

# EQUITY AND INCLUSION --- ROADMAP FOR SUCCESS

ADDENDUM I · JUNE 2021

On our journey to curate more equitable and inclusive ecosystems on our campuses and in our communities, there are times in which we have been challenged by something we may have said or done and for something that we didn't say or didn't do. "Cultural competence, confidence, and intelligence doesn't happen overnight, it is a journey." The moment someone may hear or read the word "ANTIRACIST," their first response is normally, "I'm not a racist." Thus, Montgomery College prioritizes 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, communications, policies, programs, curricula, education, and advocacy for equity and inclusion. As we learn new language and acquire more knowledge and data in equity and inclusion, we adjust to meet the moment.

The Office of Equity and Inclusion at Montgomery College (MC) has added an addendum to the institution's *2020-2025 Equity and Inclusion Roadmap for Success* stemming from MC's Board of Trustees' 2020 goal: "To develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

This new antiracism goal promotes social justice, radical inclusion, and racial equity within the College and the broader community, advancing the Board of Trustees' focus on the journey to being an antiracist institution. In addition to the ongoing programming and training opportunities that we've developed, we are creating an *Antiracist Badge* for students, faculty, and staff that will give the fundamental knowledge, skills, and expertise to understand, educate, and advocate as they evolve as learners and leaders.

Please review the addendum and feel free to reach out to the Office of Equity and Inclusion or the President's Advisory Committee on Equity and Inclusion' leadership team for further information.

# Message from Sharon R. Wilder Chief Equity and Inclusion Officer



Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also 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 a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap*. Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan*, where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such:

We empower our students (*in an equitable and inclusive manner*) to change their lives, and we enrich the life of our community (*in an equitable and inclusive manner*). We are accountable for our results (*in an equitable and inclusive manner*).

Sincerely,  
Sharon R. Wilder, JD, CPM

*Sharon R. Wilder*

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*"As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students." —Dr. DeRionne Pollard, Montgomery College 2020-2025 Strategic Plan*

# Addendum I to *Roadmap for Success*: Antiracism Strategy

APRIL 2021

## 2020-21 Institutional Goal #6: Antiracism

Montgomery College's Institutional Goal adopted by the Board of Trustees for the FY22 Academic Year is to "Develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

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

- The president's Senior Academic Leadership Team (SALT), through the SVP liaisons 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 (Specific, Measurable, Achievable, Relevant, Time-based, Inclusive, Equitable) Goal 1: Ensure stakeholders have the resources to uphold, execute, and take accountability for antiracist goals, mission, and education.
  - Strategy – Educate and train employees on racial justice and how to overcome perceived lack of ability to apply the knowledge. Create an environment of forgiving mistakes when learning about racial equity.
  - Operational Objectives/Action Steps:
    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.
- 5. E&I Ambassador program is designed to:
  - a. Support new hires. E&I advocate/ambassador to support staff/faculty.
  - b. Cascading trainings from provosts to deans to vice presidents and departments. (Create yearly goals and identify activities that support the goals.)
  - c. E&I and antiracist work will be integrated into the evaluation process.
  - d. Ambassador will guide conversation on creating goals and objectives.
  - e. Ambassadors will provide knowledge and insight on E&I. Serve as peer mentors on E&I in each department.
  - f. Train the trainer model would help departments not feel like they were being 'policed.' PACEI members will take the lead.
  - g. Student Affairs has launched the pilot for E&I ambassadors through developing an Equity and Inclusion Taskforce in 2021.
- 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 - LGBTQIA+ and disability).
    4. Office of Equity and Inclusion will receive all exit interview information as it occurs for data purposes to address any possible equity and inclusion issues.
    5. Audit and make recommendations to 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 Office of Equity and Inclusion *Roadmap for Success*).
  - Strategy – Equitably increase multiculturalism, resources, and support that promote student enrollment, persistence, retention and completion and address the perceived stigma of meeting with a tutor or going to a learning center.
  - Operational objectives/Action steps:
    1. Create 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 will create an informational video addressing stigma.
      - b. Learning center managers will actively seek 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 Men of Color Summit, ALMA for Latinx students, ACES, ATPA, Student Senate, Affinity student groups and student clubs, Presidential Scholars Program, Southern Management Leadership Program, Black Alliance for Transformative Leadership.
    4. Recruit African American male and Latinx students as tutors.
    5. Post pictures with short biography 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.
    7. Open Inclusion Centers on each campus with specific social justice and equity programs for faculty and students.
- SMARTIE GOAL 4: Ensure policies and procedures reflect antiracist approach or perspective.
  - Strategy – Develop an equity and inclusion/antiracist framework to adopt in policies and procedures.
  - Operational Objectives/Action Steps:
    1. Re-open and publicize public form for comments on new and already established policies.
    2. Utilize PACEI subcommittee to review policies and submit feedback to the director of policy and planning, Office of the President.
      - a. A preliminary basic training will be needed, as many policies adhere to mandated government laws and cannot be adjusted.
      - b. 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.
    3. Work with vice president of Human Resources and Strategic Talent Management to review operational policies that are created by and more specific to HR.
    4. Advocate for PACEI member(s) to also sit in PEC, especially as policies are also reviewed there
    5. 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.

