Defining Racism and Anti-racism

Racism

The marginalization and/or oppression of people of color based on a **socially constructed racial hierarchy** that privileges white people.

Anti-Racism

the “active process” of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.

ADL.ORG

NATIONAL ACTION COMMITTEE ON THE STATUS OF WOMEN
INTERNATIONAL PERSPECTIVES: WOMEN AND GLOBAL SOLIDARITY
To be **equity-minded** requires us to identify inequities in student outcomes and to examine how the “racialization of institutional practices” reinforces and maintains such inequities (Bensimon, Malcolm, & McNair, 2019).
The history of anti-Black racism and violence in this country—over 400 years—is starkly evidenced in the chronic, longstanding pattern of the killing of unarmed Black people, as well as in racial disparities across a variety of sectors including, but not limited to, housing, education, health, and wealth. Black people have disproportionately, but not exclusively, borne the negative impacts of structural racism and persistent notions of white supremacy in the United States. Addressing anti-Black racism requires us to dismantle the institutional policies, practices, and cultures that uphold it. Such actions benefit all groups in our society.
Mission

The Antiracism Project is rooted in our Catholic, Jesuit, and Marymount identity and university mission, where we regard and treat each other with respect, recognizing the inherent dignity and immutable humanity of all peoples, made in the image of God. We are called to be persons for and with others, acting out of our faith—inclusive of our varied religious traditions and worldviews—towards social justice for all.
Centering and Inclusion

The Antiracism Project seeks to identify and address the impacts of systemic racism for all members of our LMU community, centering the experiences of our Black community members.

- A Coordinated Actions Council (CAC) has been asked to provide guidance, feedback, and accountability to honor this centering.
- Undergraduate Black student leadership are in monthly dialogues with LMU senior leadership to center student concerns.

**Fighting Anti-Black Racism:** What does it mean to make a personal and collective commitment to examine and dismantle anti-Black racism within and across communities?

**Antiracism for All:** How do we recognize the impacts of racism for all communities, working against the existence of systemic racism and oppression, wherever manifested?
Intersectionality and Recognition of whole person

We recognize that the impacts of systemic racism are experienced in multiple, intersecting ways, given identities based on race/ethnicity, gender identity, sexual orientation, disability, socioeconomic standing, and other statuses.

A holistic, nuanced “whole person” recognition and understanding that each person’s experiences are distinct requires us to humbly “meet people where they are.”
Beyond Words
Three categories of Presidential commitments

HIRING
“We will increase the diversity and inclusiveness of our LMU community and commit resources to doing so.”

CLIMATE AND CULTURE
“We will ensure that our organizational climate and culture are anti-racist, equitable, and inclusive, with particular attention to anti-Black racism.”

EDUCATION
“An LMU education must be unequivocally inclusive and anti-racist.”
Antiracism: Engagement strategies

- **Societal**
  - Social Transformation

- **Institutional**
  - Shared Vision and Campus-wide Awareness

- **Unit-level**
  - Empowerment and Capacity Building

- **Individual**
  - Personal growth and Professional development
Engagement Activities and Commitments

**Institutional**
- Shared Vision and Campus Awareness

**Unit-Specific**
- Empowerment and Capacity Building

**Individual**
- Personal Growth and Professional Development

**Hiring**
- Fall Virtual Forums
- Data: Gender and Ethnicity Profiles and Community Check-in surveys
- University arts and images

**Climate and Culture**
- Systemic Analysis and Equity Scorecard
- Hiring for Mission and Inclusive Excellence: Search Briefings
- Cross-unit partnerships with LA community

**Education**
- Inclusive Pedagogy and Curriculum Training
- Intergroup Dialogues
- Affinity groups/student organizations
Systemic Analysis
Foundation of campus efforts

Every Unit will report on the following:

- Description of process used
- What issues identified?
- What action steps will be taken?
- What are outcomes and assessment?

Institutional
Shared Vision and Campus Awareness

- Fall Virtual Forums
- Data: Gender and Ethnicity Profiles and Community Check-in surveys
- University arts and images

Unit-Specific
Empowerment and Capacity Building

- Systemic Analysis and Equity Scorecard
- Hiring for Mission and Inclusive Excellence: Search Briefings
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Individual
Personal Growth and Professional Development

- Affinity groups/student organizations
What is a Systemic Analysis?

Eight Steps to Guide Unit-level Reflection

1. Listen to members of your department—faculty, staff, students—whose identities are socially marginalized.
2. Review your infrastructure, policies, and processes.
3. Review the scope and content of your programs, activities, and work.
4. Evaluate structural diversity of staff and populations served. *(Equity Scorecard)*
5. Analyze your strategic partnerships and collaborations in supporting efforts to educate students for justice.
6. Evaluate the values reflected in your department’s vision/mission statement.
7. Identify training needs and opportunities.
8. Align your values and commitments with your accountability practices and assessment.
Accountability

The draft timeline is as follows:

2020-21  ... Systemic Analysis completed. Action steps and Outcomes: Identification and Initial reports
2021-22  ... Action steps: Progress reports
2022-23  ... Action steps: Outcomes reported

Note: Faculty/Student Equity Scorecard data will be provided first, followed by staff data (due to availability, not reflective of priority)
# Coordinated Actions Council (CAC)

## Membership

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<thead>
<tr>
<th>Faculty</th>
<th>Staff/Admin Leadership</th>
<th>Undergraduate and Graduate Students</th>
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<tbody>
<tr>
<td>Stefan Bradley, Ph.D. (BCLA, CAC chair)</td>
<td>Bryant Alexander, Ph.D. (CFA)</td>
<td>Eden Teferi (LLS, BLSA president)</td>
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<tr>
<td>Christina Eubanks-Turner, Ph.D. (CSE)</td>
<td>Hon. Irma Brown ‘73 (Trustee)</td>
<td>Steven Fuller (SOE)</td>
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<tr>
<td>Cheryl Grills, Ph.D. (BCLA)</td>
<td>Beverly Clayton (HR)</td>
<td><strong>Undergraduates</strong></td>
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<tr>
<td>Eric Miller, LLM (LLS)</td>
<td>Charles Mason (Admissions)</td>
<td>Amaya Lorick (AFAM)</td>
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<tr>
<td>Bill Parham, Ph.D. (SOE)</td>
<td>Chris Pearson ‘06 LLS (Regent)</td>
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<tr>
<td>Brad Stone, Ph.D. (BCLA)</td>
<td>Erica Privott (BFSA chair)</td>
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<td>Charles Swanson, MFA (SFTV)</td>
<td>Alicia Sissac (Public Safety)</td>
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<td>Jade Smith (Student Affairs)</td>
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<td>Henry Ward (Student Affairs)</td>
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