MHEC
MARYLAND HIGHER EDUCATION COMMISSION

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2011 Programs of Cultural Diversity Report

Prepared by:
Maryland Higher Education Commission

MARYLAND HIGHER EDUCATION COMMISSION
6 North Liberty Street • 10th Floor • Baltimore, MD 21201

Allegany College of Maryland

CULTURAL DIVERSITY PLAN PROGRESS REPORT

SUMMER 2011

Submitted to the Board of Trustees July 18, 2011
By Dr. B. Renee Conner, Vice President Student & Legal Affairs

Approved: _____
Kim Leonard, Chair

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** Allegany College of Maryland's Cultural Diversity Plan was created in Spring 2009 and can be viewed in the President's Office or the Student & Legal Affairs Office. The Plan itself includes numerous, informative appendices.*

PURPOSE

Allegany College of Maryland is a Middle States accredited public community college nestled in the Allegheny Mountains of Western Maryland. Its main campus is located within the city of Cumberland, but Allegany College of Maryland is a multi-campus institution of higher education, and has sites in downtown Cumberland (the Gateway Center), Bedford County in Pennsylvania, and Somerset County in Pennsylvania. ACM serves a four-state region including Maryland, Pennsylvania, West Virginia, and Virginia; our students hail from all corners of the United States, and we have a growing cadre of international students. An open enrollment college, Allegany College of Maryland admits anyone* at least sixteen years of age. ACM's educational programs are as diverse as its student population; we offer credit and continuing education programming, including numerous specialized, allied health and technical programs, with transfer options as well as certificates and associate degrees. Our credit program educates more than 4,000 traditional and non-traditional students each year, and our continuing education program educates more than 11,000 local citizens and business partners.

*Exception: our Safety Risk Policy permits the College to deny a person who has a history of dangerous behavior.

MISSION STATEMENT

Allegany College of Maryland is a lifelong learning community dedicated to excellence in education and responsive to the changing needs of the communities we serve. Our focus is the preparation of individuals in mind, body, and spirit for lives of fulfillment, leadership, and service in a diverse and global society. We are committed to engaging students in rich and challenging learning opportunities within a small college atmosphere that is known for its personal touch.

CORE VALUES

Respect	We foster dignity and worth.
Integrity	We promote honesty and trust.
Opportunity	We provide innovative choices.
Wellness	We promote healthy lifestyles.
Quality	We improve through assessment.

PART I

ALLEGANY COLLEGE OF MARYLAND EMBRACES CULTURAL DIVERSITY AMONG ITS STUDENTS, FACULTY, AND STAFF.

(What we do now.)

COMMITMENT TO NON-DISCRIMINATION

Allegany College of Maryland is committed to providing an educational environment free from all forms of discrimination; to communicate that commitment to students, faculty, staff, and members of the public, all College publications include the following statement:

Allegany College of Maryland does not discriminate against students or prospective students for reasons of race, sex, color, religion, national or ethnic origin, age, veterans status, conditions of disability, or sexual orientation in admission, educational programs and activities, scholarship and loan programs, or any terms and conditions of enrollment. The College complies with applicable state and federal laws and regulations prohibiting discrimination.

- FY11 Progress: Our commitment has not changed.

DIVERSITY CENTER

- FY11 Progress:

The Director of Student Life's duties include management and programming for the [student] Diversity Center, which continues to be open during business hours and to provide a central location for events/activities dedicated to individuals (eg., mental health counseling) and groups (eg., weekly AA meetings) whose needs might have necessarily been met off-campus in years past.

One new program offered by the Diversity Center was the screening of movie "Taken" with a speaker/discussion of sex trafficking which has international implications. The event was co-sponsored with a credit class, Sociology of Gender Roles.

Also, the Diversity Center sponsored a trip to Washington, DC for the NAACP "One Nation Working Together Rally" in October 2010 in lieu of the annual Cultural Explosion. This event's stated goal is reuniting the forces of progress (ie., civil rights groups, human rights activities, labor organizers, small business owners, faith based leaders, and students). Among the NAACP's specific objectives for the event was ending racial profiling, protecting voting rights, eliminating racial disparities in the criminal justice system, protecting worker rights, strengthening small businesses, creating jobs, and expanding access to higher education.

CREDIT PROGRAMMING

- FY11 Progress:

Faculty input was solicited but due to the change in leadership (Vice President Instructional Affairs) and the contractual unavailability of most faculty members, FY11 updates to curricula are unavailable.

FACULTY/CLASSROOM SUPPORT

- FY11 Progress:

Diversity Ad Hoc Committee: This committee was formed in FY09 at the request of faculty and was charged with the following tasks:

1. Perform a needs assessment on diversity for the College.
2. Provide future direction regarding diversity issues for the College.
3. Review the current Diversity Plan and Progress Reports; provide input on future Progress Reports.
4. Develop recommendations for future consideration and share with Executive Council and College Advisory Committee.

The committee's singular focus this year was creating and implementing a survey as part of the needs assessment. A subcommittee was formed to craft the questions and process; the final survey draft was presented to the College Advisory Council, a campus leadership group with representation from all employee constituency groups (now called the President's Advisory Team), for input. The 58-question survey was approved with some content changes and administered online for several weeks during the Spring 2011 semester. No names or identifying information was collected, but demographic information was deemed essential to the endeavor. The survey focused on race/ethnicity, sexual orientation, age/disability, and religion, and it ended with an open comment section.

Survey results were compiled in a 69 slide powerpoint format by the Institutional Research Director immediately prior to the end of the Spring 2011 semester. The Committee will review this data and identify its next steps in Fall 2011.

Pathways for Success: After several years' submissions, ACM was awarded a federal TRIO grant in FY11. Pathways for Success is a new program within Instructional Affairs designed to provide intensive academic support to students who meet one (or more) of three eligibility criteria: first generation college student, low income, or disability. The 140 students accepted into the program will receive one-on-one academic advising, tutoring, career counseling, transfer advising, assistance with financial aid applications, peer mentoring, support groups, and workshops.

ENGLISH AS A SECOND LANGUAGE

- FY11 Progress: Nothing new to report.

DISABILITIES SERVICES

- FY11 Progress: Nothing new to report.

STUDENT RECRUITMENT & RETENTION

- FY11 Progress: Nothing new to report.

FINANCIAL AID

- FY11 Progress: Nothing new to report.

EMPLOYEE RECRUITING PRACTICES:

➢ FY11 Progress:

Human Resources, with the guidance of Executive Council, continued its review of the College's personnel policies; this process is ongoing and will continue throughout FY12.

POLICIES/PROCEDURE:

➢ FY11 Progress:

Members of the College's ADA Compliance Committee participated in year-long webinar series dedicated to implementing the new Americans with Disabilities Act and Department of Justice regulations – which are numerous with a mandated implementation/compliance date of March 15, 2012.

The sessions:

- Transforming Law into Policy & Practice
- Exploring the 2010 Standards for Accessible Design: Facilities & the Physical Environment
- Program Access & Changes in the ADA's Title II and Title III Regulations
- Establishing Policy, Practice, and Resources for Virtual Environments: Technology, Web Access, and Access to Print Materials
- Documentation Policies Under the ADAAA

Among the specific topics addressed by the new regulations are student housing, communication aids, telecommunications, service animals, mobility devices, line of sight for events, ticket pricing, and more.

The College's Committee will be charged with advancing ACM's compliance (in both institutional policy and practice) in FY12.

STUDENT HOUSING

➢ FY11 Progress:

While staff does not ask for ethnicity, race, religion, and other demographic data on applications or roommate matching forms, Willowbrook Woods remained a highly diverse population this year. The application included the following essay question: "Are you prepared to live independently in a highly diverse community? Explain." Also, the mandatory orientation for new residents again included a component to encourage diversity and community-building.

Willowbrook Woods applications increased significantly for Fall 2010; by far, the majority of applicants hail from Maryland's urban centers which has a higher number (and percentage) of racial/ethnic minority populations. More than 300 student applied for 236 beds in Willowbrook Woods, which speaks well of the College's overall recruitment efforts in the metropolitan areas.

IX3 TEAM

➢ FY11 Progress: The team received no referrals this year.

Student Clubs/Organizations

- FY11 Progress:
  The ACM Dance Team expanded to include a "sub-group" known as the Modeling Team which focused on fashion and collaborated with the Dance Team's shows; members of the Modeling Team initiated the paperwork to become an independent student club in FY12. Also, the Student Government Association membership grew to its permitted maximum of 15 for the first time in its known history; the SGA was quite active in FY11, with one representative also serving on the College's Presidential Search Committee.

  The Peace Studies Club sponsored "OxFam Hunger Banquet" designed to learn about worldwide hunger. Students, faculty, and staff were randomly divided into high income, middle income, and low income diners – with each group being served different meals. High income participants dined on a candle lit, sumptuous meal while middle income participants had a buffet, and low income participants sat on the floor with plain rice and water. During the meal, international data about poverty rates, earnings, and costs of living were discussed. The evening was enlightening to all.

Turning Point Center

- FY11 Progress: Nothing new to report.

Student Success Center

- FY11 Progress: Nothing new to report.

Pennsylvania Campuses

- FY11 Progress: Nothing new to report.

Community Partnerships

- FY11 Progress: Nothing new to report.

PART II

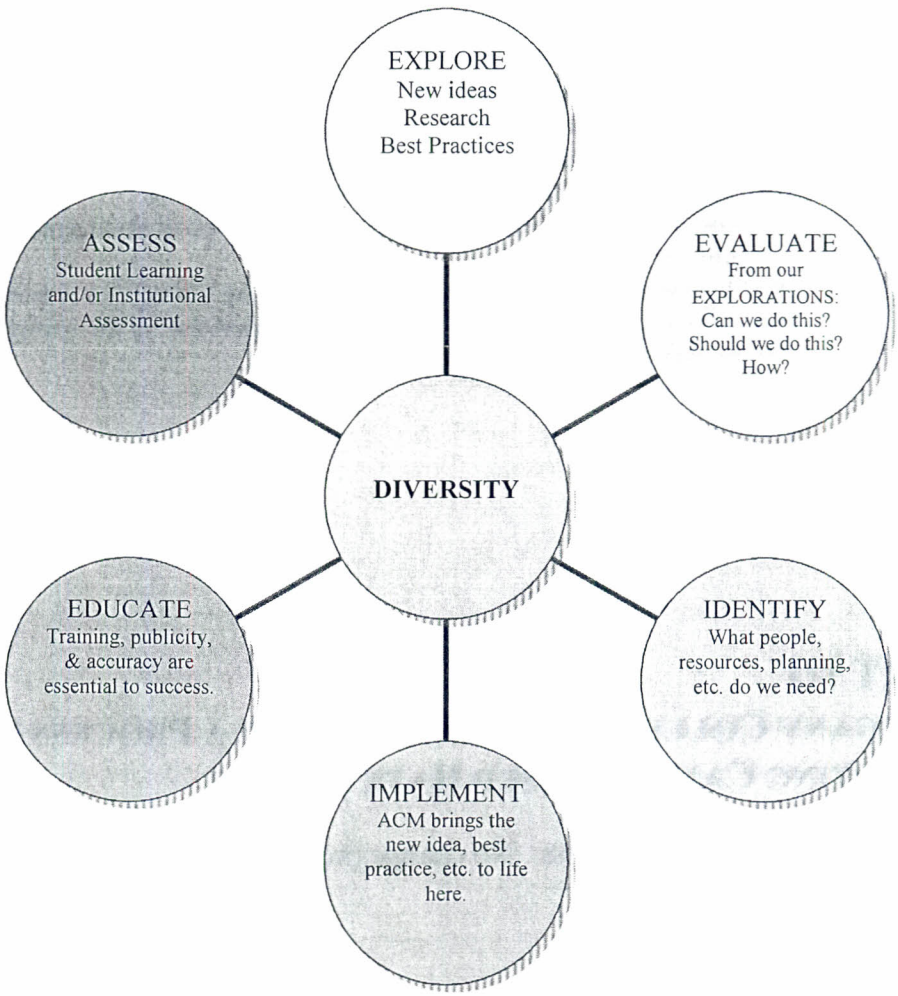
ALLEGANY COLLEGE OF MARYLAND HAS A RESPONSIBILITY TO ENHANCE CULTURAL DIVERSITY.

(How we plan to improve.)

◆ EXTENDING OUR REACH

- FY11 Progress:

Allegany College of Maryland's **protocol** uses the "Diversity Wheel" below to advance our commitment to enhance diversity functions as a routine reminder of including diversity concerns in decision-making.



- **Progress on Goals for FY11:**

1.) Finalize a cultural diversity needs assessment. (Ad Hoc Comm.)
As indicated above, a comprehensive survey was completed in Spring 2011.

2.) Resume Willowbrook Woods' Race Talks and STARS banquet. (New Director)
STARS banquet was planned; unfortunately, only one student RSVP'd thereby necessitating the banquet's cancellation. That student was recognized at the All College Award Ceremony on May 18, 2011. Race Talks were not held in FY11.

3.) Bring Ty Howard, life coach and motivational speaker related to cultural diversity, back to campus to present educational workshops to students, faculty, and staff. (Diversity Center)
Due to budget and scheduling challenges, Mr. Howard did not appear on campus.

4.) Increase student extra-curricular participation across campus.
As indicated above, student participation was expanded.

- **Potential Goals for FY12:**

1.) Use survey data to identify next steps and/or to make final recommendations to the President's Advisory Team (formerly known as the College Advisory Council).
2.) Implement 2010 ADA/DOJ regulations by 3/15/12
3.) Increase the number and variety of diversity programs/trainings for students, faculty, and staff.
4.) Incorporate diversity considerations into the College's completion agenda work.
5.) Solicit updates for the FY12 Progress Report during the spring (rather than summer) to maximize campus-wide input.

PART III

ALLEGANY COLLEGE OF MARYLAND HAS A PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

- FY11 Progress: No change (none needed)

PART IV

WHAT RESOURCES DOES ALLEGANY COLLEGE OF MARYLAND NEED TO EFFECTIVELY RECRUIT AND RETAIN A CULTURALLY DIVERSE STUDENT BODY?

(How will we make identified improvements.)

PERSONNEL

- FY12 Needs:

Due to severe budget constraints, the College anticipates no new positions in FY12; in order to save precious dollars, any position which becomes vacant will be assessed by the President and the appropriate Vice President to determine if it is an essential position and, thus, necessary to be filled.

FUNDING

- FY12 Needs:

Continued subsidy of the Diversity Ad Hoc Committee, which has no independent funding, by other departmental budgets.

Any physical plant modifications/upgrades required under the 2010 ADA/DOJ regulations will undoubtedly require additional funding.

TIME

- FY12 Needs:

In preparing the diversity survey, Committee members discussed the challenges of employees' work demands' preventing their attending programming and training opportunities. Part of an overall campus challenge (and based solely on anecdotal evidence), many employees find it virtually impossible to leave their work areas to participate in such professional/personal development activities.

The ADA Compliance Committee will need considerable time to document what elements of the institution are already in compliance with the 2010 regulatory changes and what elements will need upgraded as well as time to craft (and shepherd through the adoption process) any new policies required. Any physical plant modifications/upgrades will require staff hours.

SPACE

- FY12 Needs:

The Diversity Center's new location and size is adequate for its uses at this time.

A central recreational/relaxation area for students to use between classes, to minimize disturbances to official college functions (eg., noise carrying to Admissions & Business Offices, entertainment use of computers in labs/library), and to promote inclusiveness within the student body. (Long term goal)

PROGRAMMING

- FY12 Needs:

Depending upon the Diversity Ad Hoc Committee's analysis of the survey data, additional educational program will likely be needed for students, faculty, and staff; a preliminary review of the data suggests the Committee will recommend activities to raise awareness – such activities to be implemented by the Committee or referred to the Diversity Center.

TRAINING

- FY12 Needs:

Policy and/or procedure changes under the 2010 ADA/DOJ regulations may require the creation of educational documents or workshops across the campus or within specific departments/offices.

Educational information distributed to new employees about the Diversity Center, Willowbrook Woods, various policies/procedures, reporting issues, etc.

Anne Arundel Community College
101 College Parkway Arnold, Maryland 21012-1895 410-777-AACC (2222)

Office of the President

June 2011

Each year I have the honor of presiding over many college events at which I am reminded of the richness and diversity of our students, faculty and staff. Learning about the wide range of diversity in background, heritage, experience and perspective of the members of our college community always inspires me.

Ensuring that the students and graduates of Anne Arundel Community College are among the best-prepared citizens and workers of the world requires that they embrace their responsibilities as citizens of the world. Our vision, strategic plan, and spirit of community statement all clearly point to our commitment that our students, faculty and staff reflect the rich diversity of our country and our global community. Commitment to diversity was, is and will be a foundational premise of education's purpose. Martha Nussbaum in her book Cultivating Humanity describes the ancient Greek purpose of education:

> [E]ducation should make us aware that each of us is a member of 'two communities: one that is truly great and truly common...in which we look neither to this corner nor to that, but measure the boundaries of our nation by the sun; the other, the one to which we have been assigned by birth.' . . . Recognizing this, we should not allow differences of nationality or class or ethnic membership or even gender to erect barriers between us and our fellow human beings. We should recognize humanity – and its fundamental ingredients, reason and moral capacity – wherever it occurs, and give that community of humanity our first allegiance. (58-59)

As we approach our 50th anniversary and continue through the second decade of the 21st century, we affirm our commitment to intentionally, strategically, and aggressively enhance the diversity of our workforce, our student body and our core competencies.

Thank you for your continued commitment and excellent work in accomplishing this goal.

Martha A. Smith, Ph.D.
President

ANNE ARUNDEL COMMUNITY COLLEGE
Diversity Plan
2010-2015
Updated June 2011

Anne Arundel Community College values diversity of race, religion, age, gender, sexual orientation, nationality, ethnicity, ability, socioeconomic status, and culture, among its own students, faculty, and staff as well as within our local, national, and global communities. We are committed to creating and sustaining a college culture and climate that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment. We prioritize recruiting, retaining, and supporting a diverse student population and a diverse workforce. And we believe that the study of diversity is an essential part of contemporary education, so our students study how ideas about diversity are shaped by culture, affect the way people think and live, and depend on complex systems of power and privilege. This Diversity Plan is the product of collaboration among all members of the Anne Arundel Community College and it reflects our mutual commitment to recognizing, appreciating, and supporting diversity.

The Diversity Plan is intended to identify activities to help achieve the mission goals and objectives in the College Plan, focusing on Goal 4. Diversity, Objective 1: promoting a campus climate that is inviting to and supportive of diverse populations (dimensions of diversity include race, color, age, religion, sex, national origin, marital status, sexual orientation, ability, genetic information, and veteran status).

The Diversity Plan includes five sub-objectives:

- Objective1: Create and sustain a college culture and climate that welcome and support diversity
- Objective 2: Develop and implement a comprehensive system of responsibility and accountability for advancing the goals of the diversity plan
- Objective 3: Recruit, retain, and support the success of a diverse student population, especially those from underrepresented groups
- Objective 4: Infuse diversity into the curriculum
- Objective 5: Recruit, hire, retain, and promote a diverse workforce

OBJECTIVE 1: Create and sustain a college culture and climate that welcome and support diversity

Strategy 1.1: Assess campus climate

Action 1.1.1: Review available college climate data and identify issues of concern/gaps related to diversity

Division: President's Office
Facilitator: President
Timeline: 2007-2007
Status: **Completed**

Action 1.1.2: Review findings from the PACE survey and forward appropriate recommendations

Division: President's Office
Facilitator: President
Timeline: 2007-2007
Status: **Completed**

Action 1.1.3: Compile an annual report on the state of diversity on campus, including data gathered by the Minority Achievement Report, and distribute to the college community and the Board of Trustees

Facilitator: Diversity Committee
Timeline: 2008 - Ongoing
Status: **Under way**

Strategy 1.2: Develop Initiatives that create an inclusive college climate

Action 1.2.1: Incorporate diversity into student orientation and other co-curricular activities

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2008-Ongoing
Status: **Ongoing**

Action 1.2.2: Review all college public relations and promotional materials to reflect the college's commitment to diversity

Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-Ongoing
Status: **Ongoing**

Public Relations & Marketing staff checks for balance in stories and photos in all publications. Events in support of diversity are included in cultural

arts calendars and news releases. Affirmative action statements appear on all college public documents.

Action 1.2.3: Assess and ensure the accessibility of facilities at all AACC locations
Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-2009
Status: **Ongoing**

Review of facilities by the Administrative Services office indicates we are 100% compliant with ADA requirements. A review by the Office of Civil Rights in FY 2009 found no material deficiencies to be addressed.

Action 1.2.4: Determine if transportation problems present a barrier to college recruitment and retention and address transportation issues
Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-2009
Status: **Under way; transferred to Vice President, LSS**

Communication with external transit agencies on transportation barriers and options under way; internal options also being considered.

Action 1.2.5: Create and publish a Diversity Events Calendar for AACC
Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-2009
Status: **Completed.**

Posted on the AACC website. Events in support of diverse cultures and activities are still incorporated into the college's existing events calendars and news releases. Specific activities are included in the appendix.

Strategy 1.3: Create a campus environment with spaces that encourages the exchange of ideas and collaboration between and among all members of the college community

Action 1.3.1: Create a Diversity and Multicultural Center
Division: President's Office
Facilitator: President
Timeline: 2008-2010
Status: **On hold**

Action 1.3.2: Support the creation a college culture and climate that is welcoming, inclusive, respectful and free from discrimination, intolerance and harassment

Facilitator: Diversity Committee
Timeline: 2008-Ongoing
Status: **Under way and ongoing**

See Attachment A for list of diversity activities occurring in 2010-2011 compiled by the AACC Diversity Committee

OBJECTIVE 2: Develop and implement a comprehensive system of responsibility and accountability for advancing the goals of the diversity plan

Strategy 2.1: Create an administrative/organizational structure as well as assessment and reporting process that makes clear who is responsible for different diversity initiatives on campus

Action 2.1.1: Establish leadership roles for the President and administrators of the college in prioritizing a college culture and climate that welcome and support diversity

Division: President's Office
Facilitator: President
Timeline: 2008-2008
Status: **Ongoing**

Action 2.1.2: Publish a presidential statement on "The Importance of Diversity"

Division: President's Office
Facilitator: President
Timeline: 2008-2008
Status: **Completed**

Action 2.1.3: Encourage collaboration between the facilitators of Strategic Plan action items and the Diversity Committee

Facilitator: Diversity Committee
Timeline: Ongoing
Status: **Ongoing**

Action 2.1.4: Hire a Diversity Director who will oversee diversity initiatives at the college and coordinate fundraising efforts with the AACC Foundation for such initiatives

Division: President's Office
Facilitator: President
Timeline: 2008-2010
Status: **Ongoing**

Strategy 2.2: Develop and implement a college diversity plan (4.1.PRS.2)

Action 2.2.1: Continue to develop the college's Diversity Plan
Facilitator: Diversity Committee
Timeline: Ongoing
Status: **Ongoing**

Action 2.2.2: Develop a process model to annually review and update the Diversity Plan
Facilitator: Diversity Committee
Timeline: 2008-2008
Status: **Ongoing**

Strategy 2.3: Demonstrate continuous support for diversity initiatives

Action 2.3.1: Ensure that diversity initiatives are adequately funded
Division: All
Facilitator: President and Vice Presidents
Timeline: Ongoing
Status: **Ongoing**

In FY2011, the college implemented mandatory online diversity training for faculty, staff, adjunct faculty, temporary employees and the Board of Trustees.

Action 2.3.2: Review existing diversity initiative indicators and include new diversity initiative indicators among the Strategic Plan indicators of the Annual Institutional Assessment Report
Facilitator: PRIA, IAT and Diversity Committee
Timeline: Ongoing
Status: **Ongoing**

OBJECTIVE 3: Recruit, retain, and support the success of a diverse student population, especially those from underrepresented groups

Strategy 3.1: Identify those sub-populations in the community that are under-represented in the student body or among the annual graduating class and increase enrollment and success rates of these individuals.

Action 3.1.1: Identify initial target population of under-served and under-enrolled students
Division: Learner Support Services
Facilitator: Dean, Student Services
Timeline: 2007-2007
Status: **Completed**

Action 3.1.2: Explore programs and services that have traditionally attracted male students
Division: Learner Support Services
Facilitator: Dean, Student Services
Timeline: 2007-2007
Status: **Completed**

Action 3.1.3: Identify new and existing programs that attract male students
Division: Learner Support Services
Facilitator: Dean, Student Services
Timeline: 2007-2007
Status: **Completed**

Action 3.1.4: Conduct a comprehensive retention analysis focusing on the various segments of the college population
Division: Learner Support Services
Facilitator: Dean, Student Services
Timeline: 2010-2012
Status: **Under way**

Segmented populations have been identified. Data have been partially disaggregated.

Action 3.1.5: Measure, track and report retention rates of minority students compared to non-minority students

Division: President's Office
Facilitator: Executive Director, PRIA
Timeline: Ongoing
Status: **Ongoing**

Action 3.1.6: Ensure that all college promotional materials that reflect the college's commitment to diversity are accessible to diverse populations of students.

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: Annually
Status: **Completed**

Examined promotional materials for inclusiveness/bias and made changes as needed.

Strategy 3.2: Identify and implement varied teaching approaches to support the learning of diverse populations

Action 3.2.1: Identify measurable outcomes to assess effectiveness of initiatives/strategies aimed at closing the "performance gap"

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009
Status: **Ongoing**

Monitoring continues using the MHEC Performance Accountability Report, the Minority Achievement Report, and new reporting of Student Success 2020 initiative achievements by school.

Action 3.2.2: Develop appropriate interventions for learning-disabled students based on best practices

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2010-2013
Status: **Ongoing**

Action 3.2.3: Develop appropriate interventions for minority students based on best practices

Division, Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2007-2009
Status: **Ongoing**

Action 3.2.4: Train faculty in pedagogical theories and practices that support the learning of diverse populations

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009 and continuing
Status: **Ongoing**

The Curriculum Transformation Project conducts summer seminars to bring faculty up to date on current theory in addressing diversity issues in part so that their pedagogy will not just "tolerate" but will invite people of all socioeconomic classes, ethnicities, religions and ability levels to flourish. Now in its fourth year, the institute has expanded to include three separate seminar sessions, each on a different topic.

Action 3.2.5: Identify student services programs to support the success of diverse student populations, including transitional and at-risk (developmental and minority) students

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2008-2010
Status: **Completed**

Action 3.2.6: Implement expanded student services programs to support the success of diverse student populations, including transitional and at-risk (developmental and minority) students

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2010-2012
Status: **Under way**

Piloting First-Year Experience program with developmental students and first- generation students.

Action 3.2.7: Develop a Hispanic/Latino Outreach program

Division: Learner Support Services
Facilitator: Dean, Student Services
Timeline: 2007-2008
Status: **Completed**

Strategy 3.3: Continue to monitor for performance gaps of ESL, minority, and learning-disabled students and take appropriate steps to correct situation.

Action 3.3.1: Collect and analyze performance data for English As a Second Language (ESL) students

Division: Learning
Facilitator: Dean, School of Continuing and Professional Studies
Timeline: 2007-2009
Status: **Completed/ongoing**

The ESL office pre and post-tests all English Basic Skills students using CASAS assessments. Based on assessments, some students were placed in intensive classes in two areas of the county. Students in these classes attended 12 hours per week of instruction over a semester and many of them achieved a 20% increase in test scores. Many of these students moved into the next higher level of intensive instruction the following semester. ESL department is using this information to revise existing ESL curriculum and enhance reading and writing skills with a strong civics component.

Strategy 3.4: Increase programming and support services for students whose native language is not English

Action 3.4.1: Develop appropriate interventions for ESL students based on best practices

Division: Learning
Facilitator: Dean, School of Continuing and Professional Studies
Timeline: 2007-2009
Status: **Completed/ongoing**

ESL department collaborated with college admissions and advising office to promote ESL programs with county high schools. Staff expanded departmental outreach at Latino and international community forums. Worked with Continuing & Professional Studies transition coordinator to promote ESL programs and facilitate student transition to the college and also transitioning into noncredit or credit career programs, as appropriate. Worked with three county elementary school principals to offer onsite ESL classes for parents of non-native English-speaking students.

Action 3.4.2: Develop and monitor outreach programs for other minority groups as needed

Division: Learner Support Services
Facilitator: Vice President, Learner Support Services
Timeline: 2010-2012
Status: **Under way**

Developing outreach plan designed for Asian student access and success.

Action 3.4.3: Include ESL student needs in planning for new World Languages learning lab
Division: Learning
Facilitator: Dean, School of Arts and Sciences
Timeline: 2008-2010
Status: **Ongoing**

Action 3.4.4: Explore opportunities to enhance and expand ESL and adult learning opportunities through both open enrollment and contractual opportunities to meet the needs of individuals, businesses, and organizations in the county
Division: Learning
Facilitator: Dean, Center for Workforce Solutions
Timeline: 2007-2009
Status: **Completed/ongoing**

Seven CWS clients were offered 12 sections of courses focusing on Diversity for a total of 187 enrollments. Courses include:

- American Sign Language for Anne Arundel Medical Center
- Spanish in Healthcare Setting for Georgetown University Hospital
- Spanish for Park Personnel for Maryland Department of Natural Resources
- Workplace Spanish/Healthcare for Anne Arundel Medical Center
- Celebrate Diversity/Workplace for MD Environmental Services
- Create Diverse/Harassment-Free for Maryland Port Administration
- Workplace Diversity – CREDIT for US Naval Academy

Strategy 3.5: Enhance global opportunities and international partnerships for students, faculty and staff

Action 3.5.1: Expand and strengthen opportunities for international study in all disciplines
Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2010
Status: **Ongoing**

The travel-study function has been realigned within the Sarbanes Center for Community and Public Service. (Completed – created the Office of Travel Study and Global Engagement within the Sarbanes Center)

The college plans to participate in consortium activities offered by the community colleges for adding trips to the current inventory. (Ongoing)

Partnership opportunities are expanding, e.g., world language and cultural exchange programming with the University of Sacred Heart in Puerto Rico. (partnership development opportunities will be ongoing)

Additional disciplines are also expanding into the travel-study program and new travel experiences in existing disciplines are evolving: Paris for architecture students; a possible trip for literature students to England FY11 trips: England (HIS 227), Chicago (ACH 260), Italy (HRM 275); FY12 trips planned: England (HIS 227), Italy (HRM 275), and Paris (ACH 261)

Action 3.5.2: Seek training opportunities in the international market place
Division: Learning
Facilitator: Dean, Center for Workforce Solutions
Timeline: 2008-2009
Status: **Ongoing**

Ciena, an international corporation with headquarters in Linthicum, has enhanced its partnership with AACC and the Global Corporate College (GCC). In November of 2010, Ciena expanded its technical certification offerings beyond the Carrier Ethernet certification by adding a new Optical Communications certification training program. AACC staff continues to work closely with GCC and Ciena staff members to identify additional locations for training in the international marketplace.

OBJECTIVE 4: Infuse diversity into the curriculum

Strategy 4.1: Ensure that the content of the curriculum meets the college's goals for diversity.

Action 4.1.1: Review current diversity courses and programs
Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2008
Status: **Ongoing**

Action 4.1.2: Review and strengthen diversity course approval policy and process
Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2008
Status: **Completed**

Action 4.1.3: Identify departments or programs that lack diversity curriculum
Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2008
Status: **Completed**

Strategy 4.2: Assist faculty in addressing issues of diversity

Action 4.2.1: Encourage faculty to address diversity in their courses
Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2008
Status: **Completed**

The Curriculum Transformation Project regularly conducts workshops during orientation for full- and part-time faculty and intensive summer seminars for full- and part-time faculty. CTP has also created a website with resources on diversity.

4.2.1.4 (OA) Required in all diversity eligible courses within our general education requirement for all programs.

Action 4.2.2: Encourage faculty to develop new diversity courses and curricular programs and new diversity-focused learning communities
Division: Learning
Facilitator: Associate Vice President, Learning
Time: 2008-2008
Status: **Ongoing**

The college revised its core competencies to include the following: "Awareness and understanding of the diversity and interdependence among cultures, communities and the environment." Academic departments proposed a total of 60 courses to meet the general education

requirement tied to this competency; in addition, two departments have proposed diversity across a sequence of courses within a program to also meet the requirement. The college's Educational Policies and Curriculum Committee is completing work on adjusting the current eligibility criteria to accommodate other "diversity gen ed" eligibility proposals for cross-program eligibility.

The Curriculum Transformation Project's three-week summer seminars have provided the format and instruction for faculty to create these new diversity courses. This year, five courses were proposed for eligibility for meeting AACC's internal general education requirement for diversity within the following criteria:

Criterion #1
***"The course has as its major focus one or more of the following elements of diversity: race, ethnicity, gender, disability, class, sexual orientation, age, and culture."* (College Catalog, Diversity Requirement)**
Criterion #2
***"The course looks at how ideas about diversity are shaped by culture and affect the way people think and live."* (College Catalog, Diversity Requirement)**
Criterion #3
***"The course links diversity to larger questions of power and privilege."* (College Catalog, Diversity Requirement)**
Criterion #4
***"The course helps students develop the knowledge and understanding needed to participate effectively in our diverse global, national, and local communities."* (College Catalog, Diversity Requirement)**

4.2.1.4 (OA) Required in all diversity eligible courses within our general education requirement for all programs.

Action 4.2.3: Provide seminars, workshops, and other forms of faculty development to help faculty integrate diversity and multicultural issues in their courses and programs and to develop and propose new courses

Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2008:
Status: **Completed**

The Curriculum Transformation Project regularly conducts workshops during orientation for full- and part-time faculty and intensive summer seminars for full- and part-time faculty. CTP has also created a website with resources on diversity.

4.2.1.4 (OA) Required in all diversity eligible courses within our general education requirement for all programs.

Action 4.2.4: In credit, non-credit and Continuing Education courses, incorporate learning outcomes that address diversity issues

Division: Learning
Facilitator: Associate Vice President, Learning
Timeline: 2008-2009
Status: **Completed**

Existing diversity general education courses were reviewed, revised, and approved as general education eligible by the curriculum committee and approved for inclusion in the current college catalog. These now meet more rigorous and comprehensive criteria for teaching diversity issues. All credit programs must meet this general education requirement.

Strategy 4.3: Infuse global perspectives into the curriculum

Action 4.3.1: Develop new transfer programs which have a global and/or diversity focus

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2007-2009
Status: **Completed/ongoing**

The Women's Studies Department changed its name to Gender and Sexuality Studies to reflect more current diversity scholarship and to become more inclusive of courses that study a variety of sexualities and gender identities (rather than thinking about these ideas in binary terms).

Action 4.3.2: Offer additional continuing education courses on diversity and multicultural issues

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009
Status: **Ongoing**

The Center for World Languages expanded the Pathways to Proficiency program with the introduction of intermediate-level intensive programs in: Arabic, Chinese, French, Spanish, German, and Italian. Classes are intended primarily for a workforce development audience and include cultural acclamation as well as language instruction. Beginning classes in Farsi (Dari) and Pashto are also being added.

The TEACH Institute has added a two-part Spanish for Educators course sequence to enhance cultural competency in education. The Parenting

Center has expanded programming for families with special needs children. Childcare training has added classes for the professional day care provider in special needs children, multiculturalism and early identification of learning disabilities.

Technology training is offering computer fundamental classes for the first time in both Korean and Spanish.

Action 4.3.3: Present educational events, programs and activities that focus on or incorporate diversity, multiculturalism and a global perspective

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009
Status: **Ongoing**

Together, the Women's Studies Department and the Women's Institute produces a film series in the fall and spring and a series of events during March, Women's History Month. These films and events always address issues of race, religion, ethnicity, nationality, disability, or socioeconomic class intersecting with gender.

Action 4.3.4: Develop internal and external collaborations and partnerships to extend diversity and multicultural education to the broader community

Facilitator: President
Timeline: 2008-2009
Status: **Ongoing**

Diversity-focused campus events are promoted within and outside of the college community and are open, as appropriate, to community members.

OBJECTIVE 5: Recruit, hire, retain, and promote a diverse workforce

Strategy 5.1: Training will be developed to provide/enhance workforce diversity through targeted recruitment and retention efforts.

Action 5.1.1: Identify and address barriers to recruitment, hiring, retention and promotion of diverse faculty, staff, and administrators

Division: All
Facilitator: President and VPs
Timeline: 2008-2008
Status: **Completed**

The human resources office has identified and is utilizing a complete list of diverse recruitment resources for each academic discipline and various staff positions.

Action 5.1.2: Utilize Affirmative Action Plan (AAP) data to identify hiring goals for all job groups

Division: All
Facilitator: President and VPs
Timeline: 2008-2008
Status: **Ongoing**

The AAP was completed during FY2011 and hiring goals have been shared with college leadership. The Human Resources office works with hiring managers to ensure that hiring goals are met. Human resources has developed hiring manager training which will be open to the college community during the summer of 2010. Search committee training will be implemented and required for all search committee members effective September 2011.

Action 5.1.3: Develop and document procedures for collaborating with hiring managers in the recruitment of minority faculty and staff

Division: Learning Resources Management
Facilitator: Executive Director, Human Resources
Timeline: 2007-2007
Status: **Completed in FY2009**

Action 5.1.4: Develop procedures to orient all search committees to the college's commitment to diversity

Division: Learning Resources Management
Facilitator: Executive Director, Human Resources
Timeline: 2007-2007
Status: **Completed in FY2009**

Action 5.1.5: Measure retention of minority employees against college-wide employee retention rates

Division: Learner Resources Management
Facilitator: Vice President, Learner Resources Management
Timeline: Ongoing
Status: **Completed/ ongoing reporting**

Human Resources developed a reporting tool and provides periodic updates to college leadership.

Action 5.1.6: Identify content of diversity training

Division: Learning Resources Management
Facilitator: Vice President, Learning Resources Management
Timeline: 2008-2009
Status: **Completed**

In FY2010, the college funded a college-wide diversity training module which will be available to the college community in Fall 2010. The college implemented mandatory on-line training for faculty, staff, adjunct faculty, temporary employees and the Board of Trustees

Action 5.1.7: Deliver mandatory diversity training to all employees
Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009
Status: **Ongoing**

College-wide launch occurred in FY2011 for faculty, staff, adjunct faculty, temporary employees and the Board of Trustees.

Action 5.1.8: Train a cohort of on-campus trainers skilled in facilitating workshops on diversity
Division: Learning
Facilitator: Vice President, Learning
Timeline: 2009-2010
Status: **Ongoing**

As faculty take new summer seminars and become more conversant in diversity theories, not only are they more prepared to teach their students about ethnicities, religions and peoples foreign to them, but these faculty also become able to teach their own workshops. These are offered at both large events (orientations) and as workshops through the Office of Institutional Professional Development

Action 5.1.9: Provide professional development opportunities related to diversity to support attainment of a climate that fully embraces inclusion so that all employees recognize, value, and effectively manage differences and assist in the creation of a mutually respectful, inclusive, and equitable community
Division: Learning
Facilitator: Vice President, Learning
Timeline: 2009-2010
Status: **Ongoing**

The Office of Institutional Professional Development offered a variety of workshops to college employees throughout FY2011:

- **Aspergers & Learning Disabilities (Summer Institute)**
- **Reaching Different Types of Learners and Learning Styles (IPD)**

- **Success Strategies for African American Students (IPD-Faculty & Staff Orientation/Convocation)**
- **Affirmative Action for Managers (HR)**
- **Building Inclusive & Welcoming Campus (HR)**
- **Caregiver Support (HR-EAP)**
- **Aspergers Roundtable (IPD-Faculty & Staff Orientation/Convocation)**
- **Developmental Student Success (IPD)**
- **American Sign Language (IPD)**
- **Workplace Spanish (IPD)**
- **Multi-generational Workplace (IPD)**
- **ADA 101...The Who, How and Why of Accommodations (Student Services)**
- **Facilitating the Educational Goals of Active Duty Military Personnel and Veterans (Virtual Campus)**
- **Recognizing Cultural Differences and Learning Styles (Virtual Campus-Faculty & Staff Orientation/Convocation)**
- **Facilitating Learning In the Individual with a Traumatic Brain Injury (Virtual Campus)**
- **Student Success Initiatives for Veterans and Military Personnel (Virtual Campus-Faculty & Staff Orientation/Convocation)**
- **Meeting ADA Standards within Online Courses (Virtual Campus)**
- **Working with Students with Aspergers (Student Services)**

Action 5.1.10: Incorporate diversity into staff and faculty orientation and administrative and supervisory/management training programs

Division: Learning
Facilitator: Vice President, Learning
Timeline: 2008-2009
Status: **Ongoing**

The Curriculum Transformation Project regularly conducts workshops during orientation for full- and part-time faculty and intensive summer seminars for full- and part-time faculty. CTP has also created a website with resources on diversity.

Strategy 5.2: Ensure that creativity, innovation, and high-quality work are recognized and rewarded through evaluation of the college's reward systems

Action 5.2.1: Evaluate effectiveness of current internal reward systems and best practices
Division: Learning Resources Management
Facilitator: Executive Director, Human Resources
Timeline: 2008-2008
Status: **Completed in FY2009**.

Action 5.2.2: Modify the college's formal reward system for all college employees
Division: Learning Resources Management
Facilitator: Executive Director, Human Resources
Timeline: 2008-2009
Status: **Completed**

The college developed a new performance evaluation system and implemented it in FY2009.

Action 5.2.3: Ensure equitable participation of diverse employees for both internal rewards systems and college reward and recognition programs
Facilitator: President
Timeline: 2008-2009
Status: **Ongoing**

Action 5.2.4: Recognize individuals and organizational units for advancing campus climate objectives
Facilitator: President
Timeline: 2008-2010
Status: **Ongoing**

Attachment A

AACC DIVERSITY INITIATIVES 2010-2011

1. The college hosts an ongoing series of visits to the Dr. Martin Luther King Jr. Memorial for school students from across the state. The program includes a discussion on the life of Dr. King and the importance of the memorial's presence on the AACC campus as a reminder of our commitment to Dr. King's legacy of education and equal rights for all students.

2. In 2010, the college served as a sponsor for the Dr. Martin Luther King Jr. Memorial Breakfast for the 17th year. The attendees at this event include the president of the college as well as students, faculty, and staff members in addition to over 200 guests from the public school system and local and state politicians. The program reinforces the college's dedication to diversity and accessibility.

3. Rev. Dr. Jamie Washington presented *Building and Welcoming Campus Communities* to over 100 faculty and staff members. The community learned what it means to build a learning community, explored and engaged in the importance of self awareness, learned key concepts for building relationships and skills needed to be in authentic dialogue about and across difference.

4. The Curriculum Transformation Project (CTP) helped faculty members incorporate issues of diversity into their courses, provide resources to aid in student learning about diversity issues, and to support the college's commitment to diversity. CTP seeks to encourage a curriculum that emphasizes the social construction of race, ethnicity, gender, social class, sexuality, age, disability and culture (which includes religion), while addressing the cause and effects of structured inequality. As part of the CPT, three colloquia on non-traditional learners. In addition, CTP will be presenting at Spring 2011 Adjunct Faculty Professional Development Conference. The topic is "Resources for Teaching Diversity". CTP will be hosting its 4th annual Diversity Institute on May 19th and 20th 2011. The program, entitled "Teaching the Non-Traditional Learner: How to Address Learning Disabilities in the College Classroom" will incorporate workshops led by faculty in the Psychology department and the TEACH program, a Q & A brown bag, as well as film series and discussion.

5. The goal of Women's Institute Events is to provide educational programming on women and gender for AACC students, faculty and staff as well as for the larger community around the College. The Women's Institute hosted in Fall 2010 a Film Series: Images of Muslim Women. In the Spring 2011, the institute hosted the Film Series: Gender and Disability. The college celebrates Women's History Month every year in March with exhibits, lectures,

and special performances that foster a better understanding of issues related to women's empowerment.

6. The college hosts a robust Black History Month Celebration each year with lectures, poetry reading, art exhibits, and musical performances featuring our own students.

7. The Student Life office hosted four receptions in the fall semester for Students with disabilities, Hispanic, Asian, and African American students to orient them to the Student Life office as well as introduce them to administrators from around the campus.

8. The college celebrated Hispanic Heritage month beginning with a kick off celebration in mid September. We also had an art and discussion, craft activity for children, job fair for Spanish speaking persons, movie and more. The Campus Activities Board invited slam poet, Daniel Jose Custodio and co-sponsored a coffee house celebration with Amanranth. The Cultural Events committee sponsored a Latin bigband, *Big Band Caliente*. Through these programs students, staff and faculty were able to experience the Latino culture through poetry, visual arts, etc.

9. The Student Life office sponsored a lecture, Islamaphobia featuring scholar Ahmer Ahmed. This lecture engaged the audience with a multi-media presentation, Islam: Beyond the Myths, Breaking Down the Barriers, and was truly transformative, addressing a range of critical questions that are especially important in the post 9/11 climate of prejudice and bigotry toward Muslim people in the United States. This event also talked about the differences and similarities of the Islam faith and Christianity.

10. The Campus Activities Board sponsored a Martin Luther King celebration and had students signed what their dreams were on a sheet that was hung in the cafeteria for a month to remind students what kinds of dreams are present in the world.

11. Throughout the spring semester Zumba fitness courses were offered to the campus as another way to infuse the Latin culture in an educational and healthy way.

12. The Campus Activities Board sponsored a lecture in February featuring speaker Marc Elliot. Marc Elliot has a rare disease as well as developed a neurological disorder called Tourette's Syndrome. Marc' lecture inspired our campus by conveying his life stories and the value of tolerance and the basic attitudes and behaviors that people have.

13. The Student Life office hosts various leadership workshops throughout the year for the students, some of which focus on diversity initiatives such as the Identity Development workshop that was held in March.

14. The Campus Activities Board celebrated St. Patrick's Day with a game show of various facts about the Irish culture. Although it was a fun activity it focused on facts that most people did not know about the Irish culture.

15. Every year in April the Student Life office celebrates Multicultural Week which features an array of cultural activities. This year we had a lecture about the Myths and Perceptions of the LGBT community. We also had a featured Caribbean Steel drum band, Ewabo, a trip to the Baltimore Hippodrome to see the West Side story, an Origami workshop and a Latin Dance workshop. The week came to an end with an all out Bollywood Party which focused on the Indian and Pakistan culture. This event was sponsored by the Campus Activities Board, International Student Association and the Diversity Committee. This event featured a clothing exhibit, cultural food, Bhangra dance troupes, henna tattoos, and more.

16. The Student Life office sponsored a program on campus, Transgender 101 which focused on our LGBT community and provided a thorough explanation about our Transgender population.