**Antiracism:**

**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

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

**Note:** Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

**Antiracist:**

An antiracist 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.

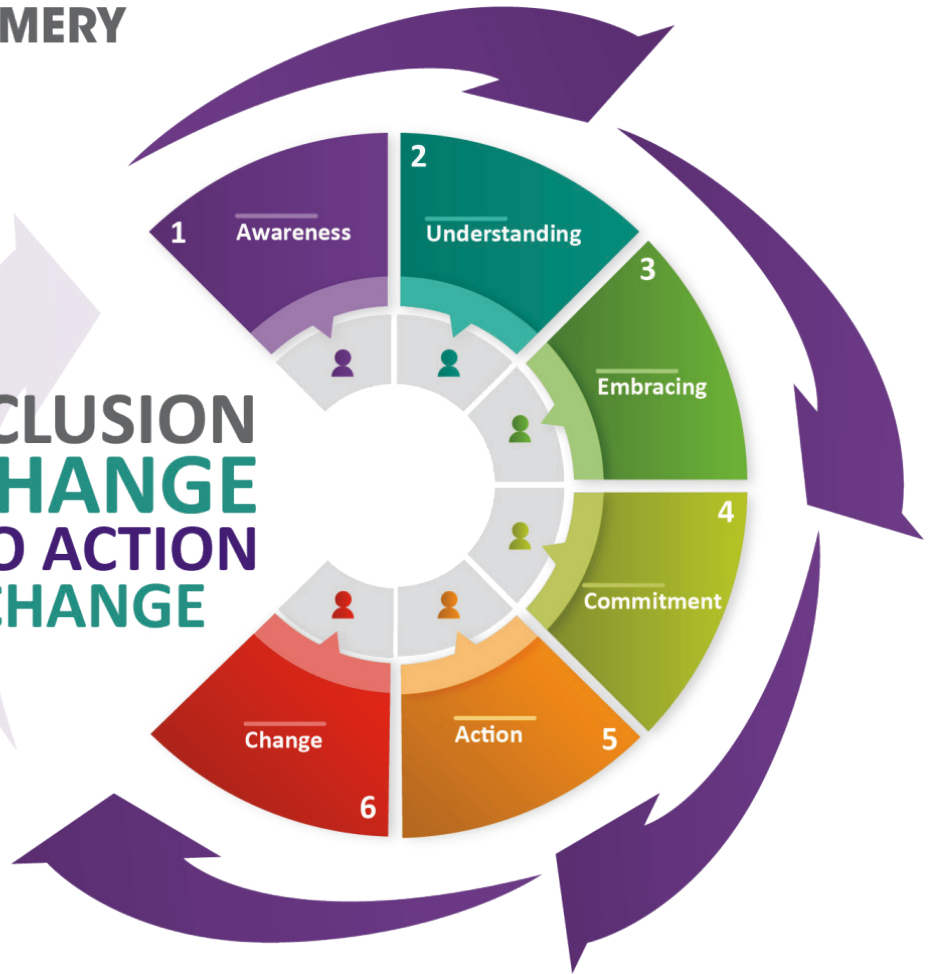
**Diversity:** The presence of individual differences and group-social differences among members of a group that can be engaged for the benefit of the group.

**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.

**EQUITY & INCLUSION  
CYCLE OF CHANGE  
AWARENESS TO ACTION  
TO CHANGE**



**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



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