

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

Volume 1 – November 2018

## Montgomery College Embraces Equity and Inclusion

### MESSAGE FROM SHARON BLAND, JD, CPM CHIEF EQUITY AND INCLUSION OFFICER

Dear College Community,



As Chief Equity and Inclusion Officer, I would like to thank you all for your commitment to the work of building and fostering an inclusive, welcoming, affirming, safe, and accessible community. Thank you for all of those who have provided me time to listen and speak to your staff regarding civility, one of the tenets of our Code of Ethics that we are upholding this year. The work of inclusion and social justice is consistent with our Montgomery College 2020 Strategic Plan, which represents the College's choice to move beyond courageous conversations about social justice and innovation in higher education and to actively engage in demonstrating social justice through radical inclusivity, engaging revolutionary pedagogy, and practices to increase student success (2018 Middle States, Self-Study Report).

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*). As you may know, our 2025 Strategic Planning process and implementation of Self-Study recommendations is underway. This is an important opportunity to further integrate equity and inclusion into the overall plan for the future of Montgomery College. The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and will produce an Equity and Inclusion Master Plan in 2019 to guide our work in this space.

Turning to recent events, I would be remiss if I did not take the time in this newsletter to address the state of our national current events and climate troubling. I was proud that in their recent communication, the president and senior vice presidents affirmed their commitment to inclusion and civility at the College. Although we were not directly targeted by the

#### **INSIDE THIS ISSUE**

**Message from the Chief Equity and Inclusion Officer**

**Message from the Chair: What's Happening in Equity & Inclusion?**

**Meet the leadership team and members of each subcommittee**

**Student Complaint Resolution**

**Equity & Inclusion in Action @ MC**

**Nationwide Peer Institution Best Practices/Assessment & Evaluations/Resources subcommittee's visit to UMD office of Diversity and Inclusion**

**Book Review: *Mastering Civility***

**What's Happening Around MC**

**The Importance of Understanding Unconscious Bias– Part 1**

#### **UPCOMING EVENTS**

**Equity & Inclusion Survey - Take the survey to win a \$100 Amazon gift card. Survey is open through 12/7/18.**

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

recent reprehensible acts of violence, hate, rhetoric, or policies and/or proposed policies, I strongly condemn them and I want to explicitly reiterate that Montgomery College is fervently committed to supporting and protecting all members of our community.

We each bring unique experiences and perspectives to the College. Diminishing the rights of any group harms our community. Montgomery College is a welcoming community, open to all students, faculty, and staff—regardless of race, gender, religion, or sexual orientation.

I want to thank you for all that you do to make Montgomery College a caring, compassionate, and welcoming community, and I am so excited to work with each member of our community!

Peace,

*Sharon*

## MESSAGE FROM DR. DEBRA A. BRIGHT, CHAIR, PRESIDENT'S ADVISORY COMMITTEE ON EQUITY & INCLUSION



### WHAT'S HAPPENING IN EQUITY & INCLUSION?

Welcome to the inaugural newsletter of the President's Advisory Committee on Equity and Inclusion (PACEI)! We are delighted to offer this publication as a vehicle to update the college community about the work and accomplishments of our committee.

By way of introduction, the PACEI is a 50-person, multicultural, multigenerational team of faculty, staff, and administrators whose membership represents all facets of the College. The Committee is divided into the following eight (8) subcommittees:

- Student Experience and College Culture
- Business Practices and Procurement
- Faculty, Teaching, and Curriculum
- Human Resources/Recruiting, Hiring, Retention, Succession Planning
- Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources
- Reports and Communication
- Training, Dialogue, Events, Celebrations
- Workforce Development and Community Engagement

The chairs/co-chairs of the subcommittees constitute the PACEI Leadership Team. As chair of PACEI, I am honored to guide the leadership team's and larger committee's work and help ensure our initiatives are moving forward.

Since the larger group held its first meeting in November 2017, members have participated in a variety of trainings on topics such as Courageous Conversations, Unconscious Bias, Mastering Civility, and Interrupting Micro-aggressions. Additionally, we have been working diligently to review existing data and determine ways in which we can make our community more equitable and inclusive. During the fall 2017 semester, our subcommittees analyzed the results of various surveys, including the 2017 Equity and Inclusion survey and results of the *Pizza for your Thoughts* student focus groups.