17. The Cultural events committee sponsored an event called the Music of China. Mr. Yufeng Zhu (dizi) and Ms. Lei Gu (guzheng), leaders of the Washington Chinese Traditional Orchestra (WCTO) performed in March . Also included in this program was a Chinese Brush-painting Demo by AACC Continuing Education Faculty member Mei Yu Green; a Lion Dance and Martial Arts demonstration by Jing Ying Martial Arts in Severna Park; and a sampling of Chinese food by Beijing of Severna Park.

18. The college hosts two summer programs for first generation college bound African American and Hispanic students to provided an extended orientation experience to the college. Both the Black Student Summer Bridge Program and the Adelante Hispanic Students Summer Bridge Programs have been positive initiatives to ensure new students feel welcome and empowered to take advantage of the many resources on campus that contribute to student success.

19. The residents of Anne Arundel County participate in a variety of AACC Continuing Education courses that reinforce the college's commitment to diversity by teaching a variety of topics that acknowledge and reflect the rich cultural make-up of the county. The courses include Italian cooking techniques, African drumming, and many world language courses including Arabic, Chinese, and Japanese.

20. The college has a significant International Student and English as a Second Language population. The International Student Club organizes program and tours to help these

valued students feel welcome on-campus and off-campus in the broader Annapolis and Baltimore metropolitan area. The International Student Club also presents programs and performances on-campus to help the local students learn more about world cultures first-hand from their classmates.

21. The AACC Public Safety Department has earned national honors for their professionalism in ensuring the safety and protection of all students regardless of race, ethnicity, gender, sexual orientation, nationality, or method of religious practice. The Public Safety Department has completed formal training to inform them about the unique practices of a variety of world cultures. In particular, they are especially sensitive to the needs and concerns of our Muslim student population and other groups on campus who may be subject to discriminatory language or actions.

ADDENDUM – Jeanne Clery Disclosure of Campus Policy and Crime Statistics Act and Reporting of Campus-based Hate Crimes – June 2011

The "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act" requires all higher education institutions to make public their campus security policies and to collect crime data, report the data, and disseminate it to the college community. Anne Arundel Community College complies with the Clery Act by providing students and their families, as higher education consumers, and faculty and staff with accurate, complete, and timely information about safety on campus. The college also maintains a safe environment for students to learn, for faculty to teach, and for administrators and staff to work by increasing awareness of crimes committed on campus.

The college's Department of Public Safety, which is accredited by the International Association of Campus Law Enforcement Administrators (IACLEA), includes a director and deputy director who are legally empowered as special police officers with the power of arrest. Public Safety officers have the legal authority under Maryland law to ask persons for identification and to determine whether individuals have lawful business at the college. The officers have arrest powers available to the general public to make a citizen's arrest. Public Safety personnel work closely with the Anne Arundel County Police Department and have direct radio communication with the police department. AACC's Public Safety Department also is part of the Anne Arundel County Emergency Management System.

AACC's Department of Public Safety maintains a daily crime log, which can be accessed at www.edu/publicsafety/daily_crime_log.cfm. The log lists any crime reported to the Department of Public Safety by classification, case number, date, time, general location, and disposition. The director of the Department of Public Safety also provides the AACC Board of Trustees with a monthly Security Report of crimes, offenses, and other violations occurring at the college.

The college is required to report all offenses that fall under the categories of:

- Murder and non-negligent manslaughter
- Negligent manslaughter
- Sex offense – forcible (rape, sodomy, sexual assault with an object, fondling)
- Sex offense – nonforcible/unlawful (incest, statutory rape)
- Robbery
- Aggravated assault
- Burglary
- Motor vehicle theft
- Arson
- Hate crimes (to include larceny, simple assault, intimidation, and destruction of property or vandalism
- Weapons law violations
- Drug law violations
- Liquor law violations

With respect to hate crimes, the college must report any of the aforementioned offenses, and any other crime involving bodily injury reported to local police agencies or to a campus security authority, that manifests evidence that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual orientation, ethnicity/national origin, or disability.

The college encourages anyone who is a victim or witness to any crime to promptly report the incident to the Department of Public Safety or to utilize one of the "code blue" emergency phones located throughout campus. Victims and witnesses to a crime at an off-campus location are asked to call 911 for county police response. The county police monitor crimes occurring at all off-campus class locations and forward monthly reports to the college's Department of Public Safety. Victims and witnesses who do not wish to pursue action within the college system or criminal justice system are encouraged to make a confidential report to enhance the safety of the community-at-large and to provide a more accurate picture of actual campus crime.

An Annual Security Report is prepared by the Department of Public Safety to comply with the Jeanne Clery Act. The full text of the annual report is located on the department's website at www.aacc.edu/publicsafety/file/AnnualSecurityReport.pdf. This site may be accessed via the college home page at www.aacc.edu. The report is prepared in cooperation with the Anne Arundel County Policy Department. Campus crime, arrest, and referral statistics include those reported to the Department of Public Safety, designated campus security authorities, and local law enforcement agencies. Each year, an email notification is sent to all enrolled students, faculty, and staff providing the website to access this report. Copies of the report also are available at the Department of Safety office.

Baltimore City Community College
Changing Lives...Building Communities

INSTITUTIONAL CULTURAL DIVERSITY PLAN UPDATE 2010/2011

Developed By BCCC Cultural Diversity Team

In Consultation with Members from the College Community and Legal Counsel

President's Message

Every student, staff and faculty member of Baltimore City Community College brings a unique background, life experience and worldview to our shared environment. Our college not only recognizes the cultural, ethnic and other differences among us, but celebrates the resulting diversity that widens perspective and enriches learning. For that reason, diversity—recognizing, accepting, appreciating and supporting individual differences—is one of the college's core values.

As our nation becomes increasingly multi-cultural and diverse, our students benefit greatly from exposure to different people and ideas in the learning community. To that end, BCCC strives to reflect the diversity students will encounter when they leave college and to foster the positive attitudes and acceptance they will need to succeed in a rapidly globalizing society.

This Cultural Diversity Plan will inform policies and procedures to ensure that we promote inclusion, equal access, and equal treatment college-wide. With its adoption, we commit ourselves to promoting diversity as a value that shapes day-to-day interaction and, ultimately, our college identity. Further, we hold ourselves accountable for adhering to diversity as a basic tenet as we seek to fulfill our mission and vision.

Whether as a member of the Board of Trustees, administration, faculty, staff or student body, your commitment and support are crucial to our collective success.

Carolane Williams, Ph.D.

President

Cultural Diversity Plan

Introduction

State law charges every higher education institution in Maryland with the responsibility for developing a plan for promoting cultural diversity on our campuses. In 2008, the Maryland General Assembly added their voice to the call by others around the state regarding the need for diversity in Maryland's higher education institutions with the enactment of legislation requiring cultural diversity plans. Before enactment of Education Article, § 11-406, higher education institutions were not statutorily obligated to develop or maintain a diversity plan.

However, Maryland lawmakers feel that the time is right for every higher education institution to promote our campuses as being diverse places. As the Supreme court points out in its 2003 Grutter decision:

> ***[E]ducation is the very foundation of good citizenship...[and, as a result,] the diffusion of knowledge and opportunity through public institutions of higher education must be accessible to all individuals regardless of race or ethnicity...Effective participation by members of all racial and ethnic groups in the civic life of our Nation is essential if one Nation, indivisible, is to be realized.***

Grutter v. Bollinger, 539 U.S. 306, 331-32 (2003) (internal citations omitted).

The legislation defines "cultural diversity" to mean "the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education." However, the Maryland Attorney General in "Strengthening Diversity on Maryland Colleges and Universities: A Legal Roadmap asserts, "In order to be consistent with the *Grutter* principles, campus diversity plans should embrace an expansive definition that is consistent with the institution's educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution determines are appropriate to achieve its goal.

Cultural Diversity Plans Required by Maryland Law

The law requires that the cultural diversity plans must include an implementation strategy and timeline for meeting the goals within the plan. Additionally, the law requires that the following elements be included:

- a description of the way the institution address cultural diversity among its students, faculty and staff populations;
- a description of how the institution plans to enhance cultural diversity, if improvement is needed;
- a process for reporting campus-based hate crimes;
- a summary of resources needed to effectively recruit and retain a culturally diverse student body; and
- the enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution.

Each year by May 1, each public institution must submit the plan to its governing board for its review. From that point forward, the governing board must submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by August 1.

MHEC will review the progress report and monitor compliance with the diversity goals and the State Plan for Higher Education.

BCCC's Vision, Mission and Values

Vision:

Baltimore City Community College strives to be the leader in providing quality education that responds to and meets the needs of a diverse population of learners, adding value to lives and the community.

Mission:

Baltimore City Community College (BCCC) provides outstanding educational, cultural, and social experiences to the residents of Baltimore City, the state of Maryland, and

surrounding areas. The College's accessible, affordable, comprehensive programs include college transfer and career preparation, technical training, and life skills training. The College provides a variety of student services that meet and support the learning needs of an increasingly diverse student population. BCCC is a dynamic higher education institution that is responsive to the changing needs of its stakeholders: individuals, businesses, government, and educational institutions of the community at large.

Core Values:

BCCC's core values shape its day-to-day actions and identity. We hold ourselves accountable and responsible for adhering to these basic tenets as we seek to fulfill our vision and mission. In this spirit, BCCC commits itself to the shared community imperatives of:

Integrity – unwavering adherence to a strict moral or ethical code;
Respect – showing genuine concern and regard for the dignity of others;
Diversity – recognizing, accepting, appreciating and supporting individual differences;
Quality – exhibiting excellence;
Learning – gaining knowledge, skills and understanding that are useful to the individual and college community by promoting intellectual curiosity;
Leadership –empowering, nurturing and inspiring individuals to be leaders in their own sphere.

Recruitment and Outreach

The recruitment of a diverse student population supports the core values included in the College's Strategic Plan. Students from different backgrounds, life experiences and perspectives enrich the overall college experience. Although there are not specific targets established to recruit diverse student populations, the College has implemented recruitment activities that effectively promote enrolling a diverse student body. However, we realize that more can be done.

The international student population has increased significantly over the past five years or more. In the Office of Admissions we have worked in collaboration with other departments to increase cultural diversity awareness with different programs including: The International Thanksgiving Feast, Nepal Day Celebration, International Day, Diversity Conference, Mali Cultural Celebration, etc.

Included in the Admissions and Recruitment plan are various activities that focus on specific populations around Baltimore City. Some of those activities include planned recruitment visits to community fairs, participation in the LatinoFest, Baltimore Book

Festival, and recruitment visits to many of the religious-based organizations. These events help BCCC reach diverse audiences, which in turn help to increase diversity among applicants and ultimately impact the diversity of the College's student body.

In 2007, the Admissions Office submitted a proposal to hire a bi-lingual recruiter to assist with outreach to the Latino/Hispanic community. The recruiter would be primarily responsible for the recruitment activities targeted at the Hispanic/Latino Community and would serve as a translator to help Latino/Hispanic students more easily access student services and transition into the campus community. The need for this initiative will be revisited in the 2009/2010 fiscal year.

We have also developed an internal partnership at the College, which brings together the Office of Admissions and the English as a Second Language (ESL) program in the Business and Continuing Education Division. The ESL program at BCCC provides training services to a wide variety of individuals who have immigrated to the United States. Admissions recruiters work with the staff in the ESL program to promote the transition of ESL students to certificate and degree programs after the completion of their ESL coursework. In some cases, students are able to take Developmental English through the ESL program as a credit-bearing course for their degree or certificate program completion. This partnership helps facilitate retaining the non-credit students (immigrant population) at the College as well as increasing the diversity of students in the credit-bearing programs.

As mention earlier, BCCC's international student population has increased significantly over the past five years or more. The Office of Admissions has worked in collaboration with other departments to increase awareness of cultural diversity with different programs including: The International Thanksgiving Feast, International Day, International Heritage Celebration, Diversity Conference, International Student Leadership Conference, Nepal Day Celebration, Mali Cultural Celebration and All Nation's Day. The sharing of cultures during these events helps to promote the idea of diversity throughout the campus.

International Thanksgiving Feast -This is BCCC's opportunity to celebrate the variety of cultures in an environment which fosters growth, development and connectedness throughout the College community. This activity takes a traditional U.S. holiday and incorporates an international twist. Students prepare the food and information is shared about the origin of each dish. The activity is produced through collaboration between Admissions, Student Activities and the International Students Club.

International Day – The College recognizes the contributions of different countries to the campus community and this is a celebration of excellence and diversity within our community. International students are encouraged to share their culture with their

talents, using music, dance, art and spoken word (poetry). The activity is produced through collaboration between Admissions, Student Activities and the International Students Club.

International Heritage Celebration – The College selects a specific country to feature during a student and staff-planned presentation that includes: geographical information, religion, economy, music, food, and historical information of the featured country. Representatives from the Consulate and community associations are invited to participate in this activity. Students are given an opportunity to share their culture as they see it. Countries featured have included Nepal and Mali. This activity is produced through collaboration between Student Activities, International Students Club and Admissions.

The Diversity Conference – This conference focuses on how international students are perceived by US-born students and vice versa. There are workshops on assimilation, cultural identity, tolerance vs. acceptance and a roundtable discussion on stereotypes and misconceptions between the two populations. This activity is produced in collaboration between Admissions, Institute for Intercultural Understanding, English Language Institute, International Students Club and Student Activities.

International Student Leadership Conference - The College sends 12 students (U.S.-born and International) to a leadership conference sponsored by James Madison University, Harrisonburg, VA to discuss challenges and opportunities within colleges and universities as it pertains to international students. Students are given an opportunity network with other students from across the U.S. This activity is produced through collaboration between Admissions, International Students Club and Student Activities.

Nepal Day Celebration - More than three-hundred students from Nepal attend BCCC. They represent the largest concentration of foreign students attending BCCC from any one country. For that reason, they were chosen as the country whose art and culture we would explore as an institution. The deputy ambassador from the Nepalese Embassy was invited to bring greetings to the College community. Students planned and delivered a program that included facts about the geography, government, currency, population and traditions of Nepal. Also included, were demonstrations of the dance, art, and music of Nepal. It was a very successful program in cultural sharing. This activity is produced through collaboration between Student Activities, International Students Club and Admissions.

Mali Day Celebration – This was a celebration of Mali which included a presentation from the Malian Consular for the United States on the religion, political system, geographical terrain, agriculture and customs of Mali. Students were able to see

traditional clothing and hear traditional songs from Mali. Several artifacts were brought from the Mali Embassy and put on display. Malian Students prepared traditional food and shared the origin of each dish. This activity is produced through collaboration between Admissions and the International Students Club.

Scholars Programs

Granville T. Woods Scholars

The Granville T. Woods Scholars program is the most prestigious honors program at Baltimore City Community College. The program is designed to recruit the top students from both private and public high schools throughout Baltimore city. The College admits a maximum of 25 students each year who meet the criteria for the program. Criteria for selection include a cumulative GPA of 3.0 from high school, excellent counselor recommendations, strong SAT scores and placement into college level courses. This program pulls students from all over the city, specifically from high schools and neighborhoods where the college does not enroll great numbers of students.

Reginald F. Lewis Scholarship Program

The Reginald F. Lewis Scholarship is another program designed to recruitment students from Baltimore City Public High Schools. High school guidance counselors are asked to nominate two students from each of their high schools that meet the scholarship requirements. These students are then invited to attend a recognition program in May at BCCC. After the ceremony, the students are invited to apply for the scholarship to attend the College. This scholarship program is another opportunity to reach and recruit students from across the city, especially ones from schools and neighborhoods that generally do not attend the College.

BCCC also offers high school students who most of whom have completed their high school state requirements for graduation, the opportunity to enrollment in college course early. This Early Enrollment program attracts student from across Baltimore. Both public and private high school students enroll in college courses. Students at Bais Yakov, which is a Jewish parochial school, take full advantage of the early enrollment program. The early enrollment students are provided with a scholarship support to cover the cost of tuition and fees and in some cases, books.

Minority Enrollment (Data updated for FY11)

The percentage of minority student enrollment at BCCC has always exceeded the corresponding percentage in our service area; 92% of BCCC's fall 2010 undergraduates were minorities, compared to 68% of the City's population.

Below are data that report the racial and ethnic distribution of the BCCC student population.

Student racial/ethnic distribution	Fall 2010
a. African American	75.0%
b. Asian, Pacific Islander	1.6%
c. Hispanic	0.9%
d. American Indian/Alaskan	0.2%
e. Native Hawaiian/Pacific Islander	0.1%
f. White	7.7%
g. Multi-Race	0.2%
h. Foreign/Non-Resident Alien	12.0%
i. Unknown	2.2%

Minority student enrollment compared to service area population	Fall 2010
a. Percent non-white enrollment	92%
b. Percent non-white service area population, 18 or older	68%

Using Financial Aid and Scholarships to Promote Diversity

At present, BCCC is not using financial aid and scholarships to recruit any particular segment of our service population. Financial aid is available from the federal and state government on a need basis. Students who meet the criteria for eligibility based on need are awarded based on federal and state guidelines. Scholarships and other discretionary forms of financial aid are awarded to students based on meeting academic achievement criteria or based on the demonstration some form of talent like athletics, music, etc.

At some point in the future, the institution may decide to use discretionary financial aid or scholarship resources to improve campus diversity. At such time, the College would adhere strictly to relevant guidance gleaned from the principles articulated by the Court in *Grutter* and *Gratz.* Guidance would also be taken from the lessons learned from the case involving University of Maryland, College Park in *Podberesky v. Kirwan* and other relevant case law.

Support for Student Success

It is the desire of the faculty, staff and administration at BCCC that every student reach their academic goal whether it is to earn a degree, certificate or to simply take a single course for personal enrichment. We know that students come from a variety of different backgrounds with levels of preparation that are almost as varied. For this reason, a variety of student supports services are offered to aid in student success.

The Student Affairs division is actively engaged in supporting a diverse learning environment and in being responsive to the diverse learning needs of the student population. The Student Affairs Division in collaboration with the Human Resources Office within the Division of Finance and Administration are working to incorporate a staff development module on Command Spanish for frontline employees to expand their communication with students for whom English is not the first language.

Other Services offered by the College include:

- Pre-admission advising to help students make informed decisions about their enrollment goals and plan for success on the front end of the experience;
- Orientation to help familiarize students with processes, procedures, rules and regulations and registration at BCCC;
- Placement testing to evaluate the students level of academic preparation and where they should begin their academic journey;
- Advising services to help students understand the enrollment process, make course selection decisions and develop an academic plan for pursuing their academic goals.
- Career development and job placement services to assist students with choosing a major and associating it with a career, development of a career plan, internship/cooperative education and job placement.
- Financial aid services are provided so that students can secure the resources needed to pay college-related costs;
- Center for Academic Achievement, tutoring labs for reading, mathematics, sciences and fashion design to assist students with the additional support needed to master the course content;

- Student activities so that students can develop fully through engagement with other students, faculty and staff outside the classroom in ways that enhance their learning;
- Student clubs and organizations that allow students the opportunity to develop as leaders, expand their view of the world, organize around common interests and engage in co-curricular programs that establishes a connection between student development and classroom learning.

The Quest and Women with Extraordinary Determination and Strength (W.E.D.S.) (Updated for FY11)

"A cohort learning model designed to improve the achievement and retention of African American males and females at Baltimore City Community College"

The *Quest and Women with Extraordinary Determination and Strength* (W.E.D.S.) is an accelerated academic program targeting African American males and females respectively at Baltimore City Community College. This program is designed to foster, motivate, and stimulate academic growth for African American men and women, who are traditionally under-prepared for and in higher education. This program prepares African American men and women for the Associate's Degree in General Studies, which is transferable to a four-year institution.

	Fall 2001 Cohort	**Fall 2002 Cohort**	**Fall 2003 Cohort**	**Fall 2004 Cohort**	**Fall 2005 Cohort**	**Fall 2006 Cohort**
Successful-persister rate after four years						
a. African American	45%	46%	43%	44%	44%	49.7%
b. Asian, Pacific Islander	n/a (n=6)	n/a (n=5)	n/a (n=4)	n/a (n=3)	n/a (n=3)	n/a (n=6)
c. Hispanic	n/a (n=8)	n/a (n=5)	n/a (n=1)	n/a (n=7)	n/a (n=9)	n/a (n=10)
	Fall 2001 Cohort	**Fall 2002 Cohort**	**Fall 2003 Cohort**	**Fall 2004 Cohort**	**Fall 2005 Cohort**	**Fall 2006 Cohort**
Graduation-transfer rate after four years						
a. African American	25%	22%	25%	23%	23%	30.6%
b. Asian, Pacific Islander	n/a (n=6)	n/a (n=5)	n/a (n=4)	n/a (n=3)	n/a (n=10)	n/a (n=6)
c. Hispanic	n/a (n=8)	n/a (n=5)	n/a (n=1)	n/a (n=7)	n/a (n=9)	n/a (n=10)

Diversity among Faculty and Staff (Updated for FY11)

Minorities constitute 59% of full-time faculty and 76% of full-time administrative/professional staff. The College advertises via many venues to recruit a diverse candidate pool for hiring including the Chronicle of Higher Education, Monster.com, Hispanic Outlook, Women's Chamber of Commerce, Diverse Issues in Higher Education, Highered.com, Hispanic Chamber of Commerce, and the BCCC website. The Human Resources Office also participates in job fairs held in Baltimore City in order to promote recruitment of minorities for job openings.

Faculty and Staff Diversity	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Percent minorities of full-time faculty	56%	57%	56%	62%	61%	59%
Percent minorities of full-time administrative and professional staff	72%	74%	70%	63%	72%	76%

Campus Environment

BCCC has had a long standing commitment to cultural diversity. The campus environment welcomes all persons who to choose to attend as well as all visitors who come through our doors. The College community welcomes individuals with varying backgrounds and differing perspectives. Free speech is guaranteed under the Constitution of the United States. Hence, BCCC seeks to create a campus environment free from intolerance and harassment of individuals based on race, sex, national origin and the like. Free speech, while protected under the law, is encouraged at BCCC to promote a plethora of ideas. In fact, free speech is protected and acts of intolerance are discouraged by the BCCC Student Code of Conduct.

Reporting Hate Crimes

Reporting incidences considered to be a hate crime is addressed in 34 CFR 668.46 and promulgated under the Jeanne Clery Disclosure of Campus Security Policy

and Campus Crimes statistics act and amended by Section 488 (e) of the Higher Education Opportunity Act.

A hate crime is broadly defined as an act intended to cause harm, or a threatened or attempted act to cause harm, toward a victim based upon the victim's actual or perceived race, religion, ethnicity, gender, sexual orientation, or disability. An incident of this type must be investigated thoroughly and promptly to learn all the facts and until there is sufficient information to either verify or deny that a hate crime has occurred. The Clery reporting guidelines specify that before an incident can be reported as a hate crime, objective facts and circumstances must be present to lead a reasonable and prudent person to conclude that the offender's actions were motivated, in whole or in part, by the offender's bias. These crimes include murder, negligent manslaughter, sex offenses-forcible, sex offenses-non-forcible, robbery, aggravated assault, burglary, motor vehicle theft, arson and any other crime involving bodily injury.

The following is the College's procedure for reporting the incident of a hate crime:

- Alert Public Safety who will conduct an interview with the victim and any known witnesses (in private, if possible).
- Promptly secure the area, preserve the crime scene and all available evidence.
- Public Safety will contact Baltimore City Police Department to request an investigation and processing of the crime scene.
- Photograph the crime scene.
- Public Safety will prepare a clear, concise and complete report which is forwarded to the Chief of Public Safety as quickly as possible.
- Public Safety will also provide a copy of the incident report to the Vice President of Student Affairs for consideration regarding violation of the Student Code of Conduct.
- Public Safety will be responsible for reporting all incidents of hate crimes found to be true in accordance with the requirements of the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act.

There are a variety of ways that we deliberately signal our acceptance and appreciation of cultural diversity around the campus. At the center of campus, we fly flags representing the twenty-five countries that are most represented in our student population. We also have (5) diversity signs prominently displaying facts about the five countries from around the globe.

The Business and Continuing Education Division, which represent our non-credit offerings, is designed to provide exciting alternatives to traditional educational programs. Through a variety of approaches, BCED offers opportunities for personal growth and business development.

BCED is very deliberate in choosing the course offerings and delivery to ensure that courses are designed specifically with adult learners in mind. Courses are typically shorter in length than credit offerings, have fewer prerequisites and admission requirements, and many are created for those planning to enter a specific profession for the first time. Courses are developed in consultation with professional associations and the College's academic departments. Many have been approved to meet professional licensure and certification requirements. Programs are also developed in partnership with businesses and government agencies and are tailored to the specific needs of people and organizations. Courses are conveniently scheduled at BCCC's Harbor and Liberty Campuses, Reisterstown Plaza Center, and at business and community sites.

BCED contributes to the institutional diversity, as demonstrated in its course offerings and student population. More specifically, BCED offers distinct programming to include but are not limited to English as a Second Language (ESL) program. The ESL program is designed to offer a variety of English language learning curricula to meet diverse language needs. BCED solicits students from various backgrounds, immigrants, refugees, those seeking political asylum, and foreign students. BCED enrolls over 2,500 ESL students annually in day, evening, and weekend courses—on-campus at BCCC as well as at community sites throughout Baltimore and the surrounding area. Furthermore, BCED offers workplace general language development and customized workplace ESL training.

ESL classes in the community help students with limited language proficiency or low literacy skills. Students with better English skills enroll in the on-campus English Language Institute courses. The English Language Institute is a springboard for entry into BCCC's academic and training programs. Courses are also available to help prepare foreign-born persons for the Test of English as a Foreign Language (TOEFL).

Citizenship Preparation is a language and civics program accessible in Baltimore and adjacent counties. Depending on the ESL program you select, classes are either free or tuition-based.

English Language Institute is a complete academic program for college-bound students and others seeking language enrichment. Pre-ELI courses precede the three ELI proficiency levels. Academic Track courses in core skills prepare students for direct entry into English 101 and other credit courses. Support classes further extend language skills.

COMMUNITY ESL provides beginning and intermediate level courses to Maryland residents with limited English language and literacy skills.

WORKPLACE ESL meets the employment language needs of refugees with limited English proficiency. BCCC contracts with employers to provide on–site language and cultural training via a workplace–specific curriculum.

REFUGEE ASSISTANCE PROGRAM offers free English language training for persons 16 years of age or older that has refugee or political asylum status.

REFUGEE YOUTH PROJECT helps refugee youth develop the knowledge and skills required for academic success and positive acculturation. Offered in conjunction with the Baltimore City Public Schools, the program meets year–round after school, in the summer, and on weekends.

REFUGEE SKILLS TRAINING helps refugee learners upgrade or develop new job skills for better employment opportunities and career advancement. Occupational skills training is supported by English for Special Purposes instruction.

CITIZENSHIP PREPARATION provides free English and Citizenship classes for immigrants and refugees seeking citizenship. Instruction prepares beginning and intermediate students for the United States Customs and Immigration Services (USCIS) naturalization interview, dictation, and written exam.

ENGLISH LIFE SKILLS serves elderly refugees, focusing on developing English skills for everyday life.

Other BCED Initiatives that support diversity:

1. International Film Festival: Every November, this is held in conjunction with National Education Week to let students know about different cultures through film screenings with coursework tie-ins.
2. BCCC Cultural Heritage Day: A new college tradition, last year ESL staff helped organize the first observance honoring Nepal.
3. International Students Club: This student group meets regularly at Harbor Campus to involve BCED ESL students in addition to Liberty Campus credit program students. Betsy Mackey is a club advisor.
4. Latino Fest: BCCC has a table at this annual East Baltimore Festival. This festival is heavily attended by Latino population in Baltimore.
5. All Nations Day: Over 300 BCCC students, faculty, and staff as well as community partners attended this 2-day celebration of world cultures represented by non-credit and credit students at BCCC. Students gave musical performances, presented visual displays, and saw videos about the political realities that caused Somali Bantu refugees to come to the US. Students from Patterson High School were brought to Harbor Campus to participate.
6. ESL High School Summer Programs: Two classes per summer teach ESL students primarily from Patterson High School academic English, assist with acculturation, and inform students about preparing for college. A major goal is to build college awareness and encourage students to think of attending BCCC or another higher education institution.

Jamaican Cultural Day Continues a BCCC Tradition (Updated for FY11)

The College hosted its 3rd Annual International Cultural Day: Jamaica Day, April 29, 2011. It was well-attended by over 200 people (students, faculty, staff and neighbors). Students from the BCCC International Students Club, aided by its advisors, developed the majority of the content for the 3-hour celebration of Jamaican culture, which included a talk by Del. Shirley Nathan-Pulliam (a BCCC alum), and honored several members of the Jamaican-American community. The Department of Recruitment, Admissions, & Registration collaborated with the Office of Student Life, the International Students Club, the Student Government Association, and several other departments on campus to deliver this community-wide diversity event.

International Education (Updated for FY11)

The Granville T. Woods Scholars traveled to Shanghai, China for a study abroad experience. These BCCC scholars studied Chinese history, culture, language and economics. The results reported by students were overwhelmingly positive. They were provided an opportunity to experience another culture from a lived perspective. The learning occurred both inside and outside the classroom. They saw first-hand, historical monuments, works of art and experienced the academic system of another culture/country. When you study abroad your education grows exponentially faster than if you stay home and you learn to appreciate differences. You live and learn in your host culture 24/7. Their experience will also translate into tangible benefits later in life.

Implementation Strategy with Timeline for Meeting the Goals of the Plan

Institutional Goals and Action Plan

1. Develop strategies for recruitment of Latino/Hispanics and White residents in Baltimore City and the surrounding areas where under-represented groups within the campus community live and endeavor to increase their enrollment by ten percent by August 1, 2010.

Actions Steps:

- Identify high schools where a significant numbers Latino/Hispanic and White students attend and schedule recruitment activities
- Invite prospective Latino/Hispanic and White students to campus for recruitment activities
- Identify community organizations and develop partnerships

- Identify influential Latino/Hispanic and White individuals in the community that can assist with access and delivery of recruitment message

2. Establish an interdisciplinary team which will include members of the institution's top administrative levels who will evaluate at regular intervals the data, programs and services to assess institutional progress towards creating a diverse campus community.

Actions Steps:

- Identify members of the institution's top level administrators to comprise the interdisciplinary diversity team
- Identify chair and co-chair for the diversity team
- The team will develop additional diversity goals for the College
- Develop plan for achieving diversity goals
- Develop timeline for achievement of goals
- Develop implementation guidelines and plan
- Develop assessment and reporting of outcomes of plan

Timeline

Efforts will begin immediately to implement the plan with the timeline focused on the August 1st reporting deadline to the Maryland Higher Education Commission.

Conclusion

While BCCC is a very diverse community, the achievement of institutional goals will likely enhance diversity efforts. Recruitment of students, faculty and staff is a deliberate way of expanding diversity and should be a welcoming invitation to the College. Cultural diversity is and always will be a valued pursuit at Baltimore City Community College. Student access to a quality education that is open to differing ideas and that is respectful of the right to free speech is of critical importance. The institution is committed to the philosophy that all students will receive the support they need to achieve success, regardless of their race, sex, national origin, sexual orientation. In this same vein, equal opportunity employment is viewed as a critical value and will always be available to those who meet the employment qualifications, regardless of their race, sex, national origin, sexual orientation. Continuous efforts will be made to have a faculty that reflects the campus student population and the larger community from which our students come.

Institutional goals have been established to help Baltimore City Community College achieve its mission which values the diversity of the larger community that we serve. We will strive to devise strategies that are appropriate for the successful

accomplishment of our goals. A system of review and assessment will be incorporated to monitor our ongoing effectiveness.

2011 PROGRESS ON IMPLEMENTATION OF CULTURAL DIVERSITY GOALS

Update on Goal #1

1. Develop strategies for recruitment of Latino/Hispanics and White residents in Baltimore City and the surrounding areas where under-represented groups within the campus community live and endeavor to increase their enrollment by ten percent by August 1, 2010.

Action Steps	FY 11 Results on Action Steps	FY12 Follow up needed
Identify high schools where a significant numbers Latino/Hispanic and White students attend and schedule recruitment activities	In FY11: Recruitment, Admissions, & International Student Services staff took part in the planning of the Baltimore City Public School System's annual celebration of Hispanic Heritage month. A recruiter staffed a table at the event to discuss educational options with the attendees. Recruiters from the Department of Recruitment, Admissions, & Registration increased recruitment efforts at high schools with higher percentages of Latino and white students. Enrollment from several of these high schools increased dramatically from Patterson High School, Digital Harbor High School, etc. Recruiters also staffed a recruitment booth at LatinoFest (June 25-26, 2011), the annual cultural celebration in East Baltimore. This is currently the largest Latino cultural celebration in Baltimore.	**Continue in FY12:** Analyzing data for patterns- which majors seem to be the best draw, which students have persisted, contact students who have not been successful persisters/completers.

Invite prospective Latino/Hispanic and White students to campus for recruitment activities.	In FY11: Recruitment, Admissions, & International Student Services staff took part in several community events at the Creative Alliance, and institution in Highlandtown, a section of East Baltimore, during several events which featured outreach to Native American and Latino communities.	**Continue in FY12:** Request permission of high school counselors to form focus groups to discuss why peers have not come to BCCC, and what students are seeking. Involve Latino and white Admissions Ambassadors in making these invitations at high schools. Attend more cultural events where predominantly Latino and white prospects might attend. Partner with Academic Affairs and Student Life to create programming and lectures available on social media that promote themes of interest to targeted groups such as Hispanic Heritage month, immigration debates, lectures on Latin American history.
Identify community organizations and develop partnerships.	In FY11: The Coordinator of Recruitment, Admissions, & International Student services attended meetings of the Diversity Roundtable, an ad hoc committee of community college professionals. These meetings feature a diversity training component, and highlight news and best practices regarding increasing diversity and multicultural competence at community colleges in Maryland (hiring and retention of staff, recruitment and retention of domestic and international students).	**Continue in FY12:** Coordinate with BCED to maximize impact through community organizations; create focus groups at these organizations; enlist BCED staff to introduce Recruiters to staff at these organizations.
Identify influential Latino/Hispanic and White individuals in the community that can assist with access and delivery of recruitment message.	In FY11: This initiative did not take place.	**Execute in FY12:** Set up appointments with each to discuss at length ways for partnering, request feedback on BCCC message, and open dialog about relevancy of BCCC

		locations and offerings.

Update on Goal #2

BCCC CULTURAL DIVERSITY TEAM	
1. Dr. Alicia Harvey-Smith, co-chair	**Vice President of Student Affairs**
2. Mr. Tony Warner, co-chair	**Executive Director of Human Resources**
3. Dr. Therese Bushner	Vice President of Academic Affairs
4. Ms. Vanessa Carroll	Vice President of Institutional Advancement and Research
5. Mr. Lucious Anderson	Vice President of Business and Continuing Education
6. Mrs. Kim James	Vice President of Business and Finance
~~7. Dr. Michelle Harris-Bondima~~ to be replaced in FY12	Dean of Business, Health, Sciences and Mathematics
8. Mr. Theodore Along	Dean of Liberal Arts, Education and Public Services
9. Mrs. Julia Pitman	Dean of Enrollment Management
10. Mr. Ron H. Smith	Dean of Student Development
~~11. Mr. Levone Ward~~ to be replaced in FY12	Chief Information Officer
12. Ms. Charlene Gray	AFSCME Local Representative at BCCC
13. Charmaine Pope	President of the Student Governance Board
14. Community member	To be indentified
15. Community member	To be indentified

Additional Diversity Goals for FY11

1. Add a course on cultural diversity to the menu of professional development offerings available for BCCC faculty and staff.

Action Steps:

- Determine and document training goal(s)
- Recommend amendment of the policy which requires that each employee of the College take 40 hours of professional development and require that a certain portion to be determine be cultural diversity training

- Contact the Professional Development Office and have them add the course to the course offerings
- Identify educational delivery method that best suits wide participation at the College
- Track faculty and staff participation
- Report results; if required, report those that have not complied with the policy

FY11 Results:

As part of Baltimore City Community College's Professional Development opportunities, a Diversity Day seminar was offered. In December 2010, faculty and staff participated in a 3-part Diversity seminar. The seminar orientation required that the participants consider the earth's inhabitants as a village of 100 to gain their perspective on what the world would look like. A drama based organization provided training designed to accomplish the following goals:

- sensitize participants to the differences that exists on BCCC's campus and share the value of those differences
- to help participants to learn/recognize triggers that may result in communication barriers or conflicts
- to help participants learn that diversity entails more than culture and also includes age, gender, race and disabilities and
- Participants will be able to identify strategies for improved communications and working relationships.

The second part of the program included a panel facilitated by leaders of the College's International Students Club who discussed aspects of studying at BCCC from an international perspective.
The afternoon concluded with a Native American facilitator who reinforced the value of diversity and strategies for inclusion in the workplace.

2. Conduct a cultural diversity audit at the College and identify where efforts need to focus and work needs be done to improve the quality of the college community

Action Steps:

- Determine the diversity profile of the College

- Determine whether the management team reflects the cultural make up of your workforce.
- Determine whether the workforce reflects the cultural makeup of our service area.
- Determine who should be responsible for monitoring and driving diversity issues within our organization.

FY11 Results:

The College did not perform this cultural diversity audit due to a rededication of resources related to budgeting strategies, but intends to attempt it in FY12. However, the following additional diversity-related activities occurred at BCCC:

- Several international student advisors at the College attended meetings of the Maryland Association of Community College International Student Advisors. Meetings covered recruitment and retention of students on various types of visas and citizenship status. They also attended an annual meeting of the regional conference of NAFSA: Association of International Educators in Richmond on November 11, 2010. One of the advisors attended a session on January 21, 2011, hosted by U.S. Citizenship and Immigration Services (USCIS), which covered the appropriate ways to support international students seeking legal advice, and how to avoid the unauthorized practice of immigration law (UPIL).

- English as a Second Language programs partnered with Recruitment, Admissions, & International Student Services staff and United States Citizenship & Immigration Services to present a program on November 5, 2010 entitled, "USCIS Immigration Forum", a dialog with BCCC students about pathways to citizenship and how to maintain their legal status while in the USA. The Coordinator of Recruitment, Admissions, and International Student Services one of two featured speakers.

- Staff of the Department of Recruitment, Admissions, and Registration participated in a forum at the Maryland Organization of Community College Registrars and Admissions Officers (June 16, 2011), and subsequent online discussions of best practices to prepare for a new law granting in-state tuition to undocumented students.

- The Business and Continuing Education Division continued its partnerships with Maryland Office of New Americans, the Baltimore Resettlement Center, and Latino community centers

Future Implementation Follow-up:

BCCC is not developing any new goals for 2011 – 2012. We will continue to forge ahead with the goals that already exist within the plan that were developed over the last two years. These are important goals and there is a great amount of work that still needs to be done in order to fully advance their purpose. In order to assure that cultural diversity goals are achieved, the topic and the efforts associated with it will become a standing agenda item for the President's staff. Also, the College's efforts towards implementation of its cultural diversity plan will become part of the Instructional Affairs Committee agenda that will monitor and report periodic progress to the Board of Trustees (BOT).

The timeline will continue to be based on the August 1 date by which the progress on implementation of the plan is due to the Maryland Higher Education Commission. However, the Instructional Affairs Committee will report progress to the Board of Trustees quarterly and the progress on the implementation of the plan will be documented and reported to the BOT by May 1 of each year for review.

The development of assessment and reporting of outcomes of the plan are being worked on by the Cultural Diversity Team on an on-going basis.

Carroll Community College
Cultural Diversity Report
Fiscal Year 2011

Carroll Community College's Diversity/World View Strategic Improvement Plan (see attached) is a comprehensive plan that reflects the institution's desire to develop, assess, and improve our efforts to foster understanding of issues related to equity, diversity, social justice and multicultural and global awareness of our students and staff. Goals, intended outcomes, and assessment measures are imbedded in the plan.

During fiscal year 2010, the Diversity/World View Committee was reconstituted and reorganized with four Working Committees under the direction of the Steering Committee. The Steering Committee is charged with the responsibility for oversight of the development and implementation of the plan and communicates progress to the Executive Team, the Planning Advisory Council and other constituent groups.

The primary focus of the Working Committees during fiscal year 2011 was implementing components of the Diversity/World View Strategic Improvement Plan. Below is a summary of the progress made to date.

Curriculum and Student Achievement Working Committee

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Goals and objectives related to the curriculum and enhancing student performance. Report on progress as directed by the steering committee.*

The Working Committee defined criteria for "diversity qualified" courses and identified 80 credit courses in the college's catalog. The college's Academic Council approved both the course list and a proposal requiring each student to complete at least one "diversity qualified" course as a prerequisite for graduation. The Committee is currently developing a method to insure that these courses have and maintain significant emphasis on diversity and global awareness. Identifying and promoting "diversity qualified" non-credit courses has proven to be more challenging because of the frequency with which courses change, but the committee is committed to identifying courses in each continuing education course schedule.

In conjunction with the General Education Committee, Working Committee members are developing a rubric for assessing student competencies in global awareness in the "diversity

qualified" courses. Assessment of these student learning outcomes will commence in the spring of 2012.

Learning Environment/Co-curriculum Working Committee

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to the learning environment and co-curriculum. Report on progress as directed by the steering committee.*

During the fall and spring semesters of the recently completed academic year, the Learning Environment Working Committee presented a variety of high-impact programs designed to engage students in applying learning experiences outside the classroom. The programs were offered in a range of formats and venues and included workshops, service opportunities and cultural activities to promote the values of diversity and global view. The first annual Diversity Week activities included a meet and greet luncheon for faculty, staff and students with facilitated discussions focused on personal, geographical, and cultural diversity. Service activities included local, regional, and national organizations such as the Boys and Girls Club of Westminster, My Sister's Place Women's Resource Center in Baltimore, and Habitat for Humanity of North Carolina. Lectures and discussions on civil rights, social justice, and cross-cultural communications skills were held throughout the academic year.

In order to elicit student perceptions of activities and workshops, the Working Committee conducted two focus groups. Overall, students were very satisfied with the events and they perceived that there was an increased campus emphasis on valuing diversity and multiculturalism. They recommended that events be more widely advertised, and greater efforts be made to improve student participation.

Employee Development Working Committee

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to Employee Development. Report on progress as directed by the steering committee.*

The Employee Development Working Committee focused most of their efforts on implementing a plan to integrate cultural competencies into staff development and training. The first step was determining the competencies desired for college employees and a noted diversity expert/consultant was enlisted to assist with this effort. While the competencies have been identified, the committee is now dealing with the challenges related to assessing the effectiveness of training in promoting employee growth in cultural competencies.

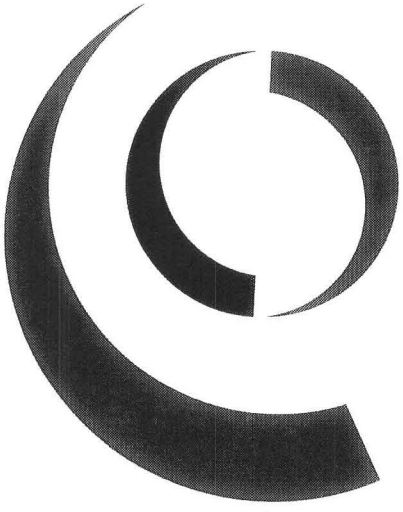
Staff development activities during this past fiscal year included:

- Sessions on understanding, defining and valuing diversity in the workplace.
- Guided tour of the Holocaust Memorial Museum.
- Discussions of books that exemplify the values of diversity or raise issues for consideration and discussion.

Marketing and Outreach Working Committee

Charge: *Develop and continuously improve marketing and outreach materials and processes to support the overall goals of the Diversity and World View Plan, particularly those related to the "Learning Environment." Report on progress as directed by the steering committee.*

The Marketing and Outreach Working Committee has devoted its efforts towards development of a marketing plan to promote the activities of the other workgroups. A logo was designed and is now used to identify "diversity qualified" courses in the college catalog and is printed on brochures and posters promoting student and staff events. The Working Committee oversaw the design of a template that was used by Student Life to advertise events. The use of a consistent design insured that promotional materials had a common look and students could easily identify diversity-related activities. Using our course management system, the Working Committee implemented a landing page with news about diversity and cultural activities; future plans include an exploration of how best to utilize other electronic resources like the institution's digital signage and webpage. The Working Committee was present at several events that attracted large numbers of attendees from the student population and the general public. At these events they distributed information about upcoming events and giveaways imprinted with the diversity logo.



CARROLL
COMMUNITY COLLEGE

Diversity/World View Strategic Improvement Plan FY 2010

Carroll Community College

1601 Washington Rd
Westminster, MD 21157

Carroll Community College
Diversity/World View Strategic Improvement Plan

"...The world is being dramatically reshaped by scientific and technical innovations, global interdependence, cross-cultural encounters, and changes in the balance of economic and political power.

Only a few Years ago, Americans envisioned a future in which this nation would be the world's only super power. Today, it is clear that the United States - and individual Americans- will be challenged to engage in unprecedented ways with the global community, collaboratively and competitively."

College Learning for the New Global Century: AAC&U 2008

Introduction

Since inception, Carroll Community College has endeavored to maintain practices and activities designed to foster awareness and increase competence related to issues of equity, diversity and multicultural and global awareness for students and staff. Several years ago a committee was established to lead and carry out related activities. While past activities have been effective in raising awareness and competence, the college recognized the need to create a more comprehensive plan to develop, assess and improve upon our desired goals. This plan outlines goals and initiatives in the following areas: Curriculum, Learning Environment, Student Achievement, Employee Development, and Code of Integrity. These efforts will assure that students and staff are equipped to interact, work and succeed in the Twenty-First Century and that the college's student body and staffing reflect the racial and cultural diversity of the community in which we live.

Existing Institutional Goals Relating to Diversity/Global View

The following items represent major direction-setting goals and other planning/curricular statements established to promote values of diversity and global view among students and staff.

- **Mission-based Institutional Goal VIII:** Embrace an increasingly diverse and changing world, encouraging students, faculty, and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working and learning.

- **General Education Competencies Statements**

  General Education Mission: The General Education Program at Carroll Community College introduces students to the fundamental knowledge, skills, and values essential to the further exploration of academic disciplines; encourages intellectual curiosity and the pursuit of life-long learning; and fosters personal and social responsibility in a diverse, complex, and changing world.

