

COLLEGEWIDE E & I TRAINING

The Journey Toward Becoming an Antiracist Institution

COMPANION GUIDE

Welcome! This collegewide training provides an overview of the College's framework for becoming an antiracist institution.

This is your companion guide that will accompany the college-wide training and support your next steps after the training. Feel free to download or print as needed prior to the training.



- AWARENESS**
Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events
- UNDERSTANDING**
Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research
- EMBRACING**
Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount
- COMMITMENT**
Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated
- ACTION**
Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities
- CHANGE**
Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

Reflection:

- Where are you in the cycle of change?

Understanding DEI Language: IDEAALS

Inclusion

- The actualization of diversity that draws on the collective perspectives, strengths, and backgrounds of all individuals for the benefit of the endeavor. The active, intentional, and ongoing engagement with diversity—in people, in the 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.

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.

Equity

- The creation of opportunities that intentionally incorporates diverse and/or traditionally underrepresented thoughts and perspectives for students, faculty, staff, and businesses/community members.
 - (*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 disparities in leadership roles in all spheres of institutional functioning.
 - (*Business focus*): The creation of opportunities for all 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.

Antiracism

- The work of actively opposing racism by advocating for changes in political, economic, and social life. Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts. An antiracist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas. This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity. From an organizational perspective, becoming an antiracist institution is the active process of identifying,

challenging, and confronting racism, which requires confronting systems, organizational structures, policies, practices, behaviors, and attitudes. This active process should seek to redistribute power in an effort to foster equitable outcomes.

Leadership

- Inspiring and directing a group of people to act toward achieving common goals and developing and implementing strategies to meet the College's mission.

Social Justice

- A concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges. The concept of social justice has often referred to the process of ensuring that all individuals fulfill their societal roles and receive what was their due from society. In the current movements for social justice, the emphasis has been on the breaking of barriers for social mobility, the creation of safety nets, social equality, and economic justice.



<https://www.racialequitytools.org/glossary>

Antiracism: What Does It Mean to You?

When you hear the term antiracism what words or feelings come to mind?

Mentimeter:



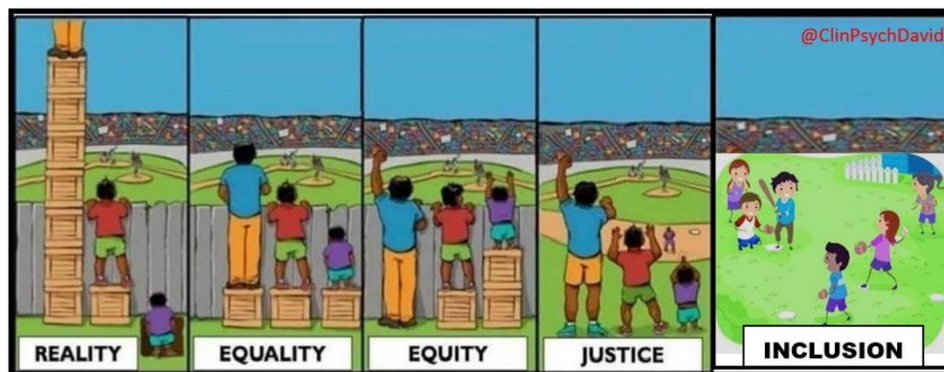
SCAN THIS QR CODE
or go to www.menti.com

Becoming an Antiracist

Antiracism requires individuals from all walks of life to take a leading role in opposing racism in their everyday lives and in their spheres of influence.

- Oppose individual racist behaviors and their impacts every day.
- Educate yourself about the history of how racism has been institutionalized and about stereotypes and their negative impacts
- Review policies and procedures from racial equity lens
- Be an ally, be uncomfortable
- Find ways to speak up and speak out against racism in your work, community, family, and other spheres of influence.

Getting to our IDEALS:

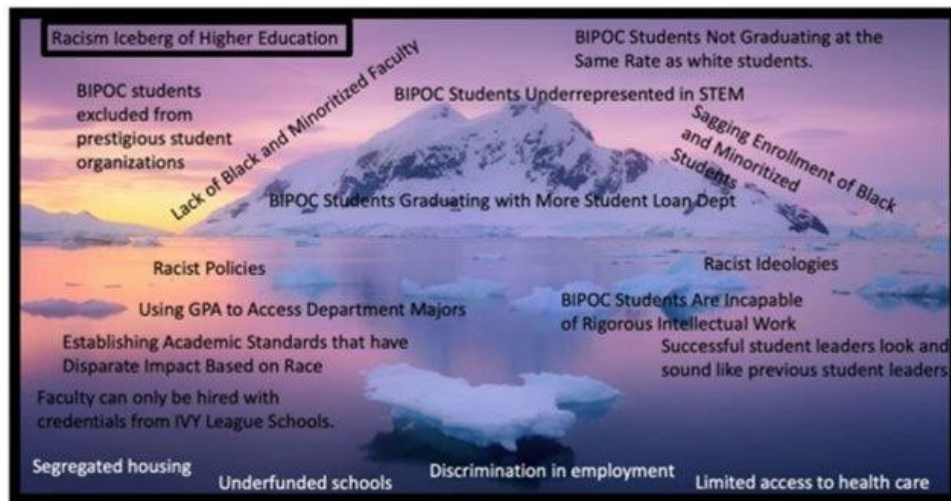


In your experience which picture do you believe is most in line with where MC is as a college and/or in your specific unit or department?

Dialogue & Discussion: Delving Deeper

Racism in higher education: “Racist policies combined with racist ideas produces racial inequities that appear normal.”

Dr. Terry Nance, Vice President for Diversity, Equity and Inclusion, Villanova University



*BIPOC: Black, Indigenous and People of Color

The Iceberg: What lies above the surface (readily identifiable) and beneath at MC?

- How do these concepts impact or influence your role at the College?
- In what way(s) can you/your department or unit address issues pertaining to racial inequities that arise/occur at the College?

Framework for Shaping Change: 3 Components

- *Reflection:* Building Self Awareness
- *Education:* Learning & Understanding
- *Engagement:* Commitment & Taking Action



- How self-aware are you about where you are in this change process?
- What further learning and understanding do you need at this time?
- In what way(s) can you develop commitment toward change and take action continually to impact change?

Building Self Awareness:

- Reflection & mindfulness
- Journaling
- Dialogue, openness to varying points of view

30 Day Challenge



<https://bit.ly/40I7WZE>

Uncovering Implicit Bias Self-Assessment



<https://bit.ly/3Avhc9g>

Learning and Understanding:

- Participate in opportunities for learning



<https://adobe.ly/3Puvhbe>

Commitment and Taking Action

- Consider: Antiracism Badge



<https://bit.ly/3vW4eP5>

Commitment to Change Means Action: Strategies for Engagement & Advocacy

- Get involved in local politics and contribute to efforts to enact racial equity policies
- Join community organizations and nonprofits that work on racial equity policies.
- Learn about the country's history, institutional racism and the legacies of racism that continue to impact us
- Diversify your knowledge base
- Address/call out racist conduct, policies, procedures
- Lead within your sphere of influence to initiate or provide oversight of equitable and inclusive practices
- Hold people accountable
- Grow by getting to know someone of a different background than your own
- Identify and seek out events related to race/ethnicity
- Host dialogue circles for your department/unit
- Discuss antiracism with colleagues and evaluate how your department or unit can review the impact of your work with a racial equity lens

- Join PACEI
- Conduct workshops
- Attend Safe Zone training
- Attend Search Advocate training

If you are faculty you can:

- Adopt antiracist course materials, and teaching practices
- Develop an inclusive syllabus
- Infuse universal design tactics into your curriculum/coursework
- Connect with your students intentionally (e.g. learn the names of your students and the correct pronunciation; ask them how they want to be addressed)

Your Reflection: Creating Change

What next steps will *you* engage in to further your growth, development toward change and/or facilitate that of others to contribute to MC's mission of becoming an antiracist institution?

How to Earn Credit for Training Completion:

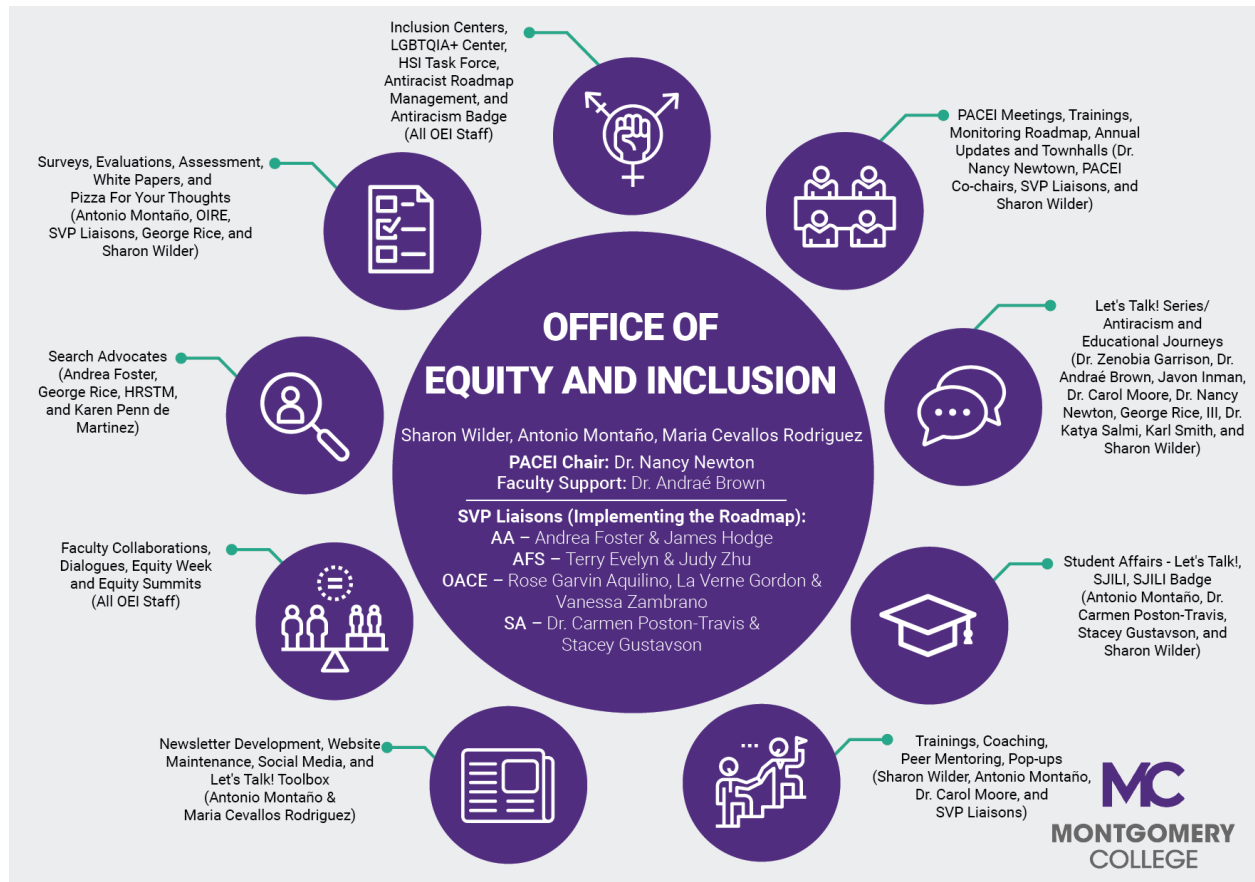
Complete and submit the evaluation and your E&I action plan

Date of Training: _____

Completion Due Date (two weeks from date of training): _____

Additional Supplemental Materials/Information

Office of Equity and Inclusion: Roles & Responsibilities



<https://www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html>

Equity and Inclusion Resources:



<https://bit.ly/3Ai6hzm>

Civility Norms

Consider posting in your office



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 Wilder, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu



<https://adobe.ly/3K5vwZg>

For Faculty

Additional Resources and Further Reading



<https://adobe.ly/3T0abo7>

Inclusive Syllabus



<https://bit.ly/3wblkbY>