

The ANTIRACIST BADGE validates that the earner demonstrates the following competencies:

Competency	Competent - what does it look like to be competent?	Evidence of Competency - what is submitted to evaluators to demonstrate that competency has been achieved
<p>A. Self-Awareness – What is your role in racism?</p> <p>Definition: The ability to recognize one’s own role in racism at the individual, interpersonal, institutional and systemic levels.</p>	<p>Self-evaluates one's own knowledge and understanding of racism at the individual, interpersonal, institutional and systemic levels.</p> <p>Explores awareness of one’s own role in knowingly and unknowingly contributing to racism.</p>	<p>Complete a survey or self assessment (e.g. IDI)</p> <p>Complete at least 3 guided exercises to determine one's position in relation to systems of oppression (e.g. Be Antiracist workbook questions)</p> <p>Complete Part A of Cycle of Change Worksheet “Issues to Potentially Influence” to begin to identify problem related to racism/racial inequity within their sphere of influence.</p> <p>Submit a positionality statement (written or recorded) that explains how thinking and understanding of racism has changed over time (e.g. Flipgrid, EPortfolio, Digital storytelling)</p>
<p>B. Self-Education - What knowledge do you need to act as an antiracist?</p> <p>Definition: Seek interactions and experiences that enhance one’s understanding of racism and antiracism.</p>	<p>Builds knowledge of racism and antiracism.</p> <p>Explains how to be antiracist using own words supported by credible sources and examples.</p> <p>Identifies and differentiates between different forms of oppression relating to racism.</p>	<p>Complete Reflection for Antiracism Educational Experiences (at least 2 within the past year) with title, type, dates of participation. (Examples of antiracism educational experiences provided).</p> <p>Submit responses to reflection/survey questions (<i>Be Antiracist</i> workbook)</p> <p>Complete Part B of Cycle of Change Worksheet “List of Potential Strategies” to address the identified problem</p>

<p>C. Action - How can you practice antiracism?</p> <p>Definition: Actively contribute to antiracist and equitable practices that influence individual and systemic change through advocacy and education.</p>	<p>Applies the cycle of change process to an identified problem within one's sphere of influence at the college or in the community.</p> <p>Advocates or acts with the intent to interrupt and eliminate racism.</p>	<p>Complete Part C of Cycle of Change Worksheet "Selection of Strategy for Implementation"</p> <p>Submit artifacts to document implemented strategy (video, etc.) and responses from feedback and evaluation</p> <p>Submit written or recorded reflection of:</p> <ul style="list-style-type: none"> - the strategy (including planning, challenges, implementation, and feedback) -advocacy or actions taken with the intent to interrupt and eliminate racism
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*Competencies align with 1) National Association of Colleges and Employers (NACE) [Equity and Inclusion Career Readiness](#), 2) Montgomery College Office of Equity and Inclusion [Cycle of Change](#), 3) Selected scholarship in the field of antiracism including the work of Ibram X. Kendi, *How to be An Antiracist* (New York: One World/Random House, 2019) and *Be Antiracist: A Journal for Awareness, Reflection, and Action* (New York: One World/Random House, 2020).