  Gen. Ed. Competency 6: Global Awareness
  Students will acknowledge and comprehend the beliefs, behaviors, and values of diverse populations within a global environment.
  Toward attaining this goal, students will:
  - *Analyze and evaluate the significance of cultures and societies from a variety of perspectives*
  - *Explain the impact of economic, political, and technological changes on diverse cultures*
  - *Examine the interdependence of humanity*
  - *Appreciate the commonalities and the differences among world cultures*

  General Education Competency 7: Personal Development and Social Responsibility
  Students will recognize and engage in personal and social behaviors responsible for the wellness of self and community.
  Toward attaining this goal, students will:
  - *Develop a framework for ethical decision making and personal responsibility*
  - *Examine how personal behaviors affect self and others*
  - *Collaborate with others to achieve a common goal*
  - *Participate in and reflect on personal learning experiences*

- **Academic and Student Affairs Plan FY 2009-2011:**

  Objective III.E. *Assure that students and staff develop competencies and values associated with Diversity and Global Awareness.*

Existing Diversity Monitoring Processes

The college has monitored the racial and ethnic diversity of its students and employees, and the academic progress of its students by racial/ethnic groups, through the following periodic reports:

- Annual Performance Accountability Report to the Maryland Higher Education Commission
- Minority Achievement Progress Report to the Maryland Higher Education Commission (every 3 years)
- Credit Student Enrollment Diversity Report (internal Institutional Research report)

Diversity/World View Committee

The Diversity/World View Committee is a recommending body to the President and Executive Team as well as a working committee. Its function is to develop and recommend objectives and strategies to meet Diversity/World View long-range goals, and to assist the college in carrying out staff development, awareness and other activities designed to enhance Diversity/World View competencies. The committee also assists in the assessment of progress on related goals and objectives.

Committee membership is representative of major constituencies on campus: students, faculty, administration, and support staff. Members will also represent each major functional unit of the college: Academic and Student Affairs, Administrative Services, Continuing Education and Training, and Planning, Marketing and Assessment. The committee will have balanced representation of racial/ethnic and gender groups to foster inclusion and equitable representation.

The committee's ongoing charge is to:

1. Define values and principles upon which the college can build and maintain a program of understanding and shared values concerning the dignity and worth of all races, cultures, religions and ways of life;
2. Assist in developing learning and staff development activities aimed at promoting diversity and global awareness values and competencies;
3. Develop, maintain, and assess the Diversity/World View action plan.

Fundamental to the Diversity and Global View Plan is the following value statement developed by the Diversity Committee:

> ***"We embrace an increasingly diverse and changing world, encouraging students, faculty and staff to value diversity, cultivate global awareness, promote social justice, and welcome new ways of working with and learning from the unique contributions of all people."***

Goals, Intended Outcomes, Activities, and Assessment Measures

Diversity is seen as an integral component across all areas of the institution. The following goals reflect specific initiatives related to advancing diversity and global awareness.

I. Curriculum

Goal: Within the curriculum and co-curriculum students will demonstrate attitudes, knowledge and behaviors exemplifying cultural competence and recognition of the interdependence of humanity across the global community.

Intended Outcomes:

1. The curriculum will include learning experiences and intended learning outcomes that allow all students to develop cultural competence (including valuing diversity, cultural awareness/cultural intelligence [Bucher 2008], and global view competencies).

   Activities:

   a. *Identify a core of "Diversity/Global View" designated courses within the general education core curriculum and assure that all graduates will have taken at least one course devoted to developing competencies consistent with General Education Competency 6: Global Awareness; and, Competency 7: Personal Development and Social Responsibility.*
   b. *Review such offerings at other institutions to assure alignment and transfer articulation.*
   c. *Under the General Education program review process assure that specific intended learning outcomes relating to Diversity/Global View are in place and student competency achievement is measured and improved.*
   d. *Expand opportunities for students to participate in study abroad programs and increase participation by 5 percent each year.*

Reference : 2008, Bucher, R.D. Building Cultural Intelligence (CQ): Nine Megaskills. Pearson Prentice Hall

2. Faculty and staff will demonstrate Diversity/World View competencies and be able to promote the institutional value of Diversity/World View.

   Activities:

   a. *The Diversity/World View committee will promote specific competencies relating to cultural competency to be used in campus-wide staff development and student development activities.*

b. *The Diversity/World View committee will work with existing faculty and staff development committees to redefine and expand programs and development experiences designed to continuously build cultural competencies among staff.*
c. *Develop and convene yearly an external Diversity/World View Advisory Committee to provide input and feedback to the college on the development of our goals.*

3. Students and the community will identify Carroll Community College as an institution that values, promotes, and prepares students for living in an increasingly diverse and global community.

   Activities:

   a. *The strategic marketing committee will further develop strategies to enhance public awareness of our Diversity/World View institutional values.*
   b. *The publications and web design team will develop tools and standards for all materials to enhance our ability to promote the college's values relating to diversity/cultural view and to assist in developing student competencies.*
   c. *The publications and web design team will create a diversity/world view promotional logo to be used in association with any campus event, course or activity focusing on diversity/world view competencies or issues.*

4. Non-credit course offerings and programming will provide the community with enhanced exposure to diversity/world view issues.

   Activities:

   a. *Use Diversity/World logo to highlight non-credit "World View" courses and programs.*
   b. *Develop a community-based advisory committee for non-credit Diversity/World View programming.*

Measure: Institutional Effectiveness Indicator 34, Cultural Understanding: Percentage of students saying the college contributed to understanding of people of other racial/ethnic backgrounds (CCSSE survey item). **Benchmark: 75 %**

II. Learning Environment

Goal: Ensure that all who may benefit from the learning experiences offered by the college are welcome, through appropriate admissions practices, affordable tuition and fees, financial aid, and a supportive environment. (Mission-based Institutional Goal I)

Intended Outcomes

1. Community members from historically underrepresented groups will identify the college as a viable choice based on a commitment to diversity and a broad global perspective.

   Activity:

   a. *Enhance diversity awareness through additional recruitment and admissions marketing informational resources and activities and track those activities in the yearly student affairs plan.*

2. The college will maintain open access to programs assuring equitable opportunity to enter and succeed within all college programs.

   Activity:

   a. *Monitor recruitment process and participation rates within all college programs*

3. Improve student success and retention by emphasizing the importance of valuing both our differences as well as our commonalities.

   Activities:

   a. *Reinforce Diversity/World View competency development through first advising session and orientation activities.*
   b. *Monitor and meet or exceed the college's recruitment and achievement goals and enhance recruitment and persistence efforts targeted to underrepresented groups*

4. Impact retention via "High Impact" programs designed to engage students in applying their learning experiences outside of the classroom using service learning, academic communities, and internships designed to foster cultural awareness and global view perspectives.

   Activities:

   Enhance diversity global view initiatives within activities in the following areas:

   a. *Service Learning*
   b. *Academic Communities*
   c. *Leadership Challenge*
   d. *Cultural competencies certification*
   e. *Expand Leadership Challenge to include perspectives on diversity/global view*
   f. *Implement a World View Competencies completion certificate and recognition program*

5. Provide students with exposure to a variety of transfer and post-graduate options.

   Activity:

a. *Enhance diversity topics presented in COL100 and CAR (Career Development) courses, and provide greater diversity in terms of transfer institution information and visits.*

Measures: Credit enrollment by racial/ethnic group **(Benchmark: Carroll County adult population percentages)**

Credit enrollment rates per 1,000 Carroll County adult residents, by racial/ethnic group **(Benchmark: overall enrollment rate)**

Percent minorities of full-time faculty, MHEC Performance Accountability Report (PAR) indicator #15 **(Benchmark: 4%)**

Percent minorities of full-time professional staff, PAR#16 **(Benchmark: 10%)**

III. Student Achievement

Goal: Promote student learning and achievement through effective teaching, a supportive learning environment, data-based enrollment management strategies, and activities to encourage student learning, engagement and responsibility. (*Compass* Strategic Plan Priority I)

Intended Outcomes

1. The College will have met all student achievement benchmarks by racial category

Activities:

a. *Monitor completion/success data by racial/ethnic categories*
b. *The college will complete a minority achievement report as required by MHEC every three years.*
c. *The diversity committee will serve in advisory capacity to assist in developing improvement strategies to enhance student achievement by racial/ethnic category*

Measures: Developmental English, Mathematics, and Reading Course Pass Rates by racial/ethnic group **(Benchmark: 70%)**

Developmental Program Completion Rate by racial/ethnic group **(60%)**

Fall-to-spring Retention by racial/ethnic group **(FT: 80%, PT: 55.5%)**

Successful-Persister Rate by racial/ethnic group **(75%)**

Graduation-Transfer Rate by racial/ethnic group **(60%)**

IV. Employee Development

Goal: Employees will be culturally competent and racially and ethnically representative of Carroll County.

Intended Outcomes:

1. Secure a faculty and staff that mirrors the region's demographics

   Activity:

   a. Assure that the college's staffing is representative of demographics in the service area and enhance opportunities for creating diverse pools of job applicant, including hiring greater diversity among the adjunct faculty.

2. Diversity is identified as an institutional goal during recruitment, interviewing and new employee orientation

   Activity:

   a. Expand cultural competencies training (i.e. responses to / rights related to different types of harassment) within programs for employee orientation and staff development.

3. Cultural competencies will be further integrated in staff development and training provided for all faculty and staff

   Activities:

   a. *Include diversity-related workshops in January and August full-faculty development events (ideas: working with English Language Learners; developing cultural intelligence, Understanding rights of and resources for students with disabilities, etc.)*
   b. *Plan and promote a variety of diversity-related events (workshops, book discussions, films) during the semester; encourage staff and faculty participation in one event per semester*
   c. *Use Diversity logo to easily indentify activities and events*

Measure: Racial/ethnic composition of college staff, reported by employment category (from EDS file). **Benchmark: Racial/ethnic composition of Carroll County adult population.**

Measure: Institutional Effectiveness Indicator 35, Employee Perception of College Commitment to Diversity: Percent of employees agreeing that college is committed to diversity (campus Employee Satisfaction Survey item). **Benchmark: 90%**

V. Integrity Code and Policy on Hate Speech

Goal: Respectful interaction among all students, faculty and staff, in accord with the Carroll Community College Code of Integrity approved by the Board of Trustees March 17, 2004.

Carroll Community College Code of Integrity

An institution of higher learning can make its maximum contribution to society by upholding the highest standards of integrity, honesty, and ethical behavior among its students, faculty and staff. All individuals in the College community are expected to obey the law, show respect for one another and properly constituted authority, perform contractual obligations, maintain integrity and high standards in academic work, and observe a standard of conduct appropriate while at the College. In response to this belief and ideal, Carroll Community College has adopted a Code of Integrity to foster and promote a sense of respect and consideration of others, and to uphold certain standards of academic honesty and social conduct. The Code of Integrity adopts five fundamental values for Integrity as framed by the Center for Academic Integrity and embraced by more than 200 educational institutions nationwide. These five fundamental values are Honesty, Trust, Fairness, Respect, and Responsibility; and they serve as the foundation for understanding and abiding by the Code of Integrity at Carroll Community College.

Honesty

The commitment to honesty is the core pursuit. Cheating, lying, fraud, theft, and other dishonest behaviors undermine the rights, welfare, and worth of the academic community. Honesty is expected of all members of the College community: students, faculty, staff, and administrators.

Trust

Consistent and reciprocal honesty creates trust among individuals. Faculty must provide clear expectations and evaluations of students' work, and students must perform this work honestly and diligently.

Fairness

All members of the College have a right to be treated fairly. Fairness implies predictability, clear expectations, and a consistent application of policies and procedures. A violation by one member of the community affects the entire community and will not be tolerated.

Respect

All members of the College community must respect each other as individuals, as all are entitled to their beliefs, opinions, culture, traditions, and property. All members should take others' ideas seriously and recognize all as individuals. Rudeness, demeaning or disruptive behavior is the antithesis of respectful conduct.

Responsibilities:

Student Responsibilities

Students are responsible for meeting academic expectations, being on time, paying attention, participating in online and in-class discussions, listening to other points of view, being prepared, making thoughtful contributions, meeting academic deadlines, and performing to the best of their ability. It is expected that each student should discourage and seek to prevent academic dishonesty by others. This may be as simple as covering one's own answers during a test or as difficult as reporting a friend for cheating.

Faculty Responsibilities

It is the responsibility of faculty members to ensure the academic rigor of their courses; that the content of their courses is consistent with the description of the courses in the college catalog; make all reasonable efforts to deter academic dishonesty and report academic dishonesty when it occurs. Faculty should provide clear expectations, give full and honest feedback; value and encourage student aspirations and goals.

Institutional Responsibilities

It is the responsibility of all members of the College community to uphold the integrity of the learning environment and to take action against those who violate the Code of Integrity. Representatives of the College (administrators, staff, and faculty) have the responsibility to provide an environment conducive to learning and fostering academic integrity, and to treat all individuals on campus with respect and in a manner consistent with the Code of Integrity. They must also ensure that procedures for due process are provided for persons alleged to have violated the Code of Integrity, and for students who believe they have not been treated fairly. Regardless of the circumstances, members of an academic community must not tolerate or ignore misconduct or academic dishonesty.

Cultivating an academic environment that values individuals whose actions reflect integrity is both challenging and uplifting. Being a person of integrity requires demonstrating both small and large acts of courage on a daily basis. The personal value to believe in and act in ways that live up to a higher ideal is the cornerstone of academic responsibility. The tenet behind the Code of Integrity is that the College is only as strong as the members who comprise its community, and each individual member must have a sense of community, personal integrity, and honesty.

Student Involvement

The Code of Integrity places an emphasis on student involvement in its Judicature. Within the Code of Integrity, an Integrity Council has been established to function as both the judicial and legislative body which maintains the Code of Integrity.

Student Rights

Students at Carroll Community College, regardless of race, color, religion, sex, national origin, age, or disability, have equal access to all services, programs, activities and facilities of the College as determined by their student status (Credit or Continuing Education). The College endorses the American Association of University Professors' (AAUP) 1967 Joint Statement Rights and Freedom of Students, which makes it clear that students should have the right to freedom of expression and proper academic evaluation. Students at Carroll are entitled to the following:

Protection of Freedom of Expression: Students should be free to take reasoned exception to the data or views offered in any course of study and reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they enroll.

Protection against Improper Academic Evaluation: Students should have protection through orderly procedures against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course.

Protection against Improper Disclosure: information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisers, and counselors should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, normally with the knowledge or consent of the student.

Honor Pledge

All credit students, and continuing education students as deemed appropriate, must sign a pledge to uphold the Code of Integrity at Carroll Community College. The pledge reads: "I pledge on my personal honor to uphold and abide by the Code of Integrity as long as I am enrolled at Carroll Community College." An instructor may ask that all major academic work submitted by students have an additional pledge that shall read: "I pledge that this work is entirely my own and I have neither given nor received any unauthorized help in its completion." The instructor may authorize students to sign an abbreviated pledge for certain work that is submitted. This abbreviated pledge, which symbolically represents the complete pledge, shall read: "Academic Honesty Pledge." Although students may refuse to sign a pledge, this refusal does not absolve students from abiding by the Code of Integrity.

Hate Speech Policy

"Hate Speech" is defined as any form of communication that is motivated by the speaker's bias toward others and is intended to offend, demean, or injure. Hate speech violates the College's stated core value of Respect, it indicates a lack of concern for Fairness, and it creates an atmosphere of mistrust. Acts of

hate speech become subject to punishment when they escalate to conduct that interferes with the ability of a student (or students) to enjoy the right to fully participate in the life of the College. Such acts include bias-inspired phone calls or e-mail messages, following a student across campus while shouting racial epithets, defacing a student's property with hate messages, harassing a student in class with ethnic slurs and jokes. These and similar acts of student conduct are covered in the Code of Integrity, and procedures for disciplining offenders are detailed in that section of this document. Combating hate speech should not be used as censorship. The College advocates prevention of hate speech by fostering an academic environment that expects the highest standard of conduct regarding an individual's civility and respectful behavior toward others.**Students helped develop the Hate Speech statement.*

Carroll Community College

Diversity/World View Strategic Improvement Plan

Update: July 30, 2010

Diversity/World View Committee Structure (Revision FY 2010/2011)

Effective for FY 2010/2011 the existing Diversity/World View Committee will be reconstituted and reorganized. The new committee will be comprised of four major working committees as listed below. This structure and operational procedures will be similar in nature to the way the Technology Advisory Group works, with committee chairs serving on the Diversity/World View Steering Team. Working through the Steering Team Chair's Vice President, the Steering team chair (and committee members when required) will provide a progress report to the President and Executive Team at least once per semester. Each working committee will also work directly with an Executive Team liaison as assigned below.

Steering Team:

Steering Team Chair: Steve Geppi,
Members: Bob Young, Shawntay Stocks, Sylvia Blair, Becki Maurio
IR Department Rep to all committees: Jean Marriott
Charge to the Steering Team Leaders: *Oversee the development and implementation of the college's Diversity and World View Strategic Improvement Plan. Develop reports and communicate progress regarding the development and fulfillment of the plan and its goals and objectives to the Executive Team, PAC, campus constituent groups, and the Maryland Higher Education Commission (MHEC).*

Working Committees:

Curriculum and Student Achievement (Executive Team Liaisons - Jim Ball and Karen Merkle).

Chair: Bob Young (representative from Academic Council), Co -chair, Mike Stovall
Members: Hugh Warner, François Derasse, Joyce Sebian, Sally Long, student
Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Goals and objectives related to the curriculum and enhancing student performance. Report on progress as directed by the steering committee.*

Learning Environment/Co-Curriculum (Executive Team Liaisons - Jim Ball and Karen Merkle)

Chair: Shawntay Stocks
Members: Heather Diehl, Susan Sies, Terry Sawyer, Julia Hymer, Joel Hoskowitz, Myung Schindehette, Student

Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to the Learning Environment and Co-Curriculum. Report on progress as directed by the steering committee.*

Employee Development (Executive team Liaison - Alan Schuman)
Chair: Sylvia Blair
Members: Alan Bogage, Cindy Larrick, Shanelle Hopkins, Sharon Reed, Carol Kolb
Charge: *Develop and continuously improve methods for implementing and evaluating the effectiveness of Diversity and World View Plan's goals and objectives related to the Employee Development. Report on progress as directed by the steering committee.*

Marketing and Outreach (Executive Team Liaison - Craig Clagett)
Chair: Becki Maurio
Members: Vince Leisey, Candace Edwards, Nancy Kimball, Student
Charge: *Develop and continuously improve marketing and outreach materials and processes to support of the overall goals of the Diversity and World View Plan, particularly those related to the "Learning Environment." Report on progress as directed by the steering committee.*

Cultural Diversity Plan

2009 - 2011

CECIL COLLEGE

Vision Statement

"Cecil College will be the premier provider for learning throughout the region."

Mission Statement

Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and, economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence.

Core Values

Cecil College is dedicated to the following core values as observed by the Middle States accreditation team:

1. ***Quality*** – The College advances quality standards through faculty, academic offerings and support services provided to students. This is evidenced in institutional practices and learning and administrative outcomes.
2. ***Learner-Centered*** – The College maintains a strong commitment to all learners and their emerging needs, by fulfilling the academic, cultural, and workforce needs of the region.
3. ***Diversity*** – The College embraces diversity in its curriculum, activities, student population, and staff.
4. ***Inclusiveness*** – The College promotes a caring environment that is rooted in a participative governance structure. Mutual respect and trust are evidenced in collaborative work teams, which cross over divisions, departments, and programs.
5. ***Integrity*** –All policies and procedures of the College represent fair, responsible, and ethical practices and behaviors, to ensure standards of excellence.
6. ***Innovation*** – The College promotes creative actions that result in the expedient development of educational programs and workforce solutions for the communities we serve.
7. ***Growth*** – The College continuously strives to expand accessibility to the institution by increasing enrollment and enhancing educational offerings, fiscal and human resources, and campus facilities.
8. ***Accountability*** – The College is accountable for strategies and actions that produce measurable outcomes. Data-driven decision making is a standard in the planning process, with special emphasis on strategies that result in enhanced effectiveness.

Strategic Initiatives

Strategic Initiative 1: Cecil College will place innovative learning opportunities, academic excellence, and student success at the forefront of all we do.
Strategic Initiative 2: Cecil College will expand its pattern of responsible enrollment growth, enhance its learning facilities and continue to broaden its course and program options.
Strategic Initiative 3: Cecil College will develop and allocate human, fiscal, and technological resources to ensure academic excellence.
Strategic Initiative 4: Cecil College will create educational opportunities for a diverse community of learners and business partners that stress access, flexibility, and timely learning solutions.

DEVELOPMENT AND IMPLEMENTATION TIMELINE

Phase I **Development of Strategic Directions**

September 2008 — A review of the College's 2007-2009 Diversity Plan was completed. Notable progress in the area of diversity was documented based on the actions that were advanced from the 2007-2009 planning document. Although there was evidence of significant progress, it was also evident that diversity was an important objective that must remain an institutional priority. A committee was formed of college and community representatives to develop a framework for the next diversity planning document.

Oct-Nov 2008 — The College committee met to discuss the strategic objectives that should be included in the next planning document. The group recommended that the strategic objectives be edited and respond to the needs of a growing student population. The recommendations of the committee included: 1. Student Recruitment, Retention, and Academic Success, 2. Promotion of Cultural Activities in Collaboration with Community Partners, 3.Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development. The committee recommended that these suggestions be forwarded to the Cecil College Minority Student Service Advisory Board (MSSAB).

Phase II **Development of Strategic Directions**

Nov-Dec 2008 — The MSSAB met to develop feedback to be used to refine the final draft of the plan. Members were provided with demographic data related to diversity throughout the County and suggested strategic objectives to be included in the plan. The group convened student focus groups, made revisions, and suggested actions to be included in an operational plan.

December 2008 — A comprehensive draft of the Cultural Diversity Plan was presented to the MSSAB. The document included all of the feedback and actions that were identified by the committee.

February 2009 — The Maryland Higher Education Commission endorsed the implementation of Education Article, Annotated Code of Maryland 11-406 (b) (1) (iii). The College reviews their plan to adapt to state requirements.

March 2009 — The new legislation is reviewed with MSSAB and adaptations are discussed and approved.

June 2009 — The revised plan is approved by the Board of Trustees.

Phase III **Implementation of the Diversity Plan**

July 2009 — The Cultural Diversity Plan completed and implementation commences.

Outcomes of 2007-2009 Cultural Diversity Plan

Overview

The initial 2001 – 2003 Diversity Plan was designed to promote, enhance and embrace diversity at Cecil College. This subsidiary plan is written in support of the College's vision, mission and core values. The College with the assistance of the Cecil Minority Student Services Advisory Board (MSSAB) developed and implemented the Diversity Plan.

The College in concert with the MSSAB, planned, revised, implemented, and evaluated each Cultural Diversity Plan to assess the effectiveness of each two-year plan ('01-'03, '03-'05, '05-'07, and '07-'09). The current Cultural Diversity Plan ('09-'11) continues to have the support of the College and the Advisory Board, as it jointly implores four strategic goals. They are as follows: 1. Student Recruitment, Retention, and Academic Success, 2. Promotion of Cultural Activities in Collaboration with Community Partners, 3.Inclusiveness and Critical Thinking in the Curriculum, and 4. Cultural Diversity in all areas of Employment and Professional Development.

The following section highlights accomplishments made during the current 2008-2009 academic year as it relates to the 2007 – 2009 Cultural Diversity Plan.

Student Recruitment, Retention & Academic Success

- Minority enrollment at Cecil College continues to increase (11.8% between 2006-2008). The African American student population continues to be the largest minority group on campus. The report illustrates the total number of minority students by gender and by ethnicity.

Gender	African Amer.	Amer. Indian	Asian	Hispanic	International
Male	61	5	9	19	7
Female	96	4	23	24	4
Fall 2008 **Totals**	**157**	**9**	**32**	**43**	**11**

- Traditional recruiting efforts include Cecil staff and students visiting the five public high schools in the County. The annual campus visitation program-Minority Recruitment Day, fosters higher education opportunities for minority students. Approximately 65 CCPS students attend each year. Students attending Minority Recruitment Day continue to further their education at Cecil College and other colleges. Minority students now comprise 12.2% of the Colleges enrollment, almost twice the diversity rate for the county.

- Cecil County Public Schools work closely with the College to encourage higher education for minority students. Elkton HS has the largest minority student population and has the greater number of students attending Cecil College. For this reason, minority outreach programs are offered multiple times each year at Elkton HS.

Below is a list of minority students by ethnicity and school.

Cecil County High Schools	African Am.	Am. Indian	Asian	Hispanic	International
Bo Manor	7	1	4	1	0
Elkton	25	2	3	0	1
North East	13	0	1	6	0
Perryville	9	0	0	4	1
Rising Sun	1	0	1	3	0

- Additional recruiting efforts that attract traditional age students include the annual Unity in the Community Festival, sports programs, and advertisements in church, fraternity, sorority and civic program brochures. Cecil College in partnership with Cecil County NAACP hosts an annual Minority Scholarship Night. The 2008 scholarship award recipient attends Cecil College. Thirty students, parents and educators attended the February 3, 2009 Minority Scholarship Night held at Wright's AME Church in Elkton, MD. Cecil College Offices of Financial Aid and Minority Student Services facilitated this event.

- Recruitment of nontraditional minority students resulted from church visits, community activities, local businesses and social service agencies, and from personal contact with students.

- Recruitment of students from the Adult Basic Education and the General Equivalency Diploma (ABE/GED) Programs to credit programs, continues to be a work in progress. In FY '09, one of four students completed the GED Exam and registered for credit courses.

- Members of the College's Elkton Station Diversity Team, provide activities and programs to assist students in transitioning from noncredit to credit enrollment. Students receive cards of encouragement and calls from members of the Team persuading them to continue their education.

- Retention strategies included the College's academic monitoring program, minority staff advising minority students, academic success seminars, and an increase in the number of Minority Student Union Advisors from one to three. The two new Club Advisors represent the offices of Academic Advising and Financial Aid. As such, success mini sessions are included in the Minority Student Union Meetings and activities. In the fall 2008 Time Management and MyCecil Minority workshops were held. During the spring 2009, advisors guided students in the use of the new portal. MSSAB members mentored students to assist with retention of minority students.

Collaboration with Community Partners

Cecil College and Cecil County strengthen each other's diversity initiatives. Partners have provided social and financial services to Cecil students. The primary partners include:

- Alpha Phi Alpha Fraternity
- Blacks In Government (BIG)
- Cecil College Minority Student Services Advisory Board
- Cecil County Public Schools Equity Committee
- Cecil County Classroom Teachers Association Minority Affairs Committee

- Cecil County AME, Methodist Churches, and independent churches
- Cecil County Branch NAACP
- Cecil County Health Department
- Cecil County Veterans Administration
- Flo's Catering

Curricular Connections

- The College ensures diversity and cultural competency is embedded in the curriculum and is accentuated in campus programs. The Faculty organized the Cecil College Speakers Series to ensure diversity and global issues are integrated in the student's learning outside the traditional classroom.

- Students have an opportunity to visit classrooms where guest speakers discuss different topics in diversity including race, sexual orientation, gender, disabilities and veganism.

- Students are awarded extra credit for attending diversity activities at our partner schools. For example, on October 13, 2008 the University of Delaware offered a Brown Bag Seminar entitled "...and so, is America ready for a Black President, or not?" The presenter, David C. Wilson, Assistant Professor, Political Science and International Relations, University of Delaware, later became our January 29, 2009 speaker for Cecil's Dr. King Celebration.

- The Office of Minority Student Services sponsors scholarly and engaging activities at the North East and Elkton Station Campuses. The list includes:
    - Hispanic Awareness – September 21, 2008
    - Native American Heritage Month – November 20th , and 25th , 2008
    - Dr. Martin Luther King, Jr. Convocation – January 29, 2009.
    - Black History Month Celebrations – February 12th and 26th, 2009.
    - Women's History Month – March 31, 2009.

Cultural Diversity in all areas of Employment and Professional Development

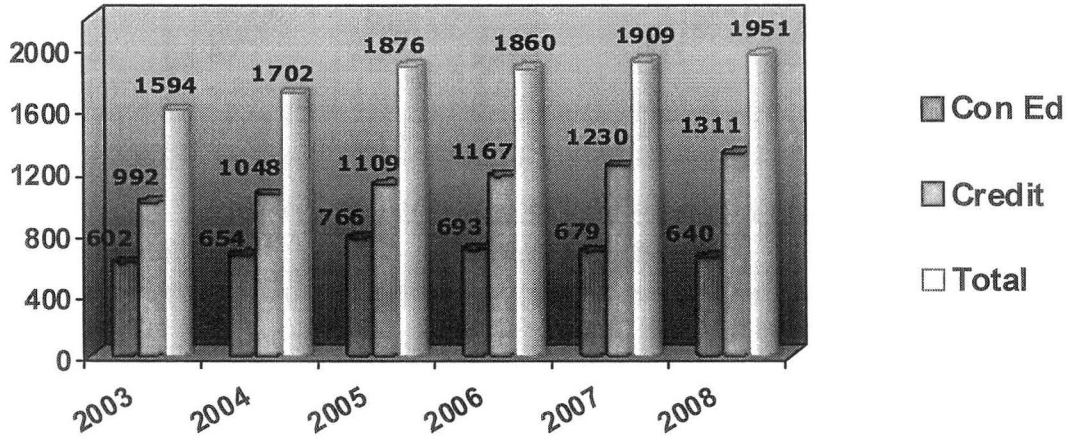
- Cecil College, an equal opportunity/affirmative action employer and educator, is committed to diversity. The College strives to employ a diversified work force that reflects the student population. The Student Services and Institutional Effectiveness Staff is the Division that employs the highest level of African American staff members among the full-time ranks. The Division employs two African American Males and five African American Females.

- Notable increases have occurred among full-time faculty in other minority categories to include the most recent hire in the Physics/Engineering department.

- Professional development training opportunities are available for full- and part-time employees throughout the year.

SITUATION ANALYSIS BASED ON INTERNAL FACTORS

Credit and Non-Credit FTE: FY'03 – '08



Total FTE increased by 22.4% across FY'03-FY'08; credit by 32.2% and non-credit by 6.3%.

Credit Enrollment by Race – Fall Semester

	2004	2005	2006	2007	2008
African American	141	136	147	142	157
Part-Time	72	80	94	88	96
Full-Time	69	56	53	54	61
American Indian	9	9	9	15	9
Part-Time	8	8	9	9	5
Full-Time	1	1	0	6	4
Asian	34	28	30	30	32
Part-Time	24	19	16	19	26
Full-Time	10	9	14	11	6
Hispanic	20	38	27	35	41
Part-Time	11	23	17	28	28
Full-Time	9	15	10	7	13
White	1544	1668	1698	1833	1996
Part-Time	1030	1077	1066	1236	1289
Full-Time	514	591	632	597	707

Source: Cecil Factbook

Credit Enrollment Summary - Fall 2008

RESIDENCY

	Headcount				FTE			
	In County	Out of County	Out of State	Total	In County	Out of County	Out of State	Total
2007	1881	53	211	**2145**	564.6	13.4	68.0	**646.0**
2008	2030	69	221	**2320**	632.1	18.6	69.2	**719.9**
% Diff.	7.9%	30.2%	4.7%	**8.2%**	12.0%	38.8%	1.8%	**11.4%**

SELECTED DEMOGRAPHIC INDICATORS

	Gender		Enrollment Status		Admission Status		
	Male	Female	FT	PT	New	Continuing	Re-admit
2007	737	1408	879	1266	773	1127	245
2008	845	1475	1029	1291	838	1203	279
% Diff.	14.7%	4.8%	17.1%	2.0%	8.4%	6.7%	13.9%

DIVERSITY

	African American	American Indian	Asian	Hispanic	Other	Total Minorities	Caucasian	Total
2007	150	14	30	36	43	273	1872	2145
2008	157	9	32	42	44	284	2036	2320
% Diff.	4.7%	-35.7%	6.7%	16.7%	2.3%	4.0%	8.8%	8.2%

AGE

	<17	17 – 20	21 – 25	26 – 30	31 – 40	41 – 50	51 – 60	> 60
2007	24	1055	395	199	230	172	54	16
2008	33	1141	447	179	236	191	62	31
% Diff.	37.5%	8.2%	13.2%	-10.1%	2.6%	11.0%	14.8%	93.8%

Source: 10/8/08 Daily Enrollment Report

Graduation Rates 2007-2009

2007 Ethnicity of Graduates

African American	6	6% of graduating class
Asian	5	2% of graduating class
American Indian	1	1% of graduating class
Hispanic	0	0% of graduating class
Other	2	2% of graduating class

Total Graduates: 177

2008 Ethnicity of Graduates

African American	14	10% of graduating class
Asian	5	1% of graduating class
American Indian	4	3% of graduating class
Hispanic	3	2% of graduating class
Other	0	0% of graduating class

Total Graduates: 206

2009 Ethnicity of Graduates

African American	12	8% of graduating class
Asian	2	1% of graduating class
American Indian	0	0% of graduating class
Hispanic	4	1% of graduating class
Other	0	0% of graduating class

Total Graduates: 182

Situational Analysis Based on External Factors

CECIL COUNTY PROFILE	TOTAL	PERCENT
• Population, 2001 estimate	88,850	
• White persons,	80,272	93.4%
• Black or African American	3,361	3.9%
• American Indian & Alaska Native persons	280	0.3%
• Asian persons	593	0.7%
• Native Hawaiian & Pacific Islander persons	25	Z
• Persons reporting some other race	430	0.5%
• Persons reporting two or more races	990	1.2%
• Persons of Hispanic or Latino origin	1,306	1.5%

Z: Value greater than zero but less than half unit of measure shown
Source: Cecil County MapStats from FedStats

EDUCATION (U.S. Census 2000 Information)

• Language other than English spoken at home % age 5+	4.1%
• High school graduates, % of person age 25+	81.2%
• Bachelor's degree or higher, % of persons age 25+	16.4%

BUSINESS MAPSTATS (1997 Cecil County MapStats from FedStats)

• Total number of firms	5,449
• Minority-owned firms	245
• Minority-owned firms % of total	4.5%
• Women-owned firms	1,383
• Women-owned firms % of total	25.4%

Operational Plan for the

Cultural Diversity Plan Objectives

2009 - 2011

Student Recruitment and Retention

Operational Objectives

Background Information – Enrollment of minority students has increased by 12.2% from 254 students in the fall of 2006 to 284 in the fall of 2008. Although enrollment has grown among minority students, the College maintains continued growth as a priority. This is especially significant with regard to the retention and graduation of the students who enroll at the College. Additional emphasis must be placed on providing the resources needed to ensure the academic success of students.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Enhance recruitment activities to increase the enrollment of minority students	• Increase the enrollment of adult learners by 5% through targeted outreach events for students 25 or older by Dec. 2009 • Participate in 4 community events & programs in geographic locations where more minority residents can be informed of college opportunities	Min. Serv.: L. Hoxter CE: C. Fletcher Recruit.: Mishoe	• Follow-up contact has been made to all students who attended spring outreach programs. Students were contacted via direct calls and mailings. • Fall '09 semester reflected a 10.6% increase in enrollment. • Participated in summer church events to recruit students. • Preliminary fall '10 enrollment showing a slight increase of 17.0%.
Improve retention rate of minority students	• Expand upon the successes of the AIM Project, workshops and retention activities by Sept. 2010 • Increase retention among minority students by 5% by 2011 • Expand on the "Each One Reach One" Minority Student Union peer retention efforts to increase retention.	Min. Serv.: Hoxter Advising: Swan, Lampkin Resource: MSSAB membership	• Retention Committee mtg. plans are underway to enhance retention strategies for the College' Success Seminars. • The multicultural student ambassador program was formalized. Cecil students were paired with entering freshmen and acted as a peer resource throughout academic year. • Academic success seminars were hosted for MSU membership to share study tips, test-taking techniques, and time mgmt. skills.
Increase the rate of enrollment of Cecil County High School minority graduates in CC	• Target minority students enrolled in the College Bound and on-site programs as prospective Fall enrollees and increase participation rate by 2 students/high school each yr. through fall 2011 • Increase CCPS minority graduate enrollment at CC by 4% by fall 2011	Min. Serv.: Hoxter Reg.: Weekes Advising: O'Brien	• Through outreach lists and referrals from CCPS, students have been identified. Data regarding the response will be available in mid semester. • The spring '10 cultural diversity recruitment day increased participation to 64 CCPS students.
Increase the promotion of financial aid options to minority populations as a recruitment tool	• Secure scholarship funds to assist students with educational needs by contacting non-traditional resources (fraternities, sororities, community groups)	Hoxter, Lockhart, Resource: Advisory Board	• Financial Aid segment included in the spring '09 & '10 minority recruitment day for CCPS students. • A scholarship seminar was held for NAACP in spring '10. Twelve prospective students attended. • Alpha Phi Alpha Fraternity awarded a full scholarship for a Cecil graduate to transfer to a 4-year college.

Cultural Activities in Collaboration with Community Partners

Operational Objectives

Background Information: It is important for the College to recognize that as an institution of higher education they must serve as an example to the community to expand awareness of multiculturalism. In as much, the College must continuously seek opportunities to offer programs to advance this commitment.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase the number of joint programs hosted by CC and CCPS to increase college and career awareness among minority students	• Expand upon the "Making a Difference" and "Grow Our Own" programs • Host Career Event utilizing members of the Minority Advisory Board	Min. Serv.: Hoxter Car. Dev.: Coston	• Met with Advisory Board members regarding "Grow Our Own" and "Making a Difference" programs. Preliminary needs for program revision were identified and programs were hosted on campus. • Career Services offered workshops for credit and non-credit minority students to assist with career exploration and job placement. • Participate in the CCTA-Multicultural Affairs Committee. Expansion of this partnership is in-progress.
Enhance the level of communications between the College and area minority churches	• Develop a College newsletter that is distributed in area churches 2 times annually • Advertise the College's Diversity Programs through church announcements • Visit 4 local churches and or church events	Min. Serv.: Hoxter Mktg.: Conolly	• The multicultural brochure was developed and distributed starting in fall '09. • Cecil College information distributed at the National Baptist Youth Conference at Pilgrim Baptist Church. • Promotional materials (brochures, schedules, catalogs) were also distributed through 3 other churches throughout FY '10. • Cecil rep participated in various churches' functions throughout FY '10. • Cecil announcements were routinely made in church bulletins and during services throughout FY '10.
Research MD community colleges for best practices in reviewing and enhancing diversity at Cecil.	• Identify an evaluator from the Maryland Diversity Roundtable by Oct. 2009 to evaluate our minority affairs programs and the diversity plan. • Conduct an on campus evaluation and provide feedback by spring 2010.	Min. Serv.: Hoxter	• Dr. Coleman of CCBC came to Cecil campus spring '11 and is working with Multicultural Services to review programming and planning. • Research & evaluation to be completed in FY '11. Results will be used to frame the '11-'13 plan.
Enhance the level of communication between the College and local groups in Cecil & Harford Counties and DE	• Host campus activities in the fall and spring that will include NAACP, Blacks In Government, (BIG) and fraternities and sororities.	Min. Serv.: Hoxter	• Hoxter attended luncheon for AIM presenter Andrew Haman. • Co-hosted Minority Scholarship Night in partnership with Cecil County NAACP (spring '10). • Alpha Phi Alpha fraternity offers mentoring opportunities for Cecil students.

Inclusiveness and Critical Thinking in the Curriculum

Operational Objectives

Background Information: Data on diversity in the curriculum are anecdotal and there is question as to whether or not the current assessment mechanisms truly assess "diversity in the curriculum." There is a perceived lack of special topics or courses that address diversity issues. These perceived voids in the curriculum must be considered as the college continues to advance diversity as an institutional priority.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Evaluate and retool assessment measures to ensure that diversity-in-curriculum is being addressed.	• Introduce curricular enhancements of a global culture in Credit and Continuing Education coursework by fall 2010 • Establish a system to identify diversity outcomes in new & existing courses to document progress related to cultural diversity awareness by fall 2010.	Academics: Bolt Min. Serv.: Hoxter	• Met with VP and Dean of Academic Affairs regarding diversity in the curriculum; no clear assessment tool availability for credit courses. • Specific assessment measures are used for the Dept. of Labor and Friends of the Family funded programs.
Develop, publicize, offer, and assess special topics/courses that address diversity issues.	• Develop 4 topics that will be made available to the College community to expand awareness of diversity issues in Credit and Continuing Education by spring 2010	Academics: Bolt Min. Serv.: Hoxter Resource: Advisory Board	• Hispanic Heritage Month- Embracing the Fierce Urgency of Now: Yes We Can ; North East: Audience: 125 students / 10 staff • Native American Heritage - A Native Perspective: Balancing Body, Mind & Spirit – NE Audience 100 students /6 staff • King Celebration – "Echoes of a Prophet" NEC Audience 50 students / 10 staff • Asian Heritage – Diverse Leadership for a Diverse Workforce: Determination for Success. Audience 180 students / 20 staff • Native American Heritage - A Native Perspective: Balancing Body, Mind & Spirit. ES Audience 50students / 7 staff • Women's History. ES Audience 50students / 5 staff • History of Black Economic Empowerment: Entrepreneurs. ES Audience 50 students / 6 staff • Asian Celebration Diverse Leadership for a Diverse Workforce: Determination for Success. Elkton Station (ES) Audience –75 students / 10 staff • Fall '11 plans, include recognizing Oct. Diversity Awareness month, & World Aids Day in Dec. • Unity in the Community has expanded the focus to cultural diversity and will be held in Sept. '10
Develop opportunities to offer supplemental course instruction in diversity & current world events.	• Present one to two hour current events presentations reflecting student interest in world news during AY 2009-2010	Library: Martorana Min. Serv.: Hoxter Resource: Advisory Board	• Supplemental instruction programs are offered in CE to include Amer. Sign Lang., French, German, Japanese, and Mandarin Chinese.

Cultural Diversity in all areas of Employment and Professional Development

Operational Objectives

Background Information: A review of the College's employment files reveals the level of professional minority employees (12.2%) exceeds the percentage of minority residents (7.6%) in the county. However, the College has been less successful in attracting African Americans into the full-time faculty ranks. The objective of this initiative is to further expand the representation of minorities, especially among the faculty.

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Increase the percentage of African American among the professional staff and full-time faculty	• Minority representation will exceed the county profile of ethnicity by 3% by 2010 • The College will continue to be aggressive in targeting minorities for full-time faculty positions	HR: Wilburn Hiring Supervisors	• Analysis of FY '09 employment demographics reflected the following: 10.6% of al employees are minorities as compared to 9.8% for the county. • Analysis of FY '10 employment demographics reflected: 4.4% of faculty and 14.8% of administrative staff are minorities as compared to 9.8% for the county.
Staff recruitment practices will be revised to more aggressively target minorities	• The College will pursue HR outreach with representatives of the Latino community by Fall 2011 • HR will develop a customized recruiting CD and link it to the College website by to enrich minority staff recruitment	HR: Wilburn	• Web-based professional development seminars held in fall '09 and spring '10. • Outreach efforts to Hispanic population were launched during FY '10 including HR ads in Hispanic publications.
Search processes will be reviewed to determine whether they support the advancement of minority hires	• Provide an orientation for each search committee to ensure that committee members are aware of the College's diversity goals • Establish protocols for adequate levels of diversity for candidate and finalist pools for all searches and internal postings	HR: Wilburn	• Orientation for searches has been standardized and launched so that information is shared at the start of each search. • All candidates pools are reviewed in a standardized manner, including protocols for levels of diversity.
Increase awareness of cultural diversity issues at a global level.	• Continue to provide financial support & expand the Speakers Series • Increase the number of student participants by 25 each year for the next two yrs. through in-class promotions •	Acad: J. Levi, Dept. Chairs SSIE: Lane	• Increased funding for the Speaker's Series. Programming and topics will sustain the emphasis on global diversity issues. • All speakers conducted in-class discussions on the selected topic as a mechanism to increase student participation.
Offer a full complement of professional development activities celebrating ethnicity and diversity	• Increase the number of "celebrations" offered to students and staff from 5 to 8 over the next 2 years. • Increase student attendance by 5% annually over the next to years. • Increase staff attendance by 5% annually over the next 2 years	Min. Serv.: Hoxter Acad: Dept. Chairs HR: Wilburn	• Multicultural events: include o Hispanic Awareness – September o Diversity Awareness Month - October o Native American Heritage Month – November o Dr. Martin Luther King, Jr. Convocation – January o Black History Month Celebrations – February o Women's History Month – March

Targeted Actions	*Targeted Outcomes & Dates*	*Person(s) or Office Responsible*	*Reporting Progress & Dates*
Heighten awareness of the consequences of prejudicial behaviors through programming & communications.	• Publish hate crime statistics in college publications, website, and portal by spring 2010. • Introduce civility training in the student leadership program by fall 2009. • Infuse sensitivity training in the orientation program by spring 2010.	Mktng: Conolly Security: Woolston Stdnt Engmnt: Skelley	• Expanded programming & communications posted on MyCecil, and a multicultural brochure and a newsletter was created and distributed in FY '10. • Campus Safety & Security information (Clery Report) was posted in print and online for current and prospective students. • Diversity webinar – "The Changing Landscape of Diversity and Inclusion" aired in fall '10. • The Speakers Series held a lecture on the "The Rise of Hate Crimes in the U.S' in spring '10.

Chesapeake College's
FY2011 Cultural Diversity Plan Progress Report

Chesapeake College recognizes and values the importance of diversity among its students, faculty, staff and community. The college's Cultural Diversity Plan sets forth goals to ensure our commitment to creating, nurturing and growing a campus culture and climate that embraces diversity. It is our intention to work toward creating diverse student and employee populations, while infusing our curriculum with the study of diversity in order to encourage an appreciation of and support for a diverse society in our campus community.

Referencing Senate Bill 438 and House Bill 905, cultural diversity is defined as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. The goals set forth in this plan encompass a broader view of diversity, respecting differences and promoting inclusion of all individuals regardless of race, ethnicity, nationality, culture, gender, age, religion, sexual orientation, socioeconomic status, military service and abilities.

The college's plan to set forth only those strategies that are strategic and does not reference performance of many ongoing operational initiatives. The college is in compliance with the Federal Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Higher Education Act, 1998 Amendments), communicating procedures and diligently monitoring to ensure a safe campus climate. The Higher Education Opportunity Act regulations are routinely reviewed by the college to ensure compliance and that important student disclosures are communicated.

