

Inclusion Council Report

Bias, Microaggression, Intersectionality, Engagement, Training, and Education Workgroup
Spring 2021

Introduction and Summary of Work

The Bias, Microaggression, Intersectionality, Engagement, Training, and Education (BMIETE) Workgroup began its work in March 2021 as a subcommittee of UMBC's Inclusion Council. The BMIETE Workgroup was charged with working to identify goals and recommendations for UMBC communities in the areas of bias and microaggression, intersectionality and engagement, and training and education. Autumn Reed, David Di Maria, B. Ever Hanna, Howard Nicholson, and Adam Holden served as co-chairs.

This report is based on feedback from the workgroup members listed in Appendix A. The BMIETE Workgroup met on March 10, April 16, and April 27. At the first meeting members were split up into three breakout groups to discuss potential recommendations. These groups were Bias and Microaggression led by Autumn Reed, Intersectionality and Engagement led by David Di Maria, and Training and Education led by B. Ever Hanna. These recommendations were compiled and sent out, as a Google document, to all members of the Working Group for their review and continued input. The two subsequent meetings focused on continued feedback gathering from members and integration of their input into the draft recommendations document.

Recommendations

Bias and Microaggression

- I. Institutionalized Bias and Microaggression Awareness and Reduction Campaign
 - A. Create an institutional campaign focused on Bias and Microaggression awareness and reduction. For an example, see Ohio University's Poster Campaign: <https://www.cnn.com/2011/10/26/living/halloween-ethnic-costumes/index.html>, [University of Massachusetts Lowell's Get a Collective Grip Bystander Training](#).
- II. Support Structure for Critical Input/Feedback on how we can improve our campus climate
 - A. Develop a formal support structure for individuals to provide candid feedback on inclusion issues at UMBC
- III. Continue to provide more opportunities for UMBC community members to engage in dialogue on issues of bias and microaggression

Intersectionality and Engagement

- I. Create a **series of intercultural dialogues**

- A. These dialogues would bring diverse individuals and groups into conversation with one another. Perhaps a collaborative project with help from the Center for Democracy and Civic Engagement.
 - B. These activities would build awareness and inspire action on intersectional issues at UMBC
- II. Develop a University Strategy and Plan for **Healing Spaces and Trauma Response**.
- III. Develop a **mentor program** where 3rd/4th year UG students mentor 1st/2nd year UG students.
- IV. Develop a more inclusive approach to engaging **adjunct faculty**.
- V. Include Diversity, Equity, Inclusion and Intercultural Competence as part of formal **performance evaluations** of faculty, staff, and administration and develop appropriate support resources.

Training and Education

- I. Conduct a **training/education needs assessment** for UMBC communities.
 - A. Incorporate a literature review of best practices
 - B. Include focus groups
- II. Develop a faculty, student, and staff-led **long-term training/education plan** for addressing bias/microaggression, intersectionality, and interculturality
 - A. Invest substantial long-term resources in bringing this plan to life
 - B. Include a plan to break down barriers between individual identity/affinity groups and build bridges across difference
 - 1. This could include a series of dialogues/projects
 - C. Include a plan for training the trainer that results in a team of qualified peer consultants (students, faculty and staff) who can work with departments, student organizations and others to advance inclusive excellence at UMBC. Such a program should explore both domestic and international considerations for DEI.
 - D. Ensure all search committees are trained on bias/microaggressions to inform their ability to reach and evaluate diverse candidates
 - E. Enhance on-boarding of new hires to address institutional values, expected conduct, etc. related to maintaining a culture of inclusive excellence
 - 1. For faculty, consider adopting the [AAUP Statement on Professional Ethics](#)
- III. Strengthen the position of Diversity, Equity, Inclusion and Cultural Competence outcomes in the **General Education revision** working with Tyson King-Meadows in his new capacity as Special Assistant to the Provost

- A. Add global and cultural competency as a fifth area of student competency.** See AAC&U's Global Learning Value Rubric for an example:
<https://www.aacu.org/value/rubrics/global-learning>
- IV. Utilize and leverage DEI resources from existing institutional membership like the [Higher Education Recruitment Consortium](#).
- V. Create a **library of curricular and co-curricular resources** on Diversity, Equity, Inclusion and Intercultural issues
- A. This library would be used primarily by faculty as resources to create a more inclusive atmosphere in their classrooms/classes (see George Mason's [Finding Diverse Voices in Academic Research: Strategies and resources on searching for and highlighting diverse voices in scholarship](#))
- VI. Make Diversity, Equity, Inclusion and Intercultural Competence a theme in all **University Retreats**

Appendix A: Workgroup Members

Co-Chairs:

- Adam Holden, staff and graduate student, Center for Global Engagement and Language, Literacy, and Culture
- Autumn Reed, staff, Office of the Provost
- B. Ever Hanna, staff, Office of Equity and Inclusion
- David Di Maria, staff, Center for Global Engagement
- Howard Nicholson, undergraduate student, National Society of Black Engineers, Chemical Engineering

Active Members:

- Adwoa Hanson-Hall, staff, Center for Global Engagement
- Arjun Kanjarpane, undergraduate student, Biochemistry and Molecular Biology
- Bruce Perry, staff, UMBC Police Department
- Domonique Pitts, staff, Office of the Provost
- Evangeline Kirigua, undergraduate student, Political Science
- Irina Golubeva, faculty, Modern Languages, Linguistics, and Intercultural Communication
- Janet Magruder, staff, Center for Art, Design and Visual Culture
- Jessica Burstrem, graduate student, Language, Literacy, and Culture
- Jessica Hammond-Graf, staff, Athletics
- Joel Tyson, graduate student, Chemical, Biochemical, and Environmental Engineering
- Kathy Glyshaw, faculty, Psychology
- Keith Evans, staff, JCET
- Kim Leisey, staff, Division of Student Affairs
- Laura Spicer, staff, The Hilltop Institute
- Lydia Mayenge, undergraduate student, Computer Science and Psychology
- Makeba Ellis Thomson, staff, Division of Professional Studies
- Margie Burns, faculty, English
- Mark Berczynski, faculty, Engineering and Computing Education Program
- Michelle Massey, staff, Center for Global Engagement
- Mehrshad Fahim Devin, undergraduate student, Student Government Association; Biology; Physics
- Meron Dereje Akle, undergraduate student, Psychology
- Michelle Moyer, graduate student, Biology
- Sandra Abbott, staff, Center for Art, Design and Visual Culture
- Sam Chan, staff, Counseling Center
- Stephanie Lazarus, staff, Accessibility & Disability Services
- Suprina Pradhan, undergraduate student, Computer Engineering

- Sam Sibanda, staff, DoIT - Columbus Center Operations