

Year 1 Public Description of Work for
Action Collaborative on Preventing Sexual Harassment in Higher Education

Mills College

Becoming an antiracist college

These actions apply to rubric items 6 and 8 (focused on prevention) as well as 12 and 15 (focused on response), though other items are implicated in aspects of this work not described below.

Building a comprehensive antiracism plan.

Prompted by the rise of the Black Lives Matter movement in the spring and summer of 2020, Mills signaled its commitment to building a comprehensive antiracism plan and named a new special assistant to the president for equity and inclusion. Mills' antiracism plan will integrate and expand work that has led to altered hiring and promotion, advancement, and admissions, but not to the sense of belonging, respect, and safety that Mills' Black community deserves. By building this plan, Mills will communicate its commitment to not only equitable representation (sixty percent of our undergraduates identify as people of color and 10% as Black; 44% of our faculty identify as people of color and 13% as Black; 15% of our staff identify as Black and 47% of our management identifies as Black) but to creating a broad, sustainable approach to making Mills antiracist. We expect to share a draft campus plan with equity leaders across stakeholder groups in September 2020, and to refine and implement the plan in collaboration with those leaders.

This area of work applies to rubric items 8, "identifying and reinforcing community values," and 15, "improved communication and increased transparency."

Developing an antiracist statement, and deep understanding of antiracism, within our governing board.

In June 2020, the Board of Trustees of Mills College adopted a set of goals that included a commitment to becoming antiracist, adopted Ibram X. Kendi's *How to Be an Antiracist* as required reading, and created an Antiracism Working Group to both learn more about antiracism and to consider the best ways for the governing board to participate in shifting the institution's approach and perspective. The working group, composed of 10 trustees, met every two or three weeks through the summer, heard from campus constituents, and is now finalizing a draft statement about antiracism that was circulated to key Black leadership groups on campus for feedback.

This area of work applies to rubric item 8, "identifying and reinforcing community values."

Developing training for faculty around trauma-informed pedagogy.

Year 1 Public Description of Work for Action Collaborative on Preventing Sexual Harassment in Higher Education

Our faculty are the intellectual and cultural center of Mills. They are, in individual and collective ways, embracing the imperative to become antiracist. Faculty have come together to discuss concrete actions inspired by the Black Lives Matter movement, make statements, and, with the Provost's Office, study and implement new approaches to teaching and learning that can better support Mills' students. The faculty "common read" for this year was Ibram X. Kendi's *How to Be an Antiracist*. The fall faculty retreat held on August 21, organized by the provost and dean of the faculty, focused on dismantling anti-Black racism as well as student mental wellness and trauma-informed pedagogy. A psychologist on the Mills faculty explained how stress and trauma can manifest and affect learning and faculty met in small groups to discuss ways to ameliorate that negative impact. Our provost—a renowned ethic studies scholar—and a multidisciplinary faculty panel addressed the frameworks antiracism might offer for teaching and learning.

This area of work applies to rubric item 8, “trauma-informed response and education programs.”

Convening a white accountability group

A white accountability group begun some months ago by some of our most equity-minded staff and faculty broadened its scope this fall. The group meets regularly and held virtual “open house” hours for staff on August 28, 2020, which Mills made a day of action and reflection, with activities including an abolitionist teach-in organized by the Mills College School of Education, for staff to honor the anniversary of the 1963 March on Washington for Jobs and Freedom. The accountability group offers readings, discussions, and reflections on how white people can become active in dismantling anti-Black racism.

This area of work applies to rubric item 6, “ally or ambassador programs.”

Website for further information (if applicable): <https://www.mills.edu/uniquely-mills/whatwe-stand-for/black-lives-matter.php> **Point of Contact Name:** Beth Hillman
Email Address for Point of Contact: ebeth@mills.edu