In January 2011, a second resource inquiry was conducted to evaluate the successful implementation of the college's Cultural Diversity Plan. The college's Diversity Committee evaluated responses, reviewed performance indicators and compiled the following progress reports. Progress status represents: "Complete" (action is complete; considered operational and will be removed from the plan); "Fiscal Year Complete" (ongoing action that is complete and will remain on the plan); "In Progress" (satisfactory progress made) and "Not Complete" (action was not implemented nor satisfactory progress made). Appendix A presents performance indicators for the plan and Appendix B presents a comprehensive list of cultural events held at the college in FY2011.

1.0 *Create and sustain an inclusive, welcoming college culture that encourages diversity.*

1.1 Incorporate diversity into student orientation and other co-curricular activities.

Assignment: Student Life Director

Timeline: 2009 - 2014

Progress status: In Progress

Progress Report:

Student Life Director works with in collaboration with the Director of First-Year Programs and Multicultural Office to promote an inclusive campus environment. Performance metrics demonstrate that participation of all ethnic and racial groups has increased for student orientation and the variety of extracurricular activities. From fall 2008, the minority student population has increased by 4% (Appendix A, Characteristic G).

1.2 Review college promotional materials and website to ensure they reflect the college's commitment to diversity.

Assignment: Director of Public Information, Webmaster

Timeline: 2009 - 2014

Progress status: Complete

Progress Report:

The internal diversity review process has now been implemented to ensure all printed materials and electronic materials offered through the website reflect the college's commitment to diversity.

1.3 Assess the accessibility of facilities to ensure the main campus and all off-campus locations meet accessibility requirements (on-going).

Assignment: Director of Facilities, ADA Coordinator

Timeline: 2009 - 2014

Progress status: Complete

Progress Report:

An ADA accessibility survey was completed in January 2011 and will be conducted annually. Minor accessibility issues were noted in buildings located at the Wye Mills campus (i.e. Higher Education Center, Queen Anne's Technology Building, Physical Education Building, Manufacturing Building and the Maintenance Building). When July 2011 funds become available, accessibility issues will be addressed to ensure 100% compliance.

1.4 Work closely with Maryland Upper Shore Transit to ensure that transportation barriers are being addressed in ongoing MUST planning.

Assignment: Vice President for Student Success and Enrollment Services

Timeline: 2009 - 2011

Progress status: Complete

Progress Report:

The college continued to monitor student usage of public transportation services and worked with the Maryland Upper Shore Transit system to recommend student routes and usage times. The college will continue to promote public transportation options to ensure accessibility to the college's campuses; however, county funding may impact public transportation options.

1.5 Work with the college's Multicultural Advisory Committee to identify issues of concern/gaps related to diversity.

Assignment: Director of Multicultural Affairs

Timeline: 2009 - 2011

Progress status: In Progress

Progress Report:

The Multicultural Advisory Committee identified student achievement gaps in the African American Student successful persister rate. While the college's successful persister rate for the 2006 cohort of first-time, full or part-time students is 65%, the African American successful persister rate is 34.8% (Appendix A). Only 23 out of 66 African American students graduated, transferred, achieved 30 credits with a GPA of 2.0 or were still persisting their last semester. The First-Year Male College Club was revised to the FOCUS program for first-generation African American students in fall 2010. This program is designed to promote education and career opportunities to assist in overall student success. Scholarship funds were raised at February's Black History Breakfast to provide tuition assistance to economically disadvantaged students. The following events were offered in FY2011 to encourage connections among students, provide support and encourage student success: Student field trips to local Maryland colleges/universities to promote transfer opportunities (i.e. UMCP, UMES, Howard University and Coppin University). College staff also worked with the K-12 system to encourage matriculation to college. The college provided informational sessions for financial aid and offered college preview nights to share programming opportunities. Student matriculation to four-year colleges/universities, overall student GPA and event participation are monitored to ensure targets are met.

1.6 Ensure diversity remains a core value of the college's Strategic Plan.

Assignment: President

Timeline: 2009 - 2011

Progress status: Complete

Progress Report:

The Peake Performance Program designed to further the college's strategic plan goals formed a team in FY2011 to design and implement structured "critical conversations about race." The purpose of these conversations is to further a climate of inclusion in a way that is meaningful to the campus. College staff are currently determining how to effectively operationalize this initiative across the college campus.

1.7 Offer college events that increase understanding of other cultural values and customs.

Assignment: Director of Multicultural Affairs,Executive Director for the Division of Continuing Education and Workforce Training and Executive Director of the Performing Arts Center

Timeline: 2010 - 2014

Progress status: In Progress

Progress Report:

FY2011 cultural events were held to promote educational opportunities to broaden students'/community members' knowledge base of a various cultural values and customs. Please see Appendix B for list.

2.0 *Recruit a diverse student population and provide the appropriate supports to retain that diverse student population while preparing them to meet their academic and career goals.*

2.1 Identify under-served and under-enrolled student populations.

Assignment: Dean for Recruitment Services, Director for Institutional Planning, Research and Assessment

Timeline: 2009 - 2014

Progress status: Complete

Progress Report:

The college regularly monitors under-served and under-represented student populations (i.e. African-American and Hispanic populations) and plans events accordingly (i.e. College Preview Days; College Information and Financial Aid Sessions). Participation and satisfaction are monitored at the events. This initiative will now be operationalized.

2.2 Identify new and existing programs that will be attractive to under-served and under-enrolled student populations identified in Strategy 2.1(on-going).

Assignment: Vice President of Academic Affairs and Economic Development, Academic Deans

Timeline: 2009 - 2014

Progress status: In Progress

Progress Report:

College programming data supported the program addition of Environmental Science, approved by MHEC April 2011. A ladder approach toward completion has also been implemented to allow students to gain a letter of recognition and certificates (i.e. beginner, advanced) as they earn credits toward their degree. This approach is designed to encourage student retention.

2.3 Develop as part of the marketing and recruitment process strategies to attract the under-served and under-enrolled student populations, identified through Strategy 2.1.

Assignment: Dean for Recruitment Services, Public Information Director

Timeline: 2009 - 2014

Progress status: In Progress

Progress Report:

Part of the marketing and outreach plan, for under-served, under-enrolled student populations, is for college staff to make direct contact with the K-12 school system educators, including Superintendents. College staff works in conjunction with service region educators to hold events that encourage students to pursue a college education. An example of this is the College Awareness Day. In fall of 2009, a College Awareness Day was conducted for all 8th graders (approximately 350) in Dorchester County. In spring 2011, the same type of event was held for Queen Anne's County middle school students (approximately 175) and for Talbot County middle school students (approximately 63). For all three events, the middle school students participated in information sessions and discussion panels on various themes (e.g. college preparedness, life as a college student, and college major exploration with faculty).

2.4 Review retention, transfer, and graduation indicators with specific emphasis on the indicators for under-served and under-enrolled student populations, and develop strategies to assist under-performing student groups.

Assignment: Dean for Retention Services, Dean of Learning Resources

Timeline: 2009 - 2014

Progress status: In Progress

Progress Report:

Referencing Appendix A, for the 2006 African American first-time student cohort (Indicator 21.d), the successful persister rate dropped 29 percentage points from the 2005 cohort. The graduation-transfer rate for the 2006 cohort also dropped 14 percentage points from the 2005 cohort (Indicator 22.d). Hispanic and Asian populations are also monitored, but cohort sizes are too small to report. While the college cohort size for African American students is small and has large fluctuations, the college has specific action plans to improve student success. Outreach and support for SAIL and TRIO is ongoing. FOCUS, a new program targeting first-generation African American students, has been implemented this year. Other student support grants are actively being sought.

2.5 Recruit high-achieving students in under-represented and under-enrolled groups to be featured in college promotional activities and to connect with prospective students both for recruitment and mentoring purposes.

Assignment: Director of Public Information

Timeline: 2009 - 2010

Progress status: In Progress

Progress Report:

College marketing materials have been developed to recruit high-achieving students in under-represented groups. The Honors program and PTK race/ethnicity are closely monitored and outreach efforts are ongoing.

2.6 Develop strategies to address the academic and support needs of English as a Second Language (ESL) students.

Assignment: Vice President of Academic Affairs and Economic Development, Academic Deans/Dean of Learning Resources

Timeline: 2010 - 2011

Progress status: Fiscal Year Complete

Progress Report:

Community outreach and access have been expanded. In addition to our regular ESL classes, we will be offering classes for migrant workers in northern QAC this year. These classes are funded by the Adult Education grant. All Adult Education classes are monitored by DLLR based on data entered into the LWIS (Literacy Works Information System). ESL classes and ABE/GED classes are now offered at the Sudlersville Family Support Center and the program director serves on the steering committee. ESL staff held many outreach events. The ESL program developed a student documentary called, "New Immigrants, Changing the Face of the Eastern Shore." This documentary was designed to break down barriers and increase understanding of immigrants on the Eastern Shore and shown to the campus and surrounding communities as part of our Cadby Series of free events open to the public. In addition, the college has developed a new English pathway for ESL students taking ABE/GED classes. The college has developed classes that equate to ENG 075 and 082 but that fit the specific needs of ESL learners. These classes are held on campus. Students can move into ENG 101 by writing a five paragraph essay that is reviewed and approved by the English faculty.

3.0 *Promote diversity through academic instruction and continuing education.*

3.1 Evaluate general education course curriculum to assess student learning outcomes of the core competency of cultural diversity (on-going).

Assignment: General Education Committee, Director for Institutional Planning, Research and Assessment

Timeline: 2010 - 2014

Progress status: In Progress

Progress Report:

The General Education Committee required all faculty to re-apply to the General Education Program to ensure course student learning outcomes (SLOs) were aligned with program mission, goals and competencies. As part of the reapplication process, faculty was asked to describe the degree, to which the SLOs were addressed and identify instructional approaches used in the classroom and how students were assessed. The General Education Committee is currently evaluating applications and developing a curricula map to identify how all competencies are addressed, including the Cultural Diversity competency. To date, from the applications received, 50% of courses aligned with the General Education Program assess the competency of cultural diversity.

3.2 Encourage faculty to address diversity in their curriculum (on-going).

Assignment: Vice President of Academic Affairs and Economic Development and Academic Deans

Timeline: 2011 - 2014

Progress status: Not Complete

Progress Report:

The curricula map for the General Education Program is being developed as a starting point. Once the competency of cultural diversity is evaluated to determine the level it is addressed in the General Education Program, strategies will be developed to encourage faculty to address cultural diversity through the content matter in all courses.

3.3 Offer continuing education courses on diversity and multicultural issues (on-going).

Assignment: Executive Director for the Division of Continuing Education and Workforce Training

Timeline: 2010 - 2014

Progress status: Fiscal Year Complete

Progress Report:

The Continuing Education Program ensures diverse course offerings on various subject matters (e.g. Foreign Languages: American Sign Language, Beginning Braille, French, Italian, Japanese, Spanish, and Swahili: Conversation and Culture; Tourism classes on Alaska and Ireland). Continuing Education (CE) staff serves on the college's Diversity and Developmental Studies Advisory Committees to ensure programming is addressing critical issues for residents. Through the Employment and Training Administration at the US Department of Labor, CE staff work with the Workforce Investment Board (WIB) staff to offer the Maryland Career Pathways Institute to strengthen career pathways of the American worker.

3.4 Present multicultural activities, events and learning opportunities that increase exposure to diverse people, cultures, ideas and viewpoints (on-going).

Assignment: Division for Events Management, Executive Director for the Division of Continuing Education and Workforce Training

Timeline: 2009 - 2014

Progress status: Fiscal Year Complete

Progress Report:

The college ensures various program offerings directly designed to bring the world cultures and travel to the citizens of the Eastern Shore, as addressed in strategy 3.3. Please see Appendix B for a full list of additional cultural events held at the college.

3.5 Develop partnerships designed to extend diversity and multicultural education to the broader community (on-going).

Assignment: Vice President for Student Success and Enrollment Services, Vice President of Academic Affairs and Economic Development, Executive Director for the Division of Continuing Education and Workforce Training, Academic Deans

Timeline: 2010 - 2014

Progress status: In Progress

Progress Report:

Student Services:

1. The 15-member UHURU multi-cultural student union currently includes students representing Sierra Leon, Guatemala, El Salvador, Dominican Republic, Greece, Peru, Puerto Rico, Morocco, and Pakistan. Its mission includes expanding student and community multicultural understanding and experiences. It has done so in FY11 through implementation of numerous actions. The top three actions are: Action 1, provide cultural events that increase multicultural awareness; Action 2, participate in civic events that benefit the wider community at large; and Action 3, expose students to events at four-year colleges and universities.
2. FOCUS, a new program aimed mainly at retaining minority male students and assisting them in achieving their academic goals, was launched in fall 2010. (More than 93 percent of the participants were minority students.) The program was launched with key cross-office support.
3. The 15-member Multicultural Advisory Committee continues to operate with membership representing three local public school systems, Caroline County Department of Social Services, a local Masonic Lodge, and local churches. The committee has continued its mission of planning and managing events that raise cultural awareness and providing opportunities for greater minority access to higher education.
4. Collaboration across departments has produced the successful SAIL (Success and Interactive Learning) Program, a retention program for first-year students that front-loads critical college success activities and provides a second-semester tuition stipend for program completers who achieve 2.0 GPAs or higher (3.0 and higher for the largest stipends). This program, which was a 2008 Bellwether Award national finalist, had 35 percent minority membership in fall 2010. The following actions were accomplished: Action 1, two trips to four-year colleges and universities to help students see themselves as potential four-year college students (FY2011: Salisbury University and Towson University); Action 2, participation in the Community College Student Leadership Conference to help these students acquire leadership tools. (FY2011: Chesapeake hosted this year's conference in order to allow more of its students to attend.); and Action 3, series of other retention activities, including regular academic advising sessions and heightened awareness of college services dedicated to student success.

Continuing Education:

1. Adult Education has expanded its ESL services this year to include Queen Anne's County. The college partners with Caroline County Recreation & Parks to provide ESL classes for adults who have children participating in their programs. Our ESL Coordinator is representing Adult Education's partnership efforts to support their 21st Century Learning Center Grant to support our afterschool and out of school efforts for the county. The ESL Coordinator serves on the Sudlersville Even Start Steering Committee. Within the college, the ESL Coordinator

has collaborated with English faculty to redesign English pathways. Adult Education has also collaborated with Student Services so they can advise students regarding these classes.
2. Adult Education will be hosting a DLLR event on the Wye Mills campus for One-Stop partners: New Americans & Limited English Proficient Training Conference Presented by The New Americans Workgroup in May.
3. Further Collaboration with other colleges takes place through active participation on two affinity groups- the MCCACET ABE/GED/ESOL Affinity Group (Adult Ed Director serves) and the MCCACET ESOL Affinity Group (ESL Coordinator serves).

3.6 Identify and implement varied teaching approaches to support the learning of diverse populations (on-going).

Assignment: Vice President of Academic Affairs and Economic Development, Professional Development Committee

Timeline: 2011 - 2014

Progress status: In Progress

Progress Report:

The Student Support Services Director and the Academic Support Center Director have initiated New Tutor Training. An essential part of this training addresses learning styles as it relates to working with students with disabilities. Training is also occurring for ESL instructors. Freshman seminar students are required to take the Learning Styles Inventory and TRIO students are required to take the Learning and Study Strategies Inventory (LASSI).

4.0 *Recruit, hire, retain and support a diverse workforce.*

4.1 Review college policies and procedures to identify if any barriers exist in the recruitment, retention and promotion of diverse faculty and staff (on-going).

Assignment: Director of Human Resources

Timeline: 2009 - 2014

Progress status: In Progress

Progress Report:

Indicator 19 (Appendix A), percent minorities of full-time faculty: From fall 2009 to fall 2010, the minority population of faculty (N=56) declined by 7 percentage points to 3.6%. Referencing Indicator 20 (Appendix A), percent minorities of full-time administrative and professional staff: The minority population of administration and professional staff (N=73) declined by 3 percentage points to 9.6% from fall 2009 to fall 2010. Since Chesapeake College is a small community college located on the rural Eastern Shore where the demographics are less diverse, the college actively pursues a commitment to encourage a diverse representation of faculty and staff. While one explanation is the small population sizes that lead to larger percentage fluctuations, several initiatives were initiated this year. The college's Hiring Policy/Procedure was updated and additional procedural issues will be addressed. The college is continually reviewing our policies/procedures to ensure there are no barriers to recruitment, selection, promotion or retention policies.

4.2 Develop cultural diversity appreciation training for faculty and staff (ongoing, as needed).

Assignment: Director of Human Resources, Peake Performance Program Committee

Timeline: 2011 - 2012

Progress status: In Progress

Progress Report:

A committee has been formed under the Peake Performance Program that has met each month since the September kick-off. Members are reviewing resource materials and videos that may be useful in developing a program on Critical Conversation about Race. Several suggestions for programs were compiled and will be discussed and evaluated for possible implementation.

4.3 In search committee directives, ensure the college's commitment to diversity is communicated and instilled as part of the recruitment process (ongoing).

Assignment: Director of Human Resources

Timeline: 2009 - 2014

Progress status: Complete

Progress Report:

A representative from the HR Department meets with selection committees to discuss and reiterate the college's commitment to diversity. A written communication from the Director of HR is also sent out to each selection committee chairperson in the packets that are prepared for the committee members.

4.4 Advertise for college job openings in minority publications, organizations and institutions for higher education (ongoing).

Assignment: Director of Human Resources

Timeline: 2009 - 2014

Progress status: Complete

Progress Report:

The college will continue to advertise in diversity publications and on diversity websites as appropriate when advertising for national searches.

Chesapeake College
2011 Diversity Indicators

Student Characteristics (contextual indicators)

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
A.	Percent of credit students enrolled part time	64.0%	62.0%	61.0%	62.0%
B.	Students with developmental education needs	78.3%	78.0%	73.9%	68.4%

		Spring 2004	Spring 2006	Spring 2008	Spring 2010
C.	Percent of credit students who are first-generation college students (neither parent attended college)	36.7%	30.1%	40.8%	32.3%

		FY 2007	FY 2008	FY 2009	FY 2010
D.	Annual unduplicated headcount in English for Speakers of Other Languages (ESOL) courses	144	132	440	501

		FY 2007	FY 2008	FY 2009	FY 2010
E.	Financial aid recipients				
	a. Percent of credit students receiving Pell grants	21%	21%	25%	32%
	b. Percent of credit students receiving loans, scholarships and/or need-based financial aid	39%	38%	41%	47%

		Spring 2004	Spring 2006	Spring 2008	Spring 2010
F.	Credit students employed more than 20 hours per week	58.9%	67.2%	64.0%	57.6%

		Fall 2007	Fall 2008	Fall 2009	Fall 2010
G.	Student racial/ethnic distribution				
	a. Hispanic/Latino	1.53%	1.75%	1.86%	2.67%
	b. Black/African American only	15.76%	14.76%	17.61%	16.41%
	c. American Indian or Alaskan native only	0.42%	0.50%	0.35%	0.81%
	d. Native Hawaiian or other Pacific Islander only	NA	NA	NA	0.10%
	e. Asian only	1.45%	1.30%	1.23%	1.12%
	f. White only	80.38%	81.31%	78.12%	74.70%
	g. Multiple races	NA	NA	NA	1.08%
	h. Foreign/Non-resident alien	0.23%	0.08%	0.18%	0.51%
	i. Unknown/Unreported	0.2%	0.3%	0.7%	2.6%

Quality and Effectiveness

		Fall 2006 Cohort	Fall 2007 Cohort	Fall 2008 Cohort	Fall 2009 Cohort	Benchmark Fall 2014 Cohort
3	Fall-to-fall retention					
	a. Developmental students	53.4%	54.5%	58.9%	54.5%	**60.0%**
	b. College-ready students	57.6%	59.2%	67.4%	59.5%	**70.0%**

		Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
4	Developmental completers after four years	39.0%	37.0%	40.0%	43.0%	**45.0%**

		Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
5	Successful-persister rate after four years					
	a. College-ready students	85.0%	86.0%	83.0%	82.0%	**85.0%**
	b. Developmental completers	76.0%	83.0%	80.0%	76.0%	**75.0%**
	c. Developmental non-completers	48.0%	46.0%	37.0%	35.0%	**Not Applicable**
	d. All students in cohort	66.0%	70.0%	69.0%	65.0%	**65.0%**

		Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2011 Cohort
6	Graduation-transfer rate after four years					
	a. College-ready students	55.0%	71.0%	67.0%	64.0%	**65.0%**
	b. Developmental completers	48.0%	52.0%	44.0%	45.0%	**55.0%**
	c. Developmental non-completers	20.0%	21.0%	25.0%	18.0%	**Not Applicable**
	d. All students in cohort	38.0%	44.0%	43.0%	41.0%	**45.0%**

Chesapeake College
2011 Diversity Indicators

Diversity

		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
18	Minority student enrollment compared to service area population					
	a. Percent nonwhite enrollment	19.0%	18.3%	21.0%	23.1%	**19.0%**
	b. Percent nonwhite service area population, 18 or older	18.6%	18.8%	18.9%	MDP	**Not Applicable**

		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
19	Percent minorities of full-time faculty	9.3%	10.9%	10.2%	3.6%	**12.0%**

		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Benchmark Fall 2015
20	Percent minorities of full-time administrative and professional staff	13.4%	11.1%	12.2%	9.6%	**15.0%**

		Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2009 Cohort
21	Successful-persister rate after four years					
	a. African American	57%	57%	64%	35%	**50.0%**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**Not Applicable**
	c. Hispanic	<50	<50	<50	<50	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

		Fall 2003 Cohort	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort	Benchmark Fall 2009 Cohort
22	Graduation-transfer rate after four years					
	a. African American	23%	33%	39%	24%	**40.0%**
	b. Asian, Pacific Islander	<50	<50	<50	<50	**Not Applicable**
	c. Hispanic	<50	<50	<50	<50	**Not Applicable**
	Note: Not reported for groups with < 50 students in the cohort for analysis.					

FY2011 Chesapeake College Cultural Events

September 2010: A New Way of Seeing: the Interrelation of Film and Culture: Filmmaker Doug Sadler will use films from the Shore and beyond to illustrate how film both reflects and influences the social and cultural values prevalent at the time.
September 2010: QAC Local Management Board - Cultural Diversity, Participation: 50
September 2010: Lecture Series - "A New Way of Seeing: The Interrelation of Film and Culture." Participation: 90
September 2010: Latino Folkloric Dance Group, Participation: 70
October 2010: Panel discussion and presentation with teachers from China. Participation: 45
October 2010: Chinese Acrobats. Participation: 450
October 2010: Lecture Series - "The New Immigrant: Changing the Face of the Eastern Shore." Modern immigrants to the Shore come from a surprising array of countries. Representatives selected from Guatemala, India, Honduras, Haiti, Argentina, France, El Salvador, Vietnam, China, Mexico, Pakistan, Peru, and Russia will share their heritage and their dreams for life in America through personal narratives, video and music. Participation: 75
October 2010: "My Blackbird Has Flown Away", an excerpt from the life of disability advocate Hugh Gregory Gallagher. Participation: 40
November 2010: Lecture Series - Vanishing Traditions: Activities that once defined life on the Eastern Shore will slowly disappear unless historians and practitioners collaborate to preserve them. Participation: 50
November 2010: Hiawatha. Participation: 1100
January 2011: Dr. Martin Luther King Jr. Celebration. Participation: 500
January 2011: "Race to Nowhere" Movie Screening. Participation: 250
February 2011: Black History Breakfast. Participation: 135 people
February 2011: "Waiting for Superman" Movie Screening. Participation: 75
February 2011: Lecture Series - "Preserving the Past: Memories of the African American Community of Talbot County." Participation: 55
February 2011: Songs From the Civil Rights Movement. Participation: 60
February 2011: African American Read In. Participation: 70
February 2011: Preserving the Past: Memories of the African-American Community of Talbot County: The Historical Society of Talbot County is collecting oral histories, memoirs and artifacts from the African American community in Talbot County. The panel will use selected audio and video living histories to illustrate the rich heritage of this community.
March 2011: Women and the Future of Agriculture on the Shore: Women are leading the way in developing the new types of farming and new markets that are essential to preserving the land and traditions of the Eastern Shore.
March 2011: Harriet Tubman Participation: 85
March 2011: "Angry Eye" Movie Screening Participation: 145
March 2011: Emerald Isle: A History of Ireland. Participation: 15
April 2011: "Saving the Chesapeake Bay - What's the Latest?" The vitality of the Eastern Shore is dependent on the health of the Chesapeake Bay. Discussion held on strategies to restore and protect the Bay.
May 2011: New Americans & Limited English Proficient Training Conference. Participation: 60
May 2011: Around the World Day. Participation: 80
May 2011: Experiencing the Beauty of the Eastern Shore through Music: A Closing Celebration

May 2011: Suzhou Pavilion Dedication: The city of Suzhou built a pavilion for the people of Queen Anne's County, located on Chesapeake College's Wye Mills campus.
May 2011: Office for Civil Rights Event.

The College of Southern Maryland
Diversity Plan Results
2010-2011

The College of Southern Maryland's Strategic Plan (2010- 2013) contains a rich array of activities that will support its aggressive diversity agenda. Rather than craft new objectives for the Cultural Diversity Plan, the college chose to follow the activities already in the Strategic Plan as fulfilling its requirements. As a result, the items are not consecutively numbered.

Goal 1: CSM effectively meets the life-long and diverse educational, workforce development, cultural, and community needs of a changing Southern Maryland.

Objective 1.1 Increase the percentage of high school students and recent high school graduates from the tri-county area enrolled at CSM or another post-secondary institution.

(Objective 1.1a) Identify specific minority student population in order to set recruitment goals.

The Recruitment Committee reviewed demographic data for the Southern Maryland area and compared the data to CSM student data. While the region has a growing Hispanic and Asian population, neither of these groups make up more than 4% of the population in any of the three counties, and the college's student body closely reflects the population as a whole. As a result the only minority population that the committee recommended focusing efforts on is the African American population.

The Recruitment Committee will now establish targets for this population.

(Objective 1.1d) Host student focus groups for students of color and students of varying cultural backgrounds to gather campus climate data and share data with appropriate departments and committees.

An outside consultant was hired to conduct the focus groups. The former Director of Diversity worked with him to identify students, develop questions, establish protocol, and invite the students. Unfortunately, the latter was poorly accomplished, so that only two of the eight focus groups were actually held. The information received is being transcribed/analyzed and will be discussed by the President's Committee on Diversity and Inclusion in the fall. Preliminary results indicate that students of color do not have concerns about the CSM environment and are having a positive learning experience.

Because of the poor execution of the focus groups, the CSM President, Dr. Brad Gottfried, worked with the President's Committee on Diversity and Inclusion to develop an online CSM climate survey that would be sent out to all currently enrolled students during the spring semester. A total of 619 students completed the survey. This data is being statistically analyzed by the college's Institutional Research Office and will be discussed by the President's Committee on Diversity and Inclusion in the Fall. A preliminary review of the results support the focus group perceptions.

(Objective 1.2b) Develop recruitment strategies to increase the diversity of the student body.

The following activities were undertaken to address this objective:

- Identified specific minority populations and began developing recruitment strategies for each.

- Attended, participated in, and conducted presentations at a variety of community events that may attract a diverse group of potential students. These included:
  - Juneteenth Celebrations in all three counties
  - Unity in the Community
  - Boys and Girls Club activities
  - Minority Business Alliance
  - Minority Business Council

- Established relationships with the Department of Labor, Licensing, and Regulation, the Tri-County Council Workforce Investment Board, Department of Rehabilitative Services, Department of Social Services, and the Adult Basic Education department(s) at Calvert, Charles, and St. Mary's Counties to attract a diverse population into Career Starter programs by the Business Liaison Coordinator and the Executive Director of Workforce Development.

- Developed focus groups and surveys for African American students to gather information regarding their college experience.

- Expanded Educational Talent Search recruitment efforts into Hispanic communities including participation during Hispanic Cultural Awareness events; new partnerships with Charles County Department of Social Services and Lifestyles of Charles County/Health Partners.

Goal 2: CSM promotes student success by providing outstanding education and related support services that help students achieve their goals.

Objective 2.1 Increase persistence and the graduation and/or transfer rates for all credit students.

(Objective 2.1a) Develop objectives for the cultural diversity core learning competency.

The following activities have occurred in the Division of Academic Affairs:

- The Core Learning Area Coordinators have made their recommendations for the objectives related to each of the Core Competencies of Oral Communication, Written Communication,

Scientific Reasoning, Quantitative Reasoning, Global Citizenship, Critical Thinking, Information Literacy, Arts Appreciation, and Experiential Education.

- The coordinators addressed "cultural diversity core learning competency" through the Global Citizenship objective.

- Global citizenship is the ability to discern the interdependence of local and transnational political, social, economic and cultural networks.

- Competency in this area is measured by the ability to:
    - Evaluate the global impact of social, political, environmental and economic decisions made at local, regional, national and international levels

    - Demonstrate an appreciation of the similarities and differences in the customs, values and beliefs of one's own culture and the culture of others

    - Recognize the value of diversity and the limitations of stereotyping

2.1c Host dialogues with African-American students to determine current roadblocks to graduation and/or transfer.

See Objective 1.1 d (above)

Objective 2.2 Increase the percentage of African-American students who graduate and/or transfer.

The following activities were undertaken to address this objective:

- Two focus groups with African American students were conducted by an outside consultant during the fall semester. The results have been tabulated and will be used in recruitment and retention efforts

- A survey of all students was conducted during the spring semester. The results are being analyzed and will be used in recruitment and retention efforts.

- The Vice President and Dean for the Leonardtown Campus led a committee that is conducting a comprehensive review of institutional data to determine if there are any unique differences in demographic data, enrollment patterns, financial aid, academic achievement, perception of campus climate, etc. between African-American students and all students that may result in varying student success rates. The group will provide findings and recommendations to appropriate departments and committees.

- The Office of Institutional Research is conducting an extensive research project to identify factors and issues that seem to affect African-American student persistence and success.

Objective 2.5 Promote cultural diversity through academic instruction.
The following activities were undertaken in this area:

- Developed definition of Global Citizenship core learning area, and the associated student outcomes.

- CSM representatives attended the Community Colleges for International Development (CCID) conference to better understand best practices in international studies.

- Developed new process for incorporating Travel Study into academic programs based on best practices.

- The Vice President of Academic Affairs received a Fulbright Award to travel to Russia to promote international collaboration. Her insights as a result of this experience will be very helpful.

Goal 3: CSM is the employer of choice of a diverse workforce.

Objective 3.1 Integrate diversity and inclusion initiatives into all unit plans.

Each college Vice President reviewed their unit strategic plans and unit assessment plans to insure that they included diversity and inclusion initiatives. This process was cross-checked by the college's General Counsel.

Objective 3.2 Increase the percentage of minority employees so that the college's workforce to better reflects the demographics of the region.

(Objective 3.2a) Analyze the recruitment pipeline to identify problems/barriers and develop and implement a plan to recruit a diverse workforce

The college's Human Resources Department completed an analysis of the recruitments pipeline and found that an adequate number of diverse candidates applied and were qualified. As a result, search committee training in being implemented in the Mandatory Supervisory training to address this objective.

The college's hiring policy has also been rewritten and is ready for the President's Council review and approval.

(Objective 3.2c) Review the approaches used to advertise open positions, particularly with regard to individuals of underrepresented groups and make adjustments as needed.

The college's Human Resources Department completed an analysis of the advertising placement found that an adequate number of diverse candidates applied and were qualified. The department will work with the Diversity Office to increase networking opportunities in the local community and will continue monitor this process closely. It will also research social networking and other innovative approaches.

Objective 3.5 Improve the hiring process to increase consistency, reduce time to hire, and increase the hiring of employees from underrepresented groups.

The following activities were undertaken to achieve this objective:

- Time to Hire for faculty positions continues to decrease. However, the average time for faculty search committee to make a recommendation remains four months.
- Hiring policy has been rewritten and will be sent to President's Council for review.
- Included search committee training as part of the new mandatory supervisory training

Employee satisfaction with the hiring process is 89% which surpasses the 85% benchmark on the college Key Performance Indicator scorecard.

Additional initiatives:

1- **Diversity Statement Issued by President:**

The College of Southern Maryland President issued the following statement to the college community prior to the beginning of the fall semester. Nothing precipitated this distribution, but he felt it important that he issue a strong statement to the employees and students.

> **Diversity Statement Issued to College Community**
> *Diversity is a prominent component of CSM's newly revised list of values, and promoting it is of special importance to me. In order to reach our potential as a comprehensive community college that strives to serve the needs of ALL Southern Maryland citizens, and is a great place to work, we need to ensure that everyone on campus—students, employees, and visitors, are treated fairly and with respect. We cannot and will not tolerate incidences where this is not the case.*
>
> *It is important for all of us to participate in the diversity training that the college has available as soon as possible. You can take the training online or in person. Such training will help all of us better understand the issues and how we can address them. It*

is incumbent on all of us to be trained and to play a role in ensuring that CSM provides a positive environment, regardless of race, gender, sexual orientation, nationality, religion, etc.

If you feel that you are not being treated fairly or are the victim of discrimination, it is most important that you report this to Tonnette Harris, our new Executive Director of Diversity and Equal Opportunity. Ms. Harris also is available to assist you or your department with training sessions related to discrimination, sexual harassment and diversity related issues. Please contact Ms. Harris at (301) 934-7658 or via email at tharris1@csmd.edu. We cannot mature as a college without this feedback and the subsequent corrective actions. I am committed to ensuring that this is an open, caring, and inclusive college. Thank you for your support.
8/23/10

2- Interactions with the NAACP

The college has met quarterly with the leadership of the NAACP branches in Charles, St. Mary's and Calvert counties to discuss common concerns and to address issues that may arise. These meetings are also an opportunity for these three branches to learn more about how the college works. The development of this rapport will enhance the ability of the college to be seen in an even more favorable light within the African American community and may foster opportunities for cooperation on community projects in the future.

The Community College of Baltimore County
Cultural Diversity Report
September 2011

Introduction

Effective July 1, 2008, the Maryland Legislature required institutions of higher education to develop and implement a plan for a program of cultural diversity. Annually, the governing body is required to submit a progress report regarding the institutions' implementation of its plan to the Maryland Higher Education Commission. This report updates the report submitted in September 2010.

College's Mission, Vision and Values:

The Community College of Baltimore County (CCBC) has the following mission, vision and values. CCBC provides an accessible, affordable and high-quality education that prepares students for transfer and career success, strengthens the regional work force and enriches our community. The Community College of Baltimore County will be the institution of choice for students, where together we make teaching purposeful, learning powerful, and community paramount. We value:

Learning: We celebrate learning and are committed to ensuring our students grow as learners, develop a passion for life-long learning, and use what they have learned to benefit our community.

Responsibility: We encourage open and honest communications, fairness, mutual respect, collegiality, and civility in all college-related matters. We have high expectations for the work of our employees, the academic rigor of our offerings, the scholarship of our students, and the involvement of the community and the workplace in the college's future.

Integrity: We inspire public trust by maintaining ethical, honest, and trustworthy relationships with our faculty, our students, our staff, and our community.

Inclusiveness: We welcome, respect, and embrace the differences and similarities of our employees, our students, and the communities we proudly serve. We acknowledge the richness of diversity and the dignity of all persons.

Excellence: We strive for personal and organizational improvement and the wise and prudent management of our resources. We will continuously improve teaching and learning experiences to meet or exceed the needs of the workplace and the highest expectations of our community.

Goals Related to Diversity:

As part of its three year strategic planning cycle, the College closely examined its Mission, Vision, and Values and after a number of retreats, planning discussions and college wide forums, reaffirmed its Mission, Vision, and Values and strengthened its Strategic Initiatives in FY2010. The expectations included in the Strategic Plan and in the policies and practices of the college provide clear commitments to building an inclusive community of learners. Additionally, the

pool of qualified candidates for all faculty, administrative, and staff openings. In addition to guidelines and support for recruiting, selecting and hiring faculty and staff, a tactical plan addresses promotion practices in an effort to "grow our own" diverse workforce with special retention efforts and initiatives that address evaluation and development of current employees.

Specifically to address the racial and ethnic diversity of our faculty, we have instituted many practices identified in the Tactical Employee Diversity Plan. These include adjusting the timeline for conducting faculty searches to better align with peak hiring availability. This single change has resulted in larger pools and a greater variation of applicants' demographic and background characteristics. The college has developed a recruitment brochure highlighting the benefits of working at CCBC that is being used to promote the working opportunities at the college. We are now routinely sending position postings to historically black colleges and universities and have increased advertising on the web and on other non-traditional forums. We hosted several Faculty Opportunity Fairs designed to promote and showcase employment opportunities for adjunct faculty. Thousands of individuals have attended these events and a majority of those attending were from minority groups.

Increasing the percentage of minority faculty within CCBC's full-time faculty is a FY11-13 goal of CCBC's vice president of instruction. For FY2011, CCBC hired 37 new full-time faculty. Twelve of those faculty or 32.4% were members of a racial or ethnic minority.

Goals to Support Multi-Cultural Diversity among Faculty and Staff:

- A set of core performance expectations are embedded in performance evaluations that explicitly recognize that each employee will support Cultural Diversity and Sensitivity and that each employee's efforts in addressing and supporting the principle of diversity will be recognized in annual performance evaluations.

Monitoring Diversity Commitments

CCBC currently has a number of different reports to state, federal and internal stakeholders that contain metrics on the diversity of its students, graduates, employees, and success outcomes. These include indicators in its Degree Progress Tracking System; the indicators included in its Performance Accountability Report (PAR) to the Maryland Higher Education Commission; and Trend Profiles on the characteristics of students, graduates, faculty, and staff. These reports are regularly provided to its Board of Trustees, the College Senate, and to agencies that oversee the College.

Goals for Monitoring Diversity:

- The College will establish a core set of indicators to be used to monitor progress and trends for each of the areas identified in this report.

Responding to Campus-based Hate Crimes and Bias-motivated Incidents

Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of Campus Crime Statistics Act (Cleary Act) and amended by the Higher Education Opportunity Act (HEOA). At CCBC, the Department of Public Safety works to create and maintain a secure campus climate and to protect personal and college assets. All Public Safety information required

by the Clery Disclosure Crime Statistics Act may be found on the Public Safety website at www.ccbcmd.edu/publicsafety.

Officers investigate and report all crimes and incidents that come to their attention. CCBC's Public Safety staff also works closely with the Baltimore County Police Department and will ask for its assistance when needed or when requested by a victim of a crime. The DPS and Baltimore County Police Department work cooperatively under a Memorandum of Understanding that specifies roles and responsibilities for both agencies.

The Department of Public Safety is staffed by full and part-time uniformed Public Safety officers 24 hours a day. Each full-time Public Safety officer is commissioned by the State of Maryland as a Special Police Officer and has full police powers (including powers of arrest) through the statutory and common law of Maryland. The officers patrol CCBC campuses in marked cars, on bicycles, Segways, and on foot.

The college provides timely security alerts to the college community regarding offenses or incidents that are reported to campus Public Safety college administrators or local police, and which may represent a threat to students and employees, through Campus Alert, CCBC e-mail, voice mail, and text messaging. Students, faculty, and staff are strongly urged to sign up for Campus Alert at www.ccbcmd.edu/publicsafety.

The Department of Public Safety also provides security services at off-campus facilities owned or controlled by the College. An administrative staff of full-time employees assists the Department of Public Safety by providing administrative, clerical, and records-keeping work. DPS officers routinely inspect campus facilities as part of their patrol duties and report defects to Plant Operations.

Campus crime prevention programs:

- Rape, Aggression, Defense training (RAD) - Awareness, prevention and risk avoidance with hands-on defensive training
- Bike patrol program
- Published articles in college periodicals and media (*social*)
- Crime awareness literature
- Emergency call box system in parking lots and other campus areas

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety. Victims or witnesses may report a crime on a voluntary, confidential basis for inclusion in the Annual Security Report by going to www.ccbcmd.edu/publicsafety and clicking on the Silent Witness link. Any college member who is a victim of a serious crime is also encouraged to report the incident to the Baltimore County Police Department by calling 911 (for emergencies). The Department of Public Safety will investigate and document all crimes in accordance with college policy. CCBC's Clinical Counseling services on each campus are available to provide confidential counseling services to students who are victims of crime and who request assistance (www.ccbcmd.edu/counseling/clinical).

State Plan Template

This template has been designed in accordance with §10-211 and § 11-406 of the Education Article. Each non-public institution of higher education eligible for State aid under § 17-103 and each public institution of higher education in the State shall through their respective boards submit a report to MHEC related to its respective program of cultural diversity. The report by MHEC to the General Assembly, will be a compilation of the data called for by § 10-211, § 11-406 and the extent to which institutions of higher education in the State are in compliance with the diversity goals of the State Plan for Higher Education.

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

   a. [ ] 4-year public

   b. [ ] 4-year private
   Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes [ ] No [ ]

   c. [X] 2 year public

   d. [ ] 2-year private

   e. [ ] Other _____

2. How many campuses comprise your institution? 1

3. How many campuses are included in this report? 1

4. Mailing address of your institution's main campus: _____

Frederick Community College

7932 Opossumtown Pike

Frederick, MD 21702

Student Demographics

2010 - 2011 student population (Fall 2010, JTerm2011, Spring 2011: Unduplicated)

- Estimated average income of prospective students:
- Number of Pell Grant recipients: 1223 as of June 2, 2011
- Total number of students over age 25: 3199
-

Total undergraduate student population:	8153	Full-time (FT) & Part-time (PT) undergraduate students:	#FT 2096	#PT 6057
# Hispanic:	376	#Hispanic	90	284
# Black/African American:	898	#Black/African American	265	633
# American Indian/Native American:	47	#American Indian/Nat. Amer.	6	41
# Asian/Pacific Islander:	259	# Asian/Pacific Islander.	57	202
# White:	6004	#White	1595	4409
# International students:	402	#International Students	43	359
# Missing Race Information: *(includes "other")*	169	#Missing Race Information	40	129
# Persons with disabilities:		#Persons with disabilities		

-

Full-time undergraduates:	# Male	# Female	Part-time undergraduates:	# Male	# Female
#Hispanic	45	45	#Hispanic	109	175
# Black/African American	121	144	#Black/African American	250	383
#American Indian/Nat. Amer.	4	2	#American Indian/Nat. Amer.	13	28
#Asian/Pacific Islander:	24	33	#Asian/Pacific Islander:	85	117
#White	745	850	#White	1715	2694
#International Students	19	24	#International students	121	238
#Missing Race Info.	20	20	#Missing Race Info.	54	75
#Persons with disabilities			#Persons with disabilities		

Average time to degree:	2.9	**Total undergraduates in STEM majors:**	2061
# Hispanic:	2.8	# Hispanic:	98
# Black/African American:	2.9	# Black/African American:	261
# American Indian/Native American:	4.75	# American Indian/Native American:	15
# Asian/Pacific Islander:	2.7	# Asian/Pacific Islander:	90
# White:	2.9	# White:	1401
# International students:	2.8	# International students:	159
#Missing Race Information:	2.5	#Missing Race Information:	37
# Persons with disabilities		# Persons with disabilities:	

Does your institution grant graduate degrees? Yes [ ] No [X]

Total graduate student population:		**Total undergraduates in STEM majors:**	
# Hispanic:		# Hispanic:	
# Black/African American:		# Black/African American:	
# Asian/Pacific Islander:		# Asian/Pacific Islander:	
# White:		# White:	
# International students:		# International students:	
#Missing Race Information:		#Missing Race Information:	
# Persons with disabilities		# Persons with disabilities:	

Total graduate students:	# Male	# Female	STEM graduate students:	# Male	# Female
#Hispanic			#Hispanic		
#Black/African American			#Black/African American		
#American Indian/Nat. Amer.			#American Indian/Nat. Amer.		
#Asian/Pacific Islander			#Asian/Pacific Islander		
#White			#White		
#International students			#International students		
#Missing Race Info.			#Missing Race Info.		
#Persons with disabilities			#Persons with disabilities		

Faculty and Staff Demographics

2010 - 2011 faculty population:

Total faculty population:	625	Total faculty teaching STEM courses:	
# Hispanic:	14	# Hispanic:	
# Black/African American:	33	# Black/African American:	
# American Indian/Native American:	0	# American Indian/Native American:	
# Asian/Pacific Islander:	22	# Asian/Pacific Islander:	
# White:	548	# White:	
# International faculty:	0	# International faculty:	
# Missing Race Information:	8	# Missing Race Information:	
# Persons with disabilities:		# Persons with disabilities:	

Total full-time faculty:	101	Total adjunct faculty:	524
# Hispanic:	2	# Hispanic:	12
# Black/African American:	7	# Black/African American:	26
# American Indian/Native American:	0	# American Indian/Native American:	0
# Asian/Pacific Islander:	3	# Asian/Pacific Islander:	19
# White:	88	# White:	460
# International faculty:	0	# International faculty:	0
# Missing Race Information:	1	# Missing Race Information:	7
# Persons with disabilities:		# Persons with disabilities:	

Full-time faculty:	# Male	# Female	Adjunct faculty:	# Male	# Female
Total	42	59	Total	217	306
#Hispanic	0	2	#Hispanic	5	7
#Black/African American	4	3	#Black/African American	7	19
#American Indian/Nat. Amer.	0	0	#American Indian/Nat. Amer.	0	0
#Asian/Pacific Islander	1	2	#Asian/Pacific Islander	8	11
#White	37	51	#White	193	266 *
#International faculty	0	0	#International faculty	0	0
#Missing Race Info.	0	1	#Missing Race Info.	4	3
#Persons with disabilities			#Persons with disabilities		

*1 White, gender not specified

Total full-time tenure track faculty:	N/A	Total tenured faculty:	N/A
# Hispanic:		# Hispanic:	

# Black/African American:		# Black/African American:	
# American Indian/Native American:		# American Indian/Native American:	
# Asian/Pacific Islander:		# Asian/Pacific Islander:	
# White:		# White:	
# International faculty:		# International faculty:	
# Missing Race Information:		# Missing Race Information:	
# Persons with disabilities:		# Persons with disabilities:	

Tenure track faculty: N/A	**# Male**	**# Female**	**Tenured faculty: N/A**	**# Male**	**# Female**
#Hispanic			#Hispanic		
#Black/African American			#Black/African American		
#American Indian/Nat. Amer.			#American Indian/Nat. Amer.		
#Asian/Pacific Islander			#Asian/Pacific Islander		
#White			#White		
#Missing Race Info.			#Missing Race Info.		
#International faculty			#International faculty		
#Persons with disabilities			#Persons with disabilities		

How many of your tenured faculty came from within your ranks (as opposed to being hired with tenure)? N/A

Black/African American: _____

Hispanic: _____

American Indian/Native American: _____

Asian/Pacific Islander: _____

Persons with disabilities

2010 - 2011 staff population:

Total staff population (executive and administrative):	128
# Hispanic:	5
# Black/African American:	8
# American Indian/Native American:	0
# Asian/Pacific Islander:	5
# White:	109
# International staff:	0
#Missing Race Information:	1
# Non-International staff:	0
#Missing International Information:	0

Total executive staff:	50	**Total administrative staff**:	78
# Hispanic:	2	# Hispanic:	3
# Black/African American:	4	# Black/African American:	4
# American Indian/Native American:	0	# American Indian/Native American:	0
# Asian/Pacific Islander:	2	# Asian/Pacific Islander:	3
# White:	42	# White:	67
# International staff:	0	# International staff:	0
# Missing Race Information:	0	# Missing Race Information:	1
# Persons with disabilities:		# Persons with disabilities:	

Executive staff:	# Male	# Female	Administrative staff:	# Male	# Female
Total	24	26	Total	19	59
#Hispanic	1	1	#Hispanic	0	3
#Black/African American	3	1	#Black/African American	0	4
#American Indian/Nat. Amer.	0	0	#American Indian/Nat. Amer.	0	0
#Asian/Pacific Islander	0	2	#Asian/Pacific Islander	1	2
#White	20	22	#White	18	49
#International staff	0	0	#International staff	0	0
#Missing Race Info.	0	0	#Missing Race Info.	0	1
#Persons with disabilities			#Persons with disabilities		

Program Description

I. NON-PUBLIC INSTITUTIONS

Please describe the best practices used by your institutions to promote and enhance cultural diversity on the campuses.

