

# The Antiracism Project

## An Overview

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OFFICE OF INTERCULTURAL AFFAIRS

AUGUST 2020

# Defining Racism and Anti-racism

## Racism

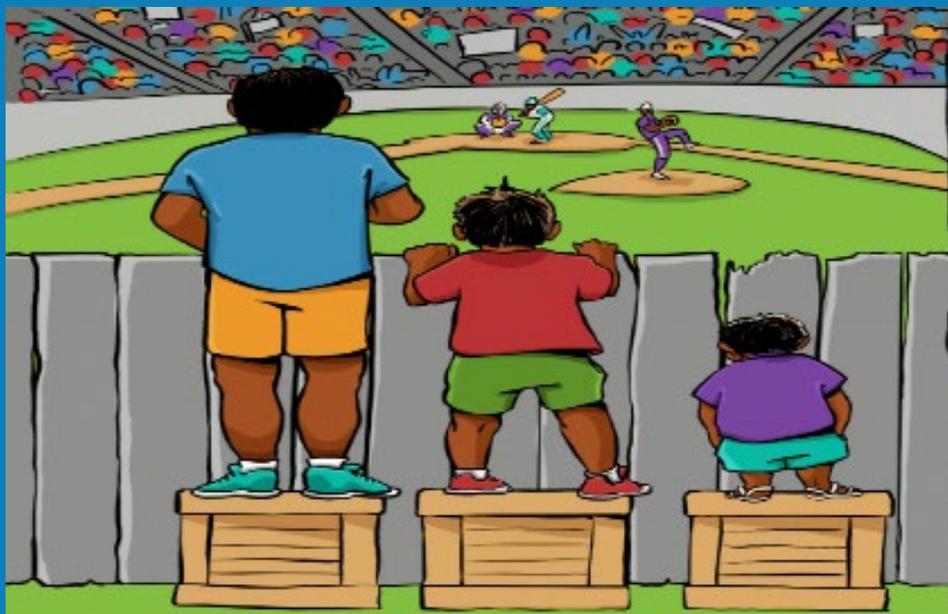
The marginalization and/or oppression of people of color based on a **socially constructed racial hierarchy** that privileges white people.

ADL.ORG

## 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.”

NATIONAL ACTION COMMITTEE ON THE STATUS OF WOMEN  
INTERNATIONAL PERSPECTIVES: WOMEN AND GLOBAL SOLIDARITY



**EQUALITY**



**EQUITY**



**Reality**

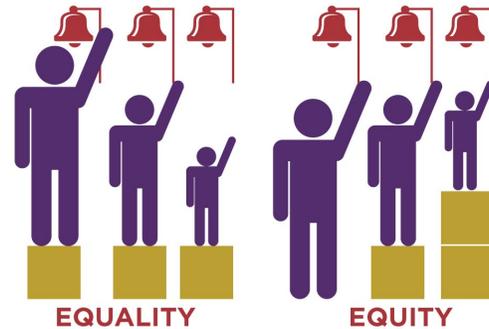


**LIBERATION**

# Equity and Equity-Mindedness

*Equity is rooted in racial justice*

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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).

# Context

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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

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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

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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

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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.”