After reviewing these data, each sub-committee developed a list of proposed activities the College should “Start, Stop, and Sustain.” Forty-one recommended actions were identified to implement by June 2018 or June 2019. On April 23<sup>rd</sup>, the leadership team presented these recommendations to the president and senior administrative leadership team (SALT) and received authorization to move forward with all action items, pending budget approval. The following actions were recommended for June 2018 implementation and all have been addressed.

- Student Experience and College Culture - Modify curriculum change form to add language about needing a new transcript evaluation.
- Business Practices and Procurement - When utilizing other agency contracts (PTOAs) to procure goods and services for the College, use such contracts that are awarded to female-owned, disabled, and minority vendors, where available.
- Faculty, Teaching, and Curriculum - Hold an equity and inclusion-focused Poster Session before and after the Spring Closing Meeting on May 16, 2018.
- Human Resources/Recruiting, Hiring, Retention, Succession Planning - Broaden recruiting outreach to immigrant and minority communities including Hispanic, African-American, Asian, people with disabilities, and LGBTQI. Advertise positions in targeted publications, post in relevant social media groups, attend relevant events/conferences with current employee "ambassadors", and delete references to visas.
- Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources - Create a communication plan for employees and a communication plan for students to disseminate centralized and critical information regarding discrimination, abuse, bias concern reporting, and conflict resolution resources.
- Reports and Communications - Reduce DFW rate of students in top 20 enrolled courses by a detailed analysis of data, followed by targeted programs.
- Training, Dialogue, Events, Celebrations - Post Civility Norms on digital screens college-wide, promote discussion of civility, and record welcome video with an equity and inclusion focus by Dr. Pollard, to be used at new student and employee orientations and/or at opening meetings.
- Workforce Development and Community Engagement - Focus on welcoming students and potential faculty and staff who are here on any type of Visa. Initiate the #YouAreWelcomeHere campaign.

This academic year PACEI will host its first annual Equity Summit on April 30, 2019 at the Germantown campus and identify a new set of recommendations for June 2019. Stay tuned!

Yours in Equity & Inclusion,

*Debra*

## 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 persons and is Executive Associate for Sharon Bland.



**Denise Simmons Graves** and **Christopher Moy** are co-chairs of the student experience and college culture sub-committee, which will (1) examine reported experiences of MC students and employees through various information sources (such as "Student Voices", the equity and inclusion survey, focus group results, etc.); and (2) develop recommendations that will foster a more equitable and inclusive college culture, which leads to an enhanced student experience. Dr. Graves is a counselor on the Rockville campus and Mr. Moy is director of ADA compliance.

Members of the sub-committee are Rachel Bonaparte, Katie Mount, Nancy Newton, and Amy Tutt. The committee's resource person is Marjorie Davis.



**Shakeena Adams-Gormley** and **Steven Greenfield** are co-chairs of the business practices and procurement sub-committee which will (1) establish Montgomery College's policies, procedures, and practices that are inclusive of underserved businesses, woman-owned businesses, small businesses, disability-owned, veteran-owned small businesses, LGBTQI and diverse businesses of all types; and (2) focus on geographic inclusion and determining MC's responsibility in helping to spur

underserved businesses and economic growth in designated enterprise zones in the county, such as Silver Spring, Wheaton, Long Branch. Ms. Adams-Gormley is a financial aid specialist at Germantown and Mr. Greenfield is dean of business, information technology, and safety for Workforce Development and Continuing Education.

Members of the sub-committee are Sharon Kauffman and Elena Saenz. The committee's resource person is Patrick Johnson.



**Emily Rosado** is chair of the faculty, teaching, and curriculum sub-committee which will (1) work to establish priorities for the College to offer cutting-edge course content and effective faculty pedagogy which meet student and staff needs for diversity, equity, and inclusion; (2) ensure transparency in available resources and dissemination of the information that may impact teaching methodology; and (3) provide opportunities/platforms to share ideas about teaching methodologies. Ms. Rosado is a professor of English and reading at the Rockville campus .