II. PUBLIC INSTITUTIONS

A. Diversity Programming and Training

1. Does your campus have a formal plan to promote cultural diversity?
   Yes [X] No [ ] **If Yes, briefly describe.**

The Diversity Strategic Plan was drafted in 2007. The plan includes four goals: 1) Produce culturally competent students, 2) Employees will be culturally competent, 3) the diversity of College employees will mirror the representation of historically underrepresented students at FCC, and 4) students will achieve equitable outcomes.

- How often is the plan reviewed and updated?

The plan is reviewed and updated each semester.

- How do you plan to improve upon the existing program? Provide examples.
  [ ] Policy changes
  [ ] Innovative curricular design
  [ ] New student life programs
  [ ] Campus-community partnerships
  [X] Other. Please describe: _____

Plans for the coming year focus on exploring professional development opportunities for faculty in area of culturally responsive pedagogy and efforts are underway to more closely align diversity with internationalization of the campus.

2. Does your campus' program address cultural diversity among **students**?
   Yes [X] No [ ] **If Yes, please describe.**

The plan addresses cultural diversity of students by calling for curricular and co-curricular opportunities for students to develop cultural competence.

Goal 4 of the plan states that students will achieve equitable outcomes: they will have equitable access to programs and resources that significantly improve life opportunities; they will meet MHEC benchmarks for success; and they will demonstrate high achievement.

3. Does your campus' program address cultural diversity among **faculty**?

Yes [X] No [ ] **If Yes, please describe.**

The plan addresses cultural diversity of faculty by calling for the increased diversity of faculty, the infusion of multicultural perspectives in the curriculum, professional development of faculty in areas such as culturally mediated/responsive pedagogy and internationalizing the curriculum. Faculty are asked to comment on these in their self-evaluation as part of faculty evaluation.

4. Does your campus' program address cultural diversity among **staff**?

Yes [X] No [ ] **If Yes, please describe.**

The plan calls for cultural competence as a required skill for all faculty and staff. Cultural competence is a performance factor on the staff evaluation, and efforts are expended to increase the racial and ethnic diversity of staff and faculty.

5. Is coursework used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **students**?

Yes [X] No [ ] **If Yes, please describe.**

In spring '11, The College Senate voted to expand the certification of cultural competence certified courses to non-general education courses that meet the specified criteria. This initiative expands cultural competence content and pedagogy beyond core requirements to further reinforce and develop students' cultural competence. This expansion also supports the completion agenda in that the additional opportunities permit students to meet degree requirements more efficiently. Courses must be approved through Curriculum Committee, which scrutinizes the courses to assure that they meet the cultural competence certification criteria.

6. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **faculty**?

Yes [X] No [ ] **If Yes, please describe.**

FCC has a comprehensive full-time and part time faculty development program through The Center for Teaching and Learning. A year-long mandatory full time faculty program includes training to include sensitivity to cultural diversity. New full-time faculty are required to participate in one cultural competence session of their monthly, year-long orientation.

Full time faculty are required to identify examples of culturally responsive teaching in their annual self-evaluations.

- Is the cultural training among faculty required [ ] or voluntary [ ]?

Cultural training is required for new faculty; orientation is mandatory for adjunct faculty and voluntary for experienced faculty. All new staff, including faculty, must participate in a new employee orientation that includes a brief introduction to diversity at FCC.

- What mechanism is used to track the completion of cultural training among faculty?

Annual evaluations and attendance records at events are used to track completion of all training for faculty.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (faculty)?

All events have feedback procedures. New faculty participate in "exiting the first year" conferences where input on cultural training is discussed and suggestions for future training documented.

7. Is training used to enhance cultural diversity programming and increase sensitivity to cultural diversity among **staff**?

Yes [X] **No [ ] If Yes, please describe.**

Every new employee must participate in employee orientation and a short diversity overview is part of that mandatory orientation. In addition, new administrators must participate in New Administrator Orientation which includes a 2 hour session on cultural competence.

Four voluntary professional development cultural competence/diversity awareness opportunities are offered each semester for staff and faculty who wish to increase their cultural competence. Four hours of contact time are devoted to one topic such as racism, classism, sexism, immigration. Each semester has its theme.

In addition, other campus events open to staff and faculty are offered by the Office of Student Engagement, the Institute for Learning in Retirement, the Women's Center, etc.

- Is the cultural training among staff required [X] or voluntary [X]?

Diversity orientation is part of mandatory New Employee Orientation for all staff. In addition, new administrators are required to take a two hour workshop on cultural competence during their first year of service. Other diversity training in which attendance is voluntary is provided regularly during the academic year.

- What mechanism is used to track the completion of cultural training among staff?

The Human Resources Office keeps track of the number of participants at each workshop and can retrieve names of registered participants, if required.

- Is cultural training provided as a continuous quality improvement process that incorporates feedback from training participants (staff)?

The Diversity Office maintains copies of evaluation forms from diversity training. That feedback is used to evaluate the effectiveness of the training and for course and presentation

improvement.

B. Academics

8. Does your program address

recruitment,	**Yes [X]**	**No [ ]**
support,	**Yes [X]**	**No [ ]**
and retention	**Yes [X]**	**No [ ]**

of a culturally diverse student body? **If Yes, please describe.**

While the Diversity Strategic Plan does not address recruitment of students, the College gives attention to the recruitment of special populations in Frederick County. The percentage of students of color at FCC surpasses the percentage of historically underrepresented groups in the County. The plan does address creating an inclusive climate that contributes to the success of all students.

In addition the Office of Multicultural Support Services provides a comprehensive academic and social development support program that addresses the academic and career need of diverse student populations. The program utilizes a holistic model of 5 key elements to develop successful students: setting high academic standards, providing leadership training, participating in community outreach, exposing students to dynamic cross cultural experiences, and providing a culturally mediated academic support system.

9. Does your program address

recruitment,	**Yes [X]**	**No [ ]**
support,	**Yes [X]**	**No [ ]**
and retention	**Yes [X]**	**No [ ]**

of a culturally diverse faculty? **If Yes, please describe.**

FCC has continued its efforts to broaden outreach to various key constituents including members of historically under-represented populations. An emphasis on targeted advertising to diverse populations, the use of technology to enhance and expand the HR web presence, and improved search processes, have enabled the College to make strides in its goal of increasing the representation of historically underrepresented groups among College employees.

Advertising efforts continue to include a wide variety of mixed media including print and online publications serving communities of color. Advertisements may consist of industry specific media such as Minority Nurse Magazine or national publications including the Hispanic Outlook, and Diverse Issues. Many other recruitment advertising partners offer additional services which expand FCC job announcements into various diversity networks. For example, FCC maintains an annual subscription with HigherEdJobs.com and they have a feature called Affirmative Action Emails. The emails are sent weekly to more than 178,000 job seekers who have requested receiving job postings from colleges and universities that are actively recruiting candidates in accordance with affirmative action or diversity plans.

In addition, FCC's public HR web presence includes visual representations of current employees representative of FCC's faculty and staff diversity. These employee profiles are updated periodically and include brief testimonials on why FCC is a great place to work as another way to attract a broader pool of diverse candidates. The website also provides links to community resources for prospective applicants as well as demographic data for FCC and the County. Our search process continues to follow a holistic approach whereby applicants are evaluated based on three dimensions that include capability, commitment, and chemistry and search committee composition is approved by each VP to consist of at least one employee of color. The goal is to ensure as diverse a candidate pool as possible throughout the search process.

10. Does your program address

recruitment,	**Yes [X]**	**No [ ]**
support,	**Yes [X]**	**No [ ]**
and retention	**Yes [X]**	**No [ ]**

of a culturally diverse staff? **If Yes, please describe.**

See response to #9 above.

11. Does your program address

recruitment,	**Yes [X]**	**No [ ]**
support,	**Yes [X]**	**No [ ]**
and retention	**Yes [X]**	**No [ ]**

of students over the age of 25? **If Yes, please describe.**

The Office of Adult Services eases the transition into the classroom by providing the following services for adults returning to college to begin or complete a degree, to acquire marketable skills, or to retrain for a new career: academic advisement, career counseling, financial assistance with educational costs, workshops, e.g., study skills, time management, and creating a positive self-image, resource and referral, and publications - Community Resource Directory and Support Groups in and around Frederick County.

12. Does your institution encourage the use of innovative instructional strategies (i.e. distance learning, summer bridge programs, learning communities, etc.?

Yes [X] No [ ] **If Yes, please describe.**

FCC encourages, measures and provides distance learning, hybrid formats, many learning communities for various disciplines (Honors, First Year Seminar and Social Science and English). Innovation includes a Freshmen Seminar: Multicultural Global Society that has the goal of increasing the cultural competence of new students. It also provides an innovative faculty development opportunity where faculty are mentored by experienced course faculty. This course offers an innovative first year learning community.

In addition, the Multicultural Student Service Program has created the Partnership to Achieving Student Success program (PASS). The PASS program is a year-long comprehensive program that provides pro-active and intensive student support services to a cohort of students of color. The

program meets two critical needs, improving the persistence rates and grade point averages of students of color.

Components of the PASS program include a Summer Bridge Academy, peer mentoring, case management, and workshops. The Summer Bridge Academy will support 20-30 1st year students who test into two or more developmental classes. Selected participants will participate in a three week summer program, beginning in Summer 2011, that will focus on developing their math, reading and writing preparation, and study skills. Additionally, participants will work with peer mentors, receive an introduction to college resources, meet faculty and staff, participate in a service learning project and participate in career exploration workshops.

13. Does your program address the importance of

Providing, **Yes [X]** **No [ ]**

and completing **Yes [X]** **No [ ]**

remedial coursework? **If Yes, please describe.**

Our comprehensive placement policy requires both assessment and mandatory course enrollment in developmental courses. FCC is serious about sequencing learning to enhance student graduation and success. A new 20 credit benchmark is being implemented to measure student learning and sequencing of courses to ensure student learning.

As noted in #12 above, the PASS program's Summer Bridge Academy, is a two-week (August 1 to August 12) non-credit, intensive study skills and college readiness program in the subject areas of developmental reading, math and writing. Students attend classes three times day; Monday through Thursday from 8:30 am to 1:00 pm. The curriculum for the Summer Bridge Academy is designed and taught by the Multicultural Student Service Director, two Success Counselors, and three academic faculty who teach in the areas of developmental education.

14. Does your program address closing the achievement gap?

Yes [X] **No [ ]** **If Yes, please describe.**

The acute need to close the achievement gap for minority students is evident from the disparities in developmental education course completion. To facilitate activities and services that foster student success and to accommodate the increased needs of Frederick Community College's growing student population, the College has expanded existing intervention efforts of the Multicultural Student Services program for first year minority students who have been identified as at-risk with the creation of the Partnership to Achieving Student Success (PASS) program. (See #12 and #13 above)

In addition, the First Year Steering Committee is considering achievement gaps and is drafting ideas for specific teaching and learning initiatives. Gateway courses have been identified and data collected to note achievement gaps of special populations. Gender gaps are of considerable concern at FCC, with females out- performing males.

15. Does your program address

recruitment, **Yes [ ]** **No [X]**
support, **Yes [ ]** **No [X]**
and retention **Yes [ ]** **No [X]**

of a culturally diverse student body pursuing degrees in STEM majors?

If Yes, please describe.

16. Does your program include a cultural competence component for students?

Yes [X] No [ ] **If Yes, please describe.**

FCC changed General Education Goal 10 from "students will value the emergence of a multicultural society" to "students will demonstrate cultural competence." In addition, the plan states that FCC will mandate that "all degree programs include at least one three credit course that is internally certified to develop cultural competence. These courses may also meet other requirements such as general education or major requirements in career programs." The College Senate supported this change and the Board of Trustees approved.

In order to certify courses that develop cultural competence, the General Education Committee developed criteria for certifying courses. Courses must meet three of the five established criteria through content, activities, assignments and assessments. The Gen Ed committee also developed a certification process for courses that grandfathered-in existing Gen Ed courses and evaluated existing courses for their incorporation of cultural competence criteria. The Curriculum Committee then used these criteria to certify courses.

The information concerning this new graduation requirement was printed in the FCC Fall 09 catalog and counselors actively advise students of this additional Gen Ed requirement.

This spring FCC's Senate voted to expand the certification of cultural competence courses to non-general education courses that meet the criteria. This initiative expands the College's cultural competence content and pedagogy beyond core requirements to further reinforce and develop students' cultural competence. This expansion also supports the completion agenda in that the additional opportunities permit students to meet degree requirements more efficiently. Courses must be approved through Curriculum Committee, which scrutinizes the courses to assure that they meet the cultural competence certification criteria.

17. How does your program contribute toward creating a welcoming and supportive learning setting for all students?

The foundation for creating a welcoming and supportive learning setting for all students is laid by the FCC strategic plan that lists as a goal the College will foster an inclusive climate that values and promotes diversity. Its first objective states that the College will demonstrate a culture of inclusion that respects and appreciates the human condition. The diversity strategic plan builds upon the strategic plan by adapting the curriculum, co-curriculum, and Continuing Ed to promote cultural competence. With its emphasis on the cultural competence of employees, the services and supports to students and the public will be culturally competent. By increasing the diversity of its employees, students of color who make up over 25% of the student body, will have role models to inspire and encourage them. The plan's attention to equitable outcomes for all students also assures that organizational policies, procedures and practices will promote inclusion. The underlying premise of the diversity strategic plan is that with these actions and the inclusive environment created by them, all students will be able to maximize their potential without

distractions that are too often caused by difference.

C. Affordability

18. Does your institution adequately advertise financial assistance programs available to *ALL* students?

Yes [X] No [ ] **If Yes, please describe.**

The Financial Aid Office at Frederick Community College recognizes the importance making all students aware of financial aid programs that are available at the college to help them afford to obtain a college degree. There is detailed information on the FCC website that provides step by step instructions on how to complete the financial aid process, as well as descriptions of financial aid programs available to all students. Financial aid information has been developed for the Admissions Office that provides information on financial aid opportunities at FCC. Each academic year emails are sent to students. Each semester all students are provided with information on FCC's scholarship application process, and also each year in February, students are informed and reminded to complete the Free Application for Financial Aid. Financial aid presentations are included as part of High School Open House nights and a Financial Aid Awareness week is sponsored each year in February that is advertised and open to the public.

19. Are part-time students eligible for any financial assistance programs offered by your institution?

Yes [X] No [ ] **If Yes, please describe.**

Students who are enrolled in eligible academic programs for at least six credits are eligible for all Federal Financial Aid Programs in which the college participates. This includes the Pell Grant Program, Federal Supplemental Opportunity Grant, Academic Competitiveness Grant, and Direct Student Loans. In addition, these students are eligible for Maryland Part-Time Grants and Institutional Grants and scholarships that are funded by the FCC Foundation. Students who have high financial need are eligible to receive a Pell Grant for enrollment in less than 6 credits.

D. Access

20. Does your program include an outreach component which addresses the importance and/or value of a college education?

Yes [X] No [ ] **If Yes, please describe.**

FCC's program includes outreach components that address the importance and/or value of a college education. This is evidenced in marketing pieces aimed at high school graduates and non-traditional students. Recruiters discuss with prospective students that, through a two-year community college education, they will be prepared to enter the workforce or transfer to a four year college. Secondly, FCC recruitment pieces state the importance of this value in a tight

economy. With non-traditional adult outreach, recruiters stress the need and value for students to gain skills and education to advance their careers and the role that education will play in helping them achieve their goals. These components are also included in most outreach letters and post cards. The power point presentations designed for prospective and incoming students and parents also include information about the value of a college education. There are slides that specifically address the monetary value of an education and what students can expect to make in the job market with a college education. FCC provides statistics that show students what they can hope to achieve once they have completed their degrees.

21. Does your program address the needs of

first-time college students? **Yes [X]** **No [ ]**

first-generation college students? **Yes [X]** **No [ ]**

If Yes, please describe.

The college provides several programs to support the needs of both first-time and first-generation college students. Students still in high school who concurrently enroll at the college are served through the Open Campus program that provides orientation services, academic advising and referral to academic and social support resources. Traditional age students are served through the First Year Focus program that provides orientation services to students and parents/guardians, academic advising, Early Alert services and referral to specialized support services. Adult students are served by the Office of Adult Services, which provides orientation services, case management and educational planning services.

In addition, FCC initiated a new First Year Student Steering Committee this year and established eight goals to develop a new comprehensive approach to first year students. These goals target all first-time college students and special populations are being identified to promote innovation, problem-solving and student success.

As stated earlier, students eligible for the Multicultural Student Service's PASS program must be first-time degree or certificate seeking minority students.

22. Does your institution have active

partnerships with K-12 schools? **Yes [X]** **No [ ]**

pipeline programs with K-12 schools? **Yes [X]** **No [ ]**

If Yes, please describe.

The College maintains a number of partnerships with the local K-12 school system including an articulation agreement to provide college credit for certain high school courses, providing college courses on-site at several area high schools that are geographically distant from the college campus, and the Collaboration Council where staff from both school systems meet on a regular basis to identify opportunities to enhance the educational experience of students in both systems. In addition, numerous events are provided through a partnership with the school system including a Middle School Mediation conference for middle school students and Future

Links, an opportunity for eighth grade students to explore careers in STEM fields. Two pipeline partnerships include Life After Middle School, a program designed to engage middle school parents in thinking about the potential of post-secondary education for their children and the Tuscarora Project which provides mentorship and transition services at an area high school to underrepresented students who may not otherwise consider post-secondary education.

23. Does your institution collaborate with institutions in other segments to strengthen the educational pipeline (i.e., collaborations between two-year and four-year institutions)?

Yes [X] No [ ] **If Yes, please describe.**

The college has articulation agreements with over twenty area institutions of higher education to facilitate the transition of two-year degree students to baccalaureate degree programs. In many cases, an individual institution will have multiple agreements with the college representing various educational programs or degree options. In addition articulation of credit agreements also exist with area institutions regarding dual admission options, transfer scholarships and tuition and textbook incentives. In addition, the college collaborates with a number of regional institutions to arrange for the institution to provide on-site admissions, academic advising, and transfer evaluation services to potential four-year college transfer students.

24. Do you have a program on campus to assist the physically disabled with their

coursework? **Yes [X]** **No [ ]**

access to campus? **Yes [X]** **No [ ]**

If yes, please describe.

FCC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) and amendments to provide equal access to the learning environment. The Services for Students with Disabilities (SSD) office is available to assist students who identify their disabilities, request services, submit appropriate documentation of their disability, and meet specified criteria for services. Services may include classroom accommodations, academic advising, and referrals to campus and community resources (such as college tutoring and other academic supports). If students have needs related to access on campus, these would be addressed through the SSD office as well.

25. Does your program address the needs of students over age 25?

Yes [X] No [ ] **If Yes, please describe.**

The Office of Adult Services eases the transition into the classroom for adults returning to college to begin or complete a degree, to acquire marketable skills, or to retrain for a new career, by providing the following services: academic advisement, career counseling, financial assistance with educational costs, workshops, e.g., study skills, time management, and creating a positive self-image, resource and referral, and publications – a Community Resource Directory and Support Groups in and around Frederick County.

In addition, disability services are available to students of any age. Students enrolled in any class or participating in any program/activity on campus (credit or non credit) are able to request disability services with eligibility determined on an individual basis.

26. Does your campus have a process in place to report a campus hate crime? (under 20 U.S.C.1092[f])

Yes [X] No [ ] **If Yes, please describe.**

Though there is no written procedure in place, the same process is used for any incident on campus; the incident is noted in incidence reports for security and is, if egregious, reported to police, and filed under the Cleary Act Report.

27. What resources would be most helpful to you in increasing the cultural diversity of the student body, faculty, and staff on your campus?

Most people would argue that increasing resources would help in increasing the diversity of the student body (unlimited advertising and personal contact), faculty and staff (unlimited advertising and travel reimbursements for applicants). In addition, prosperous times would mean more employees to deal with the ever-increasing number of students, better services for students, time to reflect and strategize on services for students, and time to spend on growing and developing employees' cultural competence. A large part of the development of cultural competence is having the time to self-reflect. In environments characterized by fewer resources, both time and resources are not available to do the kind of professional development necessary to move FCC forward at a faster pace.

GARRETT COLLEGE

EXPERIENCE. EXPLORE. EXCEL.

Cultural Diversity Plan

for Garrett College

2011 Update and Progress Report

Approved and Submitted by the

Garrett College Board of Trustees

July 19, 2011

GARRETT COLLEGE

REPORT - PLAN FOR PROGRAMS OF CULTURAL DIVERSITY

Institutional Profile

1. Check one to describe your institution:

   a. [ ] 4-year public

   b. [ ] 4-year private

      Are you affiliated with the Maryland Independent Colleges and Universities Association (MICUA)? Yes [ ] No [ ]

   c. [X] 2 year public

   d. [ ] 2-year private

   e. [ ] Other _____

2. How many campuses comprise your institution? One

I. HOW CULTURAL DIVERSITY AMONG STUDENTS, FACULTY, AND STAFF IS BEING ADDRESSED:

The role and importance of diversity in higher education has been widely recognized. In 2008, the Maryland General Assembly affirmed the importance of diversity as an educational goal by enacting legislation requiring that every public college and university develop and implement a cultural diversity plan. The 2008 legislation defines "cultural diversity" to mean "the inclusion of those racial and ethnic groups and individuals that are or have been under-represented in higher education." Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports diversity. The College also strives to ensure that its graduating students are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs. This commitment to diversity is evidenced in a variety of ways including the College's Mission Statement, Institutional Goals and Strategic Plan, recruitment practices, goals for general education, Global Education Program, and campus environment.

A. Mission, Goals and Strategic Plan

Portions of Garrett College's Mission Statement, two of its six Institutional Goals, and portions of its FY2010-2013 Strategic Plan attest to its commitment to achieving a more diverse student body and workforce and a campus climate that values and supports diversity:

Mission Statement:

Garrett College provides accessible, quality education in a supportive environment to a diverse student population. We offer associate degrees and certificate programs as well as continuing education to meet the transfer, career, workforce development, and lifelong learning needs of our students and the community. We are committed to the ongoing development of engaging, innovative, and sustainable curricula, programs, and initiatives that are responsive to a changing world.

Institutional Goals:

Accessibility: Make higher education accessible to a diverse student population through appropriate admissions practices, active recruitment of a diverse student body, affordable tuition and fees, financial aid and scholarship assistance, developmental studies for students who are under-prepared for college-level work, student support services, and delivery of courses at times and via media that are responsive to student needs. [Institutional Goal 1]

- Strengthen and make congruent the behavioral policies and procedures contained in the Catalog, Student Handbook, the Student Code of Conduct and the Residence Hall Guide. Through consistent enforcement of policies, encourage a culture of zero tolerance for harassment, violent behaviors and other destructive or illegal actions.

Educational Effectiveness

Ensure, through an emphasis on teaching excellence, that graduating students are able to demonstrate mastery with respect to oral and written communications skills, information literacy, critical reasoning and analysis, quantitative reasoning, scientific literacy, and information management; that they have achieved the requisite levels of academic and technical proficiency in their chosen program of study; and that, through activities focusing on diversity and cultural awareness, they are adequately prepared to live and work in a global society comprised of diverse cultures and beliefs.

- Implement a systematic process of program review for all educational offerings that derives from expected student outcomes and includes demand and cost-benefit analysis.
    - By September 2010, complete a comprehensive evaluation of general education courses as they lead to the learning outcomes desired for graduates; use the results to guide needed improvements.

B. Recruitment of Students, Faculty and Staff

The College believes in the importance of making its education and employment accessible to minorities. Since Garrett County's population is almost 98 percent white, the College has had look to other geographic areas to recruit minority students, faculty, and staff. Garrett College takes pride in the percentage of minorities within its student population. In fall 2010, minority student enrollment reached a record high of 17.5 percent, which far exceeds the representation of minorities within the College's service area. According to the most recent data, only 2.0 percent of Garrett County's population is made up of minorities who are 18 or older. Historically, most of the College's minority population has been comprised of student athletes. More recently, however, the number of minority students who are non-athletes has grown and now, student athletes account for only about 40 percent of the College's minority population. International students account for about 1 percent of the College's student population, some of which are also student athletes.

eligible to receive scholarship aid of up to $3,000 annually, up to a total of 15 students (i.e., $45,000). The College's largest international student enrollment to date occurred in fall 2007, when 20 students representing 16 different countries were enrolled. International student enrollment has declined since then (fall 2008, 16 students; fall 2009 12 students; fall 2010 10 students). This decline in enrollment is at least partially attributable to the reduction in the amount of scholarship aid available to international students. However, the College hopes to reverse this trend. Increasing the number of international students is one of the objectives outlined in the FY2010-2013 Strategic Plan.

The World View International Club is an outgrowth of the Global Education Program. Its membership is made up of both international and American students. This club conducts a number of activities and events both on and off campus which are aimed at promoting greater awareness and understanding of other cultures.

E. Campus Climate

Over the last 25 years or more, the administration of Garrett College with the aid of the campus community has worked to create an environment where diversity is not only accepted but valued and actively supported. For example, one of the College's guiding documents is "Characteristics of Excellence at Garrett College." This document sets forth standards of performance and behavior for faculty, staff, and administrators as well as students and forms the basis for personnel evaluations. Faculty are expected to treat students fairly and equitably based on their merit and performance and without regard to factors such as race, religion, and gender; expectations for administrators and staff are similar. Another guiding document, the "Principles of a Just and Humane Community," affirms the freedom to openly express one's views, including those expressing dissent.

On a survey conducted for the College's 2007-2008 Self-Study, 90 percent of the faculty, staff, and administrators who responded agreed or strongly agreed that Garrett College is committed to a climate that fosters respect among students, faculty, staff, and administrators from a range of backgrounds, ideas, and perspectives. On a 2006 employee survey, 57 percent of the employees who responded agreed or agreed strongly that the College demonstrates and encourages a climate of diversity; only 10 percent disagreed. Surveys have also shown that most of the faculty and a majority of the College's other employees feel that academic and intellectual freedom is encouraged and that their views can be expressed openly. On a 2007 student survey, almost three-quarters of the respondents felt that the College supports the freedom for them to openly express their views.

Targeted recruitment of minority faculty and staff – While the percentage of minorities among Garrett College's faculty and staff is considerably higher than minority representation within its service area, the actual number of individuals represented is very small due to the fact that the total number of faculty and staff the College employs is relatively small, as has already been explained. Thus, a single personnel change could significantly affect the College's minority composition. From the foregoing discussion on faculty and staff recruitment, it is also clear that Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College may be more successful in attracting minority faculty and staff. Opportunities to hire minority faculty are likely to increase, given that almost half of the College's full-time faculty will be eligible to retire within the next 5-10 years.

B. Action Plan for Enhancing Diversity/Summary of Resources Needed to Effectively Recruit and Retain a Culturally Diverse Student Body

Garrett College has devised the following action plan for enhancing cultural diversity, focusing on those areas where improvement is most needed. (Note: The summary of resources needed to effectively recruit and retain a culturally diverse student body is included within this plan.)

Goal 1: **Improve minority retention and success.**
[This goal is also a FY2010-2013 Strategic Plan objective.]

Strategy 1: Hire a Director of Student Support Services to oversee delivery of appropriate academic and other support services, including services to students with learning disabilities, and to coordinate efforts to improve retention.
Responsibility: Dean of Academic Affairs
Timeline: Fall 2009
Resources needed: ~~Salary and benefits - $73,500 (re-configured position)~~

***Status:** As a result of reorganization within the College's academic division, the proposed Director of Student Support Services position has been eliminated and the functions and responsibilities of that position have been reassigned to the Dean of Student Life and the Associate Dean of Academic Affairs.*

Strategy 2: Create a process for early identification of at-risk students and their intervention needs.
Responsibility: Dean of Academic Affairs, Dean of Student Life
Timeline: Spring – fall 2010
Resources needed: None (see Strategy 1 above)

Strategy 2: Develop and implement a process for assessing diversity learning outcomes.
Responsibility: Dean of Academic Affairs
Timeline: Spring 2012
Resources needed: None

***Status*: Completion of this task is scheduled for spring 2012.**

Goal 3: Conduct training to heighten faculty and staff's awareness of cultural differences.

Strategy 1: Conduct annually a joint faculty/staff training session aimed at improving awareness of cultural and ethnic differences with guidance on how to respond to such differences.
Responsibility: Director of Human Resources, Dean of Academic Affairs, Dean of Student Life
Timeline: FY2014 and ongoing
Resources needed: Outside presenter and miscellaneous expenses - $5,000 (annually)

***Status*: Due to existing fiscal constraints, it has not been possible to initiate this activity. Given fiscal projections for FY2013, it is likely that initiation of this activity will need to be deferred until at least FY2014.**

Strategy 2: Encourage more faculty and staff participation in on-campus presentations, events, and activities focusing on other cultures.
Responsibility: Executive Council
Timeline: FY2010 and ongoing
Resources needed: None

***Status*: FY2011 activities included presentations dealing with South Africa, Women's History, and Black History. More emphasis will be given to this activity in FY2012.**

Goal 4: Develop and adopt a policy that addresses campus-based hate crimes and revise the Student Conduct Code to accord with that policy.

Strategy: ~~Revise (amend) the Sexual Harassment/Assault Policy to include campus-based hate crimes and the Student Conduct Code to address hate crimes separate from other offenses.~~
[COMPLETED]
Responsibility: Director of Personnel, Dean of Academic Affairs

The Office of Safety and Security investigates all reported incidents occurring on the Garrett College campus. Incidents that occur off campus are referred to the local law enforcement agency for that jurisdiction. Campus Security guards will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In cooperation with other law enforcement agencies, reports generated by the Campus Safety and Security office are usually available to those persons who are directly involved in the incident, including other law enforcement agencies or when mandated by law. All reported information, police reports and files remain confidential and secure. Names of suspects, victims and/or witnesses are not released unless approved by the proper college authorities.

Students who feel that they have been victims of a hate crime should register a complaint with the Office of Safety and Security, who will investigate the allegation and, if warranted, will report it to the proper authorities, either within the College or the local law enforcement agency, depending upon the circumstances. Action will be taken when necessary against any individual responsible for a hate crime. Disciplinary action may be taken by the College according to the Student Code of Conduct, or criminal action may be taken by the local law enforcement agency, depending upon the severity of the incident.

HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 14, 2011

INTRODUCTION

Diversity can be defined in a wide variety of ways. This Cultural Diversity Plan, defines "diversity" as the recognition, appreciation and understanding of individual, group, and cultural similarities and differences that include, but are not limited to age, abilities and disabilities, ethnicity, language, gender, race, nationality, religion, socio-economic status, veteran status, and sexual orientation.

The changing demographics and globalization of the nation's economy give impetus and focus to the "open door" mission of community colleges. Hagerstown Community College (HCC) strives to create a climate that supports individual rights and respects diverse cultures, backgrounds, and ideas. Creating such a climate will have positive effects such as improving attitudes toward diverse groups, institutional satisfaction, increased involvement, and academic growth as we work together, learn together, and live together. The legal and political context that shapes diversity planning has changed dramatically over the decade. Evolving laws and social policy are going beyond the "numbers."

Issues of diversity permeate many aspects of a campus environment and each aspect is connected with the others. Unless incorporated into core structures of the college through strategic planning efforts, little will change substantively and diversity initiatives will be insignificant and vulnerable. Simply recruiting a more diverse student body without attending to other aspects of campus life, such as intergroup relations, curricular change, faculty and staff professional development, and diversifying faculty and staff, can result in difficulties for traditionally under-represented students. Comprehensive institutional change and integrated efforts in these areas provide positive educational outcomes and benefits for all – students and employees alike.

This document represents the good faith efforts and commitment of the President, the Board of Trustees, staff and faculty to provide an atmosphere of acceptance and respect for cultural diversity and equal opportunities for education, training and employment. HCC's equal employment opportunity policy statement is in Appendix A and applicable laws are found in Appendix B.

THE COLLEGE'S MISSION, VISION, AND VALUES

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, vision and values statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and

Strategic Goal 2 - Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum

2.6 Create a learning environment that is respectful of multicultural values

Action Plans:

2.6a Structure professional development activities that focus on multicultural responsiveness, including teaching multiculturalism, (FY12)

2.6b Promote multicultural sensitivity in the classroom among faculty and students (FY12)

2.6c Develop interactive teaching and learning models that will expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, etc. (FY12)

Strategic Goal 3 - Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies

3.1 Develop and maintain strategies to increase the number and diversity of student enrollments

Action Plans:

3.1b Develop strategies to reach more prospective students (FY12– FY16)

3.1d Increase ESSENCE course offerings in area high schools (FY12 - FY16)

3.1h Expand Learning Community initiatives to interface with the needs of K-12 students and their teachers (FY12 - FY16)

3.1i Promote and market the College's Opportunity Fund as another student financial aid source (FY12 - FY16)

3.1j Develop strategies to increase enrollment through a data driven review of academic programs with low enrollments that may result in targeted recruitment and marketing efforts (FY12 - FY16)

3.1l Set specific degree benchmarks for program completion (FY12-FY13)

3.1n Develop recruitment initiatives to enhance the efforts of the Recruitment Coordinator and to parallel institutional marketing strategies (FY12 – FY16)

3.1o In collaboration with the Multicultural Committee, develop strategies to continue the growth of minority enrollments (FY12 - FY16)

3.1p Develop and maintain ESL curricula in ABE, developmental and college level courses (FY12 - FY16)

3.1r Increase enrollment of veterans by marketing recently enacted financial benefits (FY12)

3.1u Pursue grant funding to develop comprehensive marketing and program development for veterans (FY12)

3.2 Increase the retention of students who have not completed their educational goals

Action Plans:

3.2a Develop and implement strategies to increase completion rates before transfer (FY12-FY16)

3.2b Increase the amount and variety of student financial aid and provide more information to students on what is available (FY12-FY16)

As the 2012 Strategic Plan and the Cultural Diversity Plan goals continue to be implemented, HCC is making progress beyond "just numbers." A broader range of perspectives helps attract a more diverse student population. Research also suggests that institutions that have staff who are "diversity conscious" tend to exhibit greater flexibility in thinking and take into consideration a variety of learning styles. Diversity conscious faculty and staff contribute greatly to student success and retention. Curriculum and course content that embeds multiculturalism sensitivity and training will be addressed as well. Additionally, the major shift in student population requires the College to refine its marketing and recruitment strategies for students and employees.

DIVERSITY OPPORTUNITIES AND CHALLENGES FOR HCC

Being a leader in the community, HCC takes very seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census figures released in February 2011, Washington County became more racially and ethnically diverse from the years 2000 through 2010, though it is still primarily white and non-Hispanic. During the decade, the county grew by 11.8 percent to 147,430 residents, 14.9 percent of whom belonged to a minority or ethnic group, up from 10.2 percent in 2000. Over the decade, blacks or African Americans increased by 37.9 percent to account for 9.5 percent of the total population. The number of Hispanic residents during that same period grew by 225 percent, which was the highest growth percentage of all ethnic and racial groups, for a total of 3.5 percent of population. The minority population of Washington County remains about 14.9 percent, and is 18.3 percent if the Hispanics are included. The U.S. Census Bureau's 2010 population by race for Washington County follows in Table 1.

Though gains have been made, the composition of the College's workforce remains predominately non-minority. Improving the diversity of its workforce as a small college in Western Maryland remains one of HCC's greatest challenges. To the extent possible, HCC is committed to building a more diverse workforce that reflects the student population and the local community, as well as providing a varied group of role models. Though Washington County is growing more diverse, Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population so often found in the urban and metropolitan areas. However, with the current trend of westward migration out of the metropolitan areas to Washington County because of a lower cost of living, more minority professionals will likely relocate within the College's service area.

FOSTERING A DIVERSE STUDENT BODY

(HCC Strategic Goals 2, 3, 6 and 8)

HCC has experienced an upward trend in credit enrollment of minority students in the last five years, which was always slightly higher than the minority population of Washington County. Of overall enrollment, the percentage of minorities steadily increased from 11.4 percent in Fall 2005 to 19.6 percent in Fall 2010. This upward trend at the College reflects the increase of the County's minority population. Table 2 shows unduplicated headcount enrollment in credit programs by race and ethnicity for fall semesters from 2005 through 2010.

Table 2
Unduplicated Credit Enrollment by
Race / Ethnicity
Fall 2005 – Fall 2010

Unduplicated Credit Enrollment by Race / Ethnicity Fall 2005 – Fall 2010							
Race / Ethnicity	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**	**Fall 2010**	**5-Year Percent Change**
African American	267	302	299	374	399	520	94.8 %
American Indian	16	16	16	21	25	27	68.8 %
Asian	54	55	70	66	93	101	87.0 %
Hawaiian/Pacific Islander	-	-	-	-	-	1	-
Hispanic	82	96	102	128	142	215	162.2 %
White/Caucasian	3,161	3,185	3,288	3,412	3,790	3,819	20.8 %
Multi-race	-	-	-	-	-	50	-
Other/Unknown	91	99	107	145	186	165	81.3 %
Total Headcount	3,671	3,753	3,882	4,146	4,635	4,898	33.4 %
Total Minority* Students	419	469	487	589	659	964	118 %
Minority* Percent of Credit Students	11.4 %	12.4 %	12.5 %	14.2 %	14.2 %	19.6 %	14.1 %

*Excludes category of "Other"

Table 3
Student Financial Aid
FY 08 – FY 10

HAGERSTOWN COMMUNITY COLLEGE									
Unduplicated Students Receiving Financial Aid: MHEC Financial Aid Information System (FAIS) Report									
Financial Aid Award Years 2008 through 2010									
Race	FY 08			FY 09			FY 10		
	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid	Total Unduplicated Headcount	# Receiving Financial Aid (unduplicated)	% Receiving Financial Aid
Black	460	243	52.8%	529	314	59.4%	640	408	63.8%
Native American	24	6	25.0%	30	11	36.7%	38	17	44.7%
Asian	102	26	25.5%	107	34	31.8%	144	46	31.9%
Hispanic	144	60	41.7%	178	84	47.2%	220	124	56.4%
White	4,631	1609	34.7%	4,837	1961	40.5%	5,237	2281	43.6%
Other/Unknown	170	42	24.7%	220	61	27.7%	244	71	29.1%
Total	**5,531**	**1,986**	**35.9%**	**5,901**	**2,465**	**41.8%**	**6,523**	**2,947**	**45.2%**
% of All Minorities Receiving Financial Aid:			**45.9%**			**52.5%**			**57.1%**

Office of Planning and Institutional Effectiveness, 6/8/11

Source: MHEC FAIS Reports, FY 08-10

College Events

The ad hoc Multicultural Committee, which consists of faculty, staff and students, is charged with promoting educational, cultural, and professional development programs that help to infuse diversity into the curriculum as well as promote student learning and appreciation of our differences and similarities. The work of the Committee focuses upon creating a hospitable campus environment for all constituents based on the ideals of diversity and multiculturalism. This committee annually plans and sponsors an on-campus diversity event in honor of Martin Luther King Jr. (MLK) on the national holiday and an examination of issues related to diversity at the College. The College is the only entity in the County that offers a program to celebrate the MLK holiday and diversity.

The College has co-sponsored an annual Hispanic festival since 2008. This event is well attended and increases the visibility of the College in the local Hispanic community. Additionally, the Hispanic organization that co-sponsors the event uses the funding from the event to support scholarships for Hispanic students attending HCC.

Job Training Student Resources Center

The Job Training Student Resources Center provides support through case management as well as funding for childcare, transportation, and books to low income adult students pursuing career training at the College. This program attracts a high percentage of minority students. Approximately 25% of JTSR participants annually are minority students, exceeding the minority proportion of the general student population.

Curriculum and Multiculturalism

It is a goal of Hagerstown Community College to create a learning environment that is respectful of multicultural values. Students that come from a variety of cultural and lifestyle backgrounds need role models on their college campuses. Many general education course offerings contain a strong focus on cultural diversity. Offering a broad perspective on various world cultures including East Asian, African, Latin American and the Western Tradition, a sample of these courses include Cultural Anthropology, Introduction to Sociology, World Regional Geography, Human Geography, World Literature, Computer Graphics and Introduction to the Visual Arts. Additionally, education course offering contain strong cultural diversity components for future teachers.

A multi-year Curriculum Excellence project begun by Academic Affairs in FY 10 will continue in FY 12. The central goal of this multi-year project is to conduct a comprehensive review of all aspects of curriculum quality and currency, including general education requirements, course and program guidelines, and outcomes assessment standards. As part of this initiative, Academic Affairs will determine areas and courses for multicultural curriculum infusion and change.

As communities in Western Maryland are becoming more and more diverse as new populations locate here, and to broaden the exposure of HCC students to multicultural values and diversity, the College proposes to promote multicultural sensitivity in the classroom among faculty and students. Through a series of workshop offerings, faculty are learning to incorporate diversity into their teaching and to create culturally inclusive courses and learning environments. One such workshop held in Spring 2010 was "Diversity in the Classroom / Classroom Accommodations."

Additionally, the College is the home of the Washington County Adult Education Program, which attracts minorities. The Adult Basic Education and Literacy Services unit oversees Adult Basic Education (ABE), Adult Secondary Education (ASE), General Education Development (GED), External Diploma Program (EDP), and English as a Second Language (ESL). Recognizing a community need, one of the unit's annual goals is to develop and maintain ESL curricula in ABE, developmental and college level courses. The mission of these programs is to provide adult learners with basic skills to enhance their participation as community members, succeed in the workplace, and to increase the opportunity to further their education beyond a high school equivalency.

THE HCC WORK FORCE
(Strategic Goal 6)

The College strives to be a leader and catalyst in the community to recognize and address diverse social, ethnic and educational backgrounds. The challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse college will continue to be an institutional priority for the near future.

Table 4
Full-Time Employees by Occupation and Race
Fall 2006 – Fall 2010

Full-Time Employees by Occupation/Race as Reported on the MHEC Employee Data System (EDS) Report							
Status	Occupation/Race		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Full-Time	Exec/Admin/Mgr	Other	0	0	0	1	1
		White	22	21	23	23	23
		Total	22	21	23	24	24
	Credit Faculty	Unknown	0	0	1	0	0
		Asian	0	0	0	0	1
		Black	0	0	0	0	2
		Hispanic	1	2	1	1	1
		Multi-Race	0	0	0	0	3
		White	66	74	68	71	70
		Other	0	1	1	1	1
		Total	67	77	71	73	78
	Professional	Unknown	0	0	0	1	1
		Black	2	2	2	4	3
		Amer. Indian	0	0	0	0	1
		Asian	2	2	2	2	2
		Hispanic	1	1	1	2	1
		White	24	29	48	49	54
		Total	29	34	53	58	62
	Clerical	Amer. Indian	0	0	0	0	1
		Black	2	2	2	2	2
		Hispanic	0	0	0	1	1
		White	30	32	35	31	30
		Total	32	34	37	34	33
	Tech/Paraprofessional	Black	2	2	2	1	1
		Asian	2	2	2	2	1
		White	45	44	34	39	35
		Other	0	1	1	1	0
		Total	49	49	39	43	37
	Skilled Crafts	White	9	7	5	5	5
	Service/Maintenance	Unknown	0	0	1	2	0
		Black	1	1	1	2	2
		White	24	24	26	26	25
		Total	25	25	28	30	27

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, disability, or ethnicity/ national origin. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes (See Appendix C).

The Campus Police investigate all reported incidents occurring within their jurisdiction. They handle all reported information confidentially and maintain security over all police reports and files. Incidents not occurring within that jurisdiction are referred to the law enforcement agency for the other area. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law. In conformity with other police agencies, reports generated by the Campus Police are usually available to those persons who are directly involved in the incident. In some cases, reports are available to other police agencies or if mandated by law. Names of suspects, victims and/or witnesses are not released unless approved by the President of the College or mandated through the process of law.

CONCLUSION

Hagerstown Community College is committed to valuing diversity and recognizes the critical role of an educational institution in preparing its faculty and staff to become contributing members of the global community. Whether it is through education, employment, social or personal growth, cultural diversity should be part of our daily experience. When a group or segment is excluded or unwelcomed, all of us are denied. For our community to thrive, each of us needs to be aware and sensitive to all members of the community. Our communities are rich with resources. When all segments are recognized, respected, and utilized, everyone involved benefits.

Campuses face a variety of challenges in their efforts to make education a truly inclusive option. Diversity plans are still a key tool for making lasting changes that will improve college learning for all students. This plan will be frequently reviewed by the administration and annually reviewed by the Board of Trustees of Hagerstown Community College. It will be revised, updated, and amended as part of the annual planning process. Persons having suggestions for improving this plan are encouraged to provide their suggestions, in writing, to the Dean of Planning and Institutional Effectiveness or to the Director of Human Resources.

Appendix A

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

The Board of Trustees, administrators, faculty, and staff of Hagerstown Community College recognize their responsibility for the development of equal employment opportunities that do not discriminate against employees or applicants for employment because of race, color, religion, sex, politics, national origin, age, or disability. The college will insure that applicants are employed and that personnel action will be taken during employment without regard to any discriminatory factor. Furthermore, Hagerstown Community College's recruitment, employment, and promotion policies shall provide for a vigorous and systematic effort to locate and encourage the candidacy of qualified women and minorities.

