
2. Having the capacity for cultural self-assessment.
3. Being conscious of the dynamics inherent when cultures interact.
4. Having institutionalized culture knowledge.
5. Having developed adaptations to service delivery reflecting an understanding of cultural diversity.

The College's philosophical and operational frameworks for cultural competency are inclusion, diversity, equity for students, equity for employees, access, leadership, and social justice (IDEEALS). This framework equips the College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes. Cultural competency enables our organization to acquire the wisdom and develop capabilities for critically examining how cultural worldviews influence perceptions of power, dominance, and inequality.

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

Equity (student focus): The creation of opportunities for historically underserved populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and completion.

Equity (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.

Equity (business focus): The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Access: Convenience, affordable, proximity, provide equal opportunities for persons with disabilities to all aspects of campus life, non-selective, local postsecondary, multiple pathways to the College.

Diversity: Individual differences (e.g. personality, language, learning styles and life experiences) and group-social differences (e.g. race, ethnicity, class, gender, gender identity, sexual orientation, sexual identity, disability, country of origin and ability status as well as cultural, political, religious or other affiliations) that can be engaged in the service of learning

Cultural competence definition adapted from the National Center for Cultural Competence at Georgetown University's Center for Child and Human Development. <https://nccc.georgetown.edu/curricula/culturalcompetence.html>

Also adapted in part by Cal State College, National Association of Diversity Officers in Higher Education, Webster's Dictionary/Association of American Colleges and Universities

APPROVED BY President's Advisory Committee on Equity and Inclusion 1-10-18 Sharon Bland, Chief Equity and Inclusion Officer



The Importance of Understanding Unconscious Bias - Part II

by Julie Weber

Understanding unconscious bias is critical to any organization that is interested in promoting equity, fairness, inclusion, and diversity. In the previous newsletter, we defined unconscious bias, discussed where it comes from, and shared some kinds of unconscious bias that exist. (Link to previous newsletter) In this newsletter, we are going to share examples of how unconscious bias can negatively affect both students and employees, and what we can do effectively and proactively to counteract the consequences of such bias both individually and organizationally.

A Quick Recap

Unconscious bias is universal, innate to all human beings, activated automatically and without intention, and based on unconscious stereotypes, assumptions, and prejudices. Unconscious bias also can unknowingly cause people to make decisions and evaluations in the workplace and classroom that are in favor of one group to the detriment of others. All humans have biases due to the way in which the brain has been hardwired. There are over 150 types of unconscious bias that have been identified, including preferences for or aversions to gender, political affiliation, age, able-bodied status, sexual preference, immigrant status, religion, and more.¹

How can unconscious bias affect the MC community?

There are multiple ways in which unconscious bias can negatively impact Montgomery College. Not only can it harm individual employees and students, but also it can harm the organizational culture, more generally.

Employees: A decision-maker's unconscious preference for one group over another (preference for magenta people over scarlet people) or one non-skilled based characteristic over another (preference for left-handed workers over right-handed workers) can impact the entire lifecycle for employees, including who is recruited, hired, promoted, developed, and even terminated.² Unconscious bias can also impact the accuracy of performance reviews or the perceived need (or lack of need) for disciplinary proceedings.³

Students: As faculty and staff, our unconscious biases can affect the accuracy of the student grading process (we believe pink people are better students than green people) and the perceived need or lack thereof of a student disciplinary process (we believe striped people need more discipline than polka-dotted people).⁴ In addition, our unconscious biases can affect whether and when students are able to speak in the classroom and even outside of it.⁵ Unchecked unconscious bias resulting in decisions or behavior that adversely affect students can eventually affect whether students decide to stay at or return to MC.

Organizational Culture: When individuals and groups of individuals are feeling unfairly treated due to unconscious bias, it can negatively impact morale, engagement, and productivity in units, divisions, classes, and in the organization as a whole. Additionally, unconscious bias can occur at the organizational level; collective unconscious patterns can perpetuate old, undesirable norms and have a "long-lasting influence over organizational decisions and cultural thinking and interaction."⁶

What can we do to effectively counteract the consequences of such bias in ourselves and in the organization?