Members of the sub-committee are Akhter Chowdhury, Francine Farr, Linwood Ferguson, Vedham Karpakakunjaram, Stacy Keller, and Angela Nissing. The sub-committee's resource person is Michele Knight.



**Karen Penn de Martinez** is chair of the human resources/recruiting, hiring, retention, succession planning sub-committee which will (1) seek strategies to increase the diversity of the institution by treating every new job opening as a vital opportunity to seek top candidates who better reflect the makeup of our student body; (2) ensure our diversity and inclusion principles are infused throughout the hiring process for all faculty, staff, and students; and (3) seek approaches to become a better workplace for equity, diversity, and inclusion. Ms. Penn de Martinez is a professor of business, economics, accounting, computer applications, hospitality management, and paralegal studies at the Takoma Park/Silver Spring campus.

Members of the sub-committee are Eric Benjamin, Nicolle Brazil, Tiffany Copeland, John Day, Sherry Randolph, Luis Santia-go, and Karla Silvestre. The sub-committee's resource people are Lauren Landau and Krista Walker.



**Brad Pabian** is chair of the nationwide peer institution best practices/assessment and evaluation/resources sub-committee which will (1) research equity and inclusion best practices at 17 peer institutions and all Maryland community colleges and 4-year universities; (2) categorize each best practice into one of the ten critical areas of work of the office of equity and inclusion, and (3) prioritize four critical focus areas for year one's work: recruitment & hiring; promotion & retention of employees; diversity, equity, and inclusion programming; and climate and culture. Mr. Pabian is currently an administrative associate in the office of the president working in the areas of governance, presidential priorities, and institutional initiatives.

Members of the sub-committee are Diana Benson, Maria Davidson, Julie Weber, and Laura White. The sub-committee's resource person is Bo Chan.





**Erica Bailey** and **Mohibullah Durrani** are co-chairs of the reports and communications sub-committee which will examine ways to (1) support reporting needs and requirements from Middle States Commission on Higher Education (MSCHE), Montgomery County Council’s Office of Legislative Oversight, and other local and state government entities, about how we are building equity into the formula for student success; (2) enhance communication to employees for opportunities for professional and personal development to improve employee retention; (3) increase communication in Spanish for employees, and (4) improve communication throughout the College for employees to regain trust within the college community. Dr. Durrani is an ATPA Embedded Coach at the Germantown campus. Ms. Bailey is a Human Resources Associate at Central Services.

Members of the sub-committee are Mary Robinson, James Sniezek, and Farah Vivas. The sub-committee’s resource person is Michelle Scott.



**Ramon de la Cruz** is the chair of the training, dialogue, events, and celebrations sub-committee, whose charge is to (1) identify strategies to create a safe and inclusive college community by deepening and enhancing the level of discussion and training around diversity and inclusion issues; (2) expand cultural program offerings that reflect our values; (3) create space for differing viewpoints regarding political ideology; and (4) celebrate the diversity of the college community and the richness that our diverse identities bring to education. Mr. de la Cruz is building coordinator for the central services building.



Members of the sub-committee are Matthew Colburn, Sue Haddad and Pamela Taylor. The sub-committee’s resource person is Caroline Toscano.

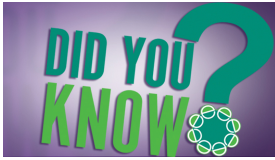


**Stacey Gustavson** and **David Torain** are co-chairs of the workforce development and community engagement sub-committee which will (1) serve as a resource for a cadre of experts to conduct college wide training in response to diversity and inclusion trends, current trends impacting businesses and communities, and responding to deliberative dialogues based on political climates; (2) serve as thought leaders and a resource for business and the community in response to current trends; showcase Montgomery College as the first stop in the county and state of Maryland for leadership and training in diversity, equity, and inclusion; (3) present the College as a partner for business, government, and organizations as a “go to” for training their employees and assisting with issue resolution; (4) respond to the cultural changes in the institution as a result of the local and national climate of diversity events (e.g. Charlottesville, Freddie Gray; Trayvon Martin, etc.); and (5) provide support in identifying subject matter experts within the College to provide training in response to diversity and inclusion trends, which serves to enhance the development and maintenance of inclusive environments. Ms. Gustavson is the enrollment and student access manager at the Germantown campus and Dr. Torain is a professor of mathematics at the Germantown campus.



Members of the sub-committee are Shayla Atkins, Ray Gilmer, and Eniola Olowofoyeku. The sub-committee’s resource person is Ken Nelson.





## **Student Complaint Resolution Website:**

[www.montgomerycollege.edu/student-complaints](http://www.montgomerycollege.edu/student-complaints)

by Maria Davidson

Across Montgomery College, students have a resource to obtain assistance and clarification regarding how to have their complaints and concerns addressed. Students seeking assistance with resolving complaints can check out this website for guidance. Areas covered on the student complaint resolution website include the following:

- Academic Concerns
- Discrimination Concerns
- Public Safety Concerns
- Privacy Concerns
- Student Behavior Concerns
- General Concerns, such as financial aid, parking and transportation, or registration questions.

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## **Equity & Inclusion in Action @ Montgomery College**

by Steve Greenfield

Annual WDCE Diversity/Mediation Colloquium: “Re-learning Civil Discourse in the Face of Extreme Polarization”

On November 2, 2018 from 8:30am – 4pm at the Germantown campus’ Bioscience Education Center, Work-force Development & Continuing Education sponsored its 4<sup>th</sup> annual Diversity/Mediation Colloquium, held in partnership with the county Office of Human Rights, the Conflict Resolution Center of Montgomery County (CRCMC), Community Mediation Maryland (CMM), and the Montgomery College Foundation.

This year the Colloquium featured Daryl Davis, a renowned speaker and musician, who has gained national prominence because of his surprising success in opening dialogues with people who hold beliefs in direct opposition to his own. During this day-long engaging and interactive workshop, Davis shared stories and workshop scenarios as he guided attendees in the methods and strategies for conversing with people who hold opposing ideas and beliefs.

Each year since 2015, WD&CE has offered a Diversity/Mediation Colloquium that attracts people from all walks of life who are interested in civility, diversity, and conflict resolution. Speakers in the past have included authors Debby Irving and Marvin Johnson; Jack Carpenter, former president of the Maryland Council for Dispute Resolution; and Andre Johnson, president of the Detroit Recovery Project on mental health and substance abuse.

Since 2009, WD&CE has also provided the open enrollment 40-hour Mediation Certificate training program for anyone interested in becoming a mediator in the state of Maryland. Trained and experienced mediators from CRCMC and Community Mediation Maryland teach the course. The partnership has helped to grow the number of community mediators providing conflict resolution services to residents of the county. The course has also been offered in Spanish. <http://www.montgomerycollege.edu/wdce/bits/mediation.html>

**For more information, contact Transcie Almonte at 240-567-3828 or [Transcie.Almonte@montgomerycollege.edu](mailto:Transcie.Almonte@montgomerycollege.edu)**

# Nationwide Peer Institution Best Practices/Assessment & Evaluations/Resources Sub-Committee visits the University of Maryland College Park Office of Diversity and Inclusion

by Brad Pabian



The nationwide peer institution best practices/assessment & evaluations/resources sub-committee met with Dr. Roger Worthington, former interim chief diversity officer at University of Maryland (UMD) College Park to learn about his work in the office of diversity and inclusion and UMD's Equity Center. The focus of our discussion centered on equity and inclusion best practices as it pertains to human resources (HR) search and selection committees, training & dialogues, and assessment & evaluations.

UMD has an equity council that mainly functions as an arm of Human Resources. We learned that this particular group of equity administrators carefully monitors the search and selection processes for all positions filled through the process, i.e. faculty, directors, administrators, by providing oversight and the charge for each search & selection committee. Some of their responsibilities include, but are not limited to, reviewing all HR materials, ensuring processes are in line with all equity and inclusion procedures set forth by the equity council, regularly reviewing the search and selection plan, reviewing the selection of finalists and the hiring plan, and ultimately signing off on the hiring. Equity administrators meet monthly to communicate and collaborate on standard hiring practices. Although 25-30 part-time equity administrators are employed by UMD, Dr. Worthington reported he foresees these positions being parred down into eight-nine full-time equity administrator positions to allow 100% of their work responsibilities to be devoted to equity and inclusion-related HR work.

Dr. Worthington also spoke to the group about equity and inclusion assessment & evaluation and trainings and dialogues. UMD has committed to completing a climate survey every two years and utilized an outside consultant to create outcome measures. In its latest iteration, UMD found that micro-aggression and institutional attachment measures were the best predictors of climate culture. In order to improve climate culture, Dr. Worthington has suggested that equity and inclusion best practices around training should happen at multiple touchpoints during the span of an employee's tenure, utilizing varying levels of depth, modality for different learning styles, and engagement levels. There are three main training modules he uses on campus – *Difficult Dialogues*, which teaches faculty how to engage in difficult conversations with students in the classroom; *Intergroup Dialogues*, normally a 1.0 credit course around a particular equity and inclusion topic like race, gender, or sexual orientation; and *Common Ground*, a version of *Difficult Dialogues for Resident Assistants* to utilize in residence halls to help resolve conflicts within dormitories.

After sharing Montgomery College's PACEI committee structure and June 2018 recommendations, Dr. Worthington commended our work as it definitely seemed to align with his 3-Dimensional Model of Diversity and Inclusion Officers that he created as a part of the Standards for Professional Practice of Chief Diversity Officers, offered by the National Association of Diversity Officers in Higher Education.

Overall, it was a very exciting visit. The nationwide peer institution best practices/assessment & evaluation/resources sub-committee plans on completing at least two more site visits to other colleges by December 2018, concentrating on different equity and inclusion best practice areas.



# The Importance of Understanding Unconscious Bias - Part I

by Julie Weber

Here at Montgomery College, we actively embrace and support the continued growth and improvement of diversity, equity, and inclusion programs in our community. It is important that we also understand how unconscious bias can unwittingly undermine our work in these areas, as well as the institution as a whole. In the workplace, unconscious bias can cause individuals and teams to make decisions and take action in a number of areas, including hiring, promoting, grading, disciplining, succession planning, and more “in favor of one group to the detriment of others”<sup>1</sup> based on unconscious stereotypes, assumptions, and prejudices. Ultimately, if left unexamined, unconscious bias can have detrimental effects on MC’s organizational culture.<sup>2</sup>

One way in which we can actively minimize the negative impacts of such bias is to educate ourselves and each other on what it is, why it exists, how it can impact us at MC, and what we can do individually and as a group to fight against it. In this newsletter, we will focus on what unconscious bias is, where it comes from, and what specific kinds of unconscious bias exist. In the next Equity and Inclusion newsletter, we will focus on how unconscious bias impacts both employees and students at MC and what we each can effectively do to counteract the consequences of such bias in ourselves and each other.

## What is unconscious bias?

The Kirwan Institute for the Study of Race and Ethnicity, a research institute of Ohio State University that focuses on implicit bias research and education, defines unconscious bias as: “The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.”<sup>3</sup> (Emphasis added)”

Importantly, unconscious bias is just that; it is not conscious. It is activated automatically, without our intention or control (in contrast to deliberate prejudice, which is explicit and known by those who harbor it and act on it). Unconscious bias is also something that is universal, in that it can affect every one of us. Interestingly, unconscious bias may often not align with what we consciously understand our beliefs and values to be. That is, we can deeply believe that prejudice and discrimination are wrong, but our unconscious bias – and the actions we take or decisions we make due to this bias – may reveal a different story<sup>4</sup>. Unconscious bias may also become more activated under certain conditions, such as when a person is stressed, distracted,

<sup>1</sup> 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>

<sup>2</sup> 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>

<sup>3</sup> Kirwan Institute for the Study of Race and Ethnicity. *State of the Science Implicit Bias Review 2017*. <http://kirwaninstitute.osu.edu/wp-content/uploads/2017/11/2017-SOTS-final-draft-02.pdf>

<sup>4</sup> 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>

relaxed, or in competition.<sup>5</sup>

### Where does unconscious bias come from?

Our brains have evolved to help us make sense of the world and ensure our survival. A key aspect of the brain's hardwiring is that it is constantly and rapidly processing the large volumes of information coming in by grouping things and/or people together and looking for patterns and associations.<sup>6</sup> This mental grouping process entails tagging information with general descriptions that allow the brain to quickly categorize it.<sup>7</sup> From a survival standpoint, mental grouping helps us effectively make quick decisions regarding what is safe or dangerous and what is good or bad.<sup>8</sup> However, in today's world, where death by a lion or war with a neighboring clan is less likely, this hardwiring process that quickly and generally categorizes things, people, or traits as "good" or "bad" or "safe" or "dangerous" is perilous, and can easily result in unconscious bias.<sup>9</sup> In addition, it is important to remember that our brain is not just categorizing our own daily life experiences, but it is also processing associations created from the culture in which we live, images and messages in the media, and exposure to the attitudes of those around us, all of which can perpetuate stereotypes and prejudice on an unconscious (or conscious) level.<sup>10</sup>

### What kinds of unconscious bias exist?

There are more than 150 unconscious biases that have been identified.<sup>11</sup> Some examples of such biases include, but are not limited to, preferences for or aversions to qualities of height, weight, gender, age, skin color, class, religion, political affiliation, marital or parental status, able-bodied status, sexual orientation, immigrant status, an alma mater, and more.<sup>12</sup> In the workplace, common types of unconscious bias include:

<sup>5</sup> Teaching Tolerance, "Test Yourself for Hidden Bias." <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>

<sup>6</sup> 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>

<sup>7</sup> 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>

<sup>8</sup> Ibid.

<sup>9</sup> 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>

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>

<sup>10</sup> Teaching Tolerance, "Test Yourself for Hidden Bias." <https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias>

<sup>11</sup> 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>

<sup>12</sup> Ibid.

- Affinity bias: The human tendency to warm up to people like ourselves; this is the type of bias that is also understood through the lens of the list of possible biases above, such as race, age, religion, gender or political affiliation.<sup>13</sup>
- In-Group Bias: Like affinity bias, this is the positive perception of people purely because they are similar to you.<sup>14</sup>
- Out-Group Bias: This is the negative perception of people simply because they are different from you.<sup>15</sup>
- Confirmation Bias: The human tendency to seek information that confirms pre-existing beliefs or assumptions, or to dismiss information that is not in line with one's assumptions.<sup>16</sup>
- Halo effect: The tendency to think everything about a person is good because you like that person or you like some attribute about this person.<sup>17</sup>

Stay tuned for our Spring Newsletter to learn more about how unconscious bias impacts the MC community and how we each can combat the negative impacts of it.

To learn more about your own unconscious bias, link here:

<https://www.glaxdiversitycouncil.com/resources/harvard-implicit-association-test-iat/>

To learn more about the neuroscience research concerning unconscious bias, link here:

<https://www.spectradiversity.com/2017/12/27/unconscious-bias/>



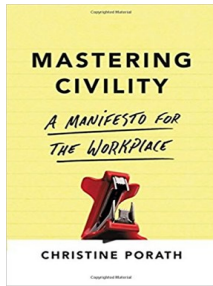
<sup>13</sup> Ibid.

<sup>14</sup> 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>

<sup>15</sup> Ibid.

<sup>16</sup> 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>

<sup>17</sup> 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>



## Mastering Civility

by Stacey Gustavson

The first year of work for PACEI highlighted the importance of laying a foundation of civility. It is only on this foundation that we may truly ensure an equitable and inclusive college community. To this end, the leadership team was tasked with reading *Mastering Civility: A Manifesto for the Workplace* by Christine Porath.

The book's message is clear – simple acts of civility provide the basis for success. Not only do uncivil behaviors negatively affect productivity, they also create an unpleasant work environment and lead to organizational instability. While we all have experienced incivility at one time or another, the question is, do you have the tools necessary to respond in a respectful manner? Join us on Tuesday, April 30, 2019 at the Equity Summit being held on the Germantown campus, where Ms. Porath will engage us in a civility workshop.

Porath provides us with a practical guide to help turn civil behaviors into a daily practice. Consider her advice below as you reflect on your own behaviors as well as how you respond to those around you.

### Personal and Organizational Toolkit to Master Civility

#### Self-Awareness

Master your own civility. Take the assessment at <http://www.christineporath.com/assess-yourself> and identify your own areas of high and low civility.

- Identify your blind spots. Seek additional feedback from colleagues, friends, and family regarding parts of your behavior you may not see.
- Collect ideas on how to adjust specific behaviors.
- Evaluate your interpersonal skills.
- Assess your emotional intelligence at [https://greatergood.berkeley.edu/quizzes/ei\\_quiz](https://greatergood.berkeley.edu/quizzes/ei_quiz)
- Take care of yourself to increase your chances for success. Managing your well-being can help you be more effective interacting with others.
- Montgomery College offers a wellness program at <https://info.montgomerycollege.edu/offices/human-resources/wellness.html>

#### Handling Uncivil Behavior

- Manage your emotions in the moment. Don't get sucked in. Emotions and anger can rise quickly. Remain calm.
- Determine if you can confront a rude colleague. Ask yourself:
  - ◆ Do I feel physically safe talking with the perpetrator?
  - ◆ Was this behavior intentional?
  - ◆ Is the offender's behavior unique?

If you answer yes to these questions, then it may be appropriate to discuss the behavior with the other person.

- Plan a time and place where both individuals feel comfortable.
- Rehearse what you plan to say.
- Focus on the specific behavior and not on the individual.
- Focus on the impact of the behavior.
- Acknowledge or consider your own role in the conflict, if any.
- Create a better understanding moving forward.
- Keep conversations pointed.
- Minimize working face-to-face.

If you cannot discuss the incident with them, then:

- Follow the acronym BIFF in future encounters: Be Brief, Informative, Friendly, and Firm.
- Keep conversations pointed.
- Minimize working face-to-face.
- Meet with the offender in a neutral setting whenever possible.

## What's Happening Around MC

by Shinta Hernandez and Emily Rosado

On February 9<sup>th</sup>, Sharon Bland, Chief Equity and Inclusion Officer; Shinta Hernandez, Department Chair, Sociology, Anthropology, and Criminal Justice; Vin Intondi, Associate Professor of History; Vedham Karpakakunjaram, Professor, Biology; and Emily Rosado, Professor, English and Reading led presentations at Maryland Community College Diversity Roundtable meeting, hosted here at the College.



For the College's spring closing meeting on May 16<sup>th</sup>, PACEI's faculty, teaching and curriculum sub-committee created a poster session showing various aspects of equity and inclusion. Dr. Pollard was so impressed with the display that she tweeted it out on her Twitter account before the meeting began and mentioned it during her remarks.

"Diversity and Inclusion: Stories from the Workplace", was a panel discussion of industry experts from Strathmore, GlaxoSmithKline, and the University of Maryland. Students from the Ethnic Social Studies Club developed the questions and moderated the panel discussion. The panelists discussed their experiences with inclusion, particularly how they handled challenging situations and capitalized on opportunities for growth. The departments of sociology, anthropology, and criminal justice and history and political sci-ence organized the event as part of the Ethnic Social Studies Certificate. Under history professor Dr. John Riedl's leadership, the student organizers experienced an opportunity for ownership and leadership. This event, held on Friday, November 16, 2018 on the Rockville campus, was co-sponsored by the office of equity and inclusion.

World Access to Higher Education Day (<https://worldaccesshe.com/>), designated as November 28, 2018, was a "platform to raise global awareness around inequalities in access and success in higher education, and act as a catalyst for international, regional and local action." The department of sociology, anthropology, and criminal justice, under the leadership of sociology professor Dr. Katya Salmi, convened a panel of students to highlight their experiences in relation to Montgomery College's efforts and initiatives that support greater access and equity in higher education, as well as the value that higher education has for them. The panel reflected on the diversity of the College in terms of student backgrounds and experiences. This event was held on Wednesday, November 28, 2018 and was co-sponsored by the office of equity and inclusion.

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