The Equal Pay Act of 1963:
The Equal Pay Act, amended by the Education Amendments of 1972, covers all employers who are covered by the Fair Labor Standards Act of which it is a part. This act, which forbids pay differentials based upon sex, is enforced by the Equal Employment Opportunity Commission.

Executive Order 11246 (1965)
Executive Order 11246 covers all employers with government contracts or subcontracts of more than $10,000, with some rare exceptions. It also applies to contractors and subcontractors of construction projects financed in whole or in part by Federal funds. It required that every contract contain a clause against discrimination because of race, color, religion, sex or national origin. In addition, Revised Order No. 4, based on Executive Order 11246, requires contractors and subcontractors with 50 or more employees and contracts totaling $50,000 or more to develop and carry out a written Affirmative Action Program. As of October 1, 1978, the Office of Federal Contract Compliance of the Department of Labor enforces this executive order for all Federal contracting agencies.

Maryland Fair Employment Practices Act
The Maryland Fair Employment Practices Act (Article 49B, Annotated Code of Maryland) prohibits discrimination in employment based on race, color religion, sex, age, national origin, marital status or physical or mental disability. The Maryland Commission on Human Relations has enforcement authority.

Pregnancy Discrimination Act:
Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973:
The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination based on disability in employment by Federal contractors with contracts of $10,000 and in programs and activities receiving Federal financial assistance. The U.S. Department of Labor administers this Act.

Title IX of the Education Amendment of 1972
Title IX prohibits sex discrimination in education programs or activities that receive Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law.

Title VI of the Civil Rights Act of 1964 and Civil Rights Act of 1991
Title VI prohibits discrimination based on race, color or national origin and gender in programs or activities receiving Federal financial assistance. The Office for Civil Rights, Department of Education enforces the law. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender or national origin. It covers all terms and conditions of employment, including but not limited to hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Appendix C

JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS

Reportable Crimes	On Campus			Non-Campus* Building/Property			Public Property**		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
Murder	0	0	0	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0
Sex Offense: Forcible	0	0	0	0	0	0	0	0	0
Sex Offense: Non-Forcible	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	3	2	3	0	0	0	0	0	0
Vehicle Theft	0	1	0	0	0	0	0	0	0

* Statistics for Public Property are obtained from other law enforcement agencies for enumerated crimes occurring in areas reasonably contiguous to the college campus but not part of the campus.

** Statistics for Non-Campus Building/Property are those enumerated crimes occurring in or on buildings or property owned or controlled by the college or a student organization officially recognized by the college, and is not within the same reasonably contiguous geographic area of the college.

Following are the number of arrests for crimes listed occurring on campus or non-campus buildings:

Crimes	2007	2008	2009
Liquor Law Violation	0	0	0
Drug Abuse Violation	1	1	0
Weapons Possessions	0	0	0

HATE CRIMES: ON CAMPUS

Hate Crimes	Race			Gender			Religion			Sexual Orientation			Ethnicity			Disability		
	'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09	'07	'08	'09
Murder	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense: Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sex Offense: Non-Forcible	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burglary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vehicle Theft	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Progress Report on the *Plan for a Program of Cultural Diversity* Submitted to the Maryland Higher Education Commission

HARFORD COMMUNITY COLLEGE

August 9, 2011

The Harford Community College Board of Trustees approved the *2011-2013 Harford Community College Plan for a Program of Cultural Diversity* at its meeting on August 9, 2011. The summary of the plan is attached as Table 1. This progress report is submitted as required by Education Article, §11–406.

A. Harford Community College is a Welcoming Environment That Embraces Diversity

Harford Community College (HCC) promotes student learning and development through class work and student development services, programs, and activities. HCC welcomes and supports a diverse student body. The Community College Survey of Student Engagement (CCSSE), a nationally administered student survey, provides the following assessment data regarding the diversity environment at the College:

How much does this college encourage contact among students from different economic, social, and racial or ethnic backgrounds?

	2006	2008	2010
Percent of Students Responding 'Quite a Bit' and 'Very Much'	37%	45%	47%

From 2006 through the most recent survey in 2010, students' responses have steadily improved, indicating positive progress toward this outcome.

The Personal Assessment of College Environment (PACE) Survey, a nationally administered survey for college employees, also provides the following assessment data regarding the diversity environment at the College:

To what extent are student ethnic and cultural diversity important at this institution?

	2005	2008	2011
Mean Average of All Employee Responses on Five-Point Scale (5 being highest)	3.87	4.10	4.34

From 2005 through the most recent survey in 2011, employees' responses have steadily improved, indicating positive progress toward this outcome. These results indicate that employees perceive a high level of emphasis on the importance of valuing and understanding the ethnic and cultural diversity of the student body.

2. Institutionalize the College's commitment to cultural inclusivity and responsiveness

HCC has institutionalized its commitment to cultural inclusivity and responsiveness through including them in the HCC Mission, Vision, and Strategic Plan. The HCC Mission Statement speaks to the College's role in providing open access to higher education and promoting cultural enrichment:

> *Harford Community College is a dynamic, open-access institution that provides high quality educational experiences for the community. The College promotes lifelong learning, workforce development, and social and cultural enrichment.*

Four of the six HCC Values address issues related to supporting and promoting cultural diversity:

> *We at Harford Community College are accountable to our students, the community, and each other, and hold the following values to be fundamental:*
> - *Lifelong Learning – We value lifelong learning as the foundation for a better life. We prepare our students to contribute to their community and the world as knowledgeable, creative problem solvers and critical thinkers. We believe that learning should be engaging, stimulating, and enjoyable.*
> - *Integrity – We believe that honesty, sincerity, fairness, respect, and trust are the foundation of everything we do.*
> - *Diversity – We respect individual points of view, embrace differences, respect intellectual freedom, and promote critical discourse. We are open and inclusive in our attitudes, enrollment policies, and hiring practices.*
> - *Service – We believe in helping others, and we provide a safe and supportive environment. We are accessible and responsive to our students, our community, and each other.*

Two of the six Strategic Themes of the HCC Strategic Plan directly focus on cultural diversity:

> *Theme #3: Harford Community College embraces a diverse culture of learning.*
> - *Promote and sustain a welcoming environment that embraces diversity.*
> - *Increase diversity throughout the campus population.*
> - *Broaden the global perspective of the campus community.*
>
> *Theme #5: Harford Community College develops resources and infrastructure to support its mission and vision.*
> - *Attract, develop, and retain talented, committed, and diverse employees.*

To assist in accomplishing the goals of the Strategic Plan, the Vice President for Instruction established the International Education Initiative. It is led by the International Education Committee, whose membership includes faculty from five academic divisions and staff from Student Development and Continuing Education. The mission statement of International Education states:

> *International Education at Harford Community College promotes global awareness through initiatives that link the College to the world community of peoples, cultures, and nations.*

Association sponsored trips to New York, Philadelphia, and Washington DC, introducing students to various elements of political culture and American history. Students also visited the historic home of Lewis Latimer (1848-1928) in Brooklyn New York. Latimer was an inventor and among his patents was an improvement to the incandescent light bulb. Latimer worked with Alexander Graham Bell and served on the staff as one of Thomas Edison's pioneers. Students were treated with a tour by the house director who vividly brought his travails and triumphs to life.

The Congressional Black Caucus holds its annual legislative conference in Washington D.C. Assembled are activists and concerned citizens from across the nation on issues pertaining to education, employment, civil rights, crime and justice, health care, youth, the environment, immigration and more. ROP Peer Leaders were able to attend several workshops including *Community Rebirth: Reality, Responsibility and Rising*, and *Young Gifted and Black.* They also took advantage of rare photo opportunities with such notables as Singer, CeCe Winan, Actor, Lamman Rucker, and BET Talk Show Host, Ed Gordon. Students also visited the Reginald Lewis Museum of Maryland African American History and Culture. Students from the African American literature class were among the attendees. HCC students joined with other college students from the Delaware-Maryland-Virginia region to attend a step show sponsored by the Delta Sigma Theta Sorority featuring step squads from the region. This show is a competition among all of the fraternities and sororities under the Pan Hellenic Council.

The renovation and restoration of the Hays-Heighe House at Harford Community College was completed in 2010. This newly renovated 1808 structure is a place to learn about our heritage through guided tours, exhibits, and displays. By virtue of its mission, nearly every exhibit and program held at Hays-Heighe promotes cultural diversity. It is a dynamic educational facility and public history site that showcases elements of Harford County's diverse social and cultural history through exhibits, inclusive programming, and strategic partnerships. The Hays-Heighe House exhibit, *Made by Hand*, which was in place for the entire 2010-2011 academic year, includes substantial information on the topic of slavery in Harford County, MD.

During Black History Month, The Hays-Heighe House was the location for an exhibit featuring figures from The National Great Blacks in Wax Museum. In conjunction with the exhibit, the following programming took place in the House.

- Lecture by Dr. Karry Hathaway, Dean of Humanities – *Zora Neal Hurston and Dr. Carter G. Woodson: The Impact They Have Made on American Culture*;
- Original music composition to *Passing* by Langston Hughes, performed by Mr. Benny Russell, HCC Music Instructor;
- Showings of documentary films on Zora Neal Hurston and the Harlem Renaissance;
- Talk by Dr. Joanne Martin, Founder and President, Great Blacks in Wax Museum – *More Than a Museum: Sustaining a Community, Transforming Lives, Preserving a Dream.*

commitment to diversity of thought and individual differences. The program is mandatory for all supervisors at HCC.

Professional development opportunities were presented to faculty on ways to incorporate the use of the Hays-Heighe House to support instruction, particularly instruction that asks critical questions about the social and cultural history of Harford County, of Maryland, and/or of the United States. Staff also presented a professional development experience for faculty called *Preparing our Students for Success in the Intercultural Workforce*. Additionally, a wide array of classes about diversity in the workplace is offered by the College's non-credit Business and Industry training department.

2. Integrate cultural knowledge into the College's daily operations, instruction, and community programs

The noncredit Community Education department offers many avocational courses which have a strong cultural component; students are expected to learn about, understand and respect various cultures through study and field trips.

Several examples exist in the credit instructional area. In the course Human Development 103, Career and Life Planning, cultural diversity is introduced to students as a communicative, transferable skill. Instructors employ different methods to cover this topic. Film clips, discussion of diversity and diversity issues, diversity awareness activities, case studies and completing a diversity assignment are all designed to raise awareness among students of the role diversity plays in the modern workplace. Over the past academic year, a diversity essay was restructured and has resulted in students' sharing their personal experiences with diversity more thoroughly and openly. These improvements have been supported by both quantitative and qualitative assessment results. In addition, efforts have been made to expand the students' understanding of diversity beyond tangible differences such as age, race, etc. and to introduce a broader sense of diversity and its effect on team-building and communication in the work environment. Instructors have used case studies to illustrate these concepts.

To be eligible for an Associate Degree, students must complete one 3-credit course with designated "diversity" status. The College Catalog includes the following definition:

> *The diversity course requirement enables students to explore, in depth, cultural differences based on age, ethnicity, gender, race, religion, sexual orientation or social class.*

In order to be accorded diversity status, a course must (a) explore in depth cultural differences based on age, ethnicity, gender, race, religion, sexual orientation or social class; (b) include relevant references to the current time period; (c) emphasize the analysis of a group rather than an individual. The application for diversity status must include an explanation of how students use writing, discussions, and research to ensure the development of knowledge and understanding of cultural diversity.

Over the past year, the HCC faculty developed a new General Education goal focused on diversity which states: *Apply knowledge and skills necessary to be an informed global citizen in a diverse and changing intercultural world.*

Comparatively, the percent of non-Caucasian residents in Harford County 18 or older was 17% during this time period. These data indicate HCC is doing well in maintaining a racially and ethnically diverse student population as compared to the College's service area of Harford County.

Initiatives and activities to support this outcome during 2010-2011 included the following.

1. Recruit a culturally diverse student body

The Admissions Office provided a variety of high school outreach programs to African American students as well as students who have been deemed 'At-Risk' which includes students that have demonstrated poor classroom behavior, chronic absenteeism, and low academic performance. The "At-Risk" students, once identified, are offered small group presentations that focus on the importance of secondary education. Of these "At-Risk" students approximately 70% of the students are African American males. The Admissions Office has continued to be a presence in Edgewood Middle School, and the mentoring/tutoring program that was established at Edgewood Middle School has completed a successful second year. The program is coordinated by the College's Middle School Outreach Specialist and includes the use of community mentors. The program is mostly attended by African American students.

Other outreach and recruitment efforts into the community include, but are not limited to, participation in community fairs, focused presentations, and targeted outreach events. The primary region of focus has been Aberdeen, Edgewood, and Bel Air. Community partners have included the Boys and Girls Club, WAGE Connection, Greater Edgewood Education Foundation (GEEF), Open Doors, Edgewood Community Center, Upper Bay Support Services, Harford County Alliance of Black School Educators, and the new HCPS Diversity Network.

The Admissions office also provides presentations delivered directly to high school students in every county high school. Freshman presentations focus on the value of a post-secondary education. Two senior presentations are offered each year; the fall presentation focuses on college choices, and the spring presentation focuses on enrollment at Harford Community College. Frequently, targeted groups of disadvantaged youth visit the HCC campus for presentations on the value of a college education. Examples this past year included Halls Cross Roads Elementary School (the focus was a mock schedule), the Teens Need Technology event (the focus was STEM-related careers), and the Way2Go Maryland College Fair (the focus was exposing middle school students to the value of college).

Another new initiative this year addressed students with a documented disability. The Admissions Office, with the help of the Disability Support Services Offices, hosted a series of Transition Services Tours. The campus visits (tours) were open to select high school students with an IEP. The students were given a tour of the campus and campus services, as well as an overview of the disability support services available at HCC.

Graduation-Transfer Rate After Four Years of Enrollment for all students:
59.7% of all students graduated and/or transferred after four years from their initial enrollment.

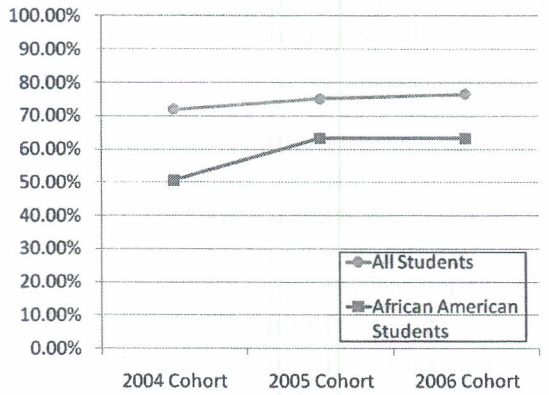
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort
Percentage of ALL Students Who Graduated and/or Transferred	51.1%	57.0%	59.7%

Graduation-Transfer Rate After Four Years of Enrollment for African American Students:
52% of African American students graduated and/or transferred after four years from their initial enrollment.

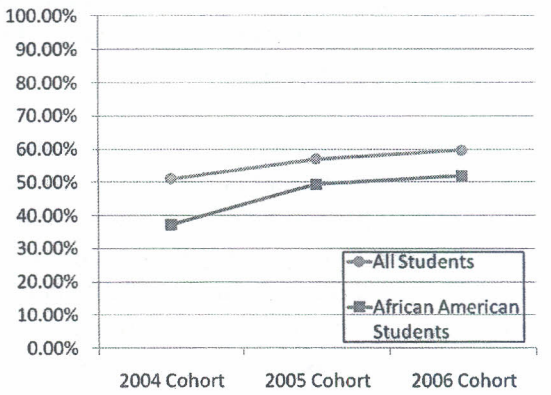
	Fall 2004 Cohort	Fall 2005 Cohort	Fall 2006 Cohort
Percentage of African American Students Who Graduated and/or Transferred	37.3%	49.4%	52.0%

These data indicate improvements have occurred, while there continue to be opportunities to strengthen instruction, services, programs, and other support designed to improve student success, persistence, graduation, and transfer of minority student populations.

Successful-Persistor Rate After Four Years of Enrollment



Graduation & Transfer Rate After Four Years of Enrollment



Some of the improved initiatives in 2010-2011 included the following.

1. Offer college preparatory programs and coursework

HCC Librarians offered instructional services for middle and high school students. Four sessions for middle school students were designed to help these students see college as a goal they could attain. Two sessions on Information Literacy were offered for students from Aberdeen High

3. Provide accessible transfer opportunities

Harford Community College has participated with Morgan State University in the CONNECT Program since the Fall of 2005. The CONNECT Program is designed for students who do not initially meet the qualifications for admission to Morgan State University to begin their studies at Harford Community College. With the purchase of the Bear Necessity Card (MSU ID Card), HCC students enrolled in the CONNECT Program have access to the library, bookstore and student activities at Morgan State University while completing their academic studies at HCC. CONNECT Program students have access to a CONNECT Program Liaison/Advisor at Harford Community College who assists them in course selection, knowledge of transfer requirements to MSU (minimum cumulative GPA of 2.0 and successful completion of 24 college-level credits or the associates degree), and the transfer process to MSU (including a letter of recommendation) for completion of the baccalaureate degree.

HCC students have opportunities to visit several four-year colleges including Towson University, Howard University, and Lincoln University. In addition, HCC hosts Instant Admit Days on the HCC Campus for Towson University, UMUC, Stevenson University, the College of Notre Dame, and University of Baltimore. Representatives from these colleges visit HCC and waive the application fee for students who apply in person. Students who meet the qualifications are admitted "on the spot."

E. HCC Attracts, Develops, and Retains Diverse Employees

The MHEC Performance Accountability Report (PAR) contains two indicators that track the percent of minorities of full-time faculty and full-time administrative and professional staff:

Percent of Minorities of the Full-Time Faculty
In 2010, 7.3% of the full-time faculty were members of minority populations.

	2008	2009	2010
Percent of Minorities of the Full-Time Faculty	7.0%	7.8%	7.3%

Percent of Minorities of the Full-Time Administrative and Professional Staff
In 2010, 16.3% of the full-time administrative and professional staff were members of minority populations.

	2008	2009	2010
Percent of Minorities of the Full-Time Administrative and Professional Staff	11.9%	12.1%	16.3%

These data indicate there are opportunities to improve the recruitment, development, and retention of diverse employees. Steady improvements have been made in the diversity of the administrative and professional staff.

Some of the improved initiatives in 2010-2011 included the following.

Table 1
HARFORD COMMUNITY COLLEGE
PLAN FOR A PROGRAM OF CULTURAL DIVERSITY
2011- 2013
(Approved by HCC Board of Trustees August 9, 2011)

Implementation Strategy and Time Line

Outcome	Initiatives	Time Line	Evaluation Processes
A. Harford Community College is a welcoming environment that embraces diversity	1. Create a campus standing committee charged with promoting campus cultural diversity; updating campus diversity plan; tracking progress; completing reporting. 2. Promote and sustain a "Global Campus" 3. Institutionalize the College's commitment to cultural inclusivity and responsiveness 4. Promote and sustain cultural and educational programs and activities	2011-2013	• Data from the PACE Employee Campus Climate Survey and CCSSE Student Survey • Review of HCC Mission and appropriate policies • Evaluations of programs and activities offered
B. The campus community sustains a broad global perspective	1. Complete review of the College's Cultural Diversity graduation requirement. 2. Invest in professional development about issues of culture, cultural competence, diversity, and equity 3. Integrate cultural knowledge into the institution's daily operations	2011-2013	• Data from the CCSSE Student Survey • Evaluations of professional development programs • Review of Diversity Course Requirement, Culture & Society Academic Outcome, and Travel/Study Opportunities
C. The HCC student population is racially and ethnically diverse	1. Recruit a culturally diverse student body 2. Maintain low cost of attendance 3. Investigate potential need for resources to effectively recruit and retain culturally diverse student body	2011-2013	• MHEC PAR – Minority student enrollment compared to service area population • MHEC PAR – Tuition and fees as a % of tuition and fees at MD public 4-year institutions

HOWARD
COMMUNITY COLLEGE
You Can Get There From Here.

DIVERSITY PLAN

Effective July 2011

MESSAGE FROM THE PRESIDENT

Picture a world in which music had just one note. Art had just one color. Food had just one flavor. That world would be very boring!

Fortunately, our world is rich with diverse sights, sounds, and sensations. And as more new Americans come to live in our area, Howard County is fortunate to have an ever-growing vibrancy of global and cultural perspectives that expands our view of the world.

Howard Community College places great value on this richness of diversity. Students and employees grow both professionally and personally as they understand and enjoy varying views and cultures.

The Diversity Plan seeks to foster that growth through a wide range of efforts from hiring practices to providing educational opportunities for faculty and staff to learn about diverse cultures and perspectives. Your support and participation in the plan is welcomed and appreciated.

Kathleen Hetherington, Ed.D.
President
Howard Community College

Additional details can be found in the academic and administrative procedure, Diversity Committee – 61.10.01 (see Appendix B), and related personnel policies and procedures are made publicly available through the college's website.

III. DIVERSITY OBJECTIVES

A. The diversity plan and all related policies will serve as guidelines for the achievement of equal employment opportunity at the college:

   i. ensuring that each recruitment makes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool (contributing to HCC's Strategic Goal 2.1, see Appendix C); avoiding discrimination on the basis of race, color, religion, gender, age, national origin, sexual orientation, disability, veterans status, marital status, or political opinion, and ensuring vigilance in eliminating any such discrimination; and
   ii. using an internal complaint resolution mechanism whereby any complainant can internally resolve grievances (see Appendix B personnel procedure, Discrimination Complaint Procedures – 63.01.01); and

B. The college community is committed to meeting educational needs that promote sensitivity and value diversity by proactively identifying areas in which programs may be needed (training shall be open to employees and students, as appropriate) and encouraging the development and continual improvement of a curriculum of inclusion.

IV. DISSEMINATION OF DIVERSITY AND EQUAL OPPORTUNITY INFORMATION

The college's diversity plan and related administrative and personnel policies are publicly available via the college's website. In addition, communications will be sent to college employees via e-mail, president's update, employee orientations and training programs, constituency group meetings, and posted in various areas around the college campus. The equal opportunity clause shall be incorporated in all purchase orders, leases, contracts, etc., covered by Executive Order 11246 (see Appendix A), as amended, when applicable, and all implementing regulations.

V. RESPONSIBILITY FOR IMPLEMENTATION

All employees have an important role in the implementation of this plan. While additional responsibilities may be outlined in annual strategic planning, core work, and individual job descriptions, several notable accountabilities include the following:

A. President –

3. develop reports on an annual basis that statistically analyze HCC's recruitments, job applicants, hirings, promotions, terminations, and progress toward the college's diversity priority (specifically, Strategic Goal 2.1, see Appendix C) and affirmative action goals (where applicable), for the college president and the diversity committee;
4. keep the college administration and diversity committee informed of the latest developments in the areas of equal opportunity and affirmative action;
5. ensure that search committees for all budgeted full-time faculty and staff positions classified at grade 12 level and above include a current or past member of the diversity committee, and monitor all such selection committees to ensure diverse representation in accordance with personnel procedure, Selection of Faculty and Staff – 63.02.03 (see Appendix B); and
6. provide training to all search committee members, for budgeted positions at grade 12 and above and all full-time faculty positions, on employment laws and diversity sensitivity related to recruitments.

D. All employees with hiring involvement and/or supervisory responsibility have responsibility to -

1. create, through their work environments and contacts with the community, a campus that upholds the concepts outlined in this plan and provides equal opportunity for all;
2. ensure that all employment practices are conducted in a lawful nondiscriminatory manner;
3. monitor the progress toward equal employment opportunity and affirmative action of all units under their supervision;
4. conduct regular discussions with their staff to assure the college's policies are implemented. This responsibility should be seen as an integral part of their duties and evaluation;
5. establish an atmosphere that is conducive to implementing the directives of the president and the board of trustees;
6. familiarize themselves with and adhere to all related college policies and procedures and will consult with the associate vice president of human resources if clarification or interpretation is required; and
7. attend required training sessions prior to or concurrent with serving on a search committee.

E. Howard Community College Employees –

1. Each budgeted staff member and full-time faculty member must participate in at least two diversity programs or trainings per year; and

APPENDIX A
SUMMARY OF DEFINITIONS AND APPLICABLE LAWS

The following definitions, laws, regulations, and orders constitute some of the legal requirements for equal employment, educational opportunities, and affirmative action:

Howard Community College's Affirmative Action definition
HCC's affirmative action includes proactive steps to recruit and retain minorities. In recruiting, the college advertises with sources directed specifically at minority candidates in order to improve the diversity of the candidate pool. For the current workforce, the college has a comprehensive diversity plan which includes objectives to improve knowledge of and sensitivity to minority issues, and aids in the retention of minorities. HCC does not provide quotas or preferences for minorities in hiring or advancement; those decisions are based solely on the qualifications of the candidates under consideration.

Age Discrimination Act of 1975
The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance. While the Department of Health and Human Services is the lead agency for developing general regulations, any federal agency that extends federal financial assistance shall seek to achieve compliance with the agency's regulations.

Age Discrimination in Employment Act of 1967
The Age Discrimination in Employment Act prohibits discrimination for persons age 40 and over except where age is a BFOQ (bona fide occupational qualification). It is very rare for age to ever be a BFOQ at Howard Community College; however, there may be a few exceptions such as related to the hiring of an actor or actress for a college play where age may be allowed to factor into the selection criteria but will never be a sole factor in the selection process. The Equal Employment Opportunity Commission enforces this law.

Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008
Howard Community College will ensure that no qualified person with a disability shall, on the basis of the disability, be subjected to discrimination in employment, recruitment, training, admissions, testing, program of study, student activities, etc.

As a part of the college's plan, it will implement an awareness program that will educate potential supervisors, faculty, and other HCC staff about the contributions, capabilities, and needs of persons with disabilities in the work force and in postsecondary education. Information regarding appropriate, reasonable accommodations is provided on a continuing basis. The associate vice president of human resources and the 504/ADA coordinator will be consulted on matters of reasonable accommodation, as necessary.

Identification is an important part of the college's plan. All HCC applicants are given the opportunity to voluntarily identify themselves as disabled at the time of application on

Amends Title 7 to prohibit discrimination based on pregnancy, childbirth or related conditions; requires employers to treat pregnancy the same as any other temporary disability.

Rehabilitation Act of 1973

The Rehabilitation Act of 1973, amended by the Rehabilitation Act Amendments of 1974, prohibits discrimination on the basis of disability in employment by federal contractors with contracts of $10,000 and in programs and activities receiving federal financial assistance. This Act is administered by the U.S. Department of Labor.

Title IX of the Education Amendment of 1972

Title IX prohibits sex discrimination in education programs or activities that receive federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education.

Titles VI and VII of the Civil Rights Act of 1964 and Civil Rights Act of 1991

Title VI prohibits discrimination on the basis of race, color or national origin, and gender in programs or activities receiving federal financial assistance. The law is enforced by the Office for Civil Rights, Department of Education. Title VII of the Civil Rights Act of 1964, amended by the Equal Employment Opportunity Act of 1972, with some very limited exceptions, applies to all employers with 15 or more employees. It bans all discrimination in employment because of race, color, religion, gender, or national origin. It covers all terms and conditions of employment, including, but not limited to, hiring, transfers, promotions, compensation, access to training. This law also prohibits sexual harassment and harassment based on other protected categories. Title VII is administered and enforced by the Equal Employment Opportunity Commission.

Vietnam Era Veteran's Readjustment Assistance Act of 1972 (amended in 2002 by the Jobs For Veterans Act)

The Vietnam Era Veteran's Readjustment Assistance Act of 1972 (and subsequent amendments) requires government contractors with contracts of $100,000 or more to take affirmative action to employ and advance in employment disabled veterans of the Vietnam Era. Responsibility for administration and enforcement of the Act is delegated to the U.S. Department of Labor. Contractors with federal contracts of $100,000 or more must file a supplemental report, titled VETS-100 by September 30 of each year.

Vocational Education Act of 1963

The Vocational Education Act of 1963, revised by Title II of the Education Amendments of 1976, provides direction for state and national vocational education programs. One of the purposes of the state programs is to develop and carry out programs of vocational education so as to overcome sex discrimination and sex stereotyping, and thereby furnish equal educational opportunities in vocational education to persons of both sexes. This law is administered by the Office for Civil Rights of the Department of Education.

APPENDIX C
HOWARD COMMUNITY COLLEGE'S CURRENT STRATEGIC PLAN

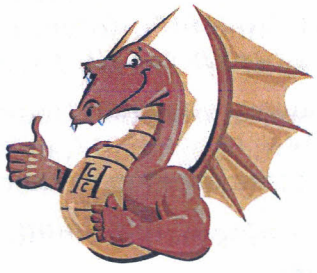
Howard Community College
Strategic Plan
Fiscal Years 2010–2015

Mission Providing pathways to success

Vision A place to discover greatness in yourself and others

Values **I N S P I R E S**

Innovation
Nurturing
Sustainability
Partnerships
Integrity
Respect
Excellence
Service



Strategic Goal #1. Student Success and Lifelong Learning		
1.1	***Increase percentage of developmental completers, 4 years after entry to HCC, from 35.8% (fall 2003 cohort) to 40%* (fall 2006 cohort).***	
	Lead	**Action Plans for 2009–2011**
1.1A	VPSS VPAA	Implement College Readiness Program by testing 11th grade English "regular" students enrolled at all (12) HCPSS high schools and assisting student who fall short of being college ready.
1.1B	VPAA	Investigate best practice peers and formulate a plan to increase number of developmental completers.
1.2	***Increase student successful-persistence rate after 4 years for all students from 73.2% (fall 2003 cohort) to 80%* (fall 2006 cohort).***	
1.2A	VPSS	Study impact of new academic standing policy.
1.2B	VPSS	Design an early warning tracking system to allow faculty and staff to flag at-risk students, notify appropriate personnel, and connect students to appropriate resources.
1.2C	VPAA	Develop outcomes for First Year Experience (FYE) courses and select metrics to track improved student learning.
1.3	***Increase student graduation and transfer rate after 4 years for all students from 51.9% (fall 2003 cohort) to 60%* (fall 2006 cohort).***	

3.2C	VPSS	percent by continuing to promote the honors brand while also providing outreach to at-promise high school students and students in the middle.

Notes: Board of trustees last approved mission, vision, values, and goals: May 26, 2010.
*Board of trustees approved benchmarks: September 27, 2006.

REPORT TO THE MARYLAND HIGHER EDUCATION COMMISSION
ON
HOWARD COMMUNITY COLLEGE'S IMPLEMENTATION OF ITS DIVERSITY PLAN
JULY, 2011

Howard Community College has had a Diversity Plan in place for over 20 years. The Diversity Plan sets forth guidelines for ensuring equal opportunity and improving cultural diversity in recruitment, employment, and academics at the College. It mandates that HCC's diversity programs will reflect respect of differences in age, gender, sexual orientation, race, religion, ethnic backgrounds, and ability/disability, as well as the values of equal rights, equal access, and equal treatment. To oversee diversity activity, the Plan calls for the College to continuously maintain a Diversity Committee appointed by the President. The Committee is required to review and update the Diversity Plan yearly.

HCC is proud of its Diversity Plan and ongoing diversity programming on campus. Diversity is addressed in a number of ways, including the following, among others:

- The offering of a multitude of diversity training and awareness events for employees and students throughout each year, including films, music, lectures, and discussions, culminating in an annual Diversity Week each spring;
- The *requirement* that each budgeted staff member and full-time faculty member participate in at least two diversity training sessions per year;
- The monitoring of recruitment efforts and personnel actions to ensure equal opportunity and non-discrimination;
- The inclusion of required diversity/culture-related courses in the General Education Core that must be taken by all students;
- Academic options within the Interdisciplinary Studies major in the subjects of Diversity Studies and Women's Studies.
- The Admissions/Advising Unit has close working relationships with schools, community organizations, and other institutions, and this enhances the college's ability to attract diverse populations. The college works closely with groups such as Conexiones (a community-based organization that helps Hispanic students in Howard County towards academic achievement), high school clubs for Hispanic students, the Black Student Achievement Program, Alpha Achievers (a group for African-American males in Howard County Public Schools), and FIRN (the Foreign-born Information and Referral Network, a Howard County nonprofit that helps immigrants and refugees). The unit works with the college's English Language Institute and credit-free ESL programs to enhance student access to HCC. The unit participates in many fairs for diverse populations, conducts its own fairs – for example, its recent HBCU (Historically Black Colleges and Universities) college fair - and forms partnerships with a broad range of colleges and universities to incorporate access to the next step following HCC into its outreach efforts.
- Innovative academic programs such as the Silas Craft Collegians Program, which provides a highly-supported learning community for students whose past performance doesn't reflect their true potential, and Step UP, a program where students are voluntarily paired with a faculty/staff coach who provides one-on-one support for managing the challenges of college.

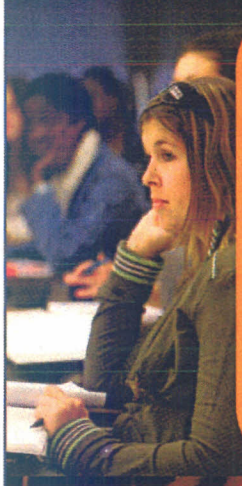
positive.

5) Expand the harassment/discrimination training required of employees on campus to include elements beyond sexual harassment, such as discrimination/harassment based on religion, race, sexual orientation, etc.
   An external training video has been selected, and some internal content is being developed to go along with it. This should be launched in this fiscal year and required of all employees.
6) Explore offering Safe Zone training on campus to promote a better understanding of LGBT (Lesbian, Gay, Bisexual, and Transgender) issues and create allies for LGBT employees and students.
   A small number of HCC employees have been trained to give this training on HCC's campus. The internal training content is now being developed and should be launched in this fiscal year.
7) Implement a revised Diversity Plan document that clarifies the language within, more accurately defines the term "affirmative action" as it relates to HCC, and more closely ties the Plan's objectives to the college's Strategic Plan, Mission, Vision, and Values. Additionally revise related policies and procedures to match the language in the Plan document.
   The Plan has been revised as described above and published on campus. Policies and procedures will be changed in the fall to match changes to the Plan.

Education Article §11-406 also requires the institution to describe its process for reporting campus-based hate crimes, as defined under Title 10, Subtitle 3 of the Criminal Law Article and consistent with federal requirements under 20 U.S.C. 1092(f), known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. HCC currently posts all campus crime statistics, including hate crimes, on its public web page in its Campus Crime Report, which can be found at http://www.howardcc.edu/students/security/. The Report shows the previous three years of data, during which time there were no reported hate crimes on campus.

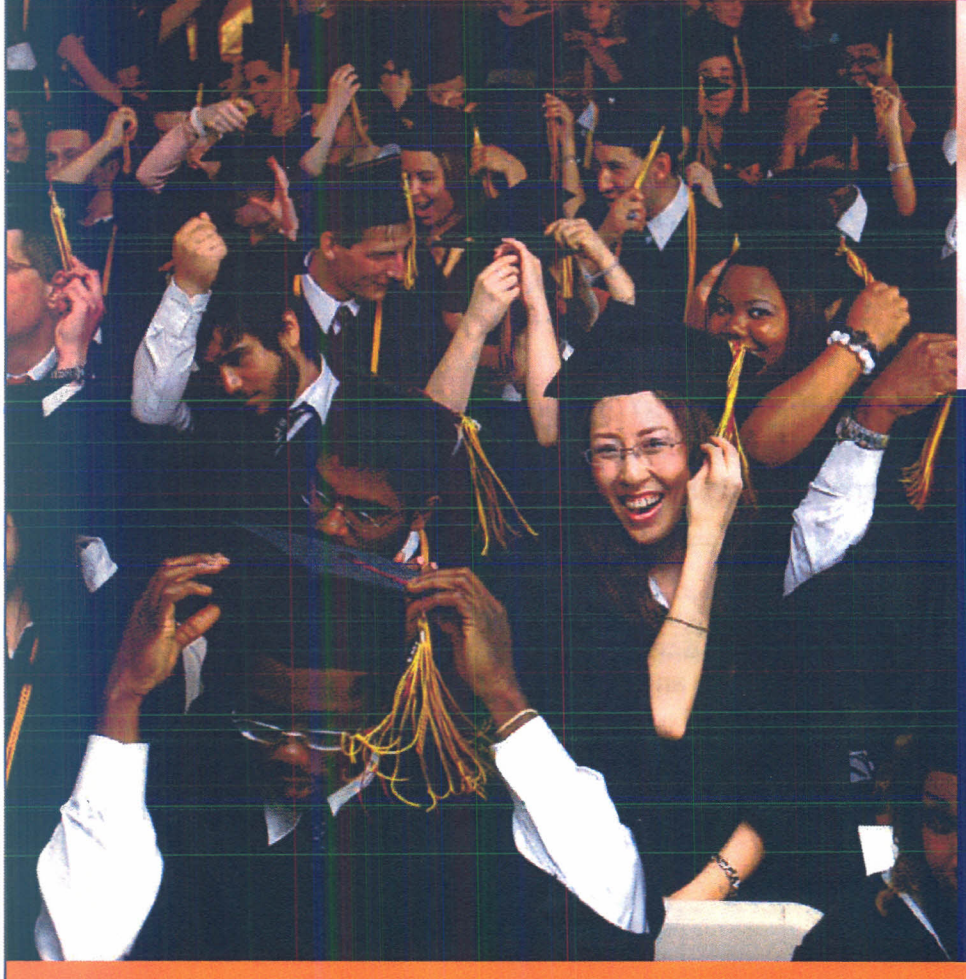
Finally, Education Article §11-406 asks each institution for a summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body. Following is a list of possible uses for grant money which would help the College in its diversity initiatives:

- **Programs and Scholarships that increase opportunities for underrepresented students in the science, technology, engineering, math (STEM) and critical language programs.**
- **Assistive Technology** – Funding for educational technology that enhances learning and supports the access and success of students with disabilities.
- **Transition to college/employment for students with disabilities-**As mentioned in the previous bullet, HCC provides support to a large number of students with disabilities, including a summer enrichment/transition program for high school students with disabilities and a career series program geared specifically for employment opportunities for the disabled. Additional funding will be needed for the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- **Additional funding for individualized, academic support for low-income, first-generation college students-**the college currently has a successful grant used to provide academic and



MONTGOMERY COLLEGE DIVERSITY PLAN

Our College Roadmap for Ensuring and Sustaining Diversity and Inclusive Excellence



A Multi-Year Action Plan

May 2009

Montgomery College Multi-Year Diversity Action Plan

Effective Academic Years
2010–2012

Dr. Brian K. Johnson
President

Ms. Roberta F. Shulman
Chair, Montgomery College Board of Trustees

Dr. Michelle T. Scott
Director, Office of Equity and Diversity

Montgomery College Board of Trustees

as of April 2009

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President, Montgomery College

Montgomery College Diversity Plan Steering Committee Members

Mr. Wayne Barbour, Associate Dean of Student Development

Dr. Monica Brown, Dean of Student Development

Dr. Stephen Cain, Interim Instructional Dean

Dr. Tony Hawkins, Instructional Dean

Ms. Vivian Lawyer, Chief Human Resources Officer

Dr. Kevin Long, Senior Planning & Policy Analyst

Dr. Robert Lynch, Director, Institutional Research & Analysis

Ms. Kathy Michaelian, Instructional Dean

Dr. L. Miller Newman, Director, Center for Teaching and Learning

Dr. Deborah Preston, Instructional Dean

Dr. Sanjay Rai, Instructional Dean

Dr. Karen Roseberry, Collegewide Dean of Student Development

Ms. Valessia Samaras, Director of Development

Dr. Michelle T. Scott, Director, Office of Equity and Diversity

Dr. Clarice Somersall, Interim Vice President, Academic Initiatives

Ms. Denise Stoutamire, Equity and Diversity Specialist

Ms. Lynda von Bargen, Deputy Chief Human Resources Officer

Ms. Krista Leitch Walker, Director, Center for Professional and Organizational Development

Ms. Jennie Wells, Interim Dean of Student Development

Ms. Kathleen Wessman, Interim Vice President Planning and Institutional Effectiveness

Introduction

Montgomery College is Maryland's most culturally diverse community college. More than 179 nations are represented in our student body. Ensuring and sustaining institutional diversity and inclusive excellence among our faculty, staff, and students are core values of Montgomery College and the guiding tenets for developing the Montgomery College Diversity Plan. This Plan is the outcome of the collaborative leadership of the College community that served as the Diversity Plan Steering Committee. The Steering Committee established the Montgomery College Diversity Plan in consultation and cooperation with academic and non-academic stakeholders and through the review of institutional documents, data and reports. This Diversity Plan will be implemented over a period of three years—Fiscal Years (FY) 2010 through 2012.

Under the 2008 legislation of Maryland House Bill 905 and Senate Bill 438 Education Article, Annotated code of Maryland, §11-406 (b)(1)(iii), this plan identifies action-oriented diversity goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Recruitment and Outreach; (d) Supporting Student Success; and (e) Professional Development. These goals and objectives demonstrate the College's good faith commitment to expand and sustain diversity and produce measurable results.

In accordance with Education Article, Annotated Code of Maryland, §§11-406 (b)(2) and (3) by May 1, Dr. Brian K. Johnson, the president of Montgomery College, will "submit the plan to its governing board for its review" and the Montgomery College governing board will "submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by August 1." President Johnson has overall responsibility for implementation of the Montgomery College Diversity Plan. The College has assigned primary management responsibility and accountability for ensuring full compliance with the plan to Dr. Michelle T. Scott, director, Office of Equity and Diversity. To ensure the effective implementation of the Diversity Plan, the Director has the necessary authority, resources and support of the College's senior-level administrators. The President and the Board of Trustees endorse and support the plan's goals and objectives. The President will ensure that faculty, staff and students are aware of the plan and will hold all administrative leadership accountable for achieving its goals and objectives.

The plan includes: (a) the College mission statement; (b) insight into the way the College addresses diversity among its students, faculty and staff; (c) the process for reporting campus-based hate crimes; (d) some of the College's current diversity related programs and activities, including those that focus on diversity education and professional development for faculty, staff and students; and (e) how the College will enhance and sustain diversity, with measurable outcomes.

MONTGOMERY COLLEGE

MISSION AND INTERNAL SPIRIT

The mission and internal spirit statements for Montgomery College were developed in 2000 and serve as the foundation for academic and strategic planning. The mission is a declaration of our commitment to the community. The three major tenets of the mission statement focus on Changing Lives, Enriching Our Community and Holding Ourselves Accountable. The Internal Spirit statement enumerates seven core values that inform all aspects of College operations.

Montgomery College has a focused mission aimed at addressing the challenges of access, capacity and learning in an ever-changing and diverse society. The College is committed to "Changing Lives" and "Enriching Our Community" through meeting the educational, cultural, social and workplace needs of our students, employees and global community. To fulfill these mission tenets, we are dedicated to "Holding Ourselves Accountable" by facilitating continuous learning and development for our students, faculty, staff, administrators and community members.

The Montgomery College mission and internal spirit statements embrace the value of diversity. Our commitment to diversity is informed by our broad and global definition of "community," and by our core values of compassion, service, responsiveness and respect. Diversity is not something we seek to achieve at Montgomery College, but rather, it is an existing strength we wish to sustain and upon which we plan to build.

CHANGING LIVES

We are in the business of changing lives.

Students are the center of our universe.

We encourage continuous learning for our students, our faculty, our staff, and our community.

ENRICHING OUR COMMUNITY

We are the community's college.

We are the place for intellectual, cultural, social, and political dialogue.

We serve a global community.

HOLDING OURSELVES ACCOUNTABLE

We are accountable for key results centered around learning.

We will be known for academic excellence by every high school student and community member.

We inspire intellectual development through a commitment to the arts and sciences.

We lead in meeting economic and workforce development needs.

◇◇◇

WE WILL TEND TO OUR INTERNAL SPIRIT.

Adopted by the Montgomery College Board of Trustees • July 17, 2000

OUR INTERNAL SPIRIT

We are committed to high academic and performance standards and take pride in our collective achievements.

We are welcoming, compassionate, and service-oriented to our diverse communities.

We operate in a creative, innovative, flexible, and responsive manner.

We practice collaboration, openness, honesty, and widely shared communications.

Integrity, trust, and respect guide our actions.

We value and respect academic vitality and excellence.

Our spirit is renewed through enthusiasm, celebration, a sense of humor, and fun.

Adopted by the Montgomery College Board of Trustees • July 17, 2000

2010 AND BEYOND

FY 2010-12 Strategy Map

	Changing Lives	Enriching Our Community	Holding Ourselves Accountable
Our Mission *Why we exist.*	We are in the business of changing lives. Students are the center of our universe. We encourage continuous learning for our students, our faculty, our staff, and our community.	We are the community's college. We are the place for intellectual, cultural, social, and political dialogue. We serve a global community.	We are accountable for key results centered around learning. We will be known for academic excellence by every high school student and community member. We inspire intellectual development through a commitment to the arts and sciences. We lead in meeting economic and Work Force development needs.
FY 2010—2012 Strategic Goals and Outcomes *Where we want to go and what we expect to achieve when we get there.*	**GOAL I:** **Maximize access, retention, and student success** **Strategic Outcome:** The College's resources will accommodate the diverse needs of students in their pursuit of educational and career goals. Maximize Access Student Success and Retention General Education Resources and Capacity	**GOAL II:** **Strengthen and enhance internal and external collaboration and partnerships** **Strategic Outcome:** The educational, economic, social and cultural needs of the College's internal and external communities will be addressed. Social Responsibility Workforce Development Enhance Internal & External Communication Internal & External Partnerships	**GOAL III:** **Promote excellence, accountability, and continuous learning** **Strategic Outcome:** All areas and employees of the College will facilitate innovation, implement best practices and foster improvement utilizing assessment and continuous learning. Institutional Assessment & Effectiveness Institutional Accountability Excellence and Continuous Learning
Collegewide Strategy *How we want to get there.*	**Adapt academic programs, administrative processes and College services to respond to the needs of all students.**	**Collaborate internally and externally to implement and support College priorities and initiatives, especially those related to communication, social responsibility and economic development.**	**Advance and support a consistent atmosphere of improvement, accountability and recognition.**
Action Plan *What we want to focus our resources on.*	**Academic Action:** / **Administrative Action:**	**Academic Action:** / **Administrative Action:**	**Academic Action:** / **Administrative Action:**

Visit our web site http://www.montgomerycollege.edu/planning

In Context

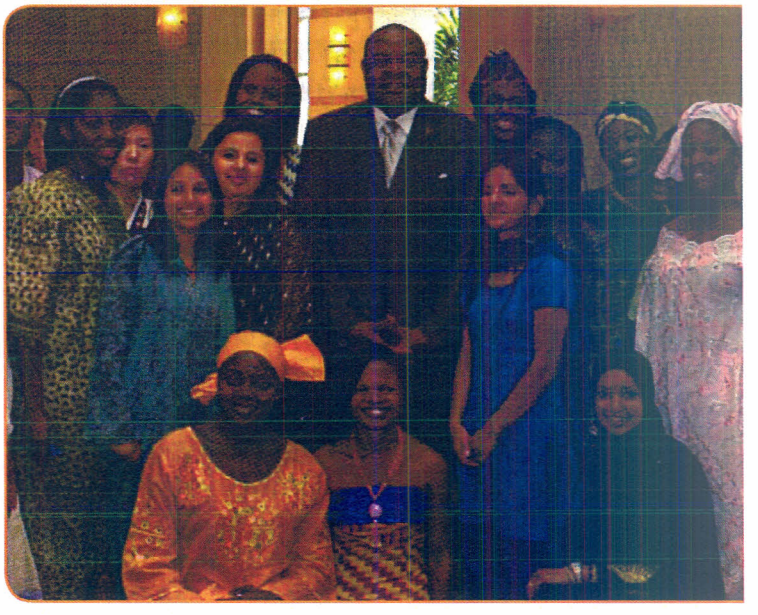
Montgomery College

Montgomery College serves the most populous county in the state of Maryland, with nearly one million residents, and by almost any standard, the most demographically and culturally diverse county as well. The county is a "gateway for a changing population" according to the Maryland National Capital Park and Planning Commission, and the continuously changing population "mix" is even more dramatic than its substantial growth.

Nearly 30% of the county's population is foreign born, up from 19% in 1990, and compared to 12% of the state's population. This nearly one-third proportion is broad based, with substantial proportions coming from Central and South America (37%), Asia (37%), Africa (14%) and Europe (12%), and reflects considerable cultural, ethnic, and racial diversity. Particularly enriching, yet challenging, are the data on language: just 65% of the county's population live in households where "only English" is spoken, and 13% speak English "less than very well." The minority population in the county has increased from 21% nonwhite in 1987 to 44% in 2005. Black or African-Americans make up 16% of county residents, Hispanic or Latinos are 14% and Asians are 13%.

The changing demographics of international, racial and ethnic diversity in the county are reflected in the student population at Montgomery College. The College's three campuses serve nearly 60,000 unduplicated credit and noncredit students annually. Of the 24,452 credit students enrolled in the Fall 2008 semester, 64% were nonwhite (29% African-American, 16% Asian, 15% Hispanic and 4% multi-race) and 32% were non-US citizens. These latter students come to us from 179 different countries of origin. Both the credit and noncredit programs offered a large number of English for Speakers of Other Languages (ESOL) courses, and in the 2008 Fiscal Year, some 10,000 students enrolled in some form of English language instruction for non-native speakers.

As a microcosm of the county's changing community of diverse residents, Montgomery College engages the different backgrounds, values, languages and cultures in an enthusiastic and positive fashion—making the rich contributions of our students an integral part of the College educational experience.



MONTGOMERY COLLEGE

Equity and Diversity Commitment

Montgomery College has a longstanding commitment to ensuring employment and educational access, equity and diversity. Furthermore, the Montgomery College Board of Trustees established affirmative action, diversity and nondiscrimination policies and procedures that support the College's diversity mission and ensure compliance with federal and state regulations protecting students and employees. The Trustees have directed that "*in accordance with applicable law, the College does not discriminate against any student, employee, or applicant for employment who is a qualified individual with a disability or on the basis of age, sex, race, color, religion, national origin, marital status, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era, genetic code, or because of such individual's citizenship status.*" The Board of Trustees has also assigned the responsibility of compliance to the Office of Equity and Diversity through the Office of the President.

Inherent in the College's mission is a commitment to fostering a college/campus climate that is responsive to the needs of our diverse students, faculty, staff and community constituents. The College's administrative team provides the leadership for achieving access, equity, diversity and nondiscrimination in collaboration with the director of the Office of Equity and Diversity. The Office of Equity and Diversity establishes objectives that facilitate compliance and support a wide array of diversity related programs.

At Montgomery College, diversity is a critical component of the curriculum, marketing campaigns, employment processes, outreach activities, student services and support processes, professional development activities and public events. Furthermore, diversity is integrated into all aspects of Montgomery College's operational, strategic and tactical plans. The College's culture embraces and manages diversity by establishing and fostering relationships with our internal and external communities.

The College's annual Affirmative Action Plan (AAP) is a complement to this Diversity Plan. It is important to note that the 2007–2008 Affirmative Action Plan addresses the College's full-time workforce, which is a total of 1,791 employees. The categorical demographic profile of the College workforce in that plan is:

- 789 (44%) minorities
- 1038 (59%) females
- 49 (3%) employees with reported Disabilities, which includes 11 minority employees and 19 female employees

At Montgomery College, we are proud that our employment data demonstrates our leadership team's commitment to institutional practices that achieve employment access, equity and diversity. In 2007–2008, our employment data indicate a 3% increase in employees, a 13% increase in minority employees and a 5 % increase in female employees.[1] The College

has experienced progressive increases in its workforce diversity. Moreover, a historical review of the College's hiring outcomes suggests a strong commitment to employee diversity. For example, during the period from October 1, 2006–September 30, 2007, 193 new employees were hired, which included 90 (47%) minorities and 121 (63%) women.

During the periods covering 2000–2008, the workforce data indicate a 28% increase in total number of employees, with a 60% increase in minority employees and a 35% increase in female employees.

In order to determine whether and where impediments to equal employment opportunity and employment diversity exist, the College annually conducts an in-depth analysis of its employment process, including workforce by organizational unit and job group, personnel activity, compensation and other personnel procedures. The 2007–2008 analysis revealed that there is no statistically significant under-representation or concentration of minorities or women in any particular organizational unit. Minorities are employed at a rate of 43% and are represented in 87% of the College's 140 departments. Further, minorities are represented in 100% of the departments that employ 10 or more people. Women are employed at a rate of 58% at the College. They are represented in 91% of all departments and 100% of all departments that employ 10 or more people.

Montgomery College's student body is globally diverse, with students from approximately 179 nations. As a result of federal requirements, the reporting structure for the race/ethnic data has changed. In order to provide a more accurate reflection of a student's heritage, students are now able to select one or more of five race/ethnic categories. The federal government anticipates that 2% of the student body will fall within a "multi-race" category. These changes reveal a broader representation of the diversity of Montgomery College's student body.

As a group, nonwhite students account for a growing proportion of the College's student enrollment, increasing from 57% in fall 2001 to 63% in fall 2008. Comparing fall 2007 to fall 2008, enrollment increases are noted in black, Asian and Native American students, while white and Hispanic student enrollment slightly declined. The largest increase in enrollment was among black students (+315). In 2008, 944 students identified themselves under the multi-race category compared to 528 in the preceding year. [2]

Germantown Campus

The change in the student racial profile is also noted at the three campuses and in the area of Extended Learning Services. Student enrollment at the Germantown Campus declined among Hispanic students, while the number of white (+86), black (+46), Asian (+56) and Native American (+4) students increased in fall 2008 compared to fall 2007. The Germantown Campus student body has become increasingly more diverse, increasing from 45% non-white in fall 2001 to 55% in fall 2008. Three and a half percent of the student body at the Germantown Campus identified themselves as belonging to more than one race/ethnic group.

Rockville Campus

In a comparison of fall 2007 and fall 2008, the enrollment of Asian, Hispanic and white students declined at the Rockville Campus , while the number of black students increased slightly (+27). For the same period, the largest numerical decreases at this campus were with white (-303) and Hispanic (-158) students. In spite of

[1] Unless otherwise noted, all of the employment data on pages 11–12 is found in the 2007–2008 Montgomery College Affirmative Action Plan.
[2] Unless otherwise noted, all of the student data on pages 12–14 is found in the 2008 Montgomery College Office of Institutional Research and Analysis Student Data Brief Narrative and Overview.

the recent decline in numbers of Hispanic students, this group has experienced an 18% growth over 7 years, a growth rate higher than any other student population. Collectively, non-white students currently account for 61% of the student body as compared to only 55% in fall 2001. More than 4% of the students at the Rockville Campus identified themselves as belonging to more than one race/ethnic group.

Takoma Park/Silver Spring Campus

The Takoma Park/Silver Spring Campus enrolled 339 more students in fall 2008 than in fall 2007, with an increase in all race/ethnic groups. The largest single increase at this campus was among black students (+125), followed by white (+77), Hispanic (+48) and Asian (+23) students. The increases among black and white students accounted for almost 59% of the overall enrollment increase on this campus. Black and white students represented the largest proportion of enrollment, 54% and 19%, respectively. Multi-racial students represent 4% of the Takoma Park/Silver Spring Campus student body, an increase from 2% last fall.

Extended Learning Services

The students who enroll in courses through Extended Learning Services are racially/ethnically diverse. About 47% of the students who are enrolled in courses through this segment are white, and more than a quarter (28%) of the student population is black. Currently, non-white students account for 56% of enrollment as compared to 50% in fall 2001. A little more than 2% of the students indicated that they are multi-racial.

Female students continue to outnumber male students across all three campuses and in Extended Learning Services, though the proportion of female students is much higher at the Takoma Park/Silver Spring Campus and in Extended Learning Services compared to the other two campuses.

The data in Table 1: *Collegewide Fall Enrollment by Race/Ethnicity (Number and Proportion of Enrollment)* provides a seven-year demographic student profile based on fall enrollment data.

Table 1: Collegewide Fall Enrollment by Race/Ethnicity (Number and Proportion of Enrollment)

	Fall Semesters								Percent Change	
	2001	2002	2003	2004	2005	2006	2007	2008	2007—08	2001—08
Unknown	1 (0%)	47 (0%)	20 (0%)	12 (0%)	1 (0%)	72 (0.3%)	128 (0.5%)	38 (0.2%)		
White	9,226 (43.2%)	9,277 (42.5%)	9,043 (41.7%)	9,177 (41.2%)	9,007 (40.5%)	9,122 (39.8%)	9,012 (37.8%)	8,910 (36.4%)	-1.1%	-3.4%
Hispanic	2,852 (13.3%)	3,014 (13.8%)	3,213 (14.8%)	3,325 (14.9%)	3,366 (15.1%)	3,622 (15.8%)	3,626 (15.2%)	3,602 (14.7%)	-0.7%	26.3%
Black	5,742 (26.9%)	5,918 (27.1%)	5,963 (27.5%)	6,177 (27.5%)	6.389 (28.7%)	6,443 (28.1%)	6,727 (28.2%)	7,042 (28.8%)	4.7%	22.6%
Asian	3,510 (16.4%)	3,508 (16.1%)	3,386 (15.6%)	3,570 (16%)	3.441 (15.5%)	3,579 (15.6%)	3,766 (15.8%)	3,831 (15.7%)	1.7%	9.1%
Native American	18 (0.1%)	41 (0.2%)	46 (0.2%)	53 (0.2%)	59 (0.3%)	65 (0.3%)	79 (0.3%)	85 (0.3%)	7.6%	
Multi-Race							528 (2.2%)	944 (3.9%)	78.8%	
Total	**21,347**	**21,805**	**21,671**	**22,254**	**22,263**	**22,893**	**23,866**	**24,452**	**4.3%**	**14.5%**

Diversity Plan Goals

Since its establishment in 1946, Montgomery College has rapidly become an employer of choice and the higher education institution of choice for many Montgomery County students. We serve a wide spectrum of students with many different backgrounds and levels of preparedness.

To sustain the College's commitment to diversity, the Montgomery College Diversity Plan has action-oriented goals and objectives in five key areas: (a) Policies, Procedures and Practices; (b) College Climate; (c) Outreach and Recruitment; (d) Supporting Student Success; and (e) Professional Development. The plan's goals and objectives are designed to ensure and sustain faculty, staff and student diversity; promote and foster intercultural competency through teaching, learning and organizational development and identify and correct any problem areas that may exist. The diversity goals and objectives, which are detailed below, demonstrate the College's commitment and good faith efforts to expand and sustain diversity and produce measurable results.

Diversity Goals Summary

1. Strengthen and implement equity and diversity **policies, procedures and best practices** that are aligned with the College's mission, commitments and diversity goals to advance compliance and protection for all students and employees.
2. Enhance the **college climate** for students, faculty and staff by implementing and promoting diversity activities and programs that value our diverse needs and are aligned with the College's mission and core values.
3. Maintain our position as Maryland's most culturally diverse college and expand our **outreach and recruitment** efforts that are focused on collaborative partnerships with broader and diverse internal and external communities, organizations and businesses.
4. Provide educational programs that develop cultural competence and **support** the **success** of our diverse community **of students**.
5. Adapt and enhance our program of diversity education and **professional development** opportunities for faculty, staff and students with a focus on best practices for teaching and learning in a multicultural environment and building institutional capacity for cultural competency.

Diversity Policies, Procedures and Practices

In Montgomery College's efforts to ensure access, equity, diversity and nondiscrimination, the College implements the following equal opportunity and affirmative action policies, which comply with applicable federal and state laws and directives. These policies and procedures are aligned with the College's diversity mission and commitment and established to ensure compliance with federal and state regulations protecting students and employees.

- Hate/Violence Policy (31002)
- Hate/Violence Procedure (31002CP)
- Equal Employment Opportunity and Nondiscrimination Policy (31006)
- Equal Opportunity, Nondiscrimination, Sexual Harassment and Sexual Assault Complaint Procedure (31006CP)
- Affirmative Action Policy (31007)
- Sexual Harassment Policy (31008)
- Sexual Assault Policy (31010)
- Consensual Relationships Policy (31106)
- Consensual Relationships Procedure (31106CP)
- Employment of Individuals with Disabilities Policy (32106)
- Employment of Individuals with Disabilities Procedure (32106CP)
- Equal Education Opportunity and Nondiscrimination Policy (41002)[3]
- Annual Montgomery College *Clery* Disclosure of Campus Security Policy and Campus Crime Statistics Act Report

In 1987 the Montgomery College Board of Trustees established a hate and violence policy. This policy espouses our institutional commitment to a climate of mutual respect among the many diverse individuals and groups that make up the College and Montgomery County communities. The College condemns any and all hate/violence activities, including those acts based upon such personal attributes as race, color, religion, national origin, age, disability, gender, sexual orientation, veteran of the Vietnam era status and/or identity as a veteran with a disability, or on any other basis, to the extent they are not covered in this policy.[4] The Hate/Violence policy reaffirms that Montgomery College is a learning community that encourages freedom of thought and expression which maintains civility in the meaningful exchange of ideas. As a practice, the College's employees and students are encouraged to be the voices and examples of reason and understand-

[3] Montgomery College Policies and Procedural Manual
[4] Montgomery College Hate/Violence Policy

ing in maintaining community, mutual respect and civility, which are consistent with the mission and goals of Montgomery College.

In accordance with the Crime Awareness and Campus Security Act of 1990 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the Montgomery College Office of Facilities, Safety and Security Office prepares and publishes an annual report of crime statistics and appropriate interventions and practices that assure the safety and security of our campus community members and facilities. Articles about campus community and facilities safety and security issues, precautions and best practices are published through the student newspapers, College communications media, public service announcements and targeted messages on radio and TV. In addition, the campus Safety and Security Offices provide assistance and deliver crime prevention and safety programs to faculty, staff and students. These programs, held at the beginning of each semester, inform students and employees about crime prevention measures and campus security procedures and practices, and encourage personal responsibility for safety and that of others. [5] To ensure and monitor compliance of the Hate/Violence Policy, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, and the Crime Awareness and Campus Security Act of 1990, the campus Safety and Security Offices work closely with the Office of Equity and Diversity and local law enforcement agencies .

The College administrators and supervisors play a critical role in reaffirming the College's commitment to access, diversity, equity and civility. Consistent with this role, annually administrators and supervisors notify and remind employees (i.e., faculty and staff) about the College's equal employment and education opportunity policies and procedures and their compliance responsibilities. At the beginning of each new academic year and the beginning of the Spring semester, administrators and supervisors are required to disseminate and review the College EEO compliance, diversity and related policies and procedures with their respective employees. As an official compliance requirement, this notification and review to employees is documented in the department and unit file. As a convenience to faculty, staff and students, the College equal employment and equal education opportunity and diversity related policies and procedures are electronically communicated through a variety of College media and fully accessible on the Office of Equity and Diversity's Web site. The Office of Equity and Diversity's Web site also offers comprehensive diversity and social responsibility resources.

The Montgomery College Board of Trustees determined that "education is a key element" of its affirmative action, diversity and non-discrimination policies and procedures. As such, the Board of Trustees requires that the "College will provide education and information for students, faculty and staff to enhance understanding and increase awareness of the College's policy and procedures." To assure compliance with College, state and federal diversity and nondiscrimination policies and to ensure and sustain diversity and inclusive excellence, the College has established three key tasks for achieving goals and objectives in the areas of diversity policies, procedures and practices.

[5] 2008 Montgomery College Office of Facilities Safety and Security Annual Security Report

Goal 1

GOAL 1	**Strengthen and implement equity and diversity policies, procedures and best practices that are aligned with the College's mission, commitments and diversity goals to advance compliance and protection for all students and employees.**
Task 1a:	Conduct comprehensive review and inventory of existing academic and non-academic diversity related and nondiscrimination College policies, procedures and best practices to ensure and sustain faculty, staff and student diversity.
Measures:	• Number of diversity related and nondiscrimination policies, procedures and best practices updated or reviewed annually • Frequency and modes of communication related to College diversity and nondiscrimination policies and procedures, including the College Affirmative Action Plan • Accessibility and currency of College diversity and nondiscrimination policies and procedures, including the College Affirmative Action Plan • Percentage of job announcements, advertisements and recruitment and promotional brochures that contain the College statement of commitment to diversity and nondiscrimination • Number of Collegewide briefings, notifications and updates provided on federal and state diversity, equal employment and education opportunity regulations protocols
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Campus Vice Presidents/Provosts Interim Vice President for Planning and Institutional Effectiveness Director, Equity and Diversity Chief Human Resources Officer
Timeline:	July 2009 and ongoing

Task 1b:	Conduct comprehensive review and inventory of existing academic and non-academic education programs and related professional development, with a focus on diversity best practices.
Measure:	• Number (or percentage) of academic and non-academic education programs and professional development related programs and activities aligned with the College's diversity policy, procedures and Plan
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Campus Vice Presidents/Provosts Interim Vice President for Planning and Institutional Effectiveness Director, Equity and Diversity Chief Human Resources Officer
Timeline:	July 2009 and ongoing
Task 1c:	**Monitor, evaluate and assess goal achievement of College Diversity Plan and as necessary update the Plan to support and sustain diversity goals and objectives**
Measures:	• Level of integration between the College Diversity Plan and the College Strategic Plan • Frequency of assessments and updates to the College Diversity Plan • Frequency and accessibility of communication related to the Diversity Plan updates and goal achievements in each of the Plan's key areas as a Strategic Plan objective
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Campus Vice Presidents/Provosts Interim Vice President for Planning and Institutional Effectiveness Director, Equity and Diversity Chief Human Resources Officer
Timeline:	July 2011 and ongoing

College Climate

Establishing and maintaining a college climate that is welcoming to our diverse faculty, staff, students and external communities is an institutional priority, which is internalized throughout the organizational culture. This institutional priority is evidenced by Montgomery College's mission, organizational structure and capacities, leadership, systems for accountability, academic and non-academic programs and initiatives, targeted resources, policies and practices, which systematically support our commitment to proactively embracing and celebrating diversity. As a matter of policy, the College mission statement specifically articulates the importance of campus climate relative to diversity, stating, *"We are welcoming, compassionate, and service oriented to our diverse community."* It continues, *"Integrity, trust, and respect guide our actions."* And ...*"We serve a global community."* In practice, the College's core organizational values regarding college climate are strategically interwoven into our hiring protocols, facilities accessibility and community usage, marketing and advertising, recruitment, public relations, community outreach, academic affairs, student affairs, strategic planning, organizational assessment and evaluation. Currently assessments of our College climate are informed by the evidence of:

- A Board of Trustees knowledgeable about the College's diversity initiatives, impacts, opportunities and challenges
- An Affirmative Action Plan that is annually updated and routinely audited
- Internal strategies in place for addressing allegations and complaints of discrimination, hate and harassment
- Diversity competency and skills education and workshops, which move beyond compliance, and include working and leading in a multicultural and diverse learning and working environment
- Institutional documents that articulate our commitment to diversity, access and equity
- A designated compliance and diversity office, which reports directly to the President and provides the administrative and policy level leadership for institutional diversity
- Promotion of and participation in diversity-related events and activities, both internal and external to the College
- Tracking, monitoring and strategizing about employee and student demographics and measures of diversity in the areas of recruitment, retention and promotion
- Product design, customer service and marketing and advertising campaigns that reflect the organizational vision and value for diversity
- Human Resources processes and practices that include addressing issues of pay equity and integrating diversity and inclusion in the performance review process
- Partnerships and collaborations that promote and celebrate diversity.

Moreover, ensuring a college climate to embrace, support and celebrate diversity is modeled through institutional culture and traditions, which include:

- Annually, the Board of Trustees issues proclamations that philosophically express the College's commitment to recognizing

a plethora of national cultural/ethnic awareness celebration days and months and encouraging our campus community's participation in honoring women, persons with disabilities, Asian Americans, African Americans, Asian/Pacific Islanders, Hispanic/Latino Americans, Caribbean Americans, Arab Americans and Native Americans; the World Music Festival; Commission for Women's Legislative Briefing; as well as commemoration of the Holocaust and other observances significant to the College and community

- In 2008, over 270 nonprofit community, diverse civic and business organizations used the College's facilities to host more than 1,700 events, which were attended by over 85,000 people that reflect the diversity of Montgomery County

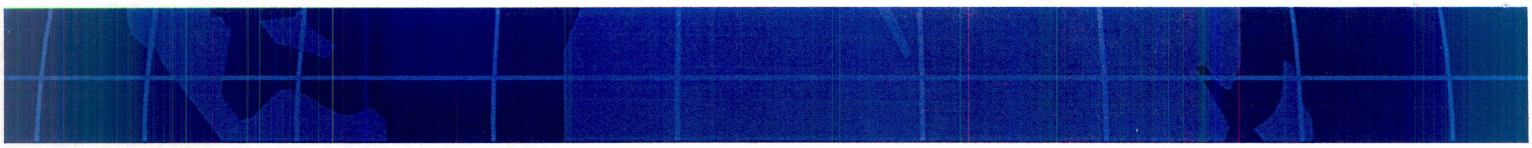
- Annually the College hosts the multicultural Student Academic Achievement Awards programs for our Asian, Black/African/Caribbean, Latino and Native American students

- Students sponsor programs, activities, workshops and student clubs that enhance the climate of the campus. The African Club, African Dance Club, Buddhism Club, Gay/Straight Alliance, Hispanic Student Union, Muslim Student Association, International Club and South Asian Club are just some examples of student clubs that promote conversation, social interaction and culture understanding among students. The Globe Fest (at Germantown), the Gathering (at Rockville) and Men of Color (at Takoma Park/Silver Spring) are examples of campus-specific programs sponsored by Student Life. In addition, each semester the campuses welcome their students in their own way to assist in their acclimation to the climate of the campus.

- Workforce Development & Continuing Education unit operates the Pathways Program; diversity training programs for the local community, including programs for private sector businesses; the entire Diversity Studies program for Montgomery County government; open enrollment diversity courses; the Hispanic Business Training Institute and the American English Language Program

- Faculty sponsor dialogues, forums, symposiums and exhibits that are regularly hosted, which focus on local, national and global diversity related issues, such as the Portraits of Life; Portraits of Life: Student Experiences; Jennifer Jajeh; Noa Baum; Elizabeth Smith Brownstein; Attorney Louis G. Scott

- Community cultural programs and performances, such as, the Guest Artist Series—Sergio Mendes, Dr. Bill Cosby, Branford Marsalis, Russian Classical Ballet Theatre, Trinity Irish Dancers; Children's Series—If You Give a Pig a Pancake, Blues Journey, James and the Giant Peach, and



Dr. Dolittle; College Series—A Year With Frog and Toad, The Marriage of Bette and Boo, The Who's Tommy, Metamorphoses, and Spring Dance Concert

- Dialogues, forums, symposiums, art exhibits are regularly hosted, which focus on local, national and global diversity-related issues with renowned authors and speakers, such as Morris Dees, Sonia Sanchez, Mpho Tutu, Scott Casper, Willey Jolley, Honorable Mary Francis Berry, Honorable Eleanor Holmes Norton, Ambassador L. Paul Bremer III, Ambassador Philip Wilcox, Rear Admirable L. Elaine Fishburne, Honorable Constance Morella, Cokie Roberts and Marian Wright Edelman; *Most Daring Dream* Civil Rights Exhibit

- Targeted diversity related programs, such as the Hispanic Business Institute, Gateway to College, NETS, Humanities Internships, Smithsonian Faculty Fellowships

- Faculty and staff representing the College on local and national diversity related taskforces, commissions and committees, such as Montgomery County Diversity Committee, Martin Luther King Jr. Commission, Montgomery County Commission for Women, Maryland Community College Diversity Roundtable, Washington Regional Task Force Against Campus Prejudice, American Association for Affirmative Action, American Council on Education National Association for Diversity Officers in Higher Education.

The *college climate* goal is mission centered. The focus of this goal is to continue developing and implementing activities, programs, policies and written materials that are designed to promote a welcoming, open and inclusive college environment for students, faculty and staff. The tasks in support of the College climate goals are developed to ensure that policies are in place that support best practices for open, respectful communication and exchange of ideas; that programs, training and activities are developed and presented regularly for faculty, staff and students and that important College materials reflect the diversity of the global communities we serve. To sustain its diversity momentum and commitment, the College has established the following goal and five key tasks in the area of *college climate*.

Goal 2

GOAL 2	**Enhance the *College climate* for students, faculty and staff by implementing and promoting diversity activities and programs that value our diverse needs and are aligned with the College's mission and core values.**
Task 2a:	Conduct a thorough review of the Student Code of Conduct (42001CP), Facilities: Freedom of Expression (75004), HR and other related policies to ensure they are in keeping with the principles of free speech and that they promote diversity.
Measure:	• Frequency of reviews conducted on all relevant policies and procedures
Assigned to:	Director, Office of Equity and Diversity
Timeline:	2010
Task 2b:	Provide programs and activities for students and training and other professional development opportunities for College faculty and staff and local and regional employers that encourage open dialogue and promote a diverse College environment.
Measures:	• Number of student programs and activities • Number of faculty and staff programs and activities • Number of employer programs and activities
Assigned to:	Deans of Student Development (Student Life) Director of CTL, Director of CPOD, Dean of WDCE
Timeline:	July 2009 and Ongoing
Task 2c:	Develop an outreach plan that will give all Montgomery College employees the chance to better understand the opportunities available to them at the College, including, but not limited to benefits, wellness programs, EAP and tuition waiver.
Measures:	• Frequency of interpreter services provided • Number of communications in languages other than English, as appropriate • Number of employees in Human Resources who speak a second language
Assigned to:	Chief Human Resources Officer
Timeline:	July 2009 and ongoing

Task 2d:	Develop and/or improve materials that promote the value and benefits of diversity and that promote the College's efforts to create and sustain an open and welcoming environment.
Measures:	• Number of materials specifically designed to promote diversity • Level of integration between the College's diversity commitment and all promotional print media, publications and brochures
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Vice President of Institutional Advancement
Timeline:	July 2009 and Ongoing
Task 2e:	Facilitate employee compliance with College policies and procedures related to affirmative action, equity and diversity and nondiscrimination
Measures:	• Number of complaints filed • Number of reported violations
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Vice President of Institutional Advancement
Timeline:	July 2009 and Ongoing

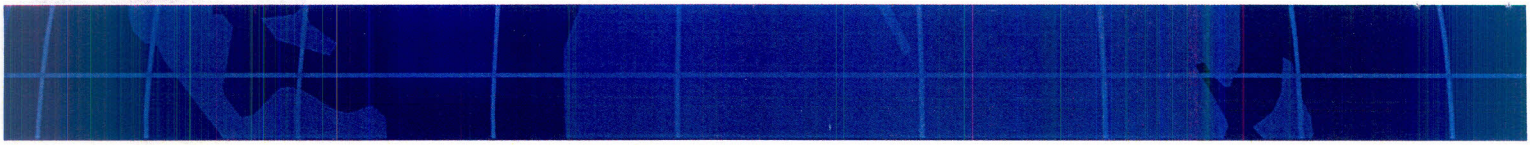
Diversity Outreach and Recruitment

Montgomery College has a variety of collegewide programs and services to support outreach and recruitment efforts and create a more inclusive and equitable environment for our faculty, staff and students. Identifying and implementing best practices are institutional cornerstones for achieving inclusiveness and academic excellence. Examples of Montgomery College's best practices include:

- The comprehensive involvement and engagement of stakeholders in recruitment and outreach efforts.
- Collaboration with both the local school system and the University System of Maryland (USM). Partnerships in this area include:
  - The 10-year Montgomery College/Montgomery County Public School (MCPS) System Partnership
  - Articulation agreements with nine USM institutions located at the Universities at Shady Grove (USG)
  - The Pre-K through 20 Council, a forum comprised of faculty, staff and administrators from MCPS, MC and USM/USG
- Outreach initiatives under the auspices of the Office of Academic Initiatives and Partnerships include:
  - Gateway to College Program, which affords youth aged 16–20 years old, who have stopped attending high school, a second chance to complete their high school requirements while attending and earning credit from Montgomery College
  - Math, Engineering, Science Achievement (MESA) Program, which is targeted to minority and women students, provides science, mathematics, engineering and technology opportunities through an after school program
  - The College Institute, which delivers College courses to high achieving high school students onsite at their schools
  - The Academies Programs, which are located in every Montgomery County high school and include over 82 articulation agreements between Montgomery College and pre-K–12 institutions
  - The Paul Peck Foundation Stars Scholarships program, which grants academic awards to black and African American high school students.

The College is continuously engaging with its diverse communities and constituents through a variety of activities and opportunities:

- Providing opportunities for multicultural collaboration and co-sponsorship of programs and events
- Serving as an ongoing community resource by enhancing diversity awareness through education, outreach and training
- Facilitating dialogue on common concerns and issues specific to our international and intercultural student body



- Promoting a shared understanding between the College and our diverse stakeholders and communities
- Establishing partnerships that foster student and employee success in a multicultural and multilingual learning and working environment
- Partnering and participating in internal and external activities that benefit our College community and have a positive impact on student success, community and civility.

With a growing Hispanic community, the College has increased marketing and public relations efforts through several diversity initiatives. Some examples include:

- Hiring an outreach coordinator and a part-time Spanish-speaking recruiter who will meet the needs of our Spanish-speaking communities
- Providing print and online recruitment information in both Spanish and English
- Hosting a weekly half-hour talk radio show on the Spanish-speaking station Radio America and participating in Q and A with listeners
- Working with various television stations to discuss advertising in Spanish
- Translating the College's "Endless Possibilities" advertisements from English to Spanish
- Encouraging the growth of entrepreneurship among the Latino community through the development of the Hispanic Business and Training Institute under the auspices of the Workforce Development & Continuing Education unit.

Our multilingual staff provide various outreach services to the community through workshops, enrollment fairs and individual advising. The College's strategic plan also includes two more outreach counselor positions within the next five years. Currently, many of the College's publications are available in English and Spanish including financial aid publications and online applications.

The diverse audience of Montgomery College and Montgomery County is considered whenever there is media placement, branding and messaging. This includes press releases and media advisories to regional and local newspapers papers; design and development of print and Web publications that are bilingual and working with various agencies to ensure that such ad placements are prominent throughout the county.

Montgomery College makes concerted efforts to recruit and retain a diverse workforce. The College accomplishes this in various ways, including participation in job fairs that provide broad exposure to the College, the use of diverse print media for advertising and in-depth search committee training to educate the College community about our commitment to diversity and to teach best practices for identifying and interviewing a diverse pool of candidates through the recruitment process.

In demonstrating the value of diversity, maintaining our position as Maryland's most culturally diverse college and expanding our recruitment and outreach efforts, Montgomery College has established the following goal and seven tasks focused on outreach and recruitment.

Goal 3

GOAL 3	**Maintain our position as Maryland's most culturally diverse college and expand our outreach and recruitment efforts that are focused on collaborative partnerships with broader and diverse internal and external communities, organizations and businesses.**
Task 3a:	Maintain and expand outreach with diverse local and national communities, organizations and businesses to identify and recruit faculty and staff.
Measures:	• Number of partnerships with communities, organizations and businesses • Number of faculty/staff recruits
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Campus Vice Presidents/Provosts Interim Vice President for Planning and Institutional Effectiveness Director, Equity and Diversity Chief Human Resources Officer
Timeline:	July 2009 and ongoing
Task 3b:	Collaborate with other student support units to enhance outreach efforts to schools, community agencies and parent groups to address concerns of access, understanding of the financial aid process and money management, particularly for immigrant, minority and underserved populations.
Measures:	• Number of partnerships with schools and agencies that serve culturally diverse populations • Number of partnerships with agencies and companies that promote financial literacy and consumer education • Number of financial aid events targeted to underserved populations • Number of workshops provided to students on navigating the financial aid process and securing resources to manage personal finances • Number of bilingual volunteers recruited for community-wide events • Number of bilingual financial aid materials and presentations that support the College's outreach initiative • Number of bilingual staff employed
Assigned to:	College Director of Student Financial Aid Interim Senior Vice President for Educational Services
Timeline:	Ongoing

Task 3c:	Utilize established partnerships with agencies serving immigrant, minority and underserved populations in order to create work-study assignments that provide culturally enriched experiences for the student body.
Measure:	• Number of community service Federal Work-Study jobs that currently serve the targeted population.
Assigned to:	Interim Senior Vice President for Educational Services College Director of Student Financial Aid
Timeline:	July 2009 and ongoing
Task 3d:	Develop a student recruitment plan for outreach to the Spanish-speaking community.
Measures:	• Number of Spanish language outreach materials for prospective students and their families, including brochures, postcards and posters • Vibrancy of our pilot Spanish speaking radio program, "My School is Your School" • Number of Spanish-speaking outreach coordinators • Increase bilingual advertisements in directories, newspapers and other print publications • Number of 30-second radio and television spots aired on Spanish-speaking channels and networks
Assigned to:	Vice President of Institutional Advancement Director, Admissions and Enrollment Management
Timeline:	July 2009 and ongoing
Task 3e:	Increase the number of MC Foundation scholarships for students who do not qualify for federal financial aid in order to promote increased access for immigrant students.
Measures:	• Number of potential donors identified by the College Foundation who are open to providing scholarships to students not eligible for federal aid • Number of students awarded scholarships
Assigned to:	Vice President of Institutional Advancement
Timeline:	July 2009 and ongoing

Task 3f:	Identify and implement diversity best practices to enhance the recruitment and selection processes to ensure a thoroughly diverse applicant pool and expand opportunities to recruit and retain a highly diverse faculty and staff workforce.
Measures:	• Number of job fairs participated in that target diverse or underserved populations • Number of advertisements placed in media that target diverse or underserved populations • Number of partnerships with diverse communities, organizations and businesses • Increase diversity on College search and selection committees with at least one-third of its members representative of the College's diversity • Number/percentage of job descriptions, titles, duties and experience and education requirements that are accurate and comply with legal requirements related to race, color, religion, sex, gender, age, disability, veteran status, national origin or any other characteristic protected by applicable law.
Assigned to:	Chief Human Resources Officer Director, Equity and Diversity
Timeline:	July 2009 and ongoing
Task 3g:	Monitor and assess system-wide campus and department faculty and staff diversity and demographics (including job group, ethnicity and gender) to identify administration, operations and process compliance efficiency, effectiveness and comprehensiveness.
Measures:	• Number and frequency of publications that include assessment outcomes with recommendations, interventions and improvement strategies annually • Level of increase in risk management compliance • Number of information forums and roundtables conducted to discuss diversity strategies and best practices
Assigned to:	Interim Senior Vice President for Educational Services Senior Vice President for Administrative and Fiscal Services Campus Vice Presidents/Provosts Interim Vice President for Planning and Institutional Effectiveness Director, Equity and Diversity Chief Human Resources Officer
Timeline:	July 2009 and ongoing

Supporting Student Success

As an educational institution whose mission includes continuous learning and commitment to academic excellence and intellectual development, we are well positioned through our academic programs and student success initiatives to support the needs of our diverse community of students.

Our commitment to promoting cultural competence is perhaps best reflected in the personal, social and civic responsibility area of proficiency in the General Education curriculum: "Students will develop the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world."

In addition, the following high-quality educational opportunities are provided:

- Transfer curricula for students wishing to transfer to upper-division degree studies at four-year colleges and universities
- Technical and semiprofessional curricula for students wishing to prepare for immediate employment
- A broad-based general education curriculum upon which students with undecided objectives can build
- Credit and continuing education courses that may be used for employment, reemployment and retraining and for exploring interests in various professional and semiprofessional fields
- A continuing education program that extends the resources of the College into the community
- Forums, lectures, short courses, concerts, dramatic productions, art exhibits, athletics and other activities that add balance to the total instructional program of the College
- Academically, vocationally and personally-oriented counseling services
- A program designed to identify and help remedy students' academic deficiencies
- An Early Placement Program for qualified high school seniors wishing to supplement their secondary school courses and/or accelerate their college studies
- An honors program for students of outstanding ability
- An extensive summer program for current students, for undergraduates from other institutions and for high school graduates who wish to begin their college studies

The following goal and five tasks reflect the College's commitment to addressing the educational needs of all our students while providing a framework for promoting cultural competence.

Goal 4

GOAL 4	**Provide educational programs that develop cultural competence and support the success of our diverse community of students.**
Task 4a:	Offer credit courses and programs that teach cultural competence and support the success of diverse students.
Measures:	• Number of general education courses that address personal, social and civic responsibility proficiency • Number of specialized programs and courses in cultural, ethnic and gender studies • Number of courses in world languages
Assigned to:	General education committee, appropriate department chairs and instructional deans
Timeline:	Academic Year 2009–2010 and ongoing
Task 4b:	Offer continuing education courses and programs that teach cultural competence and support the success of diverse students.
Measures:	• Number of specialized programs and courses that provide broader access to educational opportunities (e.g., English language learners, older adults, refugees and asylees, adults with developmental disabilities) • Number of continuing education courses in world languages
Assigned to:	Workforce Development and Continuing Education deans and program directors
Timeline:	Academic Year 2009–2010 and ongoing
Task 4c:	Provide support services and other educational opportunities that promote cultural competence and enhance the educational experiences of diverse students.
Measures:	• Availability of support services such as learning centers, libraries and tutoring services • Selection of instructional materials and resources that promote cultural competence • Access to other educational opportunities (e.g., guest speakers, field experiences, performance ensembles)
Assigned to:	Learning center directors, department chairs and instructional deans
Timeline:	Academic Year 2009–2010 and ongoing

Task 4d:	Support our diverse student population in completing their career and academic goals.
Measures:	• Number of students who complete degree programs • Number of students who complete certificate programs • Number of students who complete letter of recognition programs • Number of students who transfer to a four-year institution
Assigned to:	Instructional faculty, counseling faculty, department chairs, student development deans, instructional deans
Timeline:	Academic Year 2009–2010 and ongoing
Task 4e:	Modify our current student information systems to capture data upon admission that will assist with retention of at-risk student populations.
Measures:	• Number of data fields in forms and student data systems modified to capture identifiers, including first generation student, assessment scores, race, high school attended and Pell grant status • Number and frequency of at-risk reports sent to deans of student development containing new identifiers
Assigned to:	Director, Admissions and Enrollment Management Director, Office of Institutional Research and Analysis
Timeline:	July 2009 and ongoing

Professional Development

The economic model of supply and demand and the social model of diversity in higher education may seem to be strange bedfellows on the surface, but on closer examination, it is the demand for an equitable, more inclusive learning environment for all students that ties the professional development section of Montgomery College's Diversity Plan to the College's core values and mission. After all, it is our belief that the success of our students is partly, yet significantly, dependent upon the competency of the people who work with them in every area of the institution. As a result, the College is firmly committed to the scholarship, innovation and development of our employees. The intrinsic values of continuous learning, professional growth and high performance are woven into the fabric of our institution.

Historically, Montgomery College has provided a wide array of diversity-related activities and development programs for employees. However, in 2007, the College recognized the need to make a concerted effort to strengthen its intercultural programming. As a result, the "Multicultural Education Initiative" was launched. The College's professional development units expanded their offerings to include ongoing learning about the contributions of many cultural groups and skills practice in dialogue, dispute resolution, respectful inquiry and inclusive and collaborative teamwork.

In 2008 a new cohort program, "Community Conversations: Migration, Immigration, Globalization," was implemented. This learning community uses different forms of dialogue and deliberation to address potentially contentious issues that impact workplace climate, team interactions, the student population and public policy. A second program, "In Their Own Voices," consists of monthly sessions where faculty, staff and student panelists describe their heritage and suggest nuances for respectful interaction. In early 2009 a certificate program, "Tapestry I: Basic Multicultural Skills" was launched, and the sequel program, "Tapestry II: Advanced Multicultural Skills," is currently being developed for 2010.

In addition to these new programs, longstanding College professional development programs, such as the New Faculty Development Program, MC Management and the Leadership Development Institute, continue to infuse multicultural perspectives and values of respect and acceptance.

The three leading providers of the College's internal training and development are the Center for Teaching and Learning (CTL), the Human Resources' Center for Professional and Organizational Development (CPOD) and the Office of Distance Learning (ODL). Collectively, they provide over 70% of Montgomery College's internal professional development programming. While each department has content focus that makes them distinct from one another, they share a common mission to promote and support continuous learning for College employees. Providing development opportunities at every level of the institution that fosters an appreciation for cultural difference, capability and transformation is the impetus for the collaborative efforts by these units. The following goal and five tasks have been established in the area of professional development.

Goal 5

GOAL 5	**Adapt and improve our program of diversity education and professional development opportunities for faculty, staff and students with a focus on best practices for teaching and learning in a multicultural environment and building institutional capacity for cultural competency.**
Task 5a:	Review current professional development programming in relation to diversity and multiculturalism (i.e., age, gender, race, nationality, ethnicity, language, religion, learning styles, sexual orientation, disability, culture and experiential background) 1. Document existing offerings that incorporate diversity and multicultural perspectives 2. Assess and compare current programming with institutional data and best practices 3. Identify current programming strengths and weaknesses 4. Develop action items and/or recommendations for strengthening programming
Measures:	• Comprehensive report submitted to President's Cabinet
Assigned to:	Directors of CPOD, CTL, ODL
Timeline:	January 2010
Task 5b:	Develop and implement a plan to enhance the cultural competence and professional competence (content knowledge, teaching skills and credentials) of faculty and staff in all professional development units (CTL, CPOD and ODL) as related to diversity and multiculturalism.
Measures:	• Documented training plan for each unit based on program review recommendations (i.e., Task A) • Number of Professional Development unit faculty and staff who successfully complete training, courses or certification programs • Number of staff who have diversity and multicultural learning objectives documented in their individual annual professional development plan
Assigned to:	Directors of CPOD, CTL, ODL Supervisors (managers, coordinators) in CPOD, CTL and ODL
Timeline:	May 2010

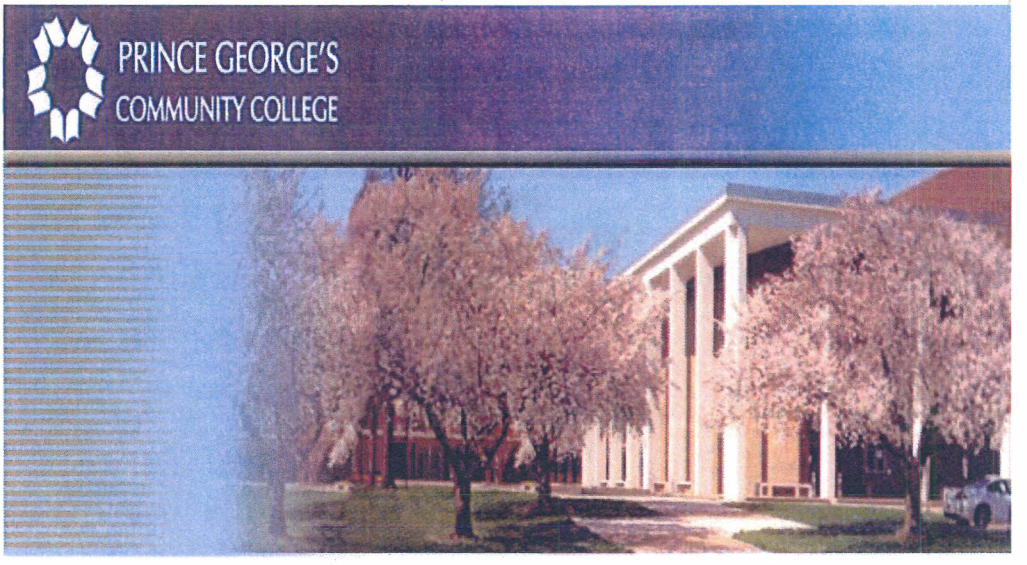
Task 5c:	Design, develop and deliver professional development events and activities to increase cultural competence and in relation to best practices for effectively: • Teaching and learning in a multicultural environment • Working with students, colleagues and clients in a multicultural environment • Leading and managing in a multicultural environment
Measures:	• Number of activities (training and development offerings) • Number of participants (faculty and staff who attend and complete training) • Number of faculty and/or staff instructors who develop and deliver training • Evaluation data (content, instructors, format, etc.) from activities
Assigned to:	Directors of CPOD, CTL and ODL
Timeline:	Beginning September 2009 (ongoing)
Task 5d:	Require all College employees as part of their performance evaluation to participate annually in at least one of the multicultural professional development events offered by the College's professional development collaborative (or any one of MC's professional development units).
Measures:	• Number of activities (training and development offerings) • Number of participants (faculty and staff who attend and complete training) • Number of faculty and/or staff instructors who develop and deliver training • Evaluation data (content, instructors, format, etc.) from activities
Assigned to:	All College Administrators
Timeline:	July 2010
Task 5e:	Develop a diversity and multicultural resources Web site for faculty, staff and administrators.
Measures:	Centralized Web site that: • Provides a wide array of information (e.g., internal and external PD offerings, suggested readings, reference materials, links, etc.) • Is accessible (linked) from multiple College web pathways (websites, MyMC tabs, etc.) • Maintains current information • Has a documented review and maintenance plan
Assigned to:	Directors of CPOD, CTL and ODL
Timeline:	January 2011

Montgomery College

endless possibilities

www.montgomerycollege.edu
240-567-5000

An academic institution committed to promoting equal opportunity
and fostering diversity among its students, faculty, and staff



DIVERSITY PLAN

A Roadmap for Ensuring and Sustaining Diversity in our Community

Prepared August 2008

Goals Updated August 2011

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Introduction

In the 1954 opinion on Brown vs. Board of Education, Supreme Court Justice Earl Warren wrote, "In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education." In remembering the Brown case, we acknowledge the profound effect it had on the history of this country and welcome the opportunity to re-examine the role of Prince George's Community College in providing equal access to higher education.