While there are a number of ways to combat and interrupt unconscious bias individually or organizationally, a sampling of such strategies is below:

Individually:

1. Consider building awareness of your own individual implicit biases; being aware of what biases we have and how strong they are will enable us to better manage them. ⁷ Consider taking the free Implicit Association Test (IAT) online, a test designed to help test takers assess their own unconscious biases. According to the IAT website, the test “measures the strength of associations between a number of concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy).” You can find the test here: <https://implicit.harvard.edu/implicit/takeatest.html>
2. Consider being vigilant and promoting self-aware decision-making. ⁸ Once we understand our own personal biases, we can learn to deliberately look for these biases being activated in ourselves, especially when making decisions and evaluations affecting current or prospective employees or students. As one experienced diversity consultant writes, “This process is similar to what happens when we step on the clutch in a standard transmission automobile. The motor doesn’t stop running (bias does not stop), but the car is no longer moving forward.” ⁹ When we are alert to our biases, they are “less likely to blindly dictate our decision.” ¹⁰

Organizationally:

1. Consider offering awareness or acceptance training. ¹¹ Where the first step to addressing unconscious bias is to acknowledge and accept that every employee has it, providing training could allow a forum for this awareness and acceptance to be achieved. Such training could also possibly provide an opportunity for employees to learn about and identify their own biases, as well as to provide a safe space to begin an organizational conversation about what biases are present at MC specifically, and what steps can be taken to minimize the effects of these biases. The goal of such training would be to “educate executives and all employees that biases are a fact of life, and that it is normal to not know you are biased. We need to accept that intelligence, expertise, and education simply do not reduce bias in a meaningful way.” ¹²
2. Consider labelling the types of biases that are likely to occur in any given system or decision at MC. ¹³ David Rock, director of the NeuroLeadership Institute, indicates that labeling the possible biases at work will bring them to the conscious level, allowing leaders and employees to become more aware of how these biases affect key organizational decisions in hiring, promotion, compensation, succession planning, and more. ¹⁴ For instance, discuss and examine how the affinity bias (the tendency to warm up to people similar to us and who share similar goals) has positively or negatively impacted employee groups in the context of hiring or promotion? ¹⁵
3. Consider creating formal structures (if there are none) or reviewing the structures already in place to help mitigate unconscious bias and ensure more deliberative and fair decision-making. ¹⁶ To help combat the effects of unconscious bias, MC could review its structures related to activities concerning the employment process, including decision-making, applicant screening, interviewing, identifying high performers, evaluating, promoting, and terminating employees. This creation or review of formal structures could help MC not only uncover places where unconscious bias can improperly affect process/decisions, but also help MC find new and consistent ways to minimize those effects. For example, instead of accepting a resume as is, some organizations are now stripping identifying information such as name, address, gender, and social affiliations from resumes to allow for a more unbiased screening process. ¹⁷ Structured processes have been found to be particularly helpful in reducing patterns of unconscious bias that take over when people are “trusting their gut” in informal structures, such as managing, coaching, and evaluating performance. ¹⁸ Similar review and creation of formal structures can be considered in the student context concerning student-related processes/activities, such as those related to grading and discipline.
4. Consider talking with current or former employees and students, particularly women and minorities, to learn what unconscious bias issues they believe they faced, and how it has affected them. ¹⁹

Conclusion:

Unconscious bias is here to stay, but the way in which we approach it can make enormous differences in the individual employee and student experiences and in the MC organization as a whole. By working individually and together, the MC community can increase awareness of unconscious bias on the individual and organizational levels, minimize its impact, while finding new ways of supporting positive changes in thinking, behavior, and organizational decision-making practices. Such efforts would no doubt improve the MC community, making it healthier, more equitable, fair, inclusive, and diverse.

Footnotes/ References:

1. See Office of Equity and Inclusion President's Advisory Committee on Equity and Inclusion (PACEI) Newsletter 2018, at: <http://insidemc.montgomerycollege.edu/attach/99c74fe9-2b31-29b4-f55b-921bbfb2079a/November%202018%20newsletter%20112818.pdf>
2. McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
3. McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- 4/5 Gooblar, David. Yes, You Have Implicit Biases, Too. <https://www.chronicle.com/article/Yes-You-Have-Implicit-Biases/241797>
- 6 Choate, Andrea. Neuroleadership Lessons: Recognizing and Mitigating Unconscious Bias in the Workplace. <https://blog.hrps.org/blogpost/Neuroleadership-Lessons-Recognizing-and-Mitigating-Unconscious-Bias-in-the-Workplace>
- 7 Segal, Jonathan. 3 Steps for Addressing Unconscious Bias at Work. <https://shrm.org/hr-today/news/hr-magazine/1017/pages/three-steps-for-addressing-unconscious-bias-at-work.aspx>
- 8 Segal, Jonathan. 3 Steps for Addressing Unconscious Bias at Work. <https://shrm.org/hr-today/news/hr-magazine/1017/pages/three-steps-for-addressing-unconscious-bias-at-work.aspx>
- 9 Ross, Howard. 3 Ways to Make Less Biased Decisions. <https://hbr.org/2015/04/3-ways-to-make-less-biased-decisions>
- 10 Ross, Howard. 3 Ways to Make Less Biased Decisions. <https://hbr.org/2015/04/3-ways-to-make-less-biased-decisions>
- 11 McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- 12 Lieberman, Matthew, Rock, David, Halvorson, Heidi, and Cox, Christine. Breaking Bias Updated: The SEEDS Model. NeuroLeadership Journal, Volume 6/November 2015
- 13 Choate, Andrea. Neuroleadership Lessons: Recognizing and Mitigating Unconscious Bias in the Workplace. <https://blog.hrps.org/blogpost/Neuroleadership-Lessons-Recognizing-and-Mitigating-Unconscious-Bias-in-the-Workplace>
- 14 McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- 15 For a more detailed and robust discussion of a specific framework for labeling and also mitigating workplace biases, see: Lieberman, Matthew, Rock, David, Halvorson, Heidi, and Cox, Christine. Breaking Bias Updated: The SEEDS Model. NeuroLeadership Journal, Volume 6/November 2015.
- 16 McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- 17 McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>
- 18 Ross, Howard, 3 Ways to Make Less Biased Decisions. <https://hbr.org/2015/04/3-ways-to-make-less-biased-decisions>
- 19 McCormick, Horace. The Real Effects of Unconscious Bias in the Workplace. <https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/unc-white-paper-the-real-effects-of-unconscious-bias-in-the-workplace-Final>

Creating Inclusive Environments

Ref: Christopher Moy: Student Experience College Culture subgroup

It is critical to inform and remind the College community of our obligation and commitment to create and sustain a safe, non-discriminatory and inclusive learning environment for all students, including those who identify with a gender that is different from their gender-assigned-at-birth or express their gender identity in a non-binary way (neither masculine nor feminine stereotypes).

These guidelines are in accordance with MC policies as well as courtesies that demonstrate equity and inclusion. While these guidelines speak primarily to interactions with students, it is best practice to apply this approach when engaging with colleagues. Not only does this respect the identities of those who are gender non-conforming, but it creates a culture of inclusion and diversity that benefits all students, staff, faculty, and administrators.

Policies

The College's [Equal Employment Opportunity and Non-Discrimination Policy](#) (31006) and [Equal Education Opportunity and Non-Discrimination Policy](#) (41002) makes clear that discrimination against persons on the basis of gender, gender identity, or expression in its educational programs and activities is a violation. MC's non-discrimination policy highlights the need to establish collegewide best practices for respecting gender identity and expression on College campuses.

Practices

It is our responsibility to provide a supportive environment where all students are free to be who they are. One aspect of creating such an environment is providing safe, accessible, and convenient restroom facilities. Montgomery College supports individuals to use all restroom facilities that correspond to their identity, as well as restrooms that are designated gender-inclusive. Individuals should use the restroom that makes them feel most comfortable.

Gender-inclusive facilities are available to all students, staff, and faculty and serve diverse needs, including: privacy; managing child/family, medical or disability issues; and for people who identify as transgender. Be aware of the gender-inclusive restrooms located on each campus and be prepared to provide directions. A list of gender-inclusive restrooms on each campus is posted on Montgomery College's [Title IX](#) web-site.

Courtesy

Using an individual's preferred pronouns and preferred name is respectful behavior and creates a truly inclusive and welcoming environment for transgender and gender-nonconforming students. Additional resources and cultural competencies in supporting transgender and gender-nonconforming individuals are located on the Title IX website. A culture of civility is grounded in respect. If you have any questions or concerns, please contact Christopher Moy, director of ADA and Title IX compliance.



MONTGOMERY COLLEGE

Civility Norms

“We believe the culture of civility begins with each of us.”
—PACEI Leadership Team

We aspire to be welcoming, equitable, inclusive, and culturally competent.

We are polite in our interactions by: greeting and acknowledging others; saying please and thank you; respecting others’ time, space, and individuality; being direct, sensitive, and honest.

We listen for common ground.

We treat each other with respect by: welcoming feedback with an open mind and giving others the benefit of the doubt; acknowledging the contributions of others and recognizing successes; acknowledging the impact of our behavior on others with a caring heart.

We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

For more information, contact Sharon Bland, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu