# ACHIEVING RACIAL EQUITY -ARE- TOOLKIT

An implementation guide designed to inform, support, and guide individual, group, and institutional progress along the diversity, equity, and inclusion (DEI) continuum.

CONNECT
A Southeastern Massachuse
Public Higher Education
Partnership

JSL
LORRI SANTAMARÍA, PHD
Diversity, Equity, & Inclusion Consulting

LSL

LORRI SANTAMARIA, PHD
Diversity, Equity, & Inclusion Consulting

## ARE TOOLKIT & IMPLEMENTATION GUIDE
# ACKNOWLEDGEMENTS

We embark on this collaborative journey, first honoring the presence of Indigenous Ancestors who guide the way. We acknowledge the teachings, ways of being, and land of the Wampanoag, Nipmuc, Massachusett, Pequot, Narragansett, Moheghan, Abenaki, Passamaquoddy, Penobscot, and Mi'kmaq, among others. We understand our responsibilities to continue to care for the land, the waters, the plants, all beings, and all our relations as CONNECT Consortium members approach achieving racial equity (ARE). These collective efforts are aligned with and benefit from the Massachusetts Department of Higher Education's Equity Agenda (https://www.mass.edu/strategic/equity.asp), which prioritizes the elimination of racial equity gaps on public campuses in Massachusetts. We acknowledge and greatly appreciate fiscal support to this end.

BRIDGEWATER
STATE UNIVERSITY

BRISTOL
COMMUNITY COLLEGE

CAPE COD
COMMUNITY
COLLEGE
Powerful Futures Start Here

MASSACHUSETTS
MARITIME ACADEMY

MASSASOIT
COMMUNITY COLLEGE

# COLLABORATIVE PARTNERS

## ACHIEVING RACIAL EQUITY (ARE) COMMITTEE MEMBERS

**Elaine Craghead,** Massachusetts Maritime Academy

**Rachel Jessica Daniel,** Massasoit Community College

**Emmanuel Echevarria,** Bristol Community College

**Dr. Sabrina Gentlewarrior,** Bridgewater State University

**Dr. Nicole Glen,** Bridgewater State University

**Dr. Stacey Kaminski,** CONNECT, HEIF Grant Primary Investigator

**Dr. Danielle Licitra,** Bristol Community College

**April Lynch,** Bristol Community College, HEIF Grant Primary Investigator

**Cathleen McCarron,** Cape Cod Community College

**Patrick Nobrega,** Massachusetts Maritime Academy

**Dr. Katie Ruggieri,** Massasoit Community College

### LORRI J. SANTAMARÍA, PHD
#### Lead Consultant and DEI Expert

20+ years DEI research, teaching, and practice in the United States and New Zealand, current Director of Faculty Development at a CA university, DEI evaluator for the City of Ventura

#### CONNECT Project DEI Expert Team

**KIKU HUCKLE, PHD**
**LORENA MUÑOZ, PHD**
**BRANDY YEE, PHD**

50+ years combined DEI, Ethnic Studies, and Political Science teaching, research, service and professional development in higher education in the United States, Canada, Mexico, Colombia and South Africa.

# FRONT MATTER

# WHAT WE PROMISE IN THIS GUIDE

This comprehensive toolkit and implementation guide is reflective of The Massachusetts Department of Higher Education (MA DHE) equity agenda. We used an equity lens to collaboratively create this toolkit in consultation with CONNECT Consortium partners. The framework is aligned with and informed by policies, programs, and initiatives promoted by the Massachusetts Board of Higher Education (BHE). We designed this framework to acknowledge, remedy, and repair systemic inequities in public higher education (HE) impacting traditionally underserved populations who are underrepresented in HE, with intentional focus on students of color (e.g., AAPI, Black, Indigenous, Latinx, 2 or more races). We believe that this toolkit and professional development implementation guide will provide you with the resources and tools you need to create more equitable and inclusive HE environments across all member campuses and are committed to working with, for, alongside, and in support of you to achieve this goal.

# EQUITY MINDED METHODOLOGY

In our work **work with, for, alongside, on behalf, and in service of you, we asked ourselves the following questions:**

Who does our work benefit/ privilege?
How might it further advantage/ disadvantage?
Are we taking race into account in our work?
Who might our work exclude?

## OUR NORTH STAR ALIGNMENT

A robust professional development framework has been meticulously crafted in direct response to the second strategy laid out by the MA Department of Higher Education (MA DHE), which seeks to catalyze a transformative shift towards equity-minded institutional cultures. Central to this strategy is the holistic development of key stakeholders including administrators, faculty, staff, and trustees, who play pivotal roles in advancing racial equity within the higher education landscape.

The framework's design entails a substantial expansion of professional development opportunities, strategically curated to enrich participants' comprehension of crucial elements such as racial equity, social justice, implicit bias, racial trauma, and the intricacies of student success frameworks. These enlightening insights will be seamlessly woven into the fabric of their daily responsibilities, fostering a pervasive ethos of equity throughout their professional undertakings.

## ARE FRAMEWORK AIMS

The framework demonstrates its depth and foresight by encompassing both short-term and long-term equity-focused professional development plans, specifically tailored for staff, faculty, administrators, and leaders. The integration of these comprehensive plans into the institutional strategic framework ensures an enduring commitment to equity, perpetuating a culture of inclusivity and fairness for the long haul.

## EQUITY AGENDA RESPONSIVE

The Framework is centred on these key aspects of the MA DHE and New Undergraduate Student Experience for Dismantling Barriers, Recognising Students Cultural Wealth,and Achieving Racial Equity
- Student Experience (PD)
- Data and Evidence (KSAs)
- Community of Practice (Train the Trainer)
- Sustained Transformation (foundational, intermediate, and advanced KSA competencies over time)

# CONTEXT FOR ARE FRAMEWORK

**What does it mean to achieve racial equity (ARE)?**
To achieve ARE signifies participating institutions taking a moment to pause, to introspect, and most importantly, to interrupt the ongoing process of racial inequity impacting inequities in the student experience, fostering greater inclusivity in our actions.

**In what situations should we strive for ARE?**
ARE is particularly critical when dealing with actions and choices that wield significant influence, whether internally or externally.
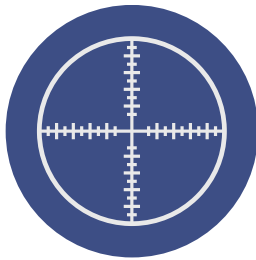
## WHAT THIS TOOLKIT IS

A framework for thinking about what equity is and why.

A set of tools strategies and practices to operate more equitably in our work.

It is an evolving resource.

## WHAT THIS TOOLKIT ISN'T

A rote process of one-size fits all.

An approach that will solve all of our equity dilemmas.

Something we do without considering our context and people.

# TOPICAL REFERENCES

**Promoting Equity**

Ching, C. D., Felix, E. R., Fernandez Castro, M., & Trinidad, A. (2018). Achieving racial equity from the bottom-up? The stude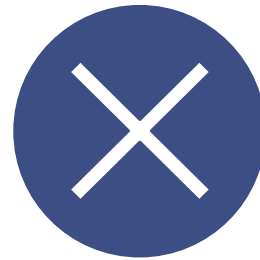nt equity policy in the California community colleges. Educational Policy, 34(6), 819–863. https://doi.org/10.1177/0895904818802092

Espinosa, Lorelle L., Jonathan M. Turk, Morgan Taylor, and Hollie M. Chessman. 2019. Race and Ethnicity in Higher Education: A Status Report. Washington, DC: American Council on Education.

Felix, E. R., & Garcia, F. (2023, January 12). Aspirations of Attainment: A Critical Examination of State Policy Goals and the Disparities in the Latinx Community. Journal of Diversity in Higher Education. Advance online publication. https://dx.doi.org/10.1037/dhe0000466

**Increasing HE Attainment for Underserved and Underrepresented Student Populations**

Shi, Q., Cresiski, R., Thanki, S., & Navarrete, L. (2023). Unlocking Undergraduate Student Success: A Study of High-Impact Practices in a Comprehensive and Diverse College. Journal of Postsecondary Student Success, 2(4), 83-107.

Bastedo, M. N., Umbricht, M., Bausch, E., Byun, B.-K., & Bai, Y. (2023). How well do contextualized admissions measures predict success for low-income students, women, and underrepresented students of color? Journal of Diversity in Higher Education. Advance online publication. https://doi.org/10.1037/dhe0000499

Emmanuel, J. N. (2023). Affordability In College Access: Improving Equitable Value for Low-Income, First-Generation, and Students of Color. The Vermont Connection, 44(1), 17.

Dismantle barriers minoritized students experience in HE including those associated with racial trauma
Edwin, M., & Daniels, A. D. (2022). The impact of racial trauma on Black students' college and career outcomes: An antiracist approach. Professional School Counseling, 26(1b), 2156759X221106813.

Franklin, J. (2016). Racial microaggressions, racial battle fatigue, and racism-related stress in higher education. Journal of Student Affairs at New York University, 12(44), 44-55.

Hernández, E., & Harris, D. M. (2022). Racial trauma: Implications for student development. New Directions for Student Services, 2022(177), 95-103.

Landertinger, L. C., Greene, E., Cooper, M., & Hopson, A. (2021). Emotional and mental health support for Black students: Responding to racial trauma and white terror amidst COVID-19. Journal of Higher Education Management, 36(1), 154-164.

**Achieving Racial Equity**

Museus, S. D., Ledesma, M. C., & Parker, T. L. (2015). Racism and racial equity in higher education: AEHE Volume 42, Number 1. John Wiley & Sons.

Orfield, G., Marin, P., & Horn, C. L. (2005). Higher Education and the Color Line: College Access, Racial Equity, and Social Change. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138

# TOPICAL REFERENCES

**Achieving Racial Equity**
Tillman, L. C. (2018). Achieving racial equity in higher education: The case for mentoring faculty of color. Teachers College Record, 120(14), 1-18.

Tuitt, F., Haynes, C., & Stewart, S. (Eds.). (2023). Race, equity, and the learning environment: The global relevance of critical and inclusive pedagogies in higher education. Taylor & Francis.

**Rationale for Foci on Equity-minded behaviors/Implicit/Unconscious Bias, Microaggressions, and Addressing Racial Trauma:**
Vol. 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care (PDF file) (2014)

Vol. 2: The Effects of Gender Roles, Implicit Bias, and Stereotype Threat on the Lives of Women and Girls (PDF file)(2016)

Solórzano, D. (2018). Why racial microaggressions matter? How I came to answer that question and why I do the work I do. In L. Perna (ed.), Taking it to the streets: The role of scholarship in advocacy and advocacy in scholarship (pp. 92-99). Baltimore, MD: Johns Hopkins University Press.

Young, K. & Anderson, M. (2018). Microaggressions in higher education: Embracing educative spaces. In C. M. Capodilupo, K. L. Nadal, D. P. Rivera, D. W. Sue, & G. C. Torino (Eds.), Microaggression theory – Influence and implications. Hoboken, NJ.: John Wiley & Sons.

Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. Journal of Diversity in Higher Education, 8(1), 61-71. http://dx.doi.org/10.1037/a0038464

Kealoha, M. (2023). Reeling and Healing from Hate Speech: Student Affairs Professionals of Color Share Post-pandemic Imaginations for Community Colleges. Educational Studies, 59(2), 163-183.

Equity-minded behaviors references:
Ash, A. N., Hill, R., Risdon, S., & Jun, A. (2020). Anti-racism in higher education: A model for change. Race and Pedagogy Journal: Teaching and Learning for Justice, 4(3), 2.

Hall, R., Ansley, L., & Connolly, P. (2023). Decolonising or anti-racism? Exploring the limits of possibility in higher education. Teaching in Higher Education, 1-17.

Mirza, H. S. (2018). Racism in higher education:'What then, can be done?'. Dismantling race in higher education: Racism, whiteness and decolonising the academy, 3-23.

Tanner, M. N., & Welton, A. D. (2021). Using anti-racism to challenge whiteness in educational leadership. In Handbook of social justice interventions in education (pp. 395-414). Cham: Springer International Publishing.

Welton, A. D., Owens, D. R., & Zamani-Gallaher, E. M. (2018). Anti-racist change: A conceptual framework for educational institutions to take systemic action. Teachers College Record, 120(14), 1-22.

Zembylas, M. (2012). Pedagogies of strategic empathy: Navigating through the emotional complexities of anti-racism in higher education. Teaching in Higher education, 17(2), 113-125.

# TOPICAL REFERENCES

**Implicit/Unconscious Bias**

Applebaum, B. (2019). Remediating campus climate: Implicit bias training is not enough. Studies in Philosophy and Education, 38, 129-141.

Bartlett, T. (2017). Can we really measure implicit bias? Maybe not. The chronicle of higher education, 63(21), B6.

Beattie, G., Cohen, D., & McGuire, L. (2013). An exploration of possible unconscious ethnic biases in higher education: The role of implicit attitudes on selection for university posts. Semiotica, 2013(197), 171-201.

Crouch, M. A. (2012). Implicit bias and gender (and other sorts of) diversity in philosophy and the academy in the context of the corporatized university. Journal of Social Philosophy, 43(3), 212-226.

Gullo, G. L., & Beachum, F. D. (2020). Does implicit bias matter at the administrative level? A study of principal implicit bias and the racial discipline severity gap. Teachers College Record, 122(3), 1-28.

Staats, C. (2016). Understanding implicit bias: What educators should know. American Educator, 39(4), 29.


**Microaggression**

DeCuir-Gunby, J. T., Johnson, O. T., Womble Edwards, C., McCoy, W. N., & White, A. M. (2020). African American professionals in higher education: Experiencing and coping with racial microaggressions. Race Ethnicity and Education, 23(4), 492-508.

Franklin, J. (2016). Racial microaggressions, racial battle fatigue, and racism-related stress in higher education. Journal of Student Affairs at New York University, 12(44), 44-55.

Morales, E. (2021). "Beasting" at the battleground: Black students responding to racial microaggressions in higher education. Journal of Diversity in Higher Education, 14(1), 72.

Morales, E. M. (2014). Intersectional impact: Black students and race, gender and class microaggressions in higher education. Race, Gender & Class, 48-66.

Smith, L., Mao, S., & Deshpande, A. (2016). "Talking across worlds": Classist microaggressions and higher education. Journal of Poverty, 20(2), 127-151.

Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. Journal of Diversity in Higher Education, 8(1), 61.

Young, K. S., & Anderson, M. R. (2018). Microaggressions in higher education: Embracing educative spaces. Microaggression theory: Influence and implications, 291-305.


**Addressing Racial Trauma**

Ezell, J. M. (2021). "Trickle-Down" Racial Empathy in American Higher Education: Moving Beyond Performative Wokeness and Academic Panels to Spark Racial Equity. Journal of Education, 00220574211053586.

# TOPICAL REFERENCES

**Addressing Racial Trauma**

Keels, M. (2020). Building racial equity through trauma-responsive discipline. Educational Leadership, 78(2), 40-45.

Museus, S. D., Ledesma, M. C., & Parker, T. L. (2015). Racism and racial equity in higher education: AEHE Volume 42, Number 1. John Wiley & Sons.

Orfield, G., Marin, P., & Horn, C. L. (2005). Higher Education and the Color Line: College Access, Racial Equity, and Social Change. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Tillman, L. C. (2018). Achieving racial equity in higher education: The case for mentoring faculty of color. Teachers College Record, 120(14), 1-18.

Tuitt, F., Haynes, C., & Stewart, S. (Eds.). (2023). Race, equity, and the learning environment: The global relevance of critical and inclusive pedagogies in higher education. Taylor & Francis.

# OVERVIEW

The CONNECT ARE framework establishes developmental competencies (foundational, intermediate, advanced) that encompass knowledge, skills, and actions (KSAs) across four professional tiers of practice (self, team/division/unit, institution/organization, consortium). These competencies and KSAs are primarily designed to promote racial equity and increase HE attainment for underserved/ underrepresented students toward achieving racial equity (ARE). Competencies are also aligned with best equity-minded practices in achieving ARE prioritizing the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma within the context of higher education (HE).

## 01  COLLABORATIVE PARTNERS

The ARE framework applies to staff, instructional staff, and leaders/managers at Bristol Community College, Bridgewater State University, Cape Cod Community College, Massachusetts Maritime Academy, and Massasoit Community College, who are members of CONNECT, our regional higher education Consortium

## 02  ARE EFFORTS

Consortium partners engage in developmental work and make progress toward specific racial equity competencies with equity-minded professional behaviors, expressed as KSAs, within their respective professional tiers of practice and context (staff, instructional staff, and leaders/managers or self, team/division/unit, institution/organization, consortium) as relevant.

## 03  ARE ACCOUNTABILITY

Capstone deliverables are completed and assessed at 6-month, 1-year, and 3-year intervals via self-assessment, survey, and participation in professional development opportunities cemented by tools and resources in this guide to track individual and collective progress demonstrating the application of racial equity-related KSAs.

## 04  ARE CONNECT MEMBER FLEXIBILITY

The specific outcomes and deliverables of this model may vary based on the distinct cultures and strategic objectives of each participating institution.

# GUIDE TOOLS & FEATURES

Introducing the Achieving Racial Equity (ARE) Framework, a comprehensive approach to fostering meaningful change within organizations. This innovative framework incorporates essential background knowledge and a suite of powerful tools to drive lasting transformation. This Toolkit includes a versatile Implementation Guide, available both online and as a downloadable PDF, providing step-by-step guidance for seamless integration.  In this guide you will find:

## PROFESSIONAL DEVELOPMENT MODULES AND GUIDES

Elevating competence in ARE is facilitated through a range of Professional Development Modules and ARE Guides, designed for either in-person or online training sessions, accessible via individual, small or large group, Webinar, or Train the Trainer approach. These options ensure   ARE competence becomes pervasive across the institutions in the Consortium.

## TOOLS AND RESOURCES

To enrich learning, curated tools and resources are present throughout the guide and align seamlessly with the framework's principles. Tangible evidence of ARE competence is established  and supported through Self-Reflective Narrative guides, with scaffolding and guidelines  for completing strategically demonstrating progress at 6-month, 1-year, and 3-year intervals.

## ABILITY TO GAUGE PROGRESS AND ACCOUNTABILITY

Complementing this, a number of surveys are provided  at corresponding intervals to gauge progress. Further substantiating growth, guidelines for the submission of Artifacts at the same intervals, along with  corresponding rubrics, enables systematic evaluation and measurement of competencies over time.
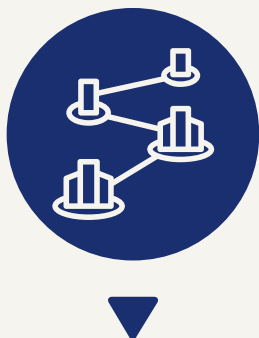
## ACCESSIBLE

Seamlessly adapting to the digital age, the entire framework, along with its tools, resources, and a Dashboard, is accessible online ensuring staff, instructional staff including librarians, and leaders/ managers as individuals, in teams, at institutions, or the Consortium can access this guide and the richness of its resources anytime and anywhere.

# PRACTITIONER HOW TO

This "how to" will help guide any individual (staff, instructional staff, leaders/mangers) from CONNECT member institutions to use this tool kit toward achieving racial equity (ARE) with optimal results.

## 1) READ CONTEXT & FRAMEWORK

Learn rationale, goals, overview, clarifications, resources /support, engagement/ measurement, and rationale for the foci centering the framework (pp.2-12).

## 2) TAKE PLACEMENT ASSESSMENT

Take the initial knowledge, skills, actions (KSA) competency test to determine your ARE competency level (foundational, intermediate, advanced) (pp. 37).

## 3) CREATE YOUR ARE PLAN

Depending on the outcome of the initial KSA placement, devise a plan toward the 6 mo, 1 yr, or 3 yr assessment cycle to include ARE Tools, PD trainings, surveys, self-assessment, narrative, goals, and your ARE artifacts (pp.53-84 ).

## 4) CHOOSE YOUR MODE OF TRAINING

Check in with the ARE Lead for your institution or CONNECT to determine whether the PD trainings identified are available online, in a webinar, or in person at an annual institute.

## 5) ARE PROFESSIONAL DEVELOPMENT (PD) PLAN

Engage PD Tools, opportunities, or trainings as outlined in this guide to carry out your plan as well as pursuing related PD in alignment with your ARE plan (pp.53-84).

## 6) AT 6MO, 1YR, 3YR MARK RE-TAKE ASSESSMENT

Take stock of your ARE progress by reassessing every 6 mo, 1 yr, or 3 yrs beginning with the placement assessment test in order to measure ARE progress and growth.

## 7) SUBMIT ARTIFACTS TO ARE/ DEI LEAD

A strength of this plan is that at the 6 mo, 1 yr, or 3 yr marks you are asked to submit artifacts as ARE/ KSA performance to ARE Leads signalling measurable increase in competence.

## 8) BASED ON RESULTS CONTINUE ARE JOURNEY

Continuing in this way, annually reviewing context and framework, engaging steps 2-7 above, all CONNECT members can expect increases in ARE competence over time.

# TRAIN THE TRAINER HOW TO

Before assuming your role as an ARE Trainer of Trainers, you should have undergone training and obtained/developed a site implementation plan. This tool aids you, as a Trainer of Trainers, in effectively utilizing the guide to support staff, instructional staff (including librarians), and leaders/managers in enhancing their competence in ARE practices.

## 1) KNOW CONTEXT & FRAMEWORK

Learn & be able to share rationale, goals, overview, clarifications, resources /support, engagement/ measurement, & rationale for central foci of framework (pp.2-12).

## 2) IDENTIFY PLACEMENT ASSESSMENT

Know and understand content of initial knowledge, skills, actions (KSA) competency test determining ARE competency level (foundational, intermediate, advanced) level to guide progress (pp. 13-19).

## 3) CREATE ARE PLAN

Depending on the outcome of participants' initial KSA placement, be ready to explain the 6 mo, 1 yr, or 3 yr assessment cycle and ARE Tools, PD trainings, surveys, self-assessment, narrative, goals, and ARE artifacts submission (pp.53-84).

## 4) CHOOSE YOUR MODE OF TRAINING

As the ARE Lead for your institution or CONNECT, with ARE Lead peers, determine which PD trainings will be available via webinar, in person at an annual institute, and know which are online.

## 5) ARE PROFESSIONAL DEVELOPMENT (PD) PLAN

Engage and plan to deliver PD Tools, opportunities, or trainings as outlined in this implementation guide as well as supporting your institutional ARE plan (pp.53-84).

## 6) AT 6MO, 1YR, 3YR MARK

Take stock of institutional participants' ARE progress by supporting reassessment cycles every 6 mo, 1 yr, or 3 yrs beginning with the placement assessment test measuring ARE progress and growth.

## 7) PROCESSING ARTIFACTS AS ARE/ DEI LEAD

Working with CONNECT and ARE Lead peers determine process for artifact intake and rubric scoring at the 6 mo, 1 yr, or 3 yr marks using resources in this guide (pp.35-52).

## 8) CONTINUE ARE JOURNEY

Following the ARE Summary (p.xvii), work at the 6 mo, 1 yr, and 3 yr mark, all CONNECT members can expect increases in ARE competence from Pre-Are, to We Are, to SuRE over time.

# BIG PICTURE FRAMEWORK SUMMARY

The ARE Framework and system of offerings builds on and expands the Racial Equity and Justice Institute 2022-2023 work. It was designed to create and sustain racially equitable and just institutional structures.

The Framework complements the Racial Equity and Justice Institute (REJI) work, expanding the areas of accountability offering a clear pathway towards measuring ARE/ DEI competence over time.

## Where and how do you "see" your self in the framework?

| | Foundational (Creating and Acquiring Knowledge) | Intermediate (Transferring Knowledge) | Advanced (Modifying Behavior) |
|---|---|---|---|
| **Phase I – Initiating Summer 2023** <br> *Pre-ARE* | Staff, instructional staff, leaders/managers (S, IS, LM) learn about the ARE CONNECT Consortium goals, identify competencies, tools, toolbox, implementation guide, and initial 3 yr. cycle implementation plan | CONNECT members acknowledge racial inequities manifested on campuses may be transferred from disenfranchised communities, to S, IS, LM, and to community stakeholders | Based on the knowledge acquired about racial (in)equities, vision/action for CONNECT members is modified to engage the ARE Model process: <br> -We ARE *Train the Trainers (T$^3$) Webinar <br> -Pre-Assessment |
| **Phase II – Readiness AY 2023-xxxx** <br> *We ARE* | S, IS, LM acquire knowledge through trainings, submission of narrative, surveys, and 6mo, 1yr, 3 yr. outcomes (normalization) <br><br> CONNECT acquires knowledge from the data generated through the implementation of ARE outcomes and tools (e.g., professional development, toolkit, resources) <br><br> Knowledge is created in this phase through the implementation and evaluation of ARE outcomes and tools–what is effective or not | Knowledge of ARE Model, trainings, skill development, and implementation of ARE tools is shared and transferred among program participants, though still not diffused widely throughout the Consortium <br><br> ARE Model, trainings, tools are integrated into annual instructional cycle on early adopter campuses with plans to increase more departments or divisions each year | ARE Model tools and toolkit are fully implemented on early adopter campuses: <br> -Pre-Assessment <br> -Training from T3 <br> -Post-Assessment <br> -Implementation <br> -Submission and evaluation of 6mo, 1yr, 3 yr. outcomes |
| **Phase III – Infrastructure AY 20xx-20xx** <br> *We ARE* | S, IS, LM on CONNECT member campuses will be active in acquiring knowledge through the ARE tools and toolkit | This phase is where most of the knowledge transfer occurs from the Train the Trainer aspect <br><br> Knowledge is deliberately transferred within S, IS, LM including the professional tiers: individuals, teams, institutions, and to the Consortium, and through data analysts on each campus | ARE tools are adopted on most campuses in increasingly more departments <br><br> Data collection systems are in place <br><br> Equity officers and ARE teams are shaping programmatic efforts |
| **Phase IV – Sustaining AY 20xx-20xx** <br> *Su-RE* | Knowledge about best practices is shared with and acquired from peer institutions | Knowledge is transferred to community, regional, and state partners and peer organizations and stakeholders | New partnerships are formed based on emerging ARE efforts |

*T$^3$ Webinar is planned for 8/28,29,30 or 9/18-22 for 40-100 early ARE S, IS, and LM implementors with representation from each of the 5 CONNECT institutions.

# CONTENTS

# CONTEXT & FRAMEWORK

Overview, Clarifications, Resources and Support, Engagement and Measurement, Rationale for Focus

# OVERVIEW

**Welcome** to the CONNECT ARE framework where we establish developmental competencies (foundational, intermediate, advanced) that encompass knowledge, skills, and actions (KSAs) across four professional tiers of practice (self, team/division/unit, institution/organization, consortium). These competencies and KSAs are primarily designed to promote racial equity and increase HE attainment for underserved/ underrepresented students toward achieving racial equity (ARE). Competencies are also aligned with best equity-minded practices in achieving ARE prioritizing the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma within the context of higher education (HE).

## 01 COLLABORATIVE PARTNERS

The ARE framework applies to staff, instructional staff, and leaders/managers at Bristol Community College, Bridgewater State University, Cape Cod Community College, Massachusetts Maritime Academy, and Massasoit Community College, who are members of CONNECT, our regional higher education Consortium.

## 02 ARE EFFORTS

Consortium partners engage in developmental work and make progress toward specific racial equity competencies with equity-minded professional behaviors, expressed as KSAs, within their respective professional tiers of practice and context (staff, instructional staff, and leaders/managers or self, team/division/unit, institution/organization, consortium) as relevant.

## 03 ARE ACCOUNTABILITY

Capstone deliverables are completed and assessed at 6-month, 1-year, and 3-year intervals via self-assessment, survey, and participation in professional development opportunities commented by tools and resources in this guide to track individual and collective progress demonstrating the application of racial equity-related KSAs.

## 04 ARE CONNECT MEMBER FLEXIBILITY

The specific outcomes and deliverables of this model may vary based on the distinct cultures and strategic objectives of each participating institution.

# DEFINITIONS

Definitions for diversity, equity, and inclusion (DEI) in higher education are fluid and change over time. These terms are subject to socio-cultural shifts in society, as well as the experiences of those who have been marginalized.

For example, the term "diversity" has traditionally been used to refer to the variety of people who make up a community or organization. However, in recent years, there has been a growing emphasis on the need for equity and inclusion. This means that diversity is not enough; we also need to ensure that all members of a community have equal access to opportunities and resources.

The definitions of DEI used in this implementation guide are drawn from a variety of sources, including Bristol College, Bridgewater University, REJI efforts, and other CONNECT partners. These definitions are informed by the experiences of those who have been marginalized, as well as the latest research on DEI in higher education.

We recognize these definitions are not perfect, and that they will continue to evolve over time. However, we believe they provide a good starting point for creating a more equitable and inclusive higher education environment.

- **Diversity**: The variety of people who make up a community or organization, including their race, ethnicity, gender, sexual orientation, socioeconomic status, religion, disability, and other characteristics.

- **Equity**: The fair and just distribution of resources and opportunities. This means that all members of a community or organization have the same chance to succeed, regardless of their background or circumstances.

- **Inclusion**: The active process of creating a welcoming and supportive environment for all people, regardless of their background or circumstances. This means that everyone feels valued and respected, and that they have a voice in the community or organization.

- **Microaggression**: A brief and commonplace verbal, behavioral, or environmental indignity, whether intentional or unintentional, that communicates hostile, derogatory, or negative messages to target persons based solely on their marginalized group membership.

- **Implicit bias**: Unconscious attitudes or beliefs that can affect our thoughts, feelings, and behaviors towards others. Implicit bias can be formed through our experiences and interactions with the world, and it can be difficult to identify and change.

- **Systemic racism**: The ways in which racism is embedded in our institutions and systems, such as our education system, our criminal justice system, and our healthcare system. Systemic racism can create barriers to opportunity for people of color, and it can lead to disparities in outcomes.

- **Racial trauma**: The cumulative emotional and psychological impact of experiencing racism and racial discrimination. Racial trauma can be caused by both individual and institutional racism, and it can have a profound impact on a person's physical and mental health, as well as their sense of identity and belonging.

# MORE RELEVANT ARE TERMINOLOGY

- **AAPI (Asian American and Pacific Islander)**: A term used to describe people of Asian or Pacific Islander descent.

- **BIPOC (Black, Indigenous, and People of Color)**: A term used to describe people who are not white.

- **Critical race theory (CRT)**: A body of legal scholarship that examines the ways in which race and racism have shaped the American legal system.

- **Disability**: A range of physical, mental, and cognitive conditions that can impact a person's ability to function in society.

- **Equity-focused**: An approach to DEI that focuses on ensuring that all members of a community or organization have the same chance to succeed, regardless of their background or circumstances.

- **Inclusive**: An environment that is welcoming and supportive of all people, regardless of their background or circumstances.

- **Indigenous**, First Nations, or Native American: Terms used to describe the original inhabitants of the Americas. These terms are often used interchangeably, but there are some important distinctions between them. The term "Indigenous" is generally preferred by people who identify as members of a tribal nation or community. The term "First Nations" is used in Canada, while the term "Native American" is used in the United States.

- **Latinx/Latine**: A gender-neutral or non-binary term used to describe people of Latin American origin or descent. The term is increasingly being used as an alternative to the gendered terms "Latino" and "Latina."

- **LGBTQIA**: An acronym that stands for lesbian, gay, bisexual, transgender, queer, intersex, and asexual. The acronym is often used as an umbrella term to refer to people who are not cisgender or heterosexual.

- **Person-first language**: Language that puts the person first and the disability second. For example, instead of saying "a person with a disability," you would say "a person who is disabled."

- **Racism**: A system of advantage based on race, in which white people are privileged over people of color.

- **Systemic racism**: The ways in which racism is embedded in our institutions and systems, such as our education system, our criminal justice system, and our healthcare system. Systemic racism can create barriers to opportunity for people of color, and it can lead to disparities in outcomes.

# TOOL #1: USE OF TERMS

**Tips for using language that is respectful and inclusive of all peoples in a DEI in HE context:**

- Ask people how they identify. The best way to know how to refer to someone is to ask them directly.

- Use gender-neutral language when possible. This includes using gender-neutral pronouns like "they" and "them" instead of "he" or "she."

- Be aware of the different terms that are used. There are many different terms that are used to refer to Black, Latinx/Latine, Asian, and Indigenous descent people. It is important to be aware of the different terms and to use the terms that are preferred by the people themselves.

- Be respectful of cultural differences. There are many different cultures represented in racial and culturally diverse HE contexts. It is important to be respectful of these racial and cultural differences and to avoid making assumptions about people's race and cultures.

- Use inclusive language. This includes using terms like "partner" instead of "husband" or "wife" and "they" and "them" instead of "he" or "she."

- Be respectful of pronouns. Ask people what pronouns they use and use the pronouns that they prefer.

- Create safe spaces. This includes providing spaces where LGBTQIA people can feel comfortable being themselves.

- Educate yourself and others. Learn about the challenges that LGBTQIA people face and how you can be an ally.

- Be an advocate. Speak up against discrimination and harassment.

# CLARIFICATIONS

- **Foundational competencies-** These are the basic competencies that all participants are expected to have in order to promote achieving racial equity in HE and increase HE attainment for underserved/underrepresented students. They reflect general **knowledge** of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma, **skills** in identifying and addressing these issues, and **actions** that can be taken to create a more equitable environment.

- **Intermediate competencies-** These competencies are more advanced and require a deeper understanding of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma that may include racial trauma for minoritized students. They include skills in developing and implementing equity-minded policies and practices, and actions that can be taken to create a more inclusive campus culture.

- **Advanced competencies-** These competencies require a deep understanding of equity-minded theory and practice. They include skills in leading and mobilizing others to promote achieving racial equity in HE and increase HE attainment for underserved/underrepresented students, and actions that can be taken to transform HE institutions into equity-minded organizations.

## K
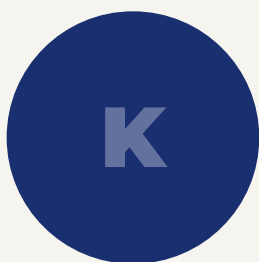
### KNOWLEDEGE

Indicates understanding and implications of ARE in HE, as well as research evidence and frameworks for analyzing and making sense of data related to implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma for underserved/ underrepresented students. This knowledge is essential for understanding the problem and developing effective solutions.

## S

### SKILLS

Indicates the act of scrutinizing data with an open mind and working with qualitative and quantitative data. These skills are essential for analyzing data and making informed decisions when working towards ARE competencies.

## A

### ACTIONS

Indicates identifying areas for change and prioritizing resources to achieve equitable outcomes. These are essential for taking steps to address problems and barriers and challenges encountered when employing equity-minded behaviors in HE.

# MORE CLARITY

- **Tiers-** The tiers refer to the different professional levels of responsibility, roles, and authority an individual or group/ unit/ team has within an institution. Professional tiers are cross referenced within the model in a matrix to represent that all staff members regardless of rank can demonstrate competence at the foundational, intermediate, or advanced level.

- **Capstone deliverables-** These are the products or outcomes that participants will produce over the course of the model at 6-month, 1-year, and 3-year intervals. They will demonstrate the participants' progress in developing racial equity competencies and applying them to their work.

- **Self-assessment-** Participants will complete a self-assessment to track their progress and identify areas where they need to improve.

- **Survey-** Participants will complete an initial survey and then surveys at 6-month, 1-year, and 3-year intervals to provide feedback on the model and their progress within the model identifying any areas for improvement.

- **Professional development opportunities-** Participants will have the opportunity to participate in multiple professional development opportunities via the Toolkit to learn more about implicit bias, microaggressions, and equity-minded teaching, learning, racial trauma, stereotype threat, and other best DEI HE practices.

# RESOURCES & SUPPORT

Each competency level (foundational, intermediate, advanced) offers specific professional development opportunities that include a range of resources and activities, including:

- Artifacts, Tools, and training materials

- Reflective exercises, journaling, and self-assessments

- Readings, books, articles, videos, and reports

- Workshops and training sessions on implicit bias, micro-aggressions, and other equity-minded practices.

## SOURCING THE CONTENT

The development of these resources is a collaborative effort, incorporating contributions from CONNECT institutions as well as drawing on MA DHE, national, and regional best practices associated with the promotion of racial equity within the context of HE and ARE initiatives, prioritizing the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma as measurable means of dismantling barriers minoritized students experience.

The resources and support can be tailored to the specific needs of each institution. For example, an institution with many students of color may need different resources than an institution with a small number of students of color. They are offered in  way that PD can be developed, plannned, and offered to best match campus, student, and staff member KSA competence.

## PROFESIONAL TIERS OF PRACTICE

Resources and support included in this guide are tailored to address the distinct tiers of professional knowledge, skills, and actions (KSAs) required for promoting racial equity in HE. Professional tiers are defined as:

- **Staff** - Includes all staff members, regardless of their role or level of responsibility.

- **Instructional staff** - Includes all faculty and instructors including librarians, regardless of their discipline or level of seniority.

- **Management/leadership** - Includes all managers and leaders, regardless of their level of responsibility.

- **Consortium** - Includes Consortium leadership or representatives as a collective from the 5 participating institutions.

# ENGAGEMENT & MEASUREMENT

## ACCOUNTABILITY IN ARE

Consortium members are expected to demonstrate individual and collective progress within the competency structure, which includes foundational, intermediate, and advanced competency levels, in relation to promoting racial equity and best practices within higher education (HE).

**For example, members at the foundational and intermediate levels are expected to:**
- Demonstrate knowledge of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma, as well as skills in identifying and addressing these issues.
- Develop and implement equity-minded policies and practices.
- Create a more inclusive campus culture.
- Lead and mobilize others to promote racial equity and increase HE attainment for underserved/ underrepresented students toward achieving racial equity.
- Transform HE institutions into equity-minded organizations.

**Members who reach the advanced competency level are expected to:**
- Participate as 'Train the Trainer,' contributing to the unique professional development opportunities offered in the framework.
- Share their knowledge and expertise with other members of the consortium.
- Help to advance the work of the consortium in promoting racial equity in HE.

Measurement of progress is realized through suggested capstone deliverables, which are tailored to the specific needs of each institution. As part of the self-assessment, survey, and ARE professional plan process, deliverables may also include:

- A **written report** on the individual/professional team/institution's progress in promoting racial equity.
- A **presentation** on the individual/professional team/institution's equity-minded policies and practices.
- A **workshop or training session** on implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma.
- A **research project** on structural/ systemic barriers and obstacles that may include racial trauma for students of color.

Detailed information regarding guidelines for the capstone deliverables and expectations for each professional tier and institution can be created and tailored to each institution using information gleaned from the Model. There are exemplars in Tool #2 on pg. 11 as well. This information will help members to track their progress and to identify areas where they need to improve.

# TOOL #2:
# EVIDENCE INDICATOR

**The Capstone Evidence Indicators offer a clear roadmap for your journey towards achieving racial equity (ARE). Once you determine your initial ARE level (foundational, intermediate, advanced) from the results of your initial ARE survey, you can chart your path for progress along the ARE continuum in the upcoming 6 months, 1 year, or 3 years.**

- Considering your understanding of the ARE Framework thus far, where do you anticipate landing?

- Can you envision the components of your ARE action plan?

This Tool and the implementation guide are crafted to aid your efforts in enhancing the student experience for both students of color and all the students you engage with.

## CAPSTONE EVIDENCE INDICATORS

| Timeframe | Foundational | Intermediate | Advanced |
|---|---|---|---|
| 6 months | Self-assessment narrative and survey indicating at least 1 KSA relevant to professional tier, with at least 1 goal for the 1-year capstone and use of at least 1 tool towards the goal. | Self-assessment narrative and survey indicating at least 2 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal. | Self-assessment narrative and survey indicating at least 3 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal. |
| 1 year | Survey indicating at least 2 KSAs relevant to professional tier, with at least 3 goals for the 3-year capstone and training as "Train the Trainer" towards sustainability of ARE professional plan. | Survey indicating at least 3 KSAs relevant to professional tier, with at least 4 goals for the 3-year capstone, including use of at least 3 training tools inclusive of "Train the Trainer" towards sustainability of ARE plan. | Survey indicating at least 4 KSAs relevant to professional tier, with at least 5 goals for the 3-year capstone, including use of at least 4 training tools inclusive of "Train the Trainer" towards sustainability of ARE plan |
| 3 years | Self-assessment narrative and survey indicating at least 5 KSAs relevant to professional tier, with at least 5 goals for future implementation and service as "Train the Trainer" towards sustainability of ARE plan. | Self-assessment narrative and survey indicating at least 5 KSAs relevant to professional tier, with at least 5 goals for future implementation, including service 1x each year as "Train the Trainer" towards sustainability of ARE plan. | Self-assessment narrative and survey indicating at least 6 KSAs relevant to professional tier, with at least 5 goals for future implementation, including service 2x each year as "Train the Trainer" towards sustainability of ARE plan. |

# RATIONALE FOR FRAMEWORK FOCUS

## EQUITY-MINDED BEHAVIORS IMPLICIT/UNCONSCIOUS BIAS, MICROAGGRESSIONS, & ADDRESSING RACIAL TRAUMA

**Research on racial disparities in higher education underscores the significance of addressing implicit biases and microaggressions to advance racial equity and foster inclusive and supportive learning environments. These behaviors fall under the umbrella of equity-minded actions and involve heightening awareness of unconscious biases, delivering diversity and inclusion training, implementing policies fostering equal opportunities, promoting open dialogues, and actively confronting discriminatory behaviors and attitudes. These measurable aspects align with the tiers and competencies outlined in the ARE framework.**

**Equity-minded (also known as anti-racist) behaviors** encompass actions that challenge and dismantle racism within institutions, including:

1. **Challenging Implicit Bias, Microaggressions, and Racial Trauma:** Implicit biases, unconscious prejudices affecting thoughts and actions, along with microaggressions, subtle discriminatory behaviors, contribute to structural barriers, including racial trauma. Embracing equity-minded behaviors entails addressing these issues within the classroom and institution.
2. **Promoting Diversity and Inclusion:** Fostering diversity through inclusive hiring practices, offering diverse courses, and nurturing a welcoming campus climate where all individuals feel valued.
3. **Adopting Equity-Minded Policies:** Establishing policies to counter racism, such as zero tolerance for hate speech and providing equity-focused training.
4. **Holding Accountability:** Challenging racism, learning from mistakes, and promoting growth within ourselves and others.

**Implicit/Unconscious Bias and Racial Inequities:** Unconscious biases towards racial or ethnic backgrounds can influence decision-making and interactions, leading to discriminatory practices within higher education settings. These biases can result in disparities in admissions, faculty promotion, discipline, resource allocation, and opportunities. Outcomes of training and professional development include enhancing representation in admissions and faculty promotions while reducing disciplinary involvement for minority groups.

**Microaggressions and Racial Inequities:** Microaggressions are subtle, derogatory verbal or nonverbal behaviors that perpetuate negative messages towards marginalized racial or ethnic groups. Addressing microaggressions aims to create a welcoming environment for all students, faculty, and staff. Training outcomes involve implementing incident reporting mechanisms, accessible training to mitigate microaggressions, and reducing reported incidents.

**Addressing Racial Trauma and Racial Inequities:** Addressing racial trauma entails recognizing and mitigating the psychological impact of racial discrimination within higher education. This involves acknowledging systemic racism and its effects, including microaggressions and disparities in access to resources. Training outcomes encompass heightened awareness of racial trauma, recognizing microaggressions and biases, fostering culturally responsive teaching, supporting students' mental health, trauma-informed pedagogy, and promoting inclusive campus spaces.

Focusing on equity-minded behaviors, addressing implicit biases, microaggressions, and racial trauma and other related issues (e.g., stereotype threat, culturally responsive and affirming instruction) is vital for achieving racial equity and creating an inclusive educational environment that uplifts all individuals.

# DEVELOPMENTAL COMPETENCIES

Foundational, Intermediate, Advanced
Measurable Knowledge, Skills, and Actions

# A FRAMEWORK FOR UNDERSTANDING

Having gained a comprehensive understanding of the rationale, goals, overview, clarifications, resources, professional development and support, engagement and measurement, and rationale for professional development focus, we now delve into the heart of this model: the developmental competencies.

## LEVELS OF COMPETENCE

Structured across three levels—foundational, intermediate, and advanced—these competencies encompass a spectrum of knowledge, skills, and actions (KSAs) spanning the self, team/division/unit, institution/organization, and consortium tiers of professional practice. Their core purpose is to propel racial equity and enhance higher education (HE) attainment among underserved and underrepresented students, ultimately contributing to the larger goal of achieving racial equity.

## CONSORTIUM PARTNER EXPECTATIONS

Consortium partners are expected to actively engage in developmental work aligned with racial equity competencies within their specific professional tiers guided by the principles of best equity-minded practices, these competencies align with the framework for achieving racial equity (ARE). This comprehensive approach acknowledges the potential presence of racial injustices, reinforcing the model's commitment to fostering a supportive and inclusive HE environment
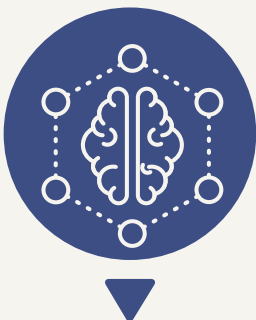
## DEMONSTRATION OF GROWTH

As participants engage in developmental work, their progression towards targeted racial equity competencies, embodied in equity-minded professional behaviors expressed as KSAs, becomes the focal point. Each participant's unique context—be it self, team/division/unit, institution/ organization, or consortium—shapes their foundational, intermediate, and advanced developmental journey, fostering meaningful growth and increased ARE competence.

## BRINGING CLARITY TO THE FRAMEWORK

Integral to this process are the scheduled capstone deliverables, evaluated at intervals of 6 months, 1 year, and 3 years. These assessments take the form of self-assessment, survey participation, and engagement in dedicated professional development opportunities. These milestones serve as markers of both individual and collective advancement, showcasing the practical application of racial equity-related KSAs. Understanding the three levels of developmental competence- foundational, intermediate, and advanced is critical to the ARE Framework.

# FOUNDATIONAL

## KNOWLEDGE

1. **Recognizing** the context and focus of ARE initiatives.
2. **Noticing and understanding** the reality and impact of achieving racial equity (ARE) in the workplace.
3. **Taking stock** of current knowledge and understanding of ARE.
4. **Understanding** implicit bias related to racial inequities and its influence in higher education.
5. **Understanding** microaggressions related to racial inequities and their impact in higher education.

## SKILLS

1. **Scanning for and recognizing** potential barriers to ARE.
2. **Knowing** when to be deliberate and intentional about ARE efforts.
3. **Seeking** different perspectives on ARE issues.
4. **Maintaining** a learner focus and being open to new information about ARE.
5. **Identifying** dissonance and discrepancy as opportunities for deeper inquiry into ARE.
6. **Asking critical questions:** What is going on here? For whom? Is this what is expected? What do I/we already know about this? How do I/we know this? What do I/we need to find out? What is a good question I/we should ask? Is this good? Should I/we be concerned? Why?

## ACTIONS

1. **Using existing tools** to gather data on ARE.
2. **Identifying and understanding** the problems or issues related to ARE, including implicit bias and microaggressions as structural/ systemic barriers and obstacles.
3. **Recognizing** the need to take a closer look at specific ARE matters, including implicit bias and microaggressions as structural/ systemic barriers and obstacles.

# INTERMEDIATE

## KNOWLEDGE

1. **Sense-making and prioritizing** actions based on our understanding of the reality of the impact of the barriers and obstacles to ARE.
2. **Drawing on research** evidence and using suitable frameworks or indicators to make sense of the data, including data that highlights the impact of the barriers and obstacles to ARE.
3. **Considering options** based on evidence of what has been proven effective in ARE.
4. **Evaluating the adequacy** applicability of findings and addressing different interpretations of data related to the impacts of the barriers and obstacles to ARE.
5. **Clarifying the problem** or issue to be addressed and understanding needed improvements towards ARE.

## SKILLS

1. **Evaluating the adequacy** of findings and addressing different interpretations of data, including data related to the impacts of the barriers and obstacles to ARE.
2. **Scrutinizing relevant data** which identifies barriers and obstacles to ARE.
3. **Assessing capability and capacity** for improvement and identifying external expertise, if needed, to address barriers and obstacles to ARE.
4. **Being open to new learning** and recognizing strengths and areas for improvement that address barriers and obstacles to ARE.
5. **Reflecting on previous experiences** connected to ARE (including experiences related to addressing the impacts of implicit bias and microaggressions as structural/systemic barriers and obstacles).
6. **Considering the magnitude and impact** of the desired change towards ARE.
7. **Asking** ourselves critical questions: What do we already know about the impact of the barriers and obstacles to ARE? How do we know this? What else do we need to know? How might we gather the data needed? What is our existing data telling us about the insights provided? Is this good enough? Do we have different interpretations of the data related to the impact of the barriers and obstacles to ARE? If so, why? What might we need to explore further? What important questions should we ask about the impact of the barriers and obstacles to ARE?

# INTERMEDIATE

## ACTIONS

1. **Identifying areas that have proven to be effective** and areas in need of change, including actions required to address the impact of the barriers and obstacles to ARE.
2. **Gathering and reviewing available research**, data, and frameworks related to ARE and assessing available resources needed to take action to address the impact of the barriers and obstacles to ARE.
3. **Prioritizing resources** required to achieve equitable outcomes, including allocating resources that address the impact of the barriers and obstacles to ARE.
4. **Applying strategies** to address the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma.
5. For instructional staff, **creating a safe space** for students to discuss experiences, concerns, and perspectives related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, and offering guidance and resources to address these issues effectively.
6. **Carefully considering** and effectively implementing best ARE practices in pedagogical and curricular initiatives.
7. Providing professional development to support campus-wide instructional improvement.
8. **Monitoring** the impact of ARE initiatives and making necessary adjustments.
9. **Establishing** mechanisms for evaluating progress, monitoring outcomes, and addressing any discrepancies or challenges related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, while fostering a culture of learning and growth.
10. **Striving** for continual and increased progress towards better outcomes for learners through addressing the impact of the barriers and obstacles to ARE and identifying ways to capture progress.

# ADVANCED

## KNOWLEDGE

1. **Being clear** about what needs to change and what doesn't in order to achieve ARE in the workplace.
2. **Clarifying** the identified problems or issues we want to solve in pursuit of ARE.
3. **Having a strong and concrete understanding** of what ARE looks like at all levels of the university (e.g. in the classroom, departments, and colleges) and throughout the consortium.
4. **Knowing** how we will recognize progress, including monitoring and assessing changes in the prevalence and impact of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma in higher education.

## SKILLS

1. **Continuous examination of the data** for evidence of what is or is not working for all learners, including the identification of patterns and trends related to the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles to ARE in higher education.
2. **Knowing how to use systems, processes, and tools** in place to track progress and impact on achieving ARE.
3. **Transparently managing progress**; includes establishing protocols and strategies to address structural/ systemic barriers and obstacles to ARE in higher education.
4. **Identifying** where we have the capability and capacity to improve in order to achieve racial equity.
5. **Identifying** what external expertise we might need, including seeking guidance and support from specialists in data gathering; evaluating progress; identifying areas of concern; curriculum development; and/or training for employees at all levels of the consortium.
6. **Checking in on learners' progress** in understanding, learning from, and contributing to the advancement of ARE initiatives.
7. **Identifying and acquiring** the required support and resources needed to effectively work towards ARE in higher education.
8. **Asking ourselves critical questions**: What actions can we take to ensure better progress and outcomes for more of our learners? Which of our learners are or are not benefiting from our efforts? Are any of our efforts counterproductive to our goal of achieving racial equity? Are we communicating our current condition, our goals, and our action plans clearly? What strengths do we have to build on?

# ADVANCED

## ACTIONS

1. **Being determined to achieve equitable progress** and outcomes for all learners, with a specific focus on countering the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma.
2. **Clearly identifying, communicating, and pursuing the actions** we need to take and why, ensuring that our strategies and interventions directly address any structural/ systemic barriers to achieving racial equity.
3. **Setting up and utilizing feedback channels** to gather input from staff and instructors.
4. **Ensuring** all learners have equitable access to support and opportunities to learn, recognizing that addressing implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma is crucial for creating an inclusive and fair educational environment.
5. **Ensuring** all university/consortium employees become learners making consistent progress towards achieving ARE within their respective higher education.

# PROFESSIONAL TIERS

Self, Team/ Department/ Unit/ Division,
Organization/ College/ University, Consortium

# CONNECTING THE DOTS

Welcome to this section where we outline the structure and application of developmental competencies within the professional tiers framework, building on the previously discussed rationale, goals, and other essential components. The developmental competencies encompass three levels: foundational, intermediate, and advanced, encompassing a range of knowledge, skills, and actions (KSAs). These competencies are strategically tailored to foster racial equity and enhance higher education (HE) attainment for underserved and underrepresented students, with a focus on overcoming systemic and structural barriers.

## LEVELS OF PRACTICE

The professional tiers encompass four levels of practice: self, department,, institution, and consortium. This approach is intended to create a comprehensive framework that can be applied to staff, instructional staff, and leaders/managers across CONNECT partner colleges.

## CONSORTIUM PARTNER EXPECTATIONS

Consortium partners are expected to actively engage in developmental work aligned with racial equity competencies within their specific professional tiers and contextual roles. These tiers include self, department,, institution, and consortium, as applicable. These competencies are articulated as equity-minded professional behaviors, expressed as KSAs, to drive meaningful progress.

## DEMONSTRATION OF GROWTH

At key intervals—6 months, 1 year, and 3 years—participants will complete capstone deliverables, evaluating their progress through self-assessment, surveys, and participation in targeted professional development opportunities. These assessments will serve to track individual and collective advancement in applying racial equity-related KSAs, offering a tangible demonstration of growth.

## BUILT IN FRAMEWORK FLEXIBILITY

While the ARE Framework provides a standardized structure, specific outcomes and deliverables will vary based on the unique cultures and strategic objectives of each participating institution. The overarching goal remains consistent: to achieve racial equity and promote higher education attainment for underserved students of color, contributing to a more inclusive and equitable higher education landscape.

# A DEEPER LOOK

## SELF

Self-examination and recognition involve acknowledging, addressing, remedying, and repairing one's own biases, particularly related to racial equity, which may also encompass cultural, gender, ableism, and class biases.

- *This process aims to support individuals in recognizing, interrupting, and correcting both explicit (intentional) and implicit (unintentional) biases.*
- *The goal is to take proactive steps to mitigate and change personal biases, thereby reducing the occurrence of microaggressions and their negative impact on others.*

## DEPARTMENT*

Team/ Department/ Unit/ or Division interpersonal skills are essential in fostering an inclusive culture and working effectively with others to recognize, address, interrupt, and correct biases.

- *This involves creating welcoming spaces and actively embracing and celebrating differences in experiences, backgrounds, and ways of thinking.*
- *The focus is on addressing both explicit (intentional) and implicit (unintentional) biases that may have developed within the group culture.*
- *The goal is to collectively take steps to mitigate and change biases at the team, departmental, or divisional level, reducing the occurrence of biases that negatively impact others, which can manifest as microaggressions or macroaggressions.*

*\*Department/ Unit/ Division/Team*

## INSTITUTION**

These encompass, broaden, and extend competencies at the individual, team/department/unit/ division levels toward institutionalization in acknowledging, remedying, and repairing biases as crucial for promoting achieving racial equity.

• *These competencies involve understanding the systemic and structural factors within the greater organization (collective units, departments, divisions) that either support or hinder achieving racial equity efforts.*

• *It is important to recognize the consequences of perpetuating social and racial inequities and to work towards institutional responses that promote equity.*

• *All individuals within the organization need to understand both explicit (intentional) and implicit (unintentional) biases at the institutional level and take vertical and horizontal steps to mitigate and change unintentional biases.*

- *This includes addressing the negative impacts of unintentional institutional biases on historically marginalized individuals or groups and addressing the manifestations of biases as microaggressions or macroaggressions, both in the past and present.*

*\*\*Institution/ College/ University/ Consortium*

# A DEEPER LOOK

## CONSORTIUM

Developing simultaneous competencies at the individual, team, and institutional levels is essential within the CONNECT consortium to leverage resources and promote achieving racial equity across all member institutions.

*• These competencies involve acknowledging, remedying, and repairing systemic and structural factors in policies, practices, and initiatives that either promote or hinder collective institutional responses to achieving racial equity.*

- *Understanding the consequences of perpetuating social and racial inequities is crucial to work towards improved outcomes and promote diversity, inclusion, equity, and racial justice across the six institutions.*
- *The Consortium has the potential to collectively improve outcomes by reducing instances of unintentional institutional biases negatively impacting historically marginalized individuals or groups, including manifestations of microaggressions or macroaggressions.*
- *By fostering a culture of inclusivity and leveraging the resources within all members of the Consortium, it becomes possible to drive positive change and achieve improved diversity, inclusion, equity, and racial justice across the six institutions, the region, and possibly the state.*



*The Levels of Practice are further curated with respect to staff, instructional staff, and management/ leadership with indications on professional development competency.*

*Foundational:*

K - Recognizing the context and focus of ARE initiatives:
Understanding the history of ARE, the different approaches to ARE, and the specific goals of ARE initiatives in HE.

S - Being aware of dissonance and discrepancy as opportunities for deeper inquiry into ARE: Being able to identify and reflect on moments of dissonance or discrepancy in ARE work, such as when there is a mismatch between stated goals and actual practices, and knowing when to be deliberate and intentional about acting on ARE efforts (addressing, interruption, and correction), especially regarding implicit bias and microaggressions as structural/ systemic barriers and obstacles:

A - Being able use existing tools to gather data on ARE; take steps to address implicit bias and microaggressions as structural/ systemic barriers and obstacles, even when it is difficult or uncomfortable.

*Intermediate:*

K- Actively observing and perceiving the ARE dynamics within the workplace.
Being attentive to instances of implicit bias and microaggressions as structural/ systemic barriers and obstacles.
Understanding the effects of implicit bias and microaggressions as structural/ systemic barriers and obstacles on individuals.
Sense-making and prioritizing actions based on our understanding of the reality of the impact of the barriers and obstacles to ARE.
S- Identifying specific challenges or concerns related to ARE.
Recognizing areas requiring improvement within their scope of work.
Assessing capability and capacity for improvement within their scope of work and identifying external expertise, if needed to address barriers and obstacles to ARE.
A- Gathering and reviewing available research, data, and frameworks related to ARE.
Gaining a comprehensive understanding of the impact of implicit bias and microaggressions as structural/ systemic barriers and obstacles.
Gathering and reviewing available research, data, and frameworks related to ARE. Identifying areas that have proven to be effective and areas in need of change, including actions required to address the impact of the barriers and obstacles to ARE.

*Advanced:*

**K-** *Educating oneself* about what ARE looks like at all levels of the university, distinguishing between aspects requiring change and those that don't within one's immediate scope of influence.
**S-** *Knowing how* to use systems, processes, and tools in order to analyze ARE progress of self and others, and *identifying* where one has the capacity to improve in order to achieve racial equity.
**A-** *Maintaining* one's active status as a learner making consistent progress towards achieving racial equity; includes *working to counter* one's own biases and microaggressions in personal/ professional interactions and contributions to the educational environment.

## INSTRUCTIONAL STAFF

*Foundational:*

K - Noticing and understanding the reality and impact of ARE in the classroom/ workplace for students/ colleagues/ self: Understanding the current state of ARE in the classroom/ workplace, as well as the impact of ARE on students, colleagues, and oneself.

S - Asking critical questions to foster understanding and promote change: Being able to ask questions that help to understand the reality of ARE in the classroom/ workplace, as well as the impact of ARE on students, colleagues, and oneself. Questions might include:

-What is going on?

-For whom is this relevant?

-Is this what is expected in terms of equity and inclusion?

A - Taking closer look at key tenets of ARE, with a focus on addressing and mitigating implicit bias and microaggressions as structural/ systemic barriers and obstacles in classroom and among collegial/ professional interactions: Being able to take steps to address implicit bias and microaggressions as structural/ systemic barriers and obstacles in the classroom/ workplace, such as by:

-Identifying and challenging implicit bias and microaggressions as structural/ systemic barriers and obstacles.

-Creating a more inclusive classroom/ workplace environment.

-Advocating for change to address implicit bias and microaggressions as structural/ systemic barriers and obstacles.


*Intermediate:*

K- Engaging in reflective questioning to gain deeper insights into the impact of implicit bias and microaggressions as structural/ systemic barriers and obstacles.

Being open to continuous learning and exploration of ARE topics.

Drawing on research evidence and using suitable frameworks or indicators to make sense of the data, including data that highlights the impact of the barriers and obstacles to ARE.

Considering most effective options/practices based on evidence of what has been proven effective in ARE as it relates to instructional practices and creating learning environments that are conducive to ARE.

S- Integrating knowledge of impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles into teaching practice.

Being open to new learning and recognizing strengths and areas for improvement that address barriers and obstacles to ARE in the learning environment.

A- Creating a safe space for students to discuss experiences, concerns, and perspectives related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, and offering guidance and resources to address these issues effectively.

Creating a safe space for students to discuss experiences, concerns, and perspectives related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, and offering guidance and resources to address these issues effectively.

## INSTRUCTIONAL STAFF

*Advanced:*

**K-** *Having a strong and concrete understanding of what ARE looks like*, and applying this knowledge to course design, content, and delivery.

**S-** Continuously examining data for evidence of what is or is not working for all students in the classroom, particularly concerning how we ourselves contribute to barriers to ARE (e.g. implicit biases, microaggressions, and racial trauma), and how we support students who are affected by any barriers to racial equity.

**A-** *Being determined to achieve equitable progress* and outcomes for all students; includes *clearly identifying, communicating, and pursuing the actions needed for ourselves and our students to* address any barriers to achieving racial equity in the classroom.

# SELF

## MANAGEMENT/ LEADERSHIP

### *Foundational:*

**K -** *Understanding and recognizing own implicit bias* related to racial inequities and its influence in current HE context: Understanding the concept of implicit bias, how it can contribute to racial inequities in HE, and how it can manifest in one's own thoughts, feelings, and behaviors in the workplace.

**S -** *Scanning for* and *recognizing* potential barriers to ARE; *maintaining* a learner focus while seeking different perspectives on ARE issues; *asking critical question*s to foster understanding and promote change within one's self/unit/department/university/consortium

**A -** *Identifying* and *understanding* the problems or issues related to ARE, including one's own explicit attention to implicit bias and microaggressions as structural/ systemic barriers and obstacles: *works to identify* and understand the problems or issues related to ARE, such as the lack of diversity in faculty and staff, the existence of microaggressions, and the lack of support for students of color. It also involves being able to pay explicit attention to one's own implicit bias and microaggressions as structural/ systemic barriers and obstacles, and to take steps to address them.

*Uses existing tools to gather data* on ARE, including one's own implicit bias and microaggression experience, such as by using surveys, interviews, or focus groups.

This data can be used to understand the current state of ARE in HE, as well as the impact of implicit bias and microaggressions as structural/ systemic barriers and obstacles on students, faculty, and staff.

### *Intermediate:*

K- Considering options based on evidence of what has been proven effective in ARE.

Developing comprehensive strategies, and implementing policies fostering achieving racial equity, while mitigating own impacts of bias and microaggressions.

S- Scruitinizing relevant data which identifies barriers and obstacles to ARE.

Prioritizing resources and allocating budgets, personnel, and time to initiatives addressing implicit bias and microaggressions as structural/ systemic barriers and obstacles, as a leader supporting staff and instructors in implementing effective practices.

A- Establishing mechanisms for evaluating progress, monitoring outcomes, and addressing any personal discrepancies or challenges related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, while fostering a culture of learning and growth.

# SELF

## MANAGEMENT/ LEADERSHIP

*Intermediate continued:*

A- Prioritizing resources required to achieve equitable outcomes, including allocating budgetary resources (personnel and time) to initiatives that address the impact of the barriers and obstacles to ARE, in support of staff and instructors in implementing effective practices.
Establishing mechanisms for evaluating progress, monitoring outcomes, and addressing any personal discrepancies or challenges related to implicit bias and microaggressions as structural/ systemic barriers and obstacles, while fostering a culture of learning and growth.

*Advanced*
K- Having a strong and concrete understanding of what ARE looks like at all levels of the university and how my personal actions impact ARE; clearly the identifying problems or issues I personally create that compromise ARE effort; and knowing how I will recognize progress in myself in how I impact ARE efforts.
S-Continuously examine the data for evidence of what I am doing that is or is not working towards advancing ARE efforts; identifying when I need external expertise. Constantly asking critical questions about ARE and my ARE efforts, such as: Are any of my efforts counterproductive to our goal of achieving racial equity?
A- Ensuring I maintain a learner status and work to make consistent progress towards achieving ARE

### *Foundational:*
**K-** *Recognizing* the context and focus of ARE initiatives in the unit.

**S-** *Being aware* of dissonance and discrepancy as opportunities for deeper group inquiry into ARE.

**A-** *Being deliberate* and intentional about collective staff related ARE efforts.

### *Intermediate:*
**K-** *Team sense-making and prioritizing actions* based on understanding the reality and impact of ARE in the workplace.

**S-** Beyond awareness, the *group recognizing the impacts* of implicit bias and microaggressions as structural/ systemic barriers and obstacles in the immediate work environment.

**A-** Working to collectively identify better progress and outcomes to meet ALL learners' needs.

### *Advanced:*
**K-**Having a strong and concrete understanding of what ARE looks like at the team/department level; leads to being clear about what needs to change and what doesn't in order to achieve ARE in the workplace.

**S-** C*ontinuous examination of the data* for evidence of what is or is not working for all learners, including the identification of ARE related patterns and trends in the Team/ Department/ Unit/ or Division; · Knowing how to use systems, processes, and tools in place to track progress and impact on achieving ARE.

**A-** Setting up and utilizing feedback channels to *monitor* learners' individual and group progress towards ARE (as appropriate).

## INSTRUCTIONAL STAFF

*Foundational:*

K- As an instructional leader, noticing and understanding how implicit bias and microaggressions as structural/ systemic barriers and obstacles are related to racial inequities and their influence in the Classroom/Team/ Department/ Unit/ or Division.

S- Scanning for and recognizing potential barriers to ARE, and knowing when to take a closer look at specific ARE matters impacting the Team/ Department/ Unit/ or Division, including equity-minded incidents.

A- Identifying and understanding the problems or issues related to ARE, including implicit bias and microaggressions as structural/ systemic barriers and obstacles.

*Intermediate:*

**K-** *Consideration of pedagogical and curricular practices* (e.g., culturally appropriate, relevant, affirming) based on departmental evidence of what works in ARE teaching and learning contexts.

**S-** *Assessing capability and capacity for instructional improvement* and identifying external expertise if needed, including additional professional development/ training.

**A-** *Identifying* areas for departmental change and areas that are effective and don't require change.

*Advanced:*

**K-** Having a strong and concrete understanding of what ARE looks like and being clear about what needs to change and what doesn't in order to achieve ARE in the classroom.

**S-** Continuous examination of the data for evidence of what is or is not working for students; identifying where we have the capability and capacity to improve in order to achieve racial equity; checking in on learners' progress and identifying and acquiring the required support and resources to effectively work towards ARE in the classroom.

**A-** Being determined to achieve equitable progress and outcomes for all students; *Being focused on ensuring all learners have equitable access to support and* opportunities to learn, recognizing that addressing ARE issues is crucial for creating an inclusive and fair educational environment.

# DEPARTMENT

## MANAGEMENT/ LEADERSHIP

### *Foundational:*

**K-** *Taking stock* of current knowledge and understanding of ARE to *understand* the reality and impact of achieving racial equity (ARE) in the workplace.

**S-** *Asking collective critical questions* related to ARE teaching and learning in the Team/ Department/ Unit/ or Division, and *seeking* different perspectives on ARE issues while *maintaining a leader as learner focus* and being open to new information about ARE. Also *knowing* when to be deliberate and intentional about ARE efforts as they relate to in the Team/ Department/ Unit/ or Division.

**A-** *Using* existing tools to gather data on ARE to *identify* and *understand* the problems or issues related to ARE, including implicit bias and microaggressions as structural/ systemic barriers and obstacles.

### *Intermediate:*

**K-** *Evaluating adequacy of findings and addressing* different interpretations of data, including data related to the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles in the college or institutional context.

**S-** *Scrutinizing data with an open mind and working with relevant data which identifies barriers and obstacles to ARE.*

**A-** *Prioritizing resources* to achieve equitable outcomes, including allocating resources to address identified ARE issues and considering the magnitude of the desired change.

### *Advanced:*

**K-** *Clearly identifying the problem or issue the team/department/ unit is trying to solve*, knowing what the team or department aims to achieve, considering the goals of addressing and mitigating the impacts.

**S-** Knowing how to use systems, processes, and tools in place to track progress and impact; transparently managing progress; and identifying and acquiring required support and resources needed to pursue racial equity in the Team/ Department/ Unit/ or Division.

**A-**. Clearly identifying, communicating, and pursuing the actions for the team/department; setting up and utilizing feedback channels to gather input from staff and instructors; and ensuring all team/department employees become learners making consistent progress towards ARE.

## STAFF

### Foundational:

**K-** *Recognizing the context and focus of ARE initiatives* and how it relates to the strategic plan.

**S-** *Identifying* dissonance and discrepancy in understandings of organizational ARE strategic direction as opportunities for deeper group inquiry into ARE.

**A-** *Being deliberate* and intentional about collective ARE efforts as aligned with strategic plan initiatives, including *using existing tools* to gather data on ARE.

### Intermediate:

**K-** *Understanding the context and focus of ARE* initiatives, the reality and impact of ARE in the workplace, and how ARE is reflected in the strategic plan.

**S-** *Team sense-making:* Working with others to make sense of the reality and impact of ARE in the workplace, as well as how it is reflected in the strategic plan.

*Prioritizing actions:* Identifying and prioritizing actions that will help to achieve the goals of ARE initiatives.

**A-** *Collectively striving for continual progress and identifying ways to capture progress:* Working together to identify ways to measure the progress of ARE initiatives and to share this information with others. *Pursuing improved outcomes:* Working to improve the outcomes of ARE initiatives, such as increasing the number of students of color who graduate from college. *Meeting ALL learners'/staff needs*: Ensuring that all learners/staff, regardless of their race, ethnicity, or other identity factors, can succeed in college/ the workplace.

### Advanced:

**K-** Having a strong and concrete understanding of what ARE looks like at all levels of the university; relating this knowledge to the strategic plan.

**S-** Knowing how to use systems, processes, and tools in place to track progress for the *collective continuous examination of the data* for evidence of what is or is not working for all learners across the institution.

Identifying ARE-related patterns and trends campus-wide.

**A-** Clearly identifying, communicating, and pursuing the actions we need to take and why, ensuring that our strategies and interventions directly address any structural/ systemic barriers to achieving racial equity.

*\*College/ University/ Consortium*

## INSTRUCTIONAL STAFF

### Foundational:

**K-** *Recognizing the context and focus* of ARE initiatives centered on teaching and learning addressing campus-wide racial inequities while also *taking stock of current knowledge* and understanding of ARE as related to the strategic plan.

**S-** *Asking collective critical questions* related to ARE, pedagogy, curriculum, and instructional practices/ policies, and *knowing when to be deliberate* and intentional about ARE efforts in the classroom.

**A-** *Recognizing the need* to *take a closer look* at specific ARE matters impacting teaching and learning, including unintentional bias, microaggressions, and equity-minded incidents in the classroom.

### Intermediate:

**K-** *Understanding the best ARE practices for pedagogical and curricular initiatives (culturally relevant, appropriate, affirming).*

Understanding how these practices can be implemented in a campus-wide setting.

Understanding the strategic plan and how it aligns with ARE initiatives.

**S-** *Assessing the capability and capacity* for campus-wide instructional improvement.

Identifying external expertise if needed, including professional development opportunities.

Identifying areas for campus-wide change and areas that are effective and don't require change.

**A-** *Implementing best ARE practices* in pedagogical and curricular initiatives.

Providing professional development to support campus-wide instructional improvement.
Monitoring the impact of ARE initiatives and making necessary adjustments.

### Advanced:

**K-** Having a strong and concrete understanding of what ARE looks like for students across campus (not just in one's own classroom); being clear about what needs to change and what doesn't in order to achieve ARE.

**S-** Knowing how to use systems, processes, and tools in place to track progress and impact on achieving ARE, and identifying where we have the capability and capacity to improve ARE efforts across campus.

**A-** *Being determined to achieve equitable progress and outcomes for all students on campus; working to ensure all students and employees across campus have equitable access to support and* opportunities to learn; utilizing feedback channels to give input on the status of ARE and ARE progress; Recognizing that addressing ARE issues as part of a whole campus-wide effort aligned with a more global strategic plan is crucial for creating an inclusive and fair educational environment for as many students as possible.

## MANAGEMENT/ LEADERSHIP

### Foundational:

**K-** *Noticing and understanding* the reality and impact of ARE on campus while recognizing context and focus of ARE initiatives, current knowledge and understanding of ARE, as key elements of the strategic plan.

**S-** *Seeking* different perspectives on ARE issues in HE while *maintaining a learner focus* and being open to new campus-wide information about ARE in community colleges and universities in the US.

**A-** *Knowing* when to be deliberate and intentional about campus-wide ARE efforts in alignment to strategic plan- with willingness to change/adjust/ augment the strategic plan if need be.

### Intermediate:

**K-** *Evaluating the adequacy applicability of findings* and addressing different interpretations of data related to the impacts of the barriers and obstacles to ARE.

**S-** *Scrutinizing comprehensive data sets,* including both qualitative and quantitative data, with an open mind.

**A-** *Prioritizing resources* to achieve equitable outcomes, in alignment with strategic planning and goals. Allocating resources to address campus-wide ARE issues, considering the magnitude of the desired change.

### Advanced:

**K-** Having a strong and concrete understanding of what ARE looks like at the university level; *being clear on what problem or issue the university/campus is trying to strategically address*, and knowing how we will recognize progress on campus-wide ARE progress.

**S-** Identifying where we have the capability and capacity to improve; identifying and acquiring external expertise, support, and resources as needed. Transparently managing progress towards the promotion of equity across campus.while continuously asking critical questions.

**A-** Clearly identifying, communicating, and pursuing the actions we need to take and why in order to ensure all learners have equitable access to support and opportunities to learn, and that all maintain a learners' perspective while making consistent progress towards campus-wide ARE goals.

# ASSESSMENT TOOLS

Competency Identification Survey, Competency Progress, Self-assessment Narrative Scaffold, Artifact Guidelines, Rubrics

# CREATING ARE METRICS

This section of the toolkit and implementation guide is designed to elevate your proficiency in Achieving Racial Equity (ARE) through targeted assessment and capstone opportunities. This section of the guide is accessible both here and is also downloadable as a PDF, serving as your navigational companion on a transformative journey towards enhanced competence in ARE whether you are staff, instructional staff, or fulfilling a leadership role and regardless which developmental level you land on. This section of the   guide encompasses a powerful array of tools aimed at measuring your understanding and application of ARE principles.

## SURVEYS

An initial baseline competence identification survey and three others will gauge your ARE competence over time. This will be followed by periodic capstone assessments at 6 months, 1 year, and 3 years, measuring your progression and identifying areas of development.

## SELF NARRATIVES AND ARTIFACTS

At intervals of 6 months, 1 year, and 3 years, you will engage in introspective exercises, crafting self-narratives that document your personal growth and insights in ARE.  At these same intervals, you will submit artifacts exemplifying your ARE competence.

## RUBRICS

Assessment tools like the capstone narrative survey and artifact submission are accompanied by rubrics aligned to ARE competency levels. This holistic way of  collecting and evaluating data offers the process tangible evidence of your journey from Pre ARE, to We ARE, to SuRE.

## EXEMPLARS AND GUIDELINE TOOLS

To complement this important aspect of the implementation guide, examples for elements of an ARE progression portfolio for foundational, intermediate, and advanced competencies are provided, as well as the KSA, survey, goals,  and artifact expectations for each developmental capstone competence level.

# SURVEYS

## 01 INITIAL ARE SURVEY

Take this survey to determine your ARE developmental level (see site).

## 02 SELF POST ASSESSMENT

Take this capstone survey after your professional development course of study when seeking to measure your ARE developmental level (see site).

## 03 TEAM POST ASSESSMENT

Take this capstone survey after your professional development course of study when seeking to measure your ARE developmental level (see site).

## 04 UNIVERSITY/ CONSORTIUM POST ASSESSMENT

Take this survey after your professional development course of study when seeking to measure your ARE developmental level (see site).

# SELF-NARRATIVES

## WHAT

An essential tool for personal/ professional growth, institutional change, and the pursuit of racial equity in CONNECT partner institutions. It serves as a foundation for self-directed learning, advocacy, and an inclusive environment.

## WHEN

Reflective Self- Narratives are to be completed at the capstone 6 months, 1 year, and 3 year mark, to measure your progression and identify areas of development.

## HOW

Drawing from the identified KSAs (see Tool below), develop a concise narrative, including examples, as indicators of your Capstone completion for the chosen capstone timeframe.

## WHY

To showcase your progress, set visionary goals, and continue your impactful journey towards achieving racial equity within higher education.

# TOOL #3: SELF-NARRATIVE

Date:

Name:

College:

Position (professional tier):
◯ Staff    ◯ Instructional Staff    Leadership/Management

Capstone Timeframe (Check one):
◯ 6 months    ◯ 1 year    ◯ 3 years

Indicate whether you are at the:
◯ Foundational    ◯ Intermediate    ◯ Advanced Achieving Racial Equity (ARE) developmental level

## ARE: STUDENT FOCUS

Indicate the *student success indicators where you have demonstrated your knowledge, skills, and abilities (KSAs) related to achieving racial equity (ARE) for underserved/underrepresented students:

| | Student Success Indicators | KSAs Demonstrated |
|---|---|---|
| | Socioeconomic mobility | I work with students from low-income backgrounds to help them develop the skills and knowledge they need to succeed in college and beyond. |
| | Sense of belonging | I create a welcoming and inclusive environment for all students, regardless of their background. |
| | On-time credit accumulation | I work with students to develop a plan to complete their degree on time. |
| | Degree/certificate completion | I help students to overcome barriers to completing their degree, such as financial aid and academic challenges. |
| | Persistence to second year | I work with students to stay enrolled in college and to reach their academic goals. |
| | Transfer rates | I work with transfer students to ensure that they have the support they need to succeed in their new school. |

# TOOL #3: SELF-NARRATIVE

|  | Enrollment | I work to increase the enrollment of underserved/underrepresented students in college. |
|---|---|---|
|  | Timely completion of gateway courses | I work with students to ensure that they complete the courses they need to progress in their degree program. |
|  | Degree/certificate completion after transfer | I work with transfer students to ensure that they complete their degree after transferring to a new school. |

**\*Student success indicators are metrics used to measure how well a college or university is doing in terms of helping students succeed. They can be used to track progress over time, compare different institutions, and identify areas where improvement is needed. National Center for Education Statistics. (2022, March 8). Student success indicators. Retrieved March 8, 2023, from https://nces.ed.gov/fastfacts/display.asp?id=46

## THE ARE STUDENT BILL OF RIGHTS INTERFACE

The Massachusetts Public Higher Education Student Bill of Rights (2022) is a set of principles included in The New Undergraduate Experience:
A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts that complements the KSAs in this model. Indicate specific examples, when applicable, of your commitment to promoting racial equity in higher education as aligned with these principles.

I provide clear, accessible, and understandable financial information, as well as affordable and predictable education costs.
Example:

I offer inclusive, anti-racist, and culturally responsive curricula and pedagogies.
Example:

I provide equitable access to experiential learning opportunities, in and out of the classroom.
Example:

I comprise or support diverse and supportive faculty and staff who are equity-minded higher education practitioners.
Example:

# TOOL #3: SELF NARRATIVE

## THE ARE STUDENT BILL OF RIGHTS INTERFACE continued

I indicate timely and relevant pathways to graduation and employment.
Example:

I offer a voice in the decisions that affect their undergraduate experience.
Example:

## CAPSTONE EVIDENCE INDICATORS

| Timeframe | Foundational | Intermediate | Advanced |
|---|---|---|---|
| **6 months** | Self-assessment narrative and survey indicating at least 1 KSA relevant to professional tier, with at least 1 goal for the 1-year capstone and use of at least 1 tool towards the goal. | Self-assessment narrative and survey indicating at least 2 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal. | Self-assessment narrative and survey indicating at least 3 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal. |
| **1 year** | Survey indicating at least 2 KSAs relevant to professional tier, with at least 3 goals for the 3-year capstone and training as "Train the Trainer" towards sustainability of ARE professional plan. | Survey indicating at least 3 KSAs relevant to professional tier, with at least 4 goals for the 3-year capstone, including use of at least 3 training tools inclusive of "Train the Trainer" towards sustainability of ARE plan. | Survey indicating at least 4 KSAs relevant to professional tier, with at least 5 goals for the 3-year capstone, including use of at least 4 training tools inclusive of "Train the Trainer" towards sustainability of ARE plan |
| **3 years** | Self-assessment narrative and survey indicating at least 5 KSAs relevant to professional tier, with at least 5 goals for future implementation and service as "Train the Trainer" towards sustainability of ARE plan. | Self-assessment narrative and survey indicating at least 5 KSAs relevant to professional tier, with at least 5 goals for future implementation, including service 1x each year as "Train the Trainer" towards sustainability of ARE plan. | Self-assessment narrative and survey indicating at least 6 KSAs relevant to professional tier, with at least 5 goals for future implementation, including service 2x each year as "Train the Trainer" towards sustainability of ARE plan. |

# TOOL #3: SELF-NARRATIVE

Based on the KSAs on pp. 24-28 and the Capstone Indicators Above, develop a brief narrative including examples for the number of KSAs suggested as indicators of capstone completion for the timeframe (see Tool # 4). The template/example provided enables CONNECT members to enter the ARE Framework at the 6-month mark at a developmental level that is appropriate for their experience with ARE. For example, regardless of one's professional tier, if one assesses on the initial survey as Intermediate at the 1-year mark, they are expected to indicate at least 3 Intermediate KSAs (maybe 1 of each: knowledge, skill, or action, or any combination of each) relevant to their professional tier, with at least 4 aspirational goals (can include unattained KSAs) toward their 3-year capstone delivery portfolio. These goals will include the use of at least 3 professional development trainings or ARE Guides (inclusive of "Train the Trainer") from the professional development Tools towards the sustainability of the ARE plan.

# TOOL #4: SELF-NARRATIVE TEMPLATE/ EXAMPLE

**EXEMPLARS FOR THE NUMBER OF KSAs SUGGESTED AS INDICATORS OF CAPSTONE COMPLETION FOR THE TIMEFRAME INDICATED**

**6 MONTHS** ▶
Foundational (can be Intermediate or Advanced depending on professional/ experiential ARE KSAs)

1 KSA completed, such as:
- Writing about noticing and investigating the reality and impact of ARE in the classroom/ workplace and recognizing the context and focus of ARE initiatives.

Goal:
- You might identify one area of ARE that you would like to learn more about and develop a 1-year plan to learn more about it.

Tool:
- You might plan to use any Tool found in this guide to advance your ARE competence.

**1 YEAR** ▶
Intermediate (can be Foundational or Advanced depending on professional/ experiential ARE KSAs)

3 KSAs relevant to professional tier completed, such as:
- Writing about sensing the reality and impact toward ARE in the workplace.
- Writing about the ways you can draw on research evidence to inform ARE work.
- Writing about the consideration of using equity-minded approach options based on evidence of what works in ARE.

4 Goals:
- One might be able to develop a plan to address the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma in your workplace.
- One might be able to...use unattained KSAs or challenges or barriers to ARE impacting your work as inspiration.
- One might be able to... use unattained KSAs or challenges or barriers to ARE impacting your work as inspiration.
- One might be able to... use unattained or challenges or barriers to ARE impacting your work as inspiration.

3 Training Tools:
- Complete Train the Trainer Modules in the PD Toolbox and Mentor 1 colleague on ARE competencies.
- Complete Syllabus Overhaul Modules
- Use the Microaggressions in Higher Education (MHE) Scale to assess the prevalence of microaggressions in your workplace.

# TOOL #4: SELF-NARRATIVE TEMPLATE/ EXAMPLE

**3 YEARS** ▶
Advanced (can be Foundational or Intermediate depending on professional/ experiential ARE KSAs)

6 KSAs relevant to professional tier completed, such as:
- Writing about your understanding of the ARE problem or issue to be addressed.
- Writing about your knowing what needs to change and what doesn't.
- Writing about your understanding of where/ how/ why improvement is needed.
- Writing about your knowing how progress is recognized.
- Writing about your developing progress markers to indicate whether you are on the right track in acknowledging, remedying, and repairing biases.
- Writing about your role in realizing ARE responsiveness to racial inequities at your site.

5 Goals:
- Become a "Train the Trainer" and help others learn about ARE.
- One might be able to...use unattained KSAs or ARE issues impacting your work as inspiration.
- One might be able to... use unattained KSAs or challenges or barriers to ARE impacting your work as inspiration.
- One might be able to...use unattained KSAs or challenges or barriers to ARE impacting your work as inspiration.
- One might be able to... use unattained KSAs or challenges or barriers to ARE impacting your work as inspiration.

Training Tools:
- Use the ARE Toolkit to participate in Train the Trainer ARE professional development to sustain CONNECT efforts inside and outside of the Consortium.
- Present ARE Training 2x a year.
- Identify PD aligned with advanced ARE competence reflected in the Models' developmental level schema.

These are examples, and the specific KSAs that you complete will depend on your professional tier, individual interests, goals, and college strategic plan. However, this should give you a good idea of the level of knowledge and skills that you should aim to achieve at each timeframe.

# ARTIFACTS

## WHAT

Tangible observable pieces of evidence that showcase progression and proficiency in ARE principles within the context providing a clear and documented representation of the journey towards fostering inclusivity, addressing bias, and promoting equity.

## WHEN

Artifacts are to be submitted as part of the Capstone Delivery Portfolio at capstone 6 months, 1 year, and 3 year marks, to demonstrate your progression and identify areas of development.

## HOW

The submission of artifacts as part of the Capstone Delivery Portfolio allows a showcase of ways to address implicit bias, dismantle systemic barriers, and nurture inclusivity. The distinct tiers – Foundational, Intermediate, and Advanced – capture our self-discovery, growth, and advocacy.

## WHY

Artifacts stand as a testament to unwavering commitment, the depth of ARE knowledge/understanding, expanded skills, and the reverberation of actions.

# TOOL #5: ARTIFACT EXEMPLARS
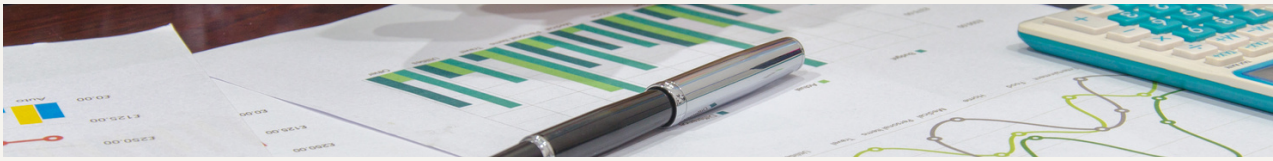
## Staff Members May Submit

Foundational Tier:
- *Self-Assessment Narrative and Survey:* Reflection on ARE awareness, understanding of racial equity, identification of implicit bias and microaggressions.
- Tool Utilization: Documentation of tools used to gather data on ARE, highlighting identified barriers.

Intermediate Tier:
- *Scrutinizing Data:* Documentation of qualitative and quantitative data analyses related to the impacts of implicit bias and microaggressions in a specific area of higher education.
- *Being Open to New Learning:* A reflective journal highlighting personal growth, newfound insights, and areas for improvement while addressing the impacts of implicit bias and microaggressions.

Advanced Tier:
- *Transformational Initiatives:* Implementation plan and documentation of comprehensive strategies designed to mitigate implicit bias and microaggressions at both individual and institutional levels.
- *Guiding Others:* Artifacts showcasing mentorship and guidance provided to peers, evidenced by their enhanced understanding and application of ARE principles.

- *Advocacy and Leadership:* Documentation of active leadership in initiating systemic changes within the institution, promoting equitable policies, and advocating for a racially inclusive environment.

## Instructional Staff May Submit

Foundational Tier:
- *Recognizing the Context and Focus of ARE Initiatives:* A brief report or presentation highlighting an overview of ongoing ARE initiatives within the institution, including their goals and intended impact.
- *Noticing and Understanding the Reality and Impact of Achieving Racial Equity:* A reflective essay discussing the personal realization of the importance of racial equity in higher education and its potential impact on students, faculty, and the institution as a whole.
- *Knowing When to be Deliberate and Intentional:* Documentation of incorporating specific strategies into teaching practices that intentionally address implicit bias and promote inclusivity in the classroom environment.
- *Seeking Different Perspectives:* A summary of a collaborative discussion or workshop organized to gather diverse perspectives on addressing racial equity and reducing microaggressions within the academic setting.
- *Using Existing Tools to Gather Data:* A report summarizing findings from using tools or surveys to gather data on awareness and

# TOOL #5: ARTIFACT EXEMPLARS



**Foundational Instructional Staff May Submit con't**

- *Using Existing Tools to Gather Data:* A report summarizing findings from using tools or surveys to gather data on awareness and understanding of ARE issues among students and colleagues.

Intermediate Tier:
- *Survey and Self-Assessment Narrative:* Self-reflection on ARE impacts, use of research evidence, frameworks for analysis, and insights into addressing bias and microaggressions.
- *Action Plan:* Comprehensive plan outlining strategies to address impacts of bias and microaggressions in teaching and interactions with students.

Advanced Tier:
- *Equity-Infused Curriculum Design:* Development and documentation of a curriculum that integrates racial equity principles into course content, assignments, and assessment methods, fostering an inclusive learning experience.
- *Faculty Collaboration and Mentorship:* Artifacts demonstrating collaborative efforts with peers to share best practices for addressing racial equity and providing mentorship to junior colleagues in implementing inclusive teaching strategies.
- *Impactful Institutional Contributions:* Documentation of initiatives led within the institution that contribute to a more racially inclusive environment, such as workshops, seminars, or policy advocacy.
- *Ongoing Research and Scholarship:* Publication or presentation of research findings related to racial equity and its impact on instructional practices, contributing to the academic discourse in the field.

**Leaders/Managers May Submit**

Foundational Tier:
- *Taking Stock of Current Knowledge and Understanding:* A self-assessment report detailing the leader/manager's current understanding of ARE, areas of growth, and a plan for further professional development.
- *Scanning for and Recognizing Potential Barriers:* A summary of a team discussion identifying potential barriers to implementing ARE initiatives within the department or organization.
- *Maintaining a Learner Focus and Being Open to New Information:* Documentation of attending a seminar, workshop, or training related to ARE and implicit bias, accompanied by a reflection on the gained insights.
- *Identifying and Understanding Problems or Issues:* An analysis of a specific challenge related to ARE, such as recognizing and addressing microaggressions in student interactions, along with proposed strategies for improvement.
- *Recognizing the Need to Take a Closer Look:* A memo or communication to higher leadership advocating for a more in-depth exploration of ARE issues within the institution and suggesting potential steps forward.

Intermediate Tier:
- *Assessing Capability and Capacity:* A report assessing the organization's capability and capacity to address racial trauma, systemic barriers, and inequities, with recommendations for needed resources or external expertise.
- *Reflecting on Necessary Steps:* An implementation strategy document outlining the steps taken, challenges faced, and lessons learned while addressing implicit bias and microaggressions at a systemic level within the institution.

# TOOL #5: ARTIFACT EXEMPLARS



Advanced Tier:

- *Self-Assessment and Survey:* Comprehensive self-assessment showcasing advanced ARE understanding and expertise in addressing systemic barriers.
- *Training Initiatives:* Documentation of "Train the Trainer" sessions to spread ARE initiatives, including agendas and participant feedback.
- *Cultural Change Evidence:* Proof of initiated cultural changes, such as policy revisions or resource reallocation, aimed at a more inclusive workplace.
- *Advocacy:* Artifacts demonstrating advocacy for ARE, like presentations, workshops, or articles on racial trauma, equity, and inclusivity.

Please note that these artifacts are meant to reflect progress across different levels and roles, but the actual artifacts produced may vary based on individual contexts and strategies used.

# RUBRICS

## WHAT

The rubrics outline the gradual advancement of competencies essential for ARE within the workplace, categorizing competencies into three tiers – Foundational, Intermediate, and Advanced.

## WHEN

The rubrics are designed to be employed at capstone timeframes: 6 months, 1 year, and 3 years. Throughout these periods, participants are expected to progressively enhance their understanding, skills, and actions related to ARE.

## HOW

The rubric guides tracking and assessing the development of ARE competencies expressed by participant artifact submission aligned with their respective skill level providing a structured framework to gauge their growth, continuous learning and improvement.

## WHY

By incorporating specific benchmarks, rubrics offer a tangible way to measure progress as expressed by artifacts and set achievable goals.

# TOOL #6: RUBRIC 1

**This rubric outlines the progressive development of competencies related to achieving racial equity (ARE) in the workplace. It includes three tiers – Foundational, Intermediate, and Advanced – each spanning over a specific timeframe of 6 months, 1 year, and 3 years respectively. Participants are expected to demonstrate increasing levels of knowledge, skills, and actions throughout these tiers, culminating in the ability to effectively contribute to and sustain ARE efforts. The rubric can be used to evaluate artifacts or responses.**

## FOUNDATIONAL
### Knowledge:
• Participants grasp the context and focus of ARE initiatives.
• They understand the reality and impact of achieving racial equity in the workplace.
• Participants recognize the role of implicit bias and microaggressions as structural/systemic barriers and obstacles, including racial trauma in higher education.

### Skills:
• Participants can identify potential barriers to ARE.
• They intentionally engage in ARE efforts when needed.
• Participants seek diverse perspectives on ARE issues and ask critical questions.
• They maintain a learner-focused approach, being open to new information.
• Participants recognize dissonance as an opportunity for deeper inquiry into ARE.

### Actions:
• Participants gather data on ARE using available tools.
• They identify and understand problems related to ARE, including structural/systemic barriers like implicit bias and microaggressions.
• Participants recognize specific ARE matters that need closer attention, such as addressing the impacts of implicit bias and microaggressions.

## INTERMEDIATE
### Knowledge:
• Participants make sense of ARE's reality and impact on racial inequities in the workplace.
• They analyze data using research evidence and suitable frameworks, including those highlighting the effects of implicit bias and microaggressions.
• Participants consider options based on evidence of effective ARE strategies, including addressing impacts of implicit bias and microaggressions.

### Skills:
• Participants evaluate the adequacy of findings and address differing interpretations of data, including those concerning impacts of implicit bias and microaggressions.
• They scrutinize data with an open mind and handle both qualitative and quantitative data.
• Participants assess their capability and capacity for improvement and seek external expertise if required.
• They reflect on their strengths and areas for improvement related to addressing impacts of implicit bias and microaggressions.

# TOOL #6: RUBRIC 1 CON'T

**Actions:**
• Participants identify areas for change and those that remain effective without change.
• They prioritize resource allocation to achieve equitable outcomes.
• Participants assess available resources to take action.
• They strive for improved progress and outcomes in ARE matters.

**ADVANCED**

**Knowledge:**
-Participants synthesize advanced knowledge of ARE's impact and its interconnections with systemic racial inequities.
-They critically analyze and synthesize complex research evidence, combining various frameworks to inform strategies that address structural barriers.
-Participants evaluate the effectiveness of ARE strategies, considering evolving contexts and ongoing challenges.

**Skills:**
-Participants facilitate collaborative discussions, guiding colleagues in navigating complex ARE challenges and potential solutions.
-They demonstrate an ability to adapt strategies based on emerging data and insights, ensuring continued relevance and impact.
-Participants mentor and guide others in addressing the impacts of implicit bias and microaggressions, fostering a culture of continuous improvement.

**Actions:**
-Participants lead the identification and implementation of transformative change, addressing structural barriers and promoting racial equity across the organization.
-They leverage their expertise to strategically allocate resources, ensuring that initiatives aimed at equitable outcomes receive necessary support.
-Participants demonstrate an exceptional ability to assess available resources and creatively mobilize them to take impactful action in ARE efforts.
-They exhibit a steadfast commitment to advancing racial equity, driving tangible progress and outcomes in ARE matters while inspiring others to do the same.

**Capstones Evidence Indicators:**
• Over a 6-month period, participants create self-assessment narratives and surveys to outline their initial progress and set at least one goal for the 1-year capstone, utilizing at least one tool.
• In the 1-year timeframe, participants complete surveys indicating at least 2 KSAs relevant to the professional tier, with at least 3 goals for the 3-year capstone and engage in "Train the Trainer" activities.
• Over 3 years, participants further enhance competencies, participating in service as "Train the Trainer" and setting goals for future implementation.

**Measurement:**
• Participants' progress is tracked through self-assessment narratives, surveys, and documented use of tools.
• Goals and learning experiences are tracked in a journal.
• Progress in identifying implicit bias is measured by retaking the Implicit Association Test.

**Reflection:**
• Participants express their enthusiasm for learning and making a positive impact in their workplace through ARE initiatives.
• They affirm their commitment to continued learning and growth in the field of ARE.
• Participants recognize the significance of addressing ARE for creating equitable and inclusive workplaces.

# TOOL #7: RUBRIC 2

**This rubric is designed to assess participants' progress on achieving racial equity in a comprehensive and holistic way. The rubric includes criteria for assessing knowledge, skills, and actions, as well as specific indicators for each level of achievement. The rubric also includes a section on reflection, which is an important part of the learning process. The rubric can be used to evaluate artifacts or responses.**

**Knowledge:**
- Foundational: Demonstrates an understanding of the basic concepts of ARE, including implicit bias and microaggressions.
- Intermediate: Demonstrates a deeper understanding of the concepts of ARE, including the impact of implicit bias and microaggressions on individuals and organizations.
- Advanced: Demonstrates a comprehensive understanding of the concepts of ARE, including the history, theory, and practice of achieving racial equity.

**Skills:**
- Foundational: Demonstrates the ability to identify and challenge implicit bias in oneself and others.
- Intermediate: Demonstrates the ability to use data and research to assess the impact of implicit bias and microaggressions.
- Advanced: Demonstrates the ability to develop and implement strategies to address implicit bias and microaggressions.

**Actions:**
- Foundational: Takes steps to increase awareness of implicit bias and microaggressions.
- Intermediate: Takes steps to challenge implicit bias and microaggressions in oneself and others.
- Advanced: Takes steps to address implicit bias and microaggressions in organizations and institutions.

**Capstone Evidence Indicators:**
- Foundational: Self-assessment narrative and survey indicating at least 1 KSA relevant to professional tier, with at least 1 goal for the 1-year capstone and use of at least 1 tool towards the goal.
- Intermediate: Self-assessment narrative and survey indicating at least 2 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal.
- Advanced: Self-assessment narrative and survey indicating at least 3 KSAs relevant to professional tier, with at least 2 goals for the 1-year capstone and use of at least 2 tools towards the goal.

# TOOL #7: RUBRIC 2

**Measuring Progress:**
- Knowledge: Participants will be assessed on their knowledge of the concepts of ARE through a combination of written assessments, oral presentations, and group discussions.
- Skills: Participants will be assessed on their skills in identifying and challenging implicit bias and microaggressions through a combination of observation, performance assessments, and self-reflection.
- Actions: Participants will be assessed on their actions to address implicit bias and microaggressions through a combination of self-reflection, peer feedback, and supervisor evaluations.

**Reflection:**
- Foundational: Participants will reflect on their learning and experiences by writing a journal entry or completing a reflection paper.
- Intermediate: Participants will reflect on their learning and experiences by participating in a group discussion or presenting their work to a panel of experts.
- Advanced: Participants will reflect on their learning and experiences by developing a plan for future action and sharing their work with a wider audience.

# PROFESSIONAL DEVELOPMENT TOOLS

Professional Development Modules, Achieving Racial Equity Guides, Resources

# PROFESSIONAL DEVELOPMENT GUIDES, MODULES, & TOOLS

Welcome to this segment of the toolkit and implementation guide. It has been meticulously crafted to enhance your expertise in Achieving Racial Equity (ARE) through specialized opportunities for professional growth. This segment is conveniently available both on this platform and as a downloadable PDF, functioning as your guiding companion on a transformative voyage towards elevated proficiency in ARE. Whether you are a Trainer of Trainers, belong to the staff, instructional team, or hold a leadership position, regardless of your current developmental stage, this section informs and caters to all CONNECT institutions actively seeking increased competence in achieving racial equity.
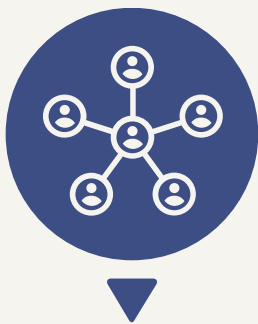
## TRAINING MODULES AND GUIDES

Equipping you with structured content and methodologies, these modules, alongside the accompanying ARE Guides, are thoughtfully curated to facilitate in-person, online, or Train the Trainer sessions. These 24 sessions are pivotal in fostering increased ARE competence among diverse participants inclusive of every professional tier and adaptable to each CONNECT partner institution and context.

## CURATED ALIGNED RESOURCES

Peer-reviewed articles, books, courses, videos, presentations and more have been handpicked to bolster your learning experience. Some of the resources generated by CONNECT partners. All of the resources synergistically reinforce key ARE concepts, nurturing a holistic and enriched understanding. Topics include microaggressions, unintentional bias, racial trauma, stereotype threat, culturally affirming pedagogies, and more.

## FRAMEWORK ALIGNED TOPICAL PLANS

Complete professional development plans with goals, learning objectives, reflection, conversation, and activity prompts include  addressing micro-aggressions, mitigating implicit bias, gaining insight into racial trauma, tackling stereotype threats, and embracing culturally affirming pedagogies in higher education.  As well, there are specific developmental plans and tools for movement from pre ARE to We ARE, to SuRE levels of practice for all professional tiers.

## CONNECT RESOURCE INTEGRATION

This section boasts an exclusive component featuring an abundant array of CONNECT partner professional development resources. These resources have been locally cultivated to provide you with a rich and diverse collection of insights and strategies.

# TRAINING MODULES & GUIDES

## WHAT

Structured Training Modules (15) to equip participants with knowledge, skills, and methodologies to enhance their expertise in ARE. Accompanied by ARE Guides (9), to facilitate various learning formats.

## WHEN

This training content is available now and can be accessed at any time. It is designed to be flexible and adaptable to the schedules of all participants.These materials are designed to progressively enhance participants understanding, skills, and ARE actions.

## HOW

The training content is presented in a thoughtful manner, guiding participants through a transformative journey towards increased competence in ARE in person, online, or via PDF, individually or within groups, covering a range of topics, methodologies, and strategies to foster ARE competence.

## WHY

To address the critical need for enhanced competence in achieving racial equity for individuals at every professional tier in a clear accessible format.

# IMPLICIT BIAS TRAINING MODULE: INTRODUCTION

**GOALS**

- Increase awareness and understanding of implicit bias in higher education, with a focus on racial inequities.
- Equip staff with strategies to promote increased representation and equity for disproportionately racially impacted individuals or groups.
- Address implicit bias in admissions, faculty hiring and promotion, and resource allocation.

**Note:** Items with an asterisk (*) can be completed asynchronously in the Online Training Repository. The Managing Implicit Bias Series can be completed in lieu of in person or asynchronous training. All overviews and introductory material will be digitally captured when offered in person, to ensure asynchronous availability and access

**OBJECTIVES**

**By the end of the training participants will be able to:**

1. Define implicit bias and their manifestations in higher education, particularly in relation to racial inequities.
2. Identify the impact of implicit bias on disproportionately racially impacted individuals or groups within the higher education context.
3. Analyze the role of implicit bias in admissions, faculty hiring, promotion processes, and resource allocation within higher education institutions.
4. Explore strategies to recognize, prevent, and address implicit bias in various aspects of higher education, including admissions, faculty hiring, promotion, and resource allocation.
5. Develop skills to foster an inclusive and equitable environment that promotes increased representation and equity for all members of the higher education community, regardless of their racial background
6. Formulate actionable steps to address implicit bias and promote equity in admissions, faculty hiring, promotion, and resource allocation within the participants' respective institutional contexts.

**PROFESSIONAL DEVELOPMENT OVERVIEW**

This training module is designed to be conducted in a half-day workshop (approximately 3-4 hours). The personal reflection, conversations, and activities are representative of the knowledge, skills, and actions in the ARE Framework.

1. Introduction (30 minutes) welcome and icebreaker activity to create a positive and inclusive learning environment.
   - Review of the training goals and objectives, emphasizing the importance of addressing implicit bias in promoting equity and representation in higher education.
2. Understanding implicit bias (1 hour)
   - Definition of implicit bias and their impact on individuals and the campus community.
   - Types of implicit bias related to race, gender, ethnicity, and other marginalized identities.
   - Real-life examples of implicit bias in higher education settings.

# IMPLICIT BIAS:
## STAFF

### PERSONAL REFLECTION (45 MINUTES)

Review definition of implict bias (p.4) followed by *guided personal reflection exercise where staff explore their own biases and potential unintentional microaggressions.

Small group discussions to share insights and experiences and develop a deeper understanding of the impact of implicit bias on individuals.

### CONVERSATIONS (1 HOUR)

Role-playing scenarios
- Staff engage in simulated conversations that involve implicit bias to practice recognizing and responding appropriately to such situations.

Facilitated discussions on how to address implicit bias effectively while maintaining a positive and supportive learning environment.

### ACTIVITIES (30 MINUTES)

Collaborative activity
- Staff work in small groups to *brainstorm and propose strategies for increasing representation and equity for disproportionately racially impacted individuals or groups in admissions, faculty hiring, promotion, and resource allocation.

Sharing and discussion of the proposed strategies, encouraging creativity and critical thinking.
- Sharing best practices: staff share successful strategies they have implemented to promote representation and equity in their own professional work.

# IMPLICIT BIAS:
## INSTRUCTIONAL STAFF

### PERSONAL REFLECTION (45 MINUTES)

Review definition of implict bias (p.4) followed by *guided personal reflection exercise where staff review implict/ unconscious bias implementation guide definitions and explore their own biases and potential unintentional implicit bias.

They are encouraged to consider how their own biases and assumptions may contribute to microaggressions.

### CONVERSATIONS (1 HOUR)

Instructional staff engage in simulated conversations on effective strategies for responding to implicit bias and fostering a supportive and inclusive learning environment.

Participants engage in facilitated discussions about the impact of implicit bias on students of color, and how to address them.

### ACTIVITIES (30 MINUTES)

Similar activities as included for staff.

*Identifying implicit bias: Participants given/ search for a list of implicit bias instances and asked to identify which ones they have experienced or witnessed.

*Challenging implicit bias: Participants given/ search for a scenario involving implicit bias and asked how they would respond.

*Analyzing media content: Participants  given a piece of media content, such as a news article or a TV show, and asked to identify examples of implicit bias.

Sharing best practices: Instructional staff share successful strategies they have implemented to promote representation and equity in their own teaching and work.

# IMPLICIT BIAS:
# LEADERS OR MANAGERS

## PERSONAL REFLECTION (45 MINUTES)

Review definition of implict bias (p.4) followed by *guided personal reflection in which leaders/ managers would be encouraged to consider how their own biases and assumptions may contribute to implicit bias.

Participants asked to reflect on their own leadership/ management style, and how they can be more inclusive and supportive of students and staff of color.

## CONVERSATIONS (1 HOUR)

Leaders/Managers engage in facilitated discussions about implicit bias.

- They *discuss the impact of implicit bias on students of color, and how to address them.
- They also *discuss the role of leadership and management in creating a more inclusive and supportive learning environment.

## ACTIVITIES (30 MINUTES)

Similar activities as included for staff and instructional staff.

*Developing an Action Plan
- Participants develop a plan for how they can be more inclusive and supportive of students of color in their own leadership and management role.

# IMPLICIT BIAS TRAINING MODULE: TOOLS AND RESOURCES

**Website:**
Boston University Implicit Bias and Microaggressions Self Guided Toolkit

**Course:**
Managing Implicit Bias Series
A six-course online training series designed to increase awareness of implicit bias and reduce its impact. Each course is 15 to 20 minutes in length, and it is recommended that they are completed in their prescribed order.

**Assessment:**
The Implicit Association Test: Project Implicit Harvard University.

**Assessment Tool:**
See Bias Block Bias

**Pedagogical Guidelines:**
Awareness of Implicit Bias

**Video:**
UCLA Implicit Bias Video Series

**Key Article:**
Young, K., Anderson, M., & Stewart, S. (2015). Hierarchical microaggressions in higher education. Journal of Diversity in Higher Education, 8(1), 61-71. http://dx.doi.org/10.1037/a0038464

**Key Report:**
Implicit Bias

**Key Book:**
Unconscious Bias in Higher Education

**Additional Resources with Links**

# IMPLICIT BIAS:
# ACTION PLAN & FOLLOW UP

## ACTION PLAN (30 MINUTES)

*Participants develop personal action plans outlining how they will apply their learning from the training module to their roles and responsibilities within the institution.

Suggestions for ongoing self-reflection and continued learning as found in the resource section.

Build in appreciation and acknowledgments for participants' commitment to fostering a more inclusive and equitable campus environment.

### FOLLOW UP

Offering ongoing workshops or seminars to delve deeper into related topics.

Creating a platform for staff to share success stories and challenges faced in implementing strategies for increasing representation and equity.

# MICROAGGRESSIONS TRAINING MODULE: INTRODUCTION

**GOALS**

- Raise participants' awareness about microaggressions, helping them understand the different forms they can take and their potential impact on individuals and the workplace.
- Enable participants to recognize microaggressions as they occur and provide them with strategies to intervene effectively in order to prevent further harm and foster a more inclusive environment.
- Develop participants' skills in engaging in respectful and constructive conversations around microaggressions, allowing for open dialogue and learning from one another.
- Educate participants on preventing microaggressions through proactive measures, while also ensuring they are aware of the established incident reporting mechanisms through HR, promoting a culture of accountability.
- Equip participants with the tools to create a workplace culture that values diversity, respects individual differences, and promotes a sense of belonging for all employees.
- Prepare leaders and managers to lead by example in addressing and preventing microaggressions, and to actively champion an inclusive and respectful work environment.
- Help participants apply their learning to real-life scenarios, encouraging them to integrate strategies for addressing microaggressions into their daily interactions and decisions.

**Note:** Items with an asterisk (*) can be completed asynchronously in the Online Training Repository. The Implicit Bias and Microaggressions Course can be completed in lieu of in person or asynchronous training. All overviews and introductory material will be digitally captured when offered in person, to ensure asynchronous availability and access.

**OBJECTIVES**
**By the end of the training participants will be able to:**

1. Demonstrate heightened awareness of microaggressions, comprehending their diverse manifestations and potential impact on individuals and the workplace.
2. Identify and promptly recognize instances of microaggressions, equipped with effective intervention techniques to prevent harm and cultivate a more inclusive environment.
3. Exhibit adeptness in engaging in courteous and productive conversations about microaggressions, fostering open dialogue and mutual knowledge-sharing.
4. Implement proactive measures to prevent microaggressions, while also understanding the existing incident reporting mechanisms via HR, fostering a culture of responsibility and transparency.
5. Utilize practical tools to foster a workplace culture that esteems diversity, honors individual distinctions, and nurtures a sense of belonging among all staff members.
6. Demonstrate preparedness among leaders and managers to set a positive example by confronting and averting microaggressions, actively advocating for a work environment that is inclusive and respectful.
7. Apply acquired insights to real-life scenarios, adeptly integrating strategies for addressing microaggressions into everyday interactions and decision-making processes.

# MICROAGGRESSIONS TRAINING MODULE: INTRODUCTION CON'T

**PROFESSIONAL DEVELOPMENT OVERVIEW**

This training module aims to equip staff, instructional staff, and leaders/managers in higher education with the knowledge, skills, and actions to recognize, address, and prevent microaggressions in the workplace. Through personal reflection, facilitated conversations, and engaging activities, participants will learn how to create an inclusive and respectful work environment and utilize the incident reporting mechanisms established through HR.

1. Introduction (30 minutes)
- Welcome and introduction to the importance of addressing microaggressions in the workplace.
- Overview of the training goals and objectives, emphasizing the role of staff in creating an inclusive and respectful workplace.

2. Understanding Microaggressions (1 hour)
- Definition of microaggressions and their impact on individuals and the workplace climate.
- Differentiating between microaggressions and other forms of discrimination.
- Real-life examples of microaggressions to enhance understanding.

3. Incident Reporting Mechanisms (45 minutes)
- Explanation of the established incident reporting mechanisms through HR.
- Training on how to use the reporting mechanisms to report microaggressions and ensure confidentiality and protection.

# MICROAGGRESSIONS:
## STAFF

## PERSONAL REFLECTION (30 MINUTES)

Review definition pertinent definitions (pp.4-5) followed by the *guided personal reflection where staff are asked to review implementation guide definitions of microaggerssions and reflect on their experience with them in the workplace.

*Staff are encouraged to consider ways in which their own biases and assumptions may contribute to their enactment of/ or experience with microaggressions.

### CONVERSATIONS (1 HOUR)

Staff will engage in facilitated discussions about the relationship between implicit bias and microaggressions.

They will *discuss the impact of microaggressions on students of color in the offices where they work, and how to identify, address, interrupt, and to prevent them.

## ACTIVITIES (30 MINUTES)

**Identifying Microaggressions**
Participants could be *given a list of microaggressions and asked to identify which ones they have experienced or witnessed.

**Challenging Microaggressions**
Participants could be *given a scenario involving a microaggression and asked how they would respond.

**\*Developing a Plan**
Participants could develop a plan for how they can be more inclusive and supportive of students of color in their own role as staff.

# MICROAGGRESSIONS:
## INSTRUCTIONAL STAFF

### PERSONAL REFLECTION (45 MINUTES)

Review definition pertinent definitions (pp.4-5) followed by *guided personal reflection where instructional staff examine their own biases and potential microaggressions in teaching, mentoring students, and research as well as their own experiences with microaggression as perpetrator or victim.

They are encouraged to consider how their own biases and assumptions may contribute to microaggressions inside and outside of the classroom.

### CONVERSATIONS (1 HOUR)
**Case studies and role-playing scenarios**
Instructional staff engage in simulated conversations to practice recognizing and addressing microaggressions in diverse academic contexts.

**Facilitated Discussions**
*Exploring research-backed communication strategies to respond effectively to microaggressions while promoting inclusivity in the classroom.

### ACTIVITIES (30 MINUTES)

Similar activities as included for staff.

*Instructional staff consider research findings on best culturally relevant teaching practices and their impact on student engagement and success.

They practice inclusivity by incorporating diverse perspectives and experiences into course content and classroom interactions.

They rework their syllabus to reflect the diverse nature of their students or region.

Identify research opportunities to investigate the impact of microaggressions and the effectiveness of intervention strategies.

# MICROAGGRESSIONS:
# LEADERS OR MANAGERS

## PERSONAL REFLECTION (45 MINUTES)

Review definition pertinent definitions (pp.4-5) followed by *guided self-reflection activity where educational leaders and managers review implementation guide definition for microaggressions and examine their own biases and potential microaggressions in their leadership roles.

**Small Group Discussions**
Sharing insights and experiences, fostering empathy, and identifying areas for growth.

## CONVERSATIONS (1 HOUR)

Leaders/Managers engage in facilitated discussions about the implicit bias/ microaggression interface.
- Leaders can engage in simulated conversations to practice recognizing and addressing microaggressions in various academic and administrative contexts.
- Leaders can explore research-backed communication strategies to respond effectively to microaggressions and promote inclusivity.

## ACTIVITIES (30 MINUTES)

Similar activities as included for staff and instructional staff.

Leaders can *reflect on and plan to promote racial equity on campus.

They can search for, identify, and provide support for and resource professional development strategies and best practices centered on achieving racial equity within the institution.

# MICROAGGRESSIONS MODULE: TOOLS AND RESOURCES

**Website:**
Boston University Implicit Bias and Microaggressions Self Guided Toolkit

**Courses:**
Implicit Bias and Microaggressions
*Existing Equity Trainings Bristol CC*

**Assessment:**
The Implicit Association Test: Project Implicit Harvard University.

**Practical Strategy Tool:**
Responding to Microaggressions and Unconscious Bias

**Pedagogical Guidelines:**
Racial Awareness in the Classroom
*Empowered Bystander Training*

**Video:**
Eliminating Microaggressions: The Next Level of Inclusion

**Key Article:**
Johnson, A., & Joseph-Salisbury, R. (2018). 'Are you supposed to be in here?'Racial microaggressions and knowledge production in Higher Education. Dismantling race in higher education: Racism, whiteness and decolonising the academy, 143-160.

**Key Report:**
Microaggressions in the learning environment: A systematic review.

**Key Book:**
Racial Microaggressions: Using Critical Race Theory to Respond to Everyday Racism

# MICROAGGRESSIONS MODULE: ACTION PLAN & FOLLOW UP

## ACTION PLAN (30 MINUTES)

### *Individual Action Planning

Each participant develops a personalized action plan outlining specific steps they will take to address microaggressions and promote inclusive teaching and research practices.

### Group Discussion and Support

Sharing action plans and collaborating on potential areas of synergy.

---

**FOLLOW UP**

- Access to the BU ARE/ DEI repository of research articles and resources on microaggressions, culturally relevant teaching, and responsive research methods.
- Organizing research-focused seminars or webinars to explore the latest developments in the field.
- Establishing a community of practice for instructional staff and professors to share research findings and collaborative projects related to microaggressions and inclusive practices.

# ADDRESSING RACIAL TRAUMA TRAINING MODULE: INTRODUCTION

**GOALS**

Equip staff, instructors, and leaders/managers in higher education with the knowledge and tools to address racial trauma stemming from systemic racism and racial inequities on campus. Competencies include:

- Increased Awareness of Racial Trauma
- Culturally Responsive, Relevant, Appropriate, Sustaining, and Affirming Teaching
- Supporting Students' Mental Health
- Trauma-Informed Pedagogy
- Empathetic Listening and Communication
- Understanding Systemic Racism
- Equity-Centered Decision Making
- Creating Inclusive Campus Spaces
- Intercultural Competence
- Collaboration and Partnership Building
- Self-Reflection and Continued Learning

**Note:** Items with an asterisk (*) can be completed asynchronously in the Online Training Repository. The IRacialized Trauma Course can be completed in lieu of in person or asynchronous training. All overviews and introductory material will be digitally captured when offered in person, to ensure asynchronous availability and access.

**OBJECTIVES**

**By the end of the training participants will be able to:**

1. Demonstrate heightened awareness of racial trauma, understanding its origins in systemic racism and racial inequities within the campus environment.
2. Implement culturally responsive, relevant, appropriate, sustaining, and affirming teaching strategies that foster a more inclusive and supportive learning environment for students impacted by racial trauma.
3. Effectively address and support students' mental health needs stemming from racial trauma, employing trauma-informed pedagogical approaches that prioritize their well-being.
4. Employ empathetic listening and communication techniques to engage sensitively with students who have experienced racial trauma, ensuring their voices are heard and validated.
5. Exhibit a comprehensive understanding of systemic racism and its far-reaching impacts, enabling informed and equitable decision-making processes.
6. Apply an equity-centered approach to decision-making, policies, and practices to actively work towards mitigating racial trauma and fostering a more inclusive campus.
7. Create inclusive and welcoming campus spaces that cater to the needs of students affected by racial trauma, promoting a sense of belonging and safety.
8. Demonstrate intercultural competence by effectively navigating diverse perspectives and experiences related to racial trauma and systemic racism.
9. Foster collaboration and build partnerships within the campus community to collectively address racial trauma and promote healing and equity.
10. Engage in ongoing self-reflection and continued learning to refine and enhance their skills in addressing racial trauma and promoting racial equity in higher education settings.

# ADDRESSING RACIAL TRAUMA MODULE: INTRODUCTION CON'T

**PROFESSIONAL DEVELOPMENT OVERVIEW**

In this training participants will engage in personal reflection, transformative conversations, and interactive activities to develop culturally responsive and supportive approaches that create healing spaces for marginalized racial and ethnic groups.

1. Introduction (30 minutes)
- Welcome and overview of the training module's objectives.
- Understanding the concept of racial trauma in higher education and its impact on individuals and the campus community.

2. Recognizing Racial Trauma (1 hour)
- Definition and manifestations of racial trauma, with a focus on experiences in educational settings.
- Research findings on the psychological and emotional effects of racial discrimination and disparities.

# ADDRESSING RACIAL TRAUMA:
## STAFF

### PERSONAL REFLECTION (30 MINUTES)

Review definition of racial trauma (p.4).

Facilitated or guided *personal reflection with staff members on their professional roles in addressing racial trauma and promoting racial equity in their department, division, or area.

The ARE self-narrative guidelines (pp. 39-44) can be used to support.

### CONVERSATIONS (1 HOUR)

**Empathetic Communication**
*Exercises on empathetic listening and communication skills to create safe and validating spaces for students to share their experiences.

Role-playing scenarios to practice empathetic responses to racially traumatic experiences.

### ACTIVITIES (30 MINUTES)

**Collaboration and Partnership Building**

*Identifying strategies to build collaborative partnerships with campus organizations and community groups to support racial equity initiatives.

Engaging in interactive exercises to strengthen collaboration skills.

# ADDRESSING RACIAL TRAUMA:
## INSTRUCTIONAL STAFF

### PERSONAL REFLECTION (45 MINUTES)

Review definition of racial trauma (p.4) followed by *guided personal reflection on instructional staffs' roles in addressing racial trauma and promoting racial equity in teaching and learning spaces.

*Self-assessment of progress and development of individual action plans using ARE Framework narrative tools.

### CONVERSATIONS (1 HOUR)

**On Understanding Systemic Racism**
Guided conversation or *reflection offering an examination of the historical and ongoing systemic racism in higher education that perpetuates inequities.

*Identification of research-based insights on dismantling systemic barriers and promoting equity-centered decision-making in teaching, research, and service.

### ACTIVITIES (30 MINUTES)

Similar activities as included for staff.

*Culturally responsive, relevant, appropriate, sustaining, and affirming teaching
*Identifying effective teaching practices to create an inclusive and supportive learning environment.

*Re-working the Syllabus Mini-workshop.

*Identifying and exploring research-based strategies to address racial microaggressions and biases in instructional approaches.

# ADDRESSING RACIAL TRAUMA:
## LEADERS OR MANAGERS

## PERSONAL REFLECTION (45 MINUTES)

Following a review of pertinent definitions (pp. 4-5) leaders/managers will engage a *-self-Guided *personal reflection on leader/manager roles in addressing racial trauma and promoting racial equity at the institutional level.

*Self-assessment of progress and development of individual action plans as well as campus-wide strategic plan Framework narrative resources.

### CONVERSATIONS (1 HOUR)

**On Intercultural Competence**
- Guided conversation or *reflection on development of intercultural competence to enhance understanding and communication across diverse racial and ethnic backgrounds.

- Group discussions and *shared activities to explore cross-cultural perspectives and promote collaboration.

## ACTIVITIES (30 MINUTES)

Similar activities as included for staff and instructional staff.

**Creating Inclusive Campus Spaces**
- *Identifying strategies to create inclusive and welcoming spaces for underrepresented racial and ethnic groups on campus.

- Collaborative activities to identify potential changes to campus policies and practices to promote inclusivity.

# ADDRESSING RACIAL TRAUMA: TOOLS AND RESOURCES

**Websites:**

Racial Reckoning: A Healing Toolkit

Understanding Land Grant University based Racial Trauma

**Courses:**

Racialized Trauma

Unlearning Oppression

**Tools:**

Race Based Trauma Resources and Support in Times of Civil Strife

The Epigenetics of Racial & Historical Trauma

**Pedagogical Guidelines:**

Race Dialogues: A Facilitator's Guide to Tackling the Elephant in the Classroom

**Video:**

Racial Trauma: Recognition, Harms, and What To Do About It

**Key Article:**

Johnson, A., & Joseph-Salisbury, R. (2018). 'Are you supposed to be in here?'Racial microaggressions and knowledge production in Higher Education. Dismantling race in higher education: Racism, whiteness and decolonising the academy, 143-160.

**Key Report:**

A Trauma-Informed Lens for Addressing Race-Based Incidents on Campus

**Key Book:**

My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies

# ADDRESSING RACIAL TRAUMA: ACTION PLAN & FOLLOW UP

## ACTION PLAN (30 MINUTES)

### *Individual Action Planning

Each participant continues to work toward a personalized professional action plan outlining specific steps they will take to address racial trauma and related issues arising.

### Group Discussion and Support

Sharing evolving action plans and collaborating on potential areas of synergy.

## FOLLOW UP

- Providing access to research articles and resources on racial trauma, equity in higher education, and inclusive teaching practices.
- Organizing follow-up workshops or webinars to share success stories and address challenges in implementing strategies.
- Establishing a community of practice to facilitate ongoing discussions and collaboration on addressing racial trauma and promoting equity on campus.

# NAVIGATING STEREOTYPE THREAT TRAINING MODULE: INTRODUCTION

**GOALS**
- Increase awareness of stereotype threat and its impact on students of color.
- Develop skills for managing stereotype threat.
- Foster a culture of inclusion and belonging.
- Support the development of anti-racist leaders.

Note: Items with an asterisk (*) can be completed asynchronously in the Online Training Repository. The xxx Course can be completed in lieu of in person or asynchronous training. All overviews and introductory material will be digitally captured when offered in person, to ensure asynchronous availability and access.

**Objectives:**

By the end of the training, participants will be able to:
- Define stereotype threat and explain how it can impact students of color.
- Be able to understand how stereotype threat can lead to anxiety, decreased performance, and disengagement in school.
- Learn how to identify and challenge negative stereotypes, and how to cope with the stress of stereotype threat.
- Create an environment where all students feel valued and respected, regardless of their race or ethnicity.
- Provide opportunities for individuals to learn about anti-racism, develop anti-racist skills, and take action to dismantle racism in higher education.
- Identify the different ways that stereotype threat can manifest in the classroom and on campus.
- Develop strategies for managing stereotype threat.
- Create a plan for creating a more inclusive and welcoming environment for all students.

**PROFESSIONAL DEVELOPMENT OVERVIEW**

The training offers personal reflection, transformative conversations, and interactive activities through interactive learning to foster collaborative knowledge exchange among participants. It utilizes innovative teaching methods to comprehensively explore the subject and incorporates students' lived experiences for real-world relevance.

**Introduction (10 minutes)**
*Welcome and Overview:* Introduce the training's objectives, goals, and the importance of addressing stereotype threat in higher education.

**Session 1: Understanding Stereotype Threat (20 minutes)**
*\*Self-Reflection Activity:* Participants will individually reflect on their own experiences and perceptions of stereotype threat in higher education settings.

*Presentation:* Facilitator provides an overview of stereotype threat, its impact on students of color, and its implications for performance and engagement.

# NAVIGATING STEREOTYPE THREAT MODULE: INTRODUCTION CON'T

**DIFFERENTIATION FOR STAFF, INSTRUCTIONAL STAFF, AND LEADERS/MANAGERS**

**Staff:**
Focus on practical professional strategies to mitigate stereotype threat and create an inclusive workplace and environment.

**Instructional Staff:**
Incorporate case studies and discussions specifically related to classroom dynamics and culturally appropriate curriculum design.

**Leaders/Managers:**
Discuss systemic approaches to fostering inclusion, addressing stereotype threat, and promoting anti-racist leadership within the institution.

**Session 2: Identifying Manifestations of Stereotype Threat (15 minutes)**
*Small Group Activity:* Participants form small groups to discuss and share instances or examples of stereotype threat they have witnessed or experienced in the classroom or on campus.

*Group Discussion:* Each group shares their insights and examples with the larger group, fostering dialogue and understanding.

**Session 3: Strategies for Managing Stereotype Threat (20 minutes)**
***Case Study Analysis:* Participants analyze real-life scenarios involving stereotype threat and brainstorm effective strategies for addressing and mitigating its effects.

*Guided Discussion:* Facilitator leads a discussion on the identified strategies, emphasizing the importance of empowerment and fostering resilience.

***Break (5 minutes)***

**Session 4: Creating Inclusive Environments (15 minutes)**
*Interactive Activity:* Participants engage in an interactive activity that highlights the positive impact of an inclusive environment on student success and well-being.

*Group Reflection:* Small groups discuss how they can incorporate the activity's insights into their own practices to promote inclusion and belonging.

**Session 5: Pathways to Anti-Racist Leadership (20 minutes)**
*Guest Speaker (Optional)*: Invite a guest speaker with expertise in anti-racist practices to share insights and experiences.

*Group Discussion:* Participants discuss the role of anti-racist leadership in addressing stereotype threat and promoting equitable learning environments.

# NAVIGATING STEREOTYPE THREAT MODULE: TOOLS AND RESOURCES

**Website:**
How to Break Down Stereotypes

**Course:**
Stereotype Threat

**Toolkit:**
Creative Equity Toolkit

**Pedagogical Guidelines:**
The Anti-Racist Discussion

**Video:**
Stereotypes Defined

**Key Article:**
Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. Journal of personality and social psychology, 69(5), 797.

**Key Report:**
Twenty Years of Stereotype Threat Research: A Review of Psychological Mediators

**Key Book:**
Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time)

# NAVIGATING STEREOTYPE THREAT: ACTION PLAN & FOLLOW UP

**Session 6: Action Planning and Commitment (15 minutes)**
**Personal Action Plan**
Participants individually reflect on the training's content and identify specific actions they will take to address stereotype threat and promote inclusion in their roles.

**Group Sharing**
Volunteers share their action plans, fostering accountability and mutual support.

**Recap and Reflection**
Facilitator summarizes key takeaways from the training and invites participants to share one insight they gained.

**FOLLOW UP**
- Provide access to research articles and resources on racial trauma, equity in higher education, and inclusive teaching practices.

**Acknowledgment and Call to Action**
- Emphasize the importance of continued learning and commitment to dismantling racism and stereotype threat in higher education.

# RACIALLY AND CULTURALLY RESPONSIVE PEDAGOGIES MODULE: INTRODUCTION

**GOALS**
- Increase awareness of the importance of cultural responsiveness in education.
- Develop skills for using culturally responsive pedagogy.
- Foster a culture of inclusion and belonging in the classroom and on campus.
- Support the development of anti-racist educators and professionals.

Note: Items with an asterisk (*) can be completed asynchronously in the Online Training Repository. The xxx Course can be completed in lieu of in person or asynchronous training. All overviews and introductory material will be digitally captured when offered in person, to ensure asynchronous availability and access.

**Objectives:**

By the end of the training, participants will be able to:
- Define cultural responsiveness and explain its importance in education.
- Understand how race and culture shape the way students learn and interact with the world.
- Adapt teaching methods and materials to meet the needs of students from different cultures.
- Create an environment where all students feel valued and respected, regardless of their race or cultural background.
- Provide opportunities for professional peers to learn about anti-racism, develop anti-racist skills, and take action to dismantle racism in the classroom.
- Identify the different ways that race and culture shape the way students learn.
- Adapt teaching methods and materials to meet the needs of students from different races and cultures.
- Create a culture of inclusion and belonging in the classroom and on campus.
- Identify and challenge their own biases.
- Develop an anti-racist action plan for their classroom or workplace.

**PROFESSIONAL DEVELOPMENT OVERVIEW**

This training offers a dynamic learning experience focused on fostering a collaborative environment. Participants will engage in meaningful knowledge exchange through self-reflection, conversations, and activities. The training employs diverse teaching methods to ensure engagement and effective learning. Drawing from the lived experiences of culturally diverse students, the content resonates with real-world contexts. Importantly, the training is customized to the institution's unique educational landscape, ensuring its direct relevance to participants whether they be staff, instructional staff, or leaders/managers.

**Introduction (15 minutes)**
*Welcome and Overview:* Introduce the training's objectives, goals, and the significance of culturally responsive pedagogies in fostering inclusive and equitable educational environments.

**Session 1: : Understanding Cultural Responsiveness (20 minutes)**
*\*Self-Reflection Activity:* Participants individually reflect on their current understanding of cultural responsiveness and its importance in education.

*Presentation:* Facilitator provides an overview of cultural responsiveness, its impact on student learning, and the benefits of creating an inclusive classroom.

# RACIALLY AND CULTURALLY RESPONSIVE PEDAGOGIES MODULE: INTRODUCTION CON'T

**DIFFERENTIATION FOR STAFF, INSTRUCTIONAL STAFF, AND LEADERS/MANAGERS**

**Staff:**
Focus on practical professional strategies to mitigate stereotype threat and create an inclusive workplace and environment.

**Instructional Staff:**
Incorporate case studies and discussions specifically related to classroom dynamics and culturally appropriate curriculum design.

**Leaders/Managers:**
Discuss systemic approaches to fostering inclusion, addressing stereotype threat, and promoting anti-racist leadership within the institution.

**Session 2: The Influence of Culture on Learning (15 minutes)**
*Small Group Discussion:* Participants engage in small group discussions about how race and culture shape students' learning experiences, behaviors, and interactions.

*Group Sharing:* Each group shares their insights with the larger group, fostering cross-participant learning.

**Session 3: Adapting Pedagogy for Cultural Responsiveness (25 minutes)**
**\*Case Study Analysis:* Participants analyze real-life scenarios and brainstorm ways to adapt teaching methods and materials to meet the diverse needs of students from different racial and cultural backgrounds.

*Pair and Share:* Participants pair up to discuss their ideas and strategies for incorporating racial and culturally responsive practices.

**Break (5 minutes)**

**Session 4: : Creating an Inclusive Classroom Culture (20 minutes)**
*Interactive Activity:* Participants engage in an interactive activity that highlights the importance of fostering an inclusive and respectful classroom culture.

*Group Reflection:* Small groups discuss how they can implement strategies from the activity to create an inclusive environment.

**Session 5: Challenging Biases and Developing an Anti-Racist Action Plan (25 minutes)**
**\*S***elf-Reflection and Group Discussion:* Participants reflect on their own racial and culturally oriented biases and discuss how biases can impact teaching and learning.

*Action Planning:* Participants individually develop an anti-racist action plan for their classroom, outlining specific strategies and approaches.

# RACIALLY AND CULTURALLY RESPONSIVE PEDAGOGIES: TOOLS AND RESOURCES

**Website:**
Culturally Sustaining Pedagogy-California Department of Education

**Course:**
Module 17: Culturally Sustaining Pedagogy

**Toolkit:**
Culturally Sustaining Pedagogy

**Pedagogical Guidelines:**
Culturally sustaining pedagogy in higher education: teaching so that Black Lives Matter
*Overview of Equity Mindedness Faculty Summer Institute*
*AY 22 23 REJI Curriculum*

**Video:**
Literacy Building Knowledges: Culturally Responsive Pedagogies
*REJI website videos*

**Key Articles:**
Gloria Ladson-Billings, "Culturally Relevant Pedagogy 2.0: a.k.a. the Remix", Harvard Educational Review (Volume 84, Number 1, p.74–84, Spring 2014).

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational researcher, 41(3), 93-97.

**Key Book:**
Culturally Sustaining Pedagogies

# RACIALLY AND CULTURALLY RESPONSIVE PEDAGOGIES: ACTION PLAN & FOLLOW UP

**Session 6: Pathways to Anti-Racist Educators (15 minutes)**
**Personal Action Plan**
Participants individually reflect on the training's content and identify specific actions they will take to incorporate new module learnings into their roles.

**Guest Speaker**
Invite a guest speaker with expertise in anti-racist education to share insights and experiences.

**Group Discussion**
Participants discuss the role of anti-racist educators and higher educational professionals in creating racially inclusive culturally affirming pedagogies and promoting equity at their site.

**FOLLOW UP**
- Provide access to research articles and resources on racial trauma, equity in higher education, and inclusive teaching practices.

**Recap and Reflection**
- Facilitator summarizes key takeaways from the training and invites participants to share one action they plan to implement in their teaching or work with students of color.

**Acknowledgment and Call to Action**
- Emphasize the importance of continuous learning and commitment to culturally responsive pedagogies and anti-racist practices.

# ARE FRAMEWORK ALIGNED PLANS

## WHAT

MORE Professional development plans designed to guide individuals through a structured learning journey focused on ARE within higher education with well-defined goals, learning objectives, reflective exercises, conversation prompts, and activity suggestions.

## WHEN

The plans are available for participants to engage with at their own pace and convenience or through a trainer or webinar and can be accessed and utilized as needed to support ongoing learning and growth..

## HOW

Through a structured framework for individuals to set clear goals related to specific ARE concepts, learn through targeted objectives, engage in self-reflection, facilitate meaningful conversations with peers or mentors, and participate in relevant activities.

## WHY

To offer individuals a guided and intentional approach to enhancing their competence in achieving racial equity.

# PRE
# ACHIEVING
# RACIAL EQUITY
# ARE
# GUIDE
Questions &
Training

# PRE ARE CRITICAL QUESTIONS

## BEGIN YOUR ARE JOURNEY BY ASKING

- What is going on here?
- For whom?
- Is this what is expected?
- What do I/we already know about this?
- How do I/we know this?
- What do I/we need to find out?
- What is a good question I/we should ask?
- Is this good?
- Should I/we be concerned? Why?
- What is race?
- How would I define racism?
- How do I define discrimination?
- What is ethnicity?
- Do I think I have biases? Why or why not?
- How would I define identity (identities)?
- How do I identify myself racially? How about ethnically?
- How do I distinguish between equity and equality in higher education?
- Are equity and equality the same thing?
- In what ways does having the majority of students from one dominant culture impact the University and classroom?

## NOTES:

If your initial assessment indicates that you are at the foundational level of ARE competence, or if you know you are at the beginning stages of your ARE journey work through some of these critical questions in order to initiate your progress.

# PRE ARE STRATEGIES FOR ALL

These strategies are strategically curated to illuminate critical aspects of racial equity, providing a lens through which we can envision a more inclusive and equitable educational environment. Below are **fundamental strategies** that can guide our actions.

## RACISM'S DIMENSIONS

Define racism - individual, institutional, systemic forms. Recognize covert vs. overt racism. Identify intersections with oppression (sexism, homophobia, etc.)

## MICROAGGRESSIONS

Understand microaggressions - subtle, biased actions/comments. Recognize, address to nurture anti-racist campus climate.

## HISTORICAL ROOTS

Grasp racism's historical roots - colonialism, slavery, segregation. Learn its impact on present inequalities.

## CULTURAL COMPETENCE

Develop cultural awareness - respect diverse backgrounds, history, traditions.

## IMPLICIT BIAS

Explore implicit bias - its impact on decisions in education. Address biases for inclusive learning environments.

## INTERSECTIONALITY

Recognize social identity connections (race, gender, etc.). Understand challenges for those with multiple marginalized identities.

## WHITE PRIVILEGE

Explore white privilege - advantages, disadvantages. Vital for equitable higher education promotion.

## SELF-REFLECTION

Encourage personal bias and privilege reflection, fostering growth and anti-racist commitment.

# PRE ARE STRATEGIES: PROFESSIONAL TIERS

Staff, Instructional Staff, and Leaders/ Managers may have a different way of approaching and expressing a ARE strategies. Below are a few examples of ways in which these professional tiers demonstrate foundational ARE competence.

## ▶ STRATEGIES FOR STAFF

**Allyship and Advocacy:** Encouraging active allyship and advocacy among faculty, staff, and students. Promoting strategies to speak out against racism and support marginalized individuals and communities.

**Institutional Change:** Recognizing the importance of systemic change to combat racism. This includes assessing current policies and practices that harm and/or promote diversity, equity, and inclusion within the institution.

## ▶ STRATEGIES FOR INSTRUCTIONAL STAFF

**Inclusive Pedagogy:** Integrating inclusive teaching practices that value diverse perspectives, experiences, and learning styles. Creating a classroom environment that welcomes and supports all students is crucial for promoting equity in education.

**Decolonizing the Curriculum:** Examining the curriculum to identify and challenge Eurocentric or biased perspectives. Incorporating diverse voices and perspectives from historically marginalized groups is essential for a more inclusive educational experience.

## ▶ STRATEGIES FOR LEADERS/ MANAGERS

**Allyship and Advocacy:** Encouraging active allyship and advocacy among faculty, staff, and students. Promoting strategies to speak out against racism and support marginalized individuals and communities.

**Institutional Change:** Recognizing the importance of systemic change to combat racism. This includes implementing policies and practices that promote diversity, equity, and inclusion within the institution.

# PRE TRAINING GUIDE (FOUNDATIONAL COURSE)

The training is designed for all members of the Consortium, including staff, instructional staff and leaders/ managers. It is particularly relevant for those who work in or with marginalized communities. It will cover a variety of topics related to racism, implicit bias, microaggressions, white privilege, and cultural competence. The activities and discussions will be designed to help participants learn about these topics in a meaningful way and to develop skills for addressing them in their own lives.

## ▲ GOALS

- To increase participants' understanding of racism and its forms.
- To help participants develop strategies for addressing implicit bias and microaggressions.
- To encourage participants to reflect on their own experiences with racism and white privilege.
- To provide participants with tools and resources for promoting cultural competence and racial equity.

## ▲ LEARNING OBJECTIVES

**By the end of the training, participants will be able to:**
- Define racism and its different forms.
- Explain the impact of implicit bias and microaggressions.
- Identify their own personal biases and privilege.
- Develop strategies for addressing implicit bias and microaggressions.
- Promote cultural competence and racial equity in their work and personal lives.

## ▲ INTRODUCTION

**Brief overview of the training's purpose and goals.**
- **Staff:** Discuss the importance of understanding and addressing racism in the workplace.
- **Instructional Staff:** Discuss the importance of incorporating inclusive pedagogy and decolonizing the curriculum.
- **Leaders/Managers:** Discuss the importance of leading by example and transforming the institution.

# PRE TRAINING GUIDE CON'T

## SESSION 1: UNDERSTANDING RACISM AND ITS FORMS (ALL PARTICIPANTS)

1. **Definition of Racism:** Explanation of individual, institutional, and systemic racism.
2. **Overt vs. Covert Racism:** Differentiation and examples (see Tool # 10).
3. **Intersectionality:** Introduction to how racism intersects with other forms of oppression.

**Self-Reflection:**
- **Staff:** Reflect on your own experiences with racism in the workplace.
- **Instructional Staff:** Reflect on your own teaching practices and how they can be more inclusive.
- **Leaders/Managers:** Reflect on your own leadership style and how it can be more anti-racist.

## SESSION 2: EXPLORING IMPLICIT BIAS (ALL PARTICIPANTS)

1. **Implicit Bias Defined:** Explanation of implicit bias and its impact.
2. **Educational Settings:** How implicit biases affect decision-making in academia.
3. **Strategies for Addressing Implicit Bias:** Interactive activity and discussion.

**Conversation:**
- **Staff:** Discuss how implicit bias can impact your work interactions.
- **Instructional Staff:** Discuss how implicit bias can impact your teaching practices.
- **Leaders/Managers:** Discuss how implicit bias can impact your leadership style.

If you want to learn more about implicit bias for your particular professional tier, the implicit bias the trainings on pages 54-82 of the full Implementation Guide will complement this training and your learning on this ARE topic.
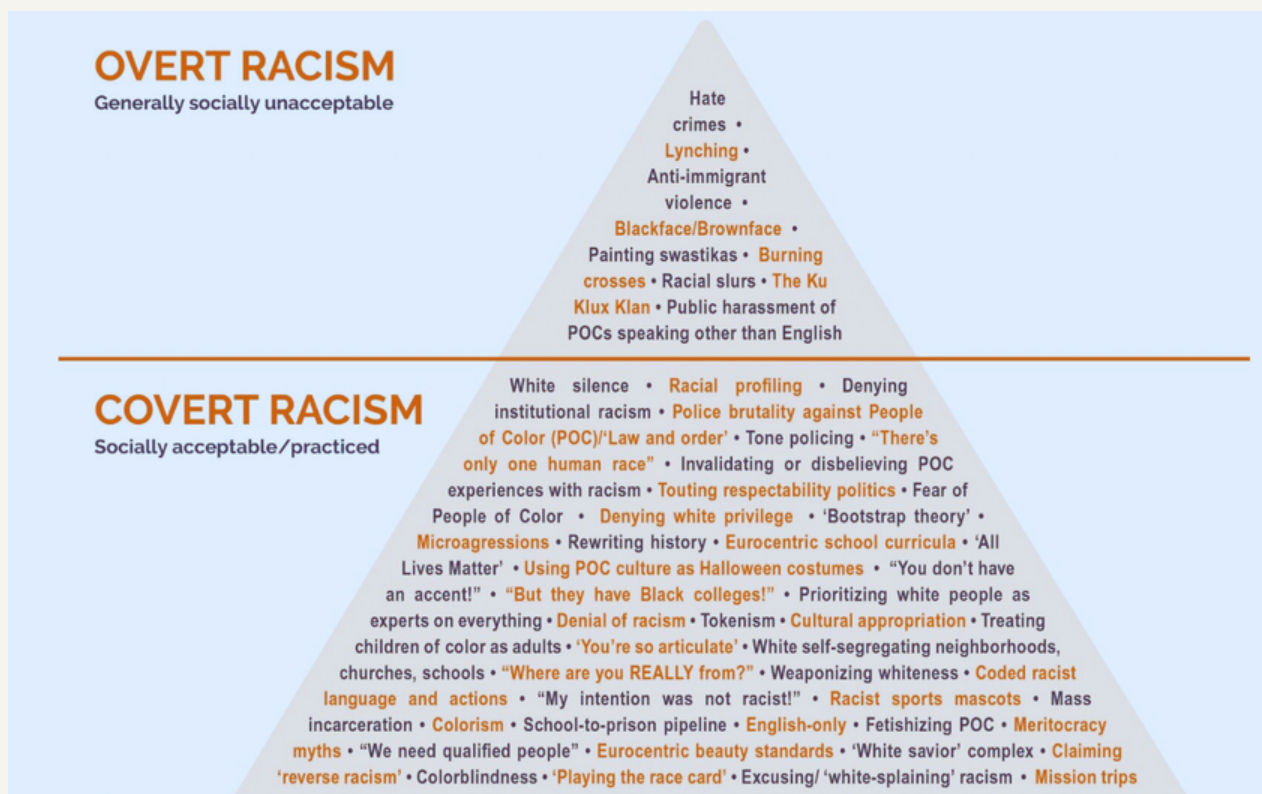
# TOOL #8: OVERT VS. COVERT RACISM

## OVERT RACISM IS ONLY THE TIP OF THE ICEBERG

More often, racial discrimination is disguised and shows up in subtle ways (covert racism) such as implicit biases, microaggressions, and racially coded language. Often, people who say and do these things are unaware of the racism that informs them.

**Self-Reflection:**

- **Staff:** Reflect on your own experiences with overt and covert racism in the workplace.
- **Instructional Staff:** Reflect on your own teaching practices and how overt and covert racism might show up inadvertently.
- **Leaders/Managers:** Reflect on your own leadership style and times or instances when it has been impacted by overt and covert racism.



**OVERT RACISM**
Generally socially unacceptable

Hate crimes • Lynching • Anti-immigrant violence • Blackface/Brownface • Painting swastikas • Burning crosses • Racial slurs • The Ku Klux Klan • Public harassment of POCs speaking other than English

**COVERT RACISM**
Socially acceptable/practiced

White silence • Racial profiling • Denying institutional racism • Police brutality against People of Color (POC)/'Law and order' • Tone policing • "There's only one human race" • Invalidating or disbelieving POC experiences with racism • Touting respectability politics • Fear of People of Color • Denying white privilege • 'Bootstrap theory' • Microaggressions • Rewriting history • Eurocentric school curricula • 'All Lives Matter' • Using POC culture as Halloween costumes • "You don't have an accent!" • "But they have Black colleges!" • Prioritizing white people as experts on everything • Denial of racism • Tokenism • Cultural appropriation • Treating children of color as adults • 'You're so articulate' • White self-segregating neighborhoods, churches, schools • "Where are you REALLY from?" • Weaponizing whiteness • Coded racist language and actions • "My intention was not racist!" • Racist sports mascots • Mass incarceration • Colorism • School-to-prison pipeline • English-only • Fetishizing POC • Meritocracy myths • "We need qualified people" • Eurocentric beauty standards • 'White savior' complex • Claiming 'reverse racism' • Colorblindness • 'Playing the race card' • Excusing/ 'white-splaining' racism • Mission trips

If you want to learn more about overt vs. covert racism visit
https://www.r2hub.org/library/overt-and-covert-racism

# PRE TRAINING GUIDE CON'T

## SESSION 3: MICROAGGRESSIONS AWARENESS (ALL PARTICIPANTS)

1. **Microaggressions Defined:** Understanding subtle actions that reinforce bias.
2. **Identifying Microaggressions:** Interactive scenarios and group discussion.
3. **Addressing Microaggressions:** Strategies for responding effectively.

### Activity:
- **Staff:** Participate in a role-play activity where you experience a microaggression.
- **Instructional Staff:** Analyze a sample curriculum for microaggressions.
- **Leaders/Managers:** Brainstorm strategies for addressing microaggressions in the workplace.

## SESSION 4: HISTORICAL CONTEXT & WHITE PRIVILEGE (ALL PARTICIPANTS)

1. **Historical Roots of Racism:** Overview of colonialism, slavery, and segregation.
2. **White Privilege Defined:** Explanation of white privilege and its implications.
3. **Promoting Equity:** Interactive activity on dismantling white privilege.

### Self-Reflection:
1. **Staff:** Reflect on your own experiences with white privilege.
2. **Instructional Staff:** Reflect on how you can incorporate discussions of white privilege in your curriculum.
3. **Leaders/Managers:** Reflect on how you can use your position to dismantle white privilege in the institution.

If you want to learn more about microaggressions for your particular professional tier, the trainings on pages 54-82 of the full Implementation Guide will complement this training and your learning on this ARE topic.

# PRE TRAINING GUIDE CON'T

## SESSION 5: DEVELOPING CULTURAL COMPETENCE (ALL PARTICIPANTS)

1. **Cultural Competence Explained:** Recognizing, respecting, and valuing diverse backgrounds.
2. **Incorporating Cultural Competence:** Strategies for promoting inclusivity.
3. **Small Group Activity:** Sharing and discussing cultural experiences.

**Activity:**
1. **Staff:** Create a list of resources for learning more about cultural competence.
2. **Instructional Staff:** Brainstorm ways to incorporate cultural competence into your teaching practices.
3. **Leaders/Managers:** Develop a plan for promoting cultural competence in the institution.

## SESSION 6: SELF-REFLECTION AND COMMITMENT (ALL PARTICIPANTS)

1. **Self-Reflection Exercise:** Guided reflection on personal biases and privilege.
2. **Commitment to Anti-Racism:** Encouragement to take actionable steps.

**Conclusion:**
1. **All Participants:** Recap of key learnings and next actionable steps.

**Follow-up:**
- **All Participants:** Acknowledgment of participants' commitment to achieving racial equity.
- **All Participants:** Encouragement to continue learning and taking action.

# WE ACHIEVE RACIAL EQUITY GUIDE

## Questions & Training

# WE ARE CRITICAL QUESTIONS

## CONTINUE THE  ARE JOURNEY BY ASKING

- What do we already know about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma in higher education?
- How do we know this?
- What is our data telling us about the insights provided?
- Is this good enough?
- What do we need to find out about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?
- How might we do this?
- Do we have different interpretations of the data related to implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?
- If so, why?
- What might we need to explore further?
- What open "good questions" should we ask about the impacts of implicit bias and microaggressions as structural/ systemic barriers and obstacles that may include racial trauma?

## NOTES:

If your initial assessment indicates that you are at the intermediate level of ARE competence, or if you know you are at the active and progressing stages of your ARE journey, consider some of these critical questions in order to initiate your progress.

# WE ARE STRATEGIES FOR ALL

These strategies are strategically curated to illuminate critical aspects of racial equity, providing a lens through which we can envision a more inclusive and equitable educational environment. Below are **intermediate strategies** that can guide our actions, including Tool #11 for prerequisite tips before engaging some of the deeper work.

## STRUCTURAL RACISM

Explore the concept of structural or systemic racism, which refers to the ways in which racial disparities are perpetuated through institutions, policies, and practices. Understanding how these systems operate and sustain racial inequalities is crucial for effecting lasting change.

## CRITICAL RACE THEORY

Introduce critical race theory as an analytical framework that examines the intersections of race, law, and power. This theory can help participants better understand the historical and contemporary implications of racism.

## WHITENESS AND WHITE FRAGILITY

Engage participants in discussions about whiteness as a social construct and how white individuals may experience discomfort or defensiveness when confronting issues of racism (white fragility). Understanding these dynamics is essential for creating inclusive dialogues.

## RACIAL IDENTITY DEVELOPMENT

Explore racial identity development models to understand how individuals from different racial backgrounds may experience and process racism differently. This knowledge can help facilitate more empathetic and supportive interactions.

# TOOL #9: WHAT TO DO BEFORE "GOING THERE"

## APPROPRIATE STRUCTURE AND PROCESSES NEED TO BE ESTABLISHED

These trainings will only lead to sustainable change at the individual, team, or institutional levels, when we commit to taking actions that will allow us to consistently affect the different levels over a long period of time.

**WE NEED TO DO SOME OF THE FOLLOWING TO GET GOING**

**Actively recruit culturally and ethnically diverse board members, executives, and managers.**

Racial prejudice can be reduced if the staff becomes diverse and raises the awareness of each other, but racism is reduced when power is shared by the leadership.

- To move beyond racial prejudice and ensure inclusiveness, your organization's leadership team should reflect the communities or constituencies it serves.

- Talk to the people of color on your staff and ask them what barriers or attitudes they face at work. Examine your newsletter or other publications and look out for negative portrayals, exclusion, or stereotypes.

- Find out how you can improve your workplace for members from diverse racial and ethnic groups that work there. This will not only give you some practical ideas about what you need to work on, but it will also signify that the needs of every group is taken seriously.

- Look around at any artwork you have in your offices. Are any groups represented in a stereotypical way? Is there diversity in the people portrayed?

- Form a permanent task force or committee dedicated to forming and monitoring a plan for promoting inclusion and fighting racism in your workplace.

- Racial prejudice is reduced by developing relationships and ensuring that materials are culturally sensitive, but racism is reduced when there is a permanent group of people that becomes part of the governance structure to ensure inclusive and just institutional policies.

If you want to learn more about how to move more deeply into your ARE practice visit https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/reduce-prejudice-racism/main

# WE ARE STRATEGIES: PROFESSIONAL TIERS

Staff, Instructional Staff, and Leaders/ Managers may have a different way of approaching and expressing a ARE strategies. Below are a few examples of ways in which these professional tiers demonstrate intermediate ARE competence.

## ▶ STRATEGIES FOR STAFF

**Addressing Resistance:** Discuss strategies for addressing resistance to anti-racism efforts and fostering productive dialogues with individuals who may be skeptical or resistant to change.

**Intersectional Approaches:** Deepen the understanding of intersectionality and its application in higher education settings. Discuss how multiple forms of oppression can intersect and compound, impacting students and staff.

**Restorative Practices:** Explore restorative justice practices as a means of addressing harm and building community in response to incidents of racism or discrimination.

## ▶ STRATEGIES FOR INSTRUCTIONAL STAFF

**Inclusive Curriculum Design:** Provide guidance on designing inclusive curricula that incorporate diverse perspectives, authors, and case studies. This can help students see themselves reflected in the material and engage with a broader range of perspectives.

**Intersectional Approaches:** Deepen the understanding of intersectionality and its application in higher education settings. Discuss how multiple forms of oppression can intersect and compound, impacting students and staff.

## ▶ STRATEGIES FOR LEADERS/ MANAGERS

**Faculty and Staff Support:** Discuss ways to support faculty and staff of color in higher education, including mentorship programs, professional development opportunities, and the creation of inclusive and supportive work environments.

**Evaluating and Measuring Progress:** Discuss methods for evaluating the effectiveness of anti-racism initiatives and how to measure progress toward creating a more inclusive campus.

**Data and Research:** Introduce participants to research and data on racial disparities in higher education, such as graduation rates, discipline disparities, and representation of faculty and staff. Analyzing this data can inform evidence-based strategies for promoting equity.

# WE ARE TRAINING GUIDE (INTERMEDIATE COURSE)

This training is designed to be a comprehensive and interactive learning experience. The activities and discussions will be designed to help staff, instructional staff, and leaders/managers learn about these important concepts in a meaningful way. The training will also provide consortium members with opportunities to reflect on their own experiences and to develop personal commitments to anti-racism.

## 🔺 GOALS

- To increase participants' understanding of structural racism, implicit bias, microaggressions, white fragility, and racial identity development.
- To help participants develop strategies for addressing implicit bias and microaggressions, and for promoting racial equity in higher education.
- To encourage participants to reflect on their own experiences with racism and (white) privilege, and to develop a personal commitment to anti-racism.

## 🔺 LEARNING OBJECTIVES

**By the end of the training, participants will be able to:**
- Define structural racism, implicit bias, microaggressions, white fragility, and racial identity development.
- Explain the impact of these concepts on higher education.
- Identify their own personal biases and privilege.
- Develop strategies for addressing implicit bias and microaggressions.
- Promote racial equity in higher education.
- Reflect on their own experiences with racism and white privilege.
- Develop a personal commitment to anti-racism.

## 🔺 BIG PICTURE

**Brief overview of the training's purpose and goals.**
- Welcome and overview of the training's focus on achieving racial equity in higher education.

- Emphasis on the importance of critical self-reflection and open conversation.

# WE ARE TRAINING CON'T

## SESSION 1: WE ARE GUIDING QUESTIONS (ALL PARTICIPANTS)

**Self-Reflection:** Participants reflect on their own experiences with implicit bias, microaggressions, and racial trauma in higher education.

**Conversation:** Participants discuss what they know about these barriers and obstacles, and the data that informs this knowledge.

**Activity:** Participants work in small groups to identify instances of structural racism in higher education

## SESSION 2: UNDERSTANDING STRUCTURAL RACISM (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of structural racism and how it manifests in higher education.

**Activity:** Participants participate in a simulation to experience the effects of structural racism.

**Discussion:** Participants discuss the implications of structural racism for higher education.

## SESSION 3: EXPLORING CRITICAL RACE THEORY (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of critical race theory and its relevance to higher education.

**Activity:** Participants engage in a critical race theory analysis of a real-world scenario.

**Discussion:** Participants discuss the implications of critical race theory for higher education.

If you want to learn more about the concepts covered here for your particular professional tier, the trainings on pages 54-82 of the full Implementation Guide and resources following each will complement this training and your learning on this ARE topic.

# WE ARE TRAINING CON'T

## SESSION 4: UNPACKING WHITENESS AND WHITE FRAGILITY (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of whiteness and white fragility.

**Activity:** Participants participate in a guided reflection on their own identity in relation to whiteness.

**Discussion:** Participants discuss the implications of whiteness and white fragility for higher education.

## SESSION 5: EXPLORING RACIAL IDENTITY DEVELOPMENT (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of different models of racial identity development.

**Activity:** Participants engage in a journaling activity to explore their own racial identity development.

**Discussion:** Participants discuss the implications of racial identity development for higher education.

## SESSION 6: ADDRESSING RESISTANCE & INTERSECTIONALITY  (STAFF)

**Self-Reflection:** Staff reflect on their own experiences with resistance to anti-racism efforts in serving students or campus community.

**Conversation:** Staff discuss the interplay of multiple forms of oppression.

**Activity:** Staff participate in a role-play activity to practice addressing resistance to anti-racism efforts in their professional practice.

If you want to learn more about the concepts covered here for your particular professional tier, the trainings on pages 54-82 of the full Implementation Guide and resources following each will complement this training and your learning on this ARE topic.

# WE ARE TRAINING CON'T

## SESSION 7: INCLUSIVE CURRICULUM DESIGN AND ADDRESSING RESISTANCE (INSTRUCTIONAL STAFF)

**Presentation:** Instructor provides an overview of inclusive curriculum design and strategies for addressing resistance.

**Activity:** Instructional staff work in small groups to design an element of inclusive curriculum (e.g., lesson, segment of syllabus, learning outcomes)

**Discussion:** Instructional staff discuss the implications of inclusive curriculum design for higher education.

## SESSION 8: RESTORATIVE PRACTICES AND SUPPORTING FACULTY/STAFF (LEADERS/MANAGERS)

**Presentation:** Instructor provides an overview of restorative practices and how they can be used to support faculty and staff of color.

**Activity:** Leaders/managers participate in a simulation to experience the effects of restorative practices.

**Discussion:** Leaders/managers discuss the implications of restorative practices for higher education.

## SESSION 9: ADDRESSING RESISTANCE & INTERSECTIONALITY  (STAFF)

**Lecture:** Instructor provides an overview of methods for evaluating the impact of equity initiatives and engaging with data.

**Activity:** Leaders/managers work in small groups to develop a plan for evaluating the impact of equity initiatives at their institution.

**Discussion:** Leaders/managers discuss the implications of evaluating progress for higher education.

## SESSION 10: PERSONAL REFLECTION AND COMMITMENT (ALL PARTICIPANTS)

**Guided Reflection and Personal Commitments:** Participants set actionable goals for promoting racial equity.

**Follow-up**
- Reiteration of the importance of continuous learning and action in achieving racial equity.
- Encouragement to carry forward the knowledge gained and implement change within their roles and the institution.

# SUSTAINING RACIAL EQUITY SURE GUIDE

## Questions & Training

# SURE
# CRITICAL QUESTIONS

## MAINTAIN THE  ARE JOURNEY BY ASKING

- What actions can we take to ensure better progress and outcomes for more of our learners?

- Which of our learners are or are not benefiting from our efforts?

- Are any of our efforts counterproductive to our goal of achieving racial equity?

- Are we communicating our current condition, our goals, and our action plans clearly?

- What strengths do we have to build on?



## NOTES:

If your initial assessment indicates that you are at the advanced level of ARE competence, or if you know you are at the sustaining and nurturing racial equity stages of your ARE journey, consider some of these critical questions in order to initiate your progress.

# SURE STRATEGIES FOR ALL

These strategies are strategically curated to illuminate critical aspects of racial equity, providing a lens through which we can envision a more inclusive and equitable educational environment. Below are **advanced strategies** that can guide our collective actions.

## SUSTAINING MOMENTUM & LONG-TERM COMMITMENT

Discuss strategies for working with consortium partners in efforts toward sustaining broad reaching anti-racist initiatives over time, including creating institutionalized structures for ongoing education, dialogue, and action.

## ADDRESSING MICROAGGRESSIONS IN PRACTICE

Provide practical scenarios and role-playing exercises regularly in orientations, townhalls, and such to help faculty, staff, and students address microaggressions in real-life situations effectively.

## GLOBAL PERSPECTIVE ON RACISM

Explore the global dimensions of racism with partners on and across campuses, acknowledging that racism operates in different ways in various parts of the world, and fostering local to global international collaborations to combat racism.

## COMMUNITY ENGAGEMENT

Explore ways for institutions in the CONNECT consortium to engage with and serve the institutes of higher learning in the surrounding communities in an anti-racist manner, addressing community needs and promoting social justice.

# SURE STRATEGIES: PROFESSIONAL TIERS

Staff, Instructional Staff, and Leaders/ Managers may have a different way of approaching and expressing a ARE strategies. Below are a few examples of ways in which these professional tiers demonstrate advanced ARE competence toward sustaining the achievement of racial equity at their site.

## ▶ STRATEGIES FOR STAFF

**Interdisciplinary Approaches:** Encourage interdisciplinary collaboration in addressing racism and racial inequality. Show how different academic disciplines can contribute unique perspectives and solutions.

**Accountability and Transparency:** Discuss strategies for holding institutions accountable for their anti-racist commitments. This may involve creating transparent reporting mechanisms and tracking progress over time.

## ▶ STRATEGIES FOR INSTRUCTIONAL STAFF

**Critical Pedagogy:** Introduce critical pedagogy as a transformative educational approach that challenges oppressive systems and empowers students to become critical thinkers and change agents. Explore how this approach can be applied to anti-racist education.

**Decolonial and Indigenous Perspectives:** Incorporate decolonial and Indigenous perspectives to challenge Eurocentric frameworks and center the knowledge and experiences of marginalized communities.

## ▶ STRATEGIES FOR LEADERS/ MANAGERS

**Interdisciplinary Approaches:** Encourage interdisciplinary collaboration in addressing racism and racial inequality. Show how different academic disciplines can contribute unique perspectives and solutions.

**Accountability and Transparency:** Discuss strategies for holding institutions accountable for their anti-racist commitments. This may involve creating transparent reporting mechanisms and tracking progress over time.

**Anti-Racist Policy Development:** Workshops on how to develop and implement anti-racist policies at the institutional level. This can include creating diverse hiring practices, inclusive admissions policies, and equitable resource allocation.

**Inclusive Research Practices:** Discuss the importance of conducting research that respects and involves marginalized communities, ensuring that research methodologies and interpretations do not perpetuate harmful stereotypes.

# SURE TRAINING GUIDE (ADVANCED COURSE)

This training, Sustaining Racial Equity (SuRE): Building on Progress in Higher Education is designed to be interactive, supportive, and engaging providing staff, instructional staff, and leaders/ managers with opportunities to learn from each other and to apply knowledge gained to their ARE practice. The course uses a variety of methods to achieve goals and learning objectives while maintaining the good work and progress you have made in achieving racial equity to date and in the future.

## 🔺 GOALS

- To increase participants' understanding of the challenges and opportunities of sustaining racial equity in higher education.
- To help participants develop strategies for sustaining momentum and long-term commitment to racial equity.
- To encourage participants to reflect on their own experiences and to make personal commitments to anti-racism.

## 🔺 LEARNING OBJECTIVES

**By the end of the training, participants will be able to:**
- Define racial equity and explain its importance in higher education.
- Identify the challenges and opportunities of sustaining racial equity.
- Develop strategies for sustaining momentum and long-term commitment to racial equity.
- Reflect on their own experiences with racism and to make personal commitments to anti-racism.

## 🔺 BIG PICTURE

**Brief overview of the training's purpose and goals.**
- Welcome and overview of the training's focus on sustaining efforts for racial equity.

- Emphasis on personal reflection, dialogue, and collaboration.

# SURE TRAINING CON'T

## SESSION 1: HOW TO SUSTAIN RACIAL EQUITY (ALL PARTICIPANTS)

**Self-Reflection:** Participants reflect on their own experiences with sustaining anti-racist efforts, and the challenges and opportunities they have faced.

**Conversation:** Participants discuss the importance of clear communication, effective collaboration, and personal accountability in sustaining racial equity.

**Activity:** Participants work in small groups to identify areas of strength and opportunity for sustaining racial equity at their institution.

## SESSION 2: SUSTAINING MOMENTUM AND LONG-TERM COMMITMENT (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of strategies for sustaining momentum and long-term commitment to racial equity.

**Activity:** Participants participate in a brainstorming activity to generate ideas for sustaining anti-racist efforts at their institution.

**Discussion:** Participants discuss the challenges and opportunities of sustaining racial equity over time.

## SESSION 3: GLOBAL PERSPECTIVE ON RACISM (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of the global history and impact of racism, highlighting current events and context.

**Activity:** Participants engage in a discussion about the different ways that racism manifests itself around the world highlighting current context.

**Discussion:** Participants discuss the importance of understanding racism in a global context.

## SESSION 4: ADDRESSING MICROAGGRESSIONS IN PRACTICE (ALL PARTICIPANTS)

**Presentation:**Instructor provides an overview of microaggressions and their impact on institutional ARE goals.

**Activity:** Participants participate in a role-playing activity to practice responding to ongoing microaggressions as a practice to maintain.

**Discussion:** Participants discuss the ongoing challenges and novel opportunities of addressing microaggressions in practice in their institution and in the consortium.

# SURE TRAINING CON'T

## SESSION 5: COMMUNITY ENGAGEMENT AND SOCIAL JUSTICE (ALL PARTICIPANTS)

**Presentation:** Instructor provides an overview of the importance of community engagement and social justice in sustaining racial equity.

**Activity:** Participants engage in a discussion about the different ways their institution can engage with surrounding communities in a socially just manner.

**Discussion:** Participants discuss challenges and opportunities of engaging with surrounding communities in a socially just manner.

## SESSION 6: INTERDISCIPLINARY APPROACHES AND ACCOUNTABILITY (STAFF)

**Presentation:** Instructor provides an overview of the importance of interdisciplinary approaches and accountability in sustaining racial equity.

**Activity:** Participants engage in a discussion about different ways their institution can utilize diverse academic perspectives to address racial inequality.

**Discussion:** Participants discuss challenges and opportunities of utilizing diverse academic perspectives to address racial inequality.

## SESSION 7: CRITICAL PEDAGOGY AND DECOLONIAL PERSPECTIVES (INSTRUCTIONAL STAFF)

**Presentation:** Instructor provides overview of critical pedagogy and decolonial perspectives as tools for anti-racist education.

**Activity:** Participants engage in a discussion about different ways their institution can incorporate critical pedagogy and decolonial perspectives into the curriculum.

**Discussion:** Participants discuss challenges opportunities of incorporating critical pedagogy and decolonial perspectives into the curriculum.

## SESSION 8: ANTI-RACIST POLICY DEVELOPMENT AND INCLUSIVE RESEARCH (LEADERS/MANAGERS)

**Presentation:** Instructor provides overview of the importance of anti-racist policy development and inclusive research in sustaining racial equity.

**Activity:** Participants engage in a discussion about the different ways their institution can develop and implement anti-racist policies and conduct inclusive research.

**Discussion:** Participants discuss the challenges and opportunities of developing and implementing anti-racist policies and conducting inclusive research.

# SURE TRAINING CON'T

## SESSION 9: PERSONAL REFLECTION AND COMMITMENT (ALL PARTICIPANTS)

**Reflective Practice:** Participants reflect on insights gained and commitments made during the training.

**Individual Action Plans:** Participants set personal goals for sustaining anti-racist efforts.

**Activity:**
1. **Staff:** Create a list of resources for further sustaining ARE competence and impact for policies, practices, and procedures.
2. **Instructional Staff:** Brainstorm ways to sustain ARE into your teaching and learning practices for the rest of the academic year and into the next.
3. **Leaders/Managers:** Transfer your ARE practice into the strategic plan or bolster your metrics and accountability measures in every area possible. Let your measures reflect your ARE.

## SESSION 10: PLAN TO SUCCEED (ALL PARTICIPANTS)

- **Reiteration** of the importance of sustained commitment to racial equity.

- **Encouragement** to collaborate, learn from one another, and continue the journey toward an inclusive higher education environment.

- **Identify a plan** and provide resources for ongoing learning and engagement.

- **INSTITUTIONALIZE** your work in your institution and the Consortium.

**Follow-up:**
- **All Participants:** Use the MA DHE Resources
- **All Participants:** Use the REJI Resources
- **All Participants:** Get the word out as you practice, share with other colleges and institutions

# CURATED ALIGNED RESOURCES

## WHAT

A curated selection of peer-reviewed articles, books, courses, videos, presentations, and other educational materials carefully chosen to enhance your learning experience in the realm of ARE.

## WHEN

These resources are available for access at any time, providing flexibility for participants to engage with them according to their schedules and learning preferences.

## HOW

The materials are designed to work alongside training modules and guides synergistically, reinforcing each other and contributing to a holistic ARE learning experience, growth, continuous learning, and improvement.

## WHY

To offer diverse perspectives, research-based insights, and practical strategies for addressing racial disparities and fostering inclusion.

# KEY CONNECT RESOURCES

## MASSACHUSETTS DEPARTMENT OF HIGHER EDUCATION 2023 – 2033 STRATEGIC PLAN FOR RACIAL EQUITY

Focused on eliminating racial disparities in the Massachusetts Public Higher Education System. Details of the Plan are race conscious, and meant to eradicate historic and systemic inequities within the system.

**MORE INFO**

## THE NEW UNDERGRADUATE EXPERIENCE

A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts aims to serve as a 21st century foundational document for public higher education in Massachusetts.

**MORE INFO**

## HANDBOOK OF RACIALLY EQUITABLE PRACTICES IN HIGHER EDUCATION

Focused on racial practices and strategies for campuses engaged in equity-minded inquiry and moving toward confronting and dismantling the barriers placed before racially minoritized students as they pursue higher education.

**MORE INFO**

# THANK YOU!