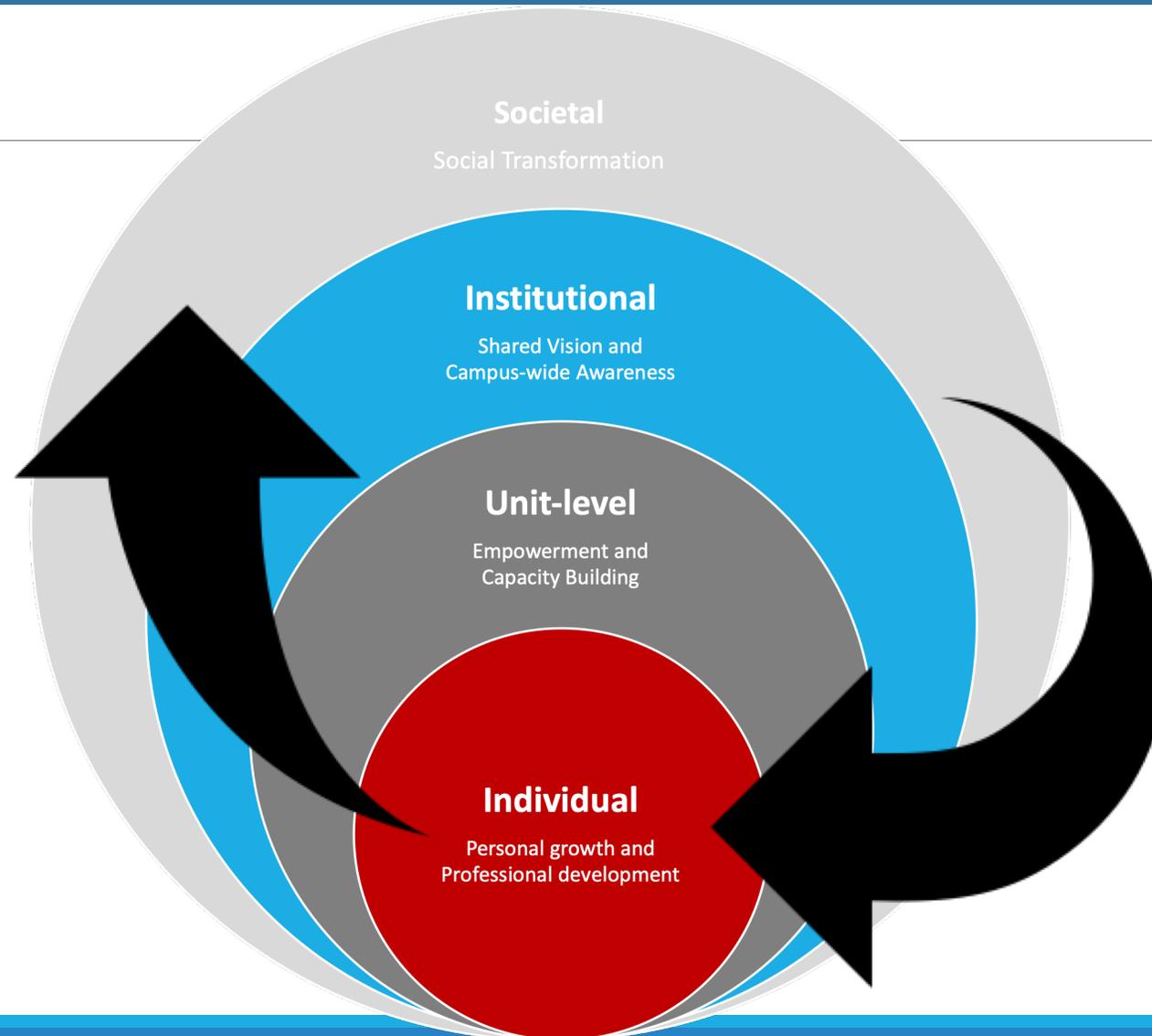
### CLIMATE AND CULTURE

“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



# Engagement Activities and Commitments

HIRING

## Institutional

Shared Vision  
and Campus  
Awareness

Fall Virtual Forums

Data: Gender and Ethnicity Profiles  
and Community Check-in surveys

University arts and images

CLIMATE AND CULTURE

## Unit-Specific

Empowerment and  
Capacity Building

Systemic Analysis and Equity  
Scorecard

Hiring for Mission and Inclusive  
Excellence: Search Briefings

Cross-unit partnerships with LA  
community

EDUCATION

## Individual

Personal Growth  
and Professional  
Development

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?

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# 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

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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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### **Faculty**

Stefan Bradley, Ph.D. (BCLA, CAC chair)

Christina Eubanks-Turner, Ph.D. (CSE)

Cheryl Grills, Ph.D. (BCLA)

Mitchell Hamilton, Ph.D. (CBA)

Eric Miller, LL.M. (LLS)

Bill Parham, Ph.D. (SOE)

Brad Stone, Ph.D. (BCLA)

Charles Swanson, MFA (SFTV)

### **Staff/Admin Leadership**

Bryant Alexander, Ph.D. (CFA)

Hon. Irma Brown '73 (Trustee)

Beverly Clayton (HR)

Branden Grimmet, Ed.D. (CPD)

Charles Mason (Admissions)

Chris Pearson '06 LLS (Regent)

Erica Privott (BFSA chair)

Alicia Sissac (Public Safety)

Jade Smith (Student Affairs)

Henry Ward (Student Affairs)

### **Undergraduate and Graduate Students**

Eden Teferi (LLS, BLSA president)

Steven Fuller (SOE)

### **Undergraduates**

Lauren Morrison (PSYC)

Amaya Lorick (AFAM)