The promise of Brown vs. Board of Education is at the very heart of the community college mission. It is a promise that Prince George's Community College (PGCC) seeks to fulfill. However, we recognize that the fulfillment of this promise requires collaboration, creativity, and commitment by all of the various stakeholders at the local and state levels. Achieving educational excellence is a collaborative endeavor, requiring the participation of all sectors of the community.

In equating success with educational opportunity, the Brown decision highlighted the importance of education in improving the lives of citizens. This is evident in the work of Prince George's Community College every day. Guided by the needs of the community we serve the hope that springs eternal in the eyes of our students, and we work to fulfill the promise that access remains a key component of educational opportunity and to ensure its ensuing rewards.

During 2010 the college engaged in a rigorous strategic planning exercise resulting in the following vision, mission, values, and strategic goals.

Vision

Prince George's Community College will be the community's first choice for innovative, high quality learning opportunities.

Mission

Prince George's Community College transforms students' lives. The college exists to educate, train, and serve our diverse populations through accessible, affordable, and rigorous learning experiences.

Values

Excellence—We strive to ensure quality outcomes through rigorous learning and training programs designed to develop the mind as well as build character.

Success—We believe all individuals have the potential to realize their goals.

Diversity—We promote opportunities to expand our worldview through exposure to and greater understanding of all peoples, cultures and lifestyles.

Respect—We treat every person with the same humanity and courtesy that we expect for ourselves.

Professionalism—We believe all individuals will approach their responsibilities ethically, fairly and with high standards.

Strategic Goals

Prince George's Community College will

- respond to and anticipate the learning needs of a diverse student population by creating and expanding educational opportunities and support services;
- create and expand educational opportunities and support services that respond to and anticipate evolving workforce demands;
- secure mission-compatible alternative funding, build mutually beneficial partnerships, and strategically allocate financial resources;
- create and expand technology-based educational offerings, support services, and professional development opportunities;
- emphasize and promote, both internally and within the region, the college's role as an agent of change.

PGCC understands that fulfillment of its mission to facilitate access to higher education entails, in part, working towards a culturally diverse student body in proportions approximating service area ethnic and racial characteristics. The fall 2010 breakdown of credit enrollees by race/ethnicity suggests a high level of success in meeting these objectives. Over 78 percent of attendees were non-Hispanic African American (64% of county residents), 3% were of Asian heritage (county 4%), and 6% had Latino backgrounds (county 15%). Altogether, 88% of all credit students belonged to a minority group. Additionally 2.8 percent of the College's population was composed of international students hailing from 70 countries.

The college's cultural diversity plan takes a holistic focus on our overall commitment to diversity in our student populations, employee make-up, programs, services, and outreach to the community. We have increased enrollment among Hispanics, increased academic content on World cultures and the U.S.'s multiethnic history and heritage in its instructional programs, and promoted greater awareness of the benefits of a culturally diverse learning environment.

It should be noted, however, that the college has always celebrated the ethnic and religious pluralism of its community and service area in a number of substantive ways. The International Education Center and the A.L.A.N.A. (African, Latin, Asia, Native American) Experience are long-established campus organizations socially and academically supporting the college's foreign and minority populations, and last year alone saw a host of college-sponsored cultural events, including: The 17th annual Bluebird Blues Festival, which has grown into the best respected and attended event of its kind in the region; the annual Caribbean Festival; the annual Black History Month celebration (public lectures, field trips, historical presentations, poetry readings); the annual National Hispanic Heritage Month celebration; the 1st annual Caribbean American Heritage Month celebration (traditional food and a film fest); the 2nd International Education Week celebration (campus parade of flags, international art show, public lectures and issue fora); the Global Café (Ethiopian food, Argentine and Brazilian music and dance); Women's History Month celebration (film screenings, rape clinic, poetry reading, women's health information workshop); and the continued sponsorship and hosting of the Prince George's County Women's Fair.

Minority Student Success

Prince George's Community College is one of only two community colleges in the state that services a credit student body made up primarily of minority students. By the fall 2005 semester, the percentage of PGCC minority credit students topped 90% and has continued to grow; last fall 2010 it reached just over 95%. This growth was paralleled by increases in the county proportion of minority residents (79% in 2005, 83% in 2010). This places the college in the unique position of being ahead of its peer colleges within the state as far as numbers of minority students within its credit student body.

Table 1: Collegewide Fall Enrollments by Ethnicity and Gender

	2002	2003	2004	2005	2006	2007	2008	2009	2010
Female	8,400	8,303	8,014	8,095	7,599	7,596	7,660	8,498	9,368
Male	4,293	4,261	4,445	4,297	4,223	4,265	4,450	5,179	5,446
White	1,597	1,498	1,286	1,133	988	981	871	890	796
African American	9,672	9,603	9,588	9,613	9,202	9,198	9,366	10,762	11,590
Hispanic	419	430	437	475	465	476	546	702	849
Asian	543	505	533	498	505	501	487	514	474
American Indian	62	66	47	49	40	57	72	57	59
Non-Res. Alien	359	411	510	552	549	574	636	439	413
Unknown	41	51	58	72	73	74	132	321	633
Female	66.2%	66.1%	64.3%	65.3%	64.3%	64.0%	63.3%	62.2%	63.2%
Male	33.8%	33.9%	35.7%	34.7%	35.7%	36.0%	36.7%	37.8%	36.8%
White	12.6%	11.9%	10.3%	9.1%	8.4%	8.3%	7.2%	6.5%	5.4%
African American	76.2%	76.4%	77.0%	77.6%	77.8%	77.5%	77.3%	78.6%	78.2%
Hispanic	3.3%	3.4%	3.5%	3.8%	3.9%	4.0%	4.5%	5.1%	5.7%
Asian	4.3%	4.0%	4.3%	4.0%	4.3%	4.2%	4.0%	3.8%	3.2%
American Indian	0.5%	0.5%	0.4%	0.4%	0.3%	0.5%	0.6%	0.4%	.4%
Non-Res. Alien	2.8%	3.3%	4.1%	4.5%	4.6%	4.8%	5.3%	3.2%	2.8%
Unknown	0.3%	0.4%	0.5%	0.6%	0.6%	0.6%	1.1%	2.3%	4.3%

Staff and Faculty Diversity

The percentage of minorities within the ranks of full-time faculty at Prince George's Community College grew steadily from 28% in 2002 to 38% in 2006, but thereafter stabilized. In 2010, the minority component of the college's faculty was 34%. We expect the positive trend to resume in 2011 and advance us toward our target of 42% minority full-time faculty. In 2005 we already

surpassed our 2011 goal of a 51% majority administrator and staff workforce, and since then the percent has continued to increase, reaching 60% in fall 2010.

Diversity Goals

The college examined its original diversity goals in light of the renewed vision, mission, and strategic goals, and believes that these original diversity goals clearly support the college's vision and mission:

- Increase student educational goal attainment
- Improve student academic outcomes
- Improve retention of students
- Increase the number and diversity of qualified employees
- Increase staff utilization of and satisfaction with professional development and training.

The remainder of this document summarizes the college's progress in actualizing these goals.

Goal 1 Increase student educational goal attainment

Tasks:

1. Assess all learning programs.

Status: The college has instituted a rigorous and regular cycle of program review. Each year between five and eight programs engage in what amounts to a miniature self-study reviewing the alignment of program goals with student outcomes, the viability of programs in light of enrollments, and the adequacy of institutional resources, including faculty.

Further the college added a staff member to its Office of Planning, Assessment, and Institutional Research (OPAIR) a dedicated that person to working closely with faculty to engage in a complete curriculum mapping and student learning outcome review. A second OPAIR staff member was designated to coordinate a similar review of academic and institutional support programs.

2. Align credit and noncredit programs that support career development and lifelong learning.

Status: The college is involved in the Maryland pilot of MI-Best which combines basic skills and occupational skills training. This program is designed to facilitate the transition from non-credit to credit programs leading to a certificate, degree, and/or transfer to a four-year institution.

3. Develop a broad array of student engagement opportunities to foster academic excellence, professionalism, leadership, diversity and lifelong learning.

Status: During the past year the college was selected as an American Association of Colleges and Universities (AAC&U) Roadmap Institution as well as an Achieving the Dream (AtD) institution. The emphasis of both of these initiatives is on a candid and thorough assessment of the degree to which current initiatives are supporting our students' academic progress. Further, both initiatives highly recommend an integrated approach to student success where "silo behavior" is replaced by true collaboration in the service of student success.

Measures:

1. Student attainment of educational goals

PAR indicators continue to demonstrate that our students are satisfied with the degree to which PGCC has assisted them in attaining educational goals. Alumni survey results consistently report a satisfaction rate in the 93 to 97 percent range.

2. Student graduation rates

The number of individuals receiving a certificate and/or degree from PGCC has continued to increase. That said, the college is aware that it needs to continue its efforts to increase the graduation rate. There is a high level of confidence that the initiatives described above will yield improved rates going forward.

3. Career student job placement rates

PAR indicators yield ever-increasing success in the ability of PGCC students graduating from career programs to find full-time employment in their field. The most recent figure available indicated a success percentage of 95.

4. Percentage of students participating in engagement activities

At the moment most of this evidence is qualitative and/or anecdotal. The college has increased the number and focus of student engagement opportunities. That said, with our participation in both "Roadmap" and AtD, and the increased use of technology to track student participation, going forward the college expects to be able to report a substantial quantitative increase in student engagement activities and participation.

Assigned to:

Vice President for Academic Affairs
Vice President for Student Services
Vice President for Workforce Development and Continuing Education

Timeline:

Ongoing

Goal 2 Improve student academic outcomes

Tasks:

1. **Ensure that oral and written communication, abstract reasoning and critical thinking are outcomes for all courses throughout the curricula.**
   Status: The college is in the midst of a curriculum mapping project designed to develop clearly defined student learning outcomes and tie those outcomes and their path to mastery clearly to a defined sequence of courses that result in an academic program. The college is also in the midst of a comprehensive review of its general education curriculum. Extensive work has already been completed. The college is awaiting additional guidance from the State as it reviews general education at that level.

2. **Develop and implement a process for integrative assessment of student learning.**
   Status: The college is in the midst of implementing a comprehensive plan to assess student learning outcomes. A necessary precursor to this was the need to develop a clear pathway of progress to determine what a student is expected to learn at each academic level.

3. **Develop and implement a plan to improve the effectiveness of course prerequisites.**
   Status: One of the intended outcomes of the curriculum mapping process is to identify an optimal pathway for students from program selection to completion. This includes a review of current course prerequisites. As data on student progress are obtained these pathways will be reviewed and revised as necessary.

Measures:

1. Course pass rates

The goal of improving student academic outcomes is to have a global impact on course pass rates and student success. Early evidence suggests some successes on proximal measures which should lead to these global changes. One such example comes from the English Department which refocused its composition courses such that the English 1020 course outcomes were adjusted to focus more on writing and less on literature. Subsequently, a greater focus on writing skills in the EGL 1020 classroom showed an increase on a four-point rubric from an average of 2.3 to an average of 3.0 for "Thesis, Organization, & Support."

Assigned to:

Vice President for Academic Affairs
Vice President for Student Services

Timeline:

Ongoing

Goal 3 Improve retention of students

Tasks:

1. **Develop and implement a comprehensive, data-driven student retention plan that includes discipline-specific retention activities and faculty mentoring.**
   Status: PAR indicators show that the college's fall-to-fall retention rate continues to improve. The fall 2009 cohort retention rate of 82.2 percent was significantly higher than the fall 2008 cohort rate of 63.3 percent. Retention has always been a high priority at PGCC. The college's commitment to Achieving the Dream and "Roadmap" has extended this commitment by providing direct and substantial support to staff and technology that is resulting in the creating of a comprehensive data warehouse dedicated to tracking student progress. These data will form the basis for designing, implementing, resourcing, and, if necessary discontinuing programs.

   The college's faculty both informally and formally through a structured mentoring program and various "collegian centers" continue to be committed to supporting students as they achieve their educational goals.

2. **Develop and implement an action plan for "at-risk" students to provide appropriate supports for those students.**
   Status: Faculty have always been encouraged to identify at-risk students and recommend various programs and services designed to provide support to this group. Beginning this year, the college will pilot an automated "retention alert" program designed to make it easier for faculty to direct students to resources and resources to students. The faculty member can identify a student in need of additional assistance and individuals within student services will be assigned to follow-up.

3. **Expand student participation in the Collegian Centers, Honors program and Phi Theta Kappa.**
   Status: Faculty coordinating these initiatives continue to be enthusiastically committed to these and similar initiatives.

Measures:

1. Second year retention of first-time freshmen

As previously noted, the college's ability to retain new first-year students continues to improve significantly.

Assigned to:

Vice President for Academic Affairs
Vice President for Student Services

Timeline:

Ongoing

Goal 4 Increase the number and diversity of qualified employees

Tasks:

1. **Establish and implement a comprehensive human resources strategic plan that includes succession planning and a commitment to diversity.**
   Status: A comprehensive succession plan has been completed and succession planning sessions are in progress. In addition, the college has also developed a leadership institute to identify and train future leaders. The first cohort will enter the institute in fall 2011.

2. **Increase diversity among college employees.**
   Status: The college continues to improve minority representation among full-time administrative and professional staff. The most recent PAR posts that percentage at 60.3 compared to 55.0 percent in Fall 2009.

   The college has faced a serious dilemma over the years relative to compressed salary schedules. A comprehensive classification and compensation study was completed in March 2009 by Hendricks & Associates, Inc., Washington, DC. The study concluded that credit instructional faculty salaries at Prince George's Community College ranked #5 among the five larger Maryland community colleges—Anne Arundel, Baltimore City, Community College of Baltimore County and Montgomery College. Because of limited budgets the college has not been in a fiscal position to fully implement the recommendations contained in the compensation study. That being said, faculty recruitments for fall 2009, 2010 and 2011 resulted in nine minority candidates for faculty credit instructional positions declining job offers because of the salary.

3. **Reduce amount of time required to recruit, interview and hire new employees in order to create a more flexible and responsive work environment.**
   Status: Implementing PeopleAdmin for employee recruitment. Software will be functional in October 2011.

Measures:

1. **Percent of minorities or women in staff, faculty, and administrative ranks.**
   As noted above the college has made significant strides in the administrative and professional ranks. Work remains to be done to attract full-time faculty.

2. **Manager satisfaction with knowledge and skills of employees.**
   The college conducts annual performance reviews providing structured opportunities for feedback and discussion of professional development needs. Feedback from this process has informed the development of both the leadership institute and the supervisory workshops.

Assigned to:
Vice President for Academic Affairs
Vice President for Administrative Services
Vice President for Student Services
Vice President for Technology
Vice President for Workforce Development and Continuing Education
Chief of Staff

Timeline:
Ongoing

Goal 5 Increase staff utilization of and satisfaction with professional development and training

Tasks:

1. Develop and implement professional development plan that will enhance supervisory skills and increase oral and written communication, discipline specific knowledge and technical literacy so all employees can realize their full potential for advancement.
   Status: The college has developed a set of core competencies and the means to provide training to achieve and evaluation to follow progress in their attainment. The college has also a series of supervisory workshops to train new and support existing supervisors.

Measures:

1. Employee satisfaction with professional development
The college routinely asks participants in professional development to evaluate their experience. Results have been positive. As the college engages in a more comprehensive approach to professional development, a more comprehensive evaluation and feedback mechanism will be developed.

2. Employee satisfaction with opportunities for advancement
A more systematic assessment of employee satisfaction with advancement opportunities has been incorporated into the succession plan.

Assigned to:
Vice President for Academic Affairs
Vice President for Administrative Services
Vice President for Student Services
Vice President for Technology

Vice President for Workforce Development and Continuing Education
Chief of Staff

Timeline:
Ongoing

REPORT
to the
BOARD OF REGENTS
on
PROGRESS OF INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY

MARCH 16, 2011

Background

Effective 1 July 2008, Senate Bill 438 and House Bill 905 require institutions of higher education to develop and implement a plan for a program of cultural diversity. If the institution already has a program of cultural diversity, the law requires a plan for improving it. Institutional plans must include:

- an implementation strategy,
- a timeline for meeting goals,
- a description of the way the institution addresses cultural diversity among students, faculty, and staff,
- a description of how the institution plans to enhance cultural diversity, if improvement is needed,
- a process for responding to reporting campus-based hate crimes and bias-motivated incidents that may occur on campus,
- a summary of needed resources, including State grants, to effectively recruit and retain a culturally diverse student body, faculty, and staff, and
- instruction and training of the student body, faculty, and staff at the institution to enhance cultural diversity programming and sensitivity.

On or before May 1 of each year each institution is required to submit its plan to the governing body for review. On or before August 1 the governing body is required to submit a progress report regarding the institution's implementation of its plan to the Maryland Higher Education Commission.

Cultural diversity is defined in SB 438 and HB905 as the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. However, based on advice from the Attorney General's Office as of May 15, 2008 that states: "a plan that will include race-conscious elements should not be implemented in a manner that will limit the elements of 'cultural diversity' solely to racial and ethnic considerations.", the University System of Maryland (USM) has taken a more inclusive approach to cultural diversity.

Without exception, institutional programs of cultural diversity are explicitly linked to institutional mission, vision, core values, strategic plan, and in many cases accreditation standards. Thus, there is variation as to how each institution approaches, implements, and enhances its program of cultural diversity. Although there are common themes, elements, and approaches across USM institutions, the implementation strategies, timelines, and resources for meeting the institutional goals of their programs vary as well.

Consistent with the requirements of this legislation, each USM institution submitted its plans for a program of cultural diversity to the Board of Regents for its initial review in March 2009 and in February 2010 its first progress report. This 2011 progress report provides a brief summary of the more detailed institutional progress reports that are attached. Data on student, faculty, and staff are provided in each institutional report. Although provided in separate crime reports to the Board of Regents, summary institutional data are also included in **Table 1** on hate crimes and bias-motivated incidents. For brevity, selected institutional examples are provided throughout this report solely to illustrate the range of possible responses to implementing and sustaining programs of cultural diversity. While comparisons of institutional programs of cultural diversity are inevitable, it is more important to note the commonality and consistency of efforts to implement such programs across USM institutions. Institutions have begun

Strategic Plan for Enhancing Cultural Diversity at Morgan State University

David Wilson
President

Presented to
Morgan State University Board of Regents
Academic and Student Affairs Committee
May 3, 2011

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Introduction to Morgan State University

As Maryland's public urban university, Morgan State University (Morgan) is one of the nation's premiere historically black colleges or universities (HBCUs). As such, achieving and maintaining a diverse student body as well as a diverse faculty and staff is a compelling interest and important goal for Morgan. Among the chief strategies employed by Morgan to enhance diversity is offering a comprehensive program of studies leading to the awarding of degrees at the undergraduate, master's, and doctoral levels. Morgan is one of the few HBCUs offering such an expansive range of academic programs from the bachelor's degree through the doctorate. Morgan currently awards degrees in fifteen doctoral programs, thirty master's programs, and more than forty baccalaureate programs.

Morgan also houses a number of research programs and offers a variety of public services to the larger Baltimore metropolitan community. The University enrolls approximately 7,000 students from throughout the United States and numerous foreign countries. The Academic Division of the University is organized around the College of Liberal Arts, the School of Architecture and Planning, the Earl Graves School of Business and Management, the School of Computer, Mathematical and Natural Sciences, the School of Community Health and Policy, the School of Education and Urban Studies, the School of Engineering, the School of Social Work, and the School of Graduate Studies. Morgan is also fully accredited by the Middle States Commission on Higher Education and by the Maryland State Department of Education.

Maryland's Diversity Mandate

As required in the Education Article, Annotated Code of Maryland, § 11-406 (b)(1)(i) each public institution of higher education in the State shall develop and implement a plan for a program of cultural diversity. Within the meaning of the statute, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education § 11-406 (a). The plan shall enhance cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff at the institution of higher education § 11-406 (b)(3). Specifically, the statute requires that the cultural diversity plan include:

- a description of the way the institution addresses cultural diversity among its students, faculty and staff populations;
- a description of how the institution plans to enhance cultural diversity, if improvement is needed;
- a process for reporting campus-based hate crimes consistent with federal requirements under the Clery Act;
- a summary of resources needed, including State grants, to effectively recruit and retain a culturally diverse student body; and,

- the enhancement of cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution § 11-406 (b)(2)(i)-(iv).

The cultural diversity plan must be submitted to the institution's governing board for its review by May 1st § 11-406 (c)(1). Following its review of the plan, the governing board must submit a progress report on the institution's implementation of the plan to the Maryland Higher Education Commission (MHEC) by August 1st § 11-406 (c)(2).

The Demographic Context for Diversity in Maryland

The pursuit of diversity occurs, however, in the context of the demographic and socio-economic trends in the State of Maryland. Census data show that from 2000 to 2008 Maryland lost about 15% of its white population. These data also show that the minority population comprises 42.3% of the 5.6 million 2008 Maryland residents up from a 37.6% minority population in 2000. The percent minority population is greatest in the Suburban Washington region (58.1%), the Baltimore region (37.9%), and the Lower Eastern Shore region (29.6%). According to census data analyzed by Mark Goldstein, Principal Planner for the Maryland Department of Planning (MDP),

> Maryland's non-Hispanic white population declined by 18,350 (-0.6%) between July 1, 2007 and July 1, 2008, the fifth successive annual loss, although slightly below the declines in the previous two years. With the latest loss in non-Hispanic whites, minority population gains once again accounted for all of the State's population growth for the fifth year in a row. In addition, for the fourth year in a row, Hispanics (of any race) made up the largest share of the State's population gains. mgoldstein@mdp.state.md.us

Maryland's general population is 29% African American, the fourth highest percent of any state. Its public school system is 40% African American and its college age population holding a high school diploma is 33% African American. The Hispanic and Asian-American populations of the State are considerably smaller but they are young and growing rapidly. Meanwhile, the white public school population in Maryland is declining and the white college-age population, which currently is at a peak, is about to begin a long-term decline and be replaced by minority students with distinctly different educational and socioeconomic characteristics.

Morgan State University's Diversity Mission

Morgan's mission is to serve a multi-ethnic and multi-racial student body and to help ensure that the benefits of higher education are enjoyed by a broad segment of the population. As approved by the Board of Regents (M-1), the mission statement provides in relevant part that

- Increase the percentage of non-African-Americans enrolling at the University.
- Develop off-campus programs and courses in rapidly-growing areas of the state
- Market University strengths in promoting student success and in offering a student-centered environment.
- Market high school-to-college transition programs.
- Utilize, effectively, the alumni network for marketing and recruitment (pgs. 35 and 36).

Morgan has undertaken the development of Growing the Future, Leading the World: A Strategic Plan for Morgan State University, 2011 – 2021. This strategic plan, like its predecessor, will incorporate cultural diversity as one of Morgan's enduring values. The new strategic plan's focus on Growing the Future and Leading the World will necessarily include goals and strategies that promote cultural diversity at Morgan not only among faculty, students, and staff who are citizens of Maryland and the nation but the new plan will also, of necessity, include goals and strategies that promote a more global understanding of diversity. In contrast to Morgan's 2008 – 2012 five year strategic plan, however, the new strategic plan anticipates a longer time frame (i.e., 10 years) in which to achieve plan goals and incorporates a capital campaign.

Growing Diversity at Morgan

Faculty. Among the topics discussed by the faculty in their review of strategic plan goals at their spring 2011 Faculty Institute was the meaning of diversity at Morgan. The faculty acknowledged the existing cultural diversity present throughout the University community. As of the fall 2010 semester, for example, forty (40%) percent of the total faculty were women; and they were fifty-one (51%) percent of the faculty holding the rank of assistant professor. Caucasians, Asians and Native Americans comprised forty-seven (47%) of the faculty. See Table 1: MSU Fall 2010 Full-Time Faculty by Race, Tenure Status, and Rank (Appendix 1). The diversity of the faculty could be improved, however, with the addition of Hispanics at all ranks and tenured female faculty, particularly native Americans, Hispanics, and Asians.

Goal 1: Encourage and monitor the recruitment of Hispanic faculty at all ranks from Instructor through Professor.

Goal 2: Encourage and monitor the recruitment of Native American female faculty at all ranks from Instructor through Professor.

freshmen enrolling in Morgan are from single parent households (Table 5) while less than a quarter of the freshmen enrolling nationally in a college or university were from a single parent household.

Table 3

Median Income 2008 Data	
Morgan*	$36,710
Maryland	$70,545
National	$52,029

***Adjusted gross income**

Sources:

Morgan data: Financial Aid Information System

Maryland and National data: U.S. Census Bureau

Table 4

Percent Pell Recipients 2008-2009 Data	
Morgan	50%
Maryland	28%
National	35%

Sources:

Morgan data: Financial Aid Information System

Maryland and National data: Pell Grant Recipients as a Percentage of Pell-Eligible Undergraduate Enrollment by Institutional Type/Control and State 1993-4 to 2008-09

http://www.postsecondary.org/topicslist.asp?page=1&od=&search=Pell%20grants

Table 5

Percent Freshmen from Single Parent Households 2008 Data	
Morgan	57%
National	22%

Source:

UCLA Higher Education Research Institute Freshmen Survey

In summary, these data demonstrate that a majority of Morgan's undergraduate students are from low income families. Both the University and the students would benefit from a more economically diverse student body. Morgan's balance sheet would benefit from a larger number of students who could afford to pay more for their instructional services. The students would benefit from association with peers whose financial status offers a different picture of economic realities and occupational or vocational possibilities. Thus, Morgan has established the goal of increasing enrollment of undergraduate students from among a higher socioeconomic status.

Goal 6: Increase the percent enrollment of undergraduate students at Morgan from families whose income is at or above the 2008 – 2009 national median income level of $52,029.

Disability Diversity. Morgan embraces the contribution that persons with disabilities make to the marketplace of ideas and to a community's storehouse of knowledge. In addition to compliance with section 504 of the Rehabilitation Act of 1973[1] and Title II[2] of the Americans with Disabilities Act (ADA), Morgan is a full partner with the State's Skills2Compete[3] goals as it relates to preparing students with disabilities with "the skills and credentials they need to get good jobs with family supporting wages." Morgan's Policy on Nondiscrimination (i.e., Board of Regent Policy N-3) prohibits, in relevant part,

> conduct (oral, written, graphic, or physical) directed against any person or group of persons because of race, color, national origin, religion, sex, sexual orientation, age, marital status or disability and that has the purpose or reasonably foreseeable effect of creating an offensive, demeaning, intimidating, or hostile environment for that person or group of persons.

Beyond federal and state regulatory requirements, Morgan has taken affirmative steps to enhance the presence of and support for disabled students on campus. Notably, the Office of Student Accessibility and Support Services (SASS) has received an AT&T - NAFEO Inclusion Scholars Program-ISP grant to award an incoming freshman with disabilities a scholarship of $9,000 per year, for each of four years of their matriculation, for a total of $36,000 in scholarship assistance. See award letter attached as Appendix 3. Consistent with the AT&T – NAFEO ISP grant, the SASS office and the Center for Career Development (CCD) have established several goals designed to enhance employment opportunities for students with disabilities.

Goal 7: Encourage better self advocacy of students with disabilities by helping to build resume and interviewing skills, and by assisting in the creation of an organization for students with disabilities run by students with disabilities with support from CCD.

Goal 8: Create an environment that encourages reluctant students to self-identify, which in turn will help the CCD staff to determine how to improve the delivery of career planning and placement services to students with disabilities.

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[1] Section 504 of the Rehabilitation Act prohibits recipients of federal funds from discriminating on the basis of disability.

[2] Title II of the Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in state and local government services by state and local governmental entities.

[3] Skills2Compete Maryland (S2C) is Governor O'Malley's vision for Marylanders to gain the skills and credentials they need to get good jobs with family supporting wages. See http://www.skills.maryland.gov/.

Goal 9: Expand opportunities for participation of students with disabilities in professional conferences and workshops sponsored by CCD.

Goal 10: Develop and implement intentional marketing strategies and outreach programming to promote awareness and encourage use of the CCD services by students with disabilities.

Goal 11: Create and present career planning sessions that address issues and concerns that may be pertinent to students with disabilities.

Goal 12: Insure physical and program access at CCD sponsored activities for students with disabilities.

Goal 13: Designate specific CCD staff to work with disabled students and serve as a liaison between CCD and the students with disabilities and insure that the designated staff are trained and well informed on the legal, ethical, and sensitivity issues related to providing career services to students with disabilities.

Graduate Student Diversity. Table 6 depicts MSU fall 2010 Graduate Enrollment by Classification Status. Table 6 reveals that of the one thousand, one hundred and eighty-three (1,183) graduate students enrolled during fall 2010 semester, slightly more than half, six hundred and twenty-three (623) or fifty-three (53%), percent were enrolled full-time. At sixty-one (61%) percent of graduate students, females comprise a slightly higher percentage than the fifty-six (56%) percent they comprise of the undergraduate population. Graduate students are also generally more racially and ethnically diverse than the undergraduate students. African Americans represent seventy-four (74%) percent of the total graduate students enrolled at Morgan. Caucasian and International students each comprise ten (10%) percent of graduate student enrollment.

Only two percent (N=23) identify themselves as multiracial. Similarly, Asian graduate students represent about two percent (N=23) of the total graduate student population. See Table 6 attached as Appendix 4. As part of its diversity mission and consistent with its 2011-2021 strategic plan, Morgan has established several goals related to increasing enrollment among a diverse graduate student body and providing support services to enhance graduate student success.

Goal 14: Continue to recruit, admit, retain and graduate greater numbers of Hispanic graduate students.

Goal 15: Continue to recruit, admit, retain and graduate greater numbers of Asian graduate students.

Goal 16: Over the next ten years, increase the percent of Caucasian graduate students enrolled at Morgan.

Goal 17: Over the next ten years, increase the percent of International graduate students enrolled at Morgan.

Nontraditional Student Diversity. An America.gov Archive (2008) article[4] notes that nontraditional college-age students (age 25 or older) represent 37 percent of all United States college students. Women, in particular, constitute a majority (58 percent) of nontraditional college-age students. Military veterans also represent an increasingly important component of nontraditional students attending colleges and universities. As part of its commitment to cultural diversity, Morgan has established several goals related to providing a supportive educational environment for nontraditional students.

Goal 18: Continue to recruit, admit, retain and graduate greater numbers of nontraditional undergraduate students.

Goal 19: Expand academic program opportunities, including evening, weekend, and online courses and degree programs for nontraditional students.

Goal 20: In collaboration with the Center for Career Development, provide professional development program sessions that meet the career needs of nontraditional students completing undergraduate programs.

Goal 21: In collaboration with Morgan's Office of Veteran Services, continue to recruit, admit, retain and graduate greater numbers of military veterans in both undergraduate and graduate programs.

Creating a More Diverse Community

In addition to the diversity goals reflected above, this Strategic Plan for Enhancing Cultural Diversity at Morgan also outlines a general path forward in the pursuit of initiatives that will enhance the support for a more diverse community of students and scholars. These initiatives are reflected in the following goals.

University Diversity Initiatives

Goal 22: Provide a nurturing environment to support academic achievement among both faculty and students at Morgan regardless of their race, color, national origin, religion, sex, sexual orientation, age, marital status or disability.

Goal 23: Create a campus-wide Diversity Advisory Group with appropriate departmental representation so that measureable goals for diversity and inclusion can be discussed and implemented and develop accountability mechanisms to assess outcomes.

[4] http://www.america.gov/st/educ-english/2008/April/200804281212291CJsamohT0.3335382.html

Goal 24: Establish a Center for Conflict Resolution to support students, faculty and staff in understanding, learning, and addressing interpersonal, group, international and cross-cultural conflict.

Goal 25: Collaborate with the Department of International Studies to celebrate the diversity of Morgan's campus including celebrations of the African Culture, Hispanic Awareness, and Caribbean Festivals.

Curriculum Diversity Initiatives

Goal 26: Establish a study abroad office within the Department of International Studies and Modern Foreign Languages..

Goal 27: Diversify the educational experiences available to undergraduate as well as graduate students by increasing opportunities for study abroad.

Goal 28: Diversify the educational experiences available to faculty and students by increasing the number of exchange programs Morgan has with other colleges and universities.

Goal 29: Assess whether the University's General Education requirements and courses are meeting the educational goals of increasing:

- Undergraduates' knowledge of diversity issues, understanding of pluralistic societies, engagement with peers from diverse backgrounds, and the development of competencies for success in a multicultural world.
- Interpersonal communication and acquiring the abilities to relate to and work effectively with diverse groups of people.
- Social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and building a connection to the community.

Faculty and Staff Diversity Initiatives

Goal 30: Create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose presence will contribute to the diversity of the academic community.

Goal 31: Develop an on-line training module in order to expand the knowledge of faculty and staff with regards to cultural diversity and cultural sensitivity with possible mandatory on-line training.

Goal 32: Support faculty and staff development opportunities to explore issues of cultural diversity in the context of teaching pedagogy, classroom dynamics, and faculty/student relations.

Goal 33: Provide professional development activities that assist staff and faculty to understand their own and other cultures.

Ongoing Diversity and Equal Employment Opportunity (EEO) Activities

Office of Diversity and EEO. Morgan engages in extensive programming and implements a variety of activities to support its diversity mission. Specifically, Morgan has established an Office of Diversity and Equal Employment Opportunity (EEO). The Office of Diversity & EEO is charged with the day-to-day implementation of the nondiscrimination policies of Morgan State University. On an annual basis, the Diversity and EEO officer at Morgan is actively engaged in either initiating or providing active support for:

- implementing diversity initiatives with an emphasis on recruiting and retaining underrepresented faculty and staff.
- refining the hiring process for faculty and staff to increase the pool of diverse applicants.
- exploring with the Office of Human Resources new ways to advertise to underrepresented groups.
- developing a certificate system to recognize the trainee's completion of the course and to establish a record of the successful training in the Office of Human Resources.
- collaborating with other state and federal offices/agencies in an effort to provide any needed information and to gain additional knowledge in an effort to be most useful to the University and to the surrounding community.
- investigating all charges of discrimination filed by employees, staff or students
- informing the campus and community about the University's effort to value Diversity and Equal Employment Opportunity.
- promoting cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff of the institution by partnering with other established organizations on and off-campus and though a series of panel discussions offered through the University.

- creating a Virtual Women's Center on the Diversity and EEO website to include all information, programs and activities designed and dedicated for and about women's services and issues provided on campus.

- partnering with student services to help ensure that students and employees with disabilities receive reasonable accommodations in the classroom and in the workplace.

- working with the Counseling Center to help Morgan's diverse population balance their personal lives with the rigors of academics.

Jeanne Cleary Act. In compliance with the Jeanne Cleary Act and in an effort to promote the personal safety of the college community, Morgan State University produces and distributes annual reports containing crime statistics and statements of security policy. The following categories of crime for the campus, certain non-campus properties and certain public property areas that have been reported to local Police (Baltimore City Northeast District) and the MSU Police Department are disclosed for the most recent 3 years.

I. Homicide
II. Sex Offenses – Forcible
Any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.
(i) Forcible Rapes
(ii) Forcible Sodomy
(iii) Sexual Assault with an object
(iv) Forcible Fondling
III. Sex Offenses - Non-Forcible
Unlawful, non-forcible sexual intercourse.
(i) Incest
(ii) Statutory Rape
IV. Robbery
V. Aggravated Assault
VI. Burglary
VII. Motor Vehicle Theft
(i) Weapon Law Violations
(ii) Drug Abuse Violations
(iii) Liquor Law Violations
VIII. Hate Crimes
Hate crimes must also be reported by category of prejudice based on the following: race, gender, religion, sexual orientation, ethnicity, or disability. Crime statistics are also compiled concerning locations: on campus, non-campus building or property; public property; and dorms/ residential.
(i) On-Campus

(ii) On-Campus Building or Property
(iii) Public Property
For the purpose of paragraph "i" above, on campus is defined as all main travel corridors to and from the college and the perimeter around each of Morgan's buildings.

Challenges to Diversity

Significant Financial Investment. The fundamental challenge to enhancing cultural diversity as reflected in the goals of this strategic plan is that the curriculum and the campus, including the facilities and infrastructure are not attractive, comparable to and competitive with other doctoral research universities that students and faculty have a choice to attend. The diversity chapter (Goal 3, pgs. 22 – 30) in the 2009 Maryland State Plan for Postsecondary Education, for example, notes that substantial additional resources are needed to ensure that the State's public HBIs with their dual missions are comparable to Maryland's TWIs in their capacity to be competitive with respect to the following areas:

- Recruiting, retaining, and graduating an academically, racially, culturally, and ethnically diverse student body;
- Attracting and retaining quality faculty able to teach, conduct scholarly activities, and perform services consistent with each institution's mission;
- Generating external revenue by securing contracts and grants from federal and State agencies that support instructional services and enhance institutional infrastructure and facilities; and
- Forming partnerships with businesses and foundations that expand educational opportunities for students and that promote development in the communities proximate to the institutions.

The Panel on the Comparability and Competiveness of Historically Black Institutions in Maryland established in 2008 by the Commission to Develop the Maryland Model for Funding Higher Education also concluded that the HBIs institutional platforms "must provide students, faculty, and administrative staff with an attractive, safe, and administratively effective environment in which to live and work" (pg. 113). The HBI Panel's observation that strengthening the institutional platform is also a critical element in enhancing targeted doctoral programs at the public HBIs so that they achieve a very high level of excellence is particularly relevant to Morgan and its efforts to attract a diverse faculty and student body to teach and study, respectively, across its undergraduate and graduate, particularly its doctoral, programs.

In summary, a major challenge in achieving the goals of cultural diversity outlined in this strategic plan is the significant financial commitment and investment in people and

programs, most notably in the areas of faculty recruitment and the academic development of minority students that must be made by the State and by Morgan. Thus, consistent with the 2009 Maryland State Plan for Postsecondary Education, in order to promote a diverse student body Morgan recommends that the State expand Diversity Grants and internships awarded to eligible enrollees who are residents of the State of Maryland.

Assessment of Diversity Goals. The successful implementation of the goals in this diversity strategic plan requires the coordinated and sustained efforts of all members of the University community and the systematic assessment of progress toward the goals. While all members of the Morgan community are expected to contribute to the enhancement of cultural diversity on campus, some members are more responsible than others in monitoring the initiatives and outcomes related to the diversity goals. Towards that end, an assessment plan (See Appendix 5) has been developed to facilitate the successful implementation of the goals of the Strategic Plan for Enhancing Cultural Diversity at Morgan State University.

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Appendix 1

Table 1

MSU Fall 2010 Full-Time Faculty byRace, Tenure Status, and Rank

	African-American		Caucasian		Asian		Native American		Totals	
Rank	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Males**	**Females**
Professor	23	7	3	2	2	1	4	2	32	12
Associate Professor	38	25	22	14	8	1	11	3	79	43
Assistant Professor	26	40	14	12	10	3	3	0	53	55
Instructor	2	2	1	0	0	1	0	1	3	4
Lecturer	73	54	28	13	7	2	2	4	110	73
Total (N = 464)	**162**	**128**	**68**	**41**	**27**	**8**	**20**	**10**	**277**	**187**
Percent of Total	*35*	*28*	*15*	*9*	*6*	*2*	*4*	*2*	*60*	*40*

source: www.morgan.edu/Documents/ADMINISTRATION/Planning%20and%20Info%20Tech/InstitutionalResearch/Fall2010FacultyDemographics(1).pdf

Appendix 2

Table 2

MSU Fall 2010 Undergraduate Enrollment by Race and Class Status

	African-American		Caucasian		Asian		Am Ind/Alaskan		Multi-Race		Hispanic		Unkn/Other		
Status	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Males**	**Females**	**Males**	**Females**	**Males**	**Females**	**TOTAL**
First Time	421	455	1	2	17	64	23	48	28	29	16	30	43	48	1225
Other First Year	264	311	1	6	2	2	3	0	15	15	9	7	11	8	654
Second Year	523	728	7	6	4	3	0	3	40	43	17	19	14	15	1422
Third Year	505	707	12	7	5	4	0	0	57	59	17	21	16	15	1425
Fourth Year & +	392	563	13	16	3	3	1	1	64	67	15	23	3	9	1173
Unclassified	0	2	0	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL FULL-TIME	**2105**	**2766**	**34**	**37**	**31**	**76**	**27**	**52**	**204**	**213**	**74**	**100**	**87**	**95**	**5901**
Total Part Time	294	325	8	5	4	5	2	0	12	15	2	12	12	25	721
Totai Enrollment	2399	3091	42	42	35	81	29	52	216	228	76	112	99	120	**6622**

source: www.morgan.edu/Documents/ADMINISTRATION/Planning%20and%20Info%20Tech/InstitutionalResearch/Fall2010%20Undergraduate%20Enrollment%20by%20Program%20and%20Race(0).pdf

NAFEO
National Association
For Equal Opportunity
In Higher Education

November 8, 2010

Denicia Fowler
Retention Specialist/Coordinator
Morgan State University

Dear Ms. Fowler:

On behalf of NAFEO and AT&T, I am pleased to inform you that Morgan State University has been selected to participate in the first phase of NAFEO's Inclusion Scholars Program-ISP (formerly known as the Inclusion in Higher Education Program-IHEP).

We received over 20 applications from HBCUs for participation in this AT&T funded program. Following the review process, your institution was selected by NAFEO as a finalist, and will be able to offer one incoming freshman with disabilities a scholarship of $9,000 per year, for each of four years of their matriculation at your institution, for a total of $36,000 in scholarship assistance. Through AT&T's generous one-time contribution to NAFEO, we are able to provide this program over the next four years.

NAFEO president Lezli Baskerville recently contacted the office of your president Dr. David Wilson via telephone to inform him of the scholarship award.

As this is a new program, we want to work closely with your office to lay a strong foundation for the Inclusion Scholars Program. We hope that you or someone designated by you will be available to participate on periodic conference calls with the planning team, which is comprised of myself representing NAFEO; Kevin Parker and Jennifer Pyka representing AT&T; and disability consultants Carmen Jones and Alan Muir.

The planning team will have a call on Thursday, November 11, 3PM EST. Please let me know if you are available to join the call on Thursday. We look forward to working with you to make this program a success and to continuing promoting inclusion on HBCU campuses.

Sincerely,

Meta Williams

Meta Renee Williams
Executive Director of Member Services, Strategic Partnerships & Institutional Advancement

NAFEO (National Assoc for Equal Opportunity in Higher Education)
209 3rd St., S.E.
Washington, DC 20003
202.552.3358
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If you can dream it, you can achieve it at an HBCU!

Appendix 4

Table 6

MSU Fall 2010 Graduate Enrollment by Race and Classification Status

	African-American		Caucasian		Asian		Am Ind/Alaskan		Multi-Race		Hispanic		International		
Status	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Males**	**Females**	**Males**	**Females**	**Males**	**Females**	**TOTAL**
Less than 1 Yr.	89	172	14	16	1	7	0	0	1	4	3	4	22	17	350
1st Time incl < 1yr	39	65	6	4	1	3	0	0	1	1	1	3	13	7	144
Completed 1 + Yrs	73	120	7	14	4	1	0	0	2	5	3	2	17	25	273
Unclassified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL FULL-TIME	**162**	**292**	**21**	**30**	**5**	**8**	**0**	**0**	**3**	**9**	**6**	**6**	**39**	**42**	**623**
Less than 1 Yr.	61	109	8	9	5	2	1	0	3	1	2	2	4	5	212
1st Time incl < 1yr	23	51	2	3	0	1	0	0	0	0	2	1	3	3	89
Completed 1 + Yrs	92	163	21	24	0	3	0	0	2	4	3	4	18	14	348
Unclassified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Part Time	153	272	29	33	5	5	1	0	5	5	5	6	22	19	560
TOTAL ENROLLED	**315**	**564**	**50**	**63**	**10**	**13**	**1**	**0**	**8**	**14**	**11**	**12**	**61**	**61**	**1183**

source: www.morgan.edu/Documents/ADMINISTRATION/Planning%20and%20Info%20Tech/InstitutionalResearch/Fall%202010%20Graduate%20Enrollment%20by%20Program%20and%20Race.pdf

MSU Diversity Mission: Morgan's tradition of serving an academically and demographically diverse student body places it in a unique position among Maryland institutions to serve the increasingly heterogeneous population of the state and the special needs of Baltimore City. While committed to educating a culturally diverse and multi-racial population, the University also makes an important contribution to increasing the educational attainment of Maryland's rapidly-growing African-American population in fields and at degree levels where it is under-represented.

Growing Diversity at Morgan: Goals 1 - 17					
Diversity Goal (What?)	**Objective (How?) By Plan Year**	**Anticipated Outcome (What will we see?)**	**Measure or Benchmark (How will we know?)**	**Assessment Method (How will we find out?**	**Assessment Responsibility (Who?)**
Goal 1: Encourage and monitor the recruitment of Hispanic faculty at all ranks from Instructor through Professor.		Additional Hispanic faculty at Morgan by 2021.	Number of faculty	APEX Faculty Information reports HR Hire reports Department Recruiting reports	Office of Institutional Research Office of Human Resources Department and Program Offices
Goal 2: Encourage and monitor the recruitment of Native American female faculty at all ranks from Instructor through Professor.		Additional Native American female faculty at Morgan.	Number of Native American female faculty.	APEX Faculty Information reports HR Hire reports Department Recruiting reports	Office of Institutional Research Office of Human Resources Department and Program Offices

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?)	Specific Responsibility (Who?)
Goal 3: Continue to recruit, admit, retain and graduate greater numbers of Caucasian undergraduate students.		Additional Caucasian undergraduates enrolled at Morgan.	Number of Caucasian undergraduates.	APEX Reports Recruiting and Marketing Reports Admissions Reports Registration Reports Department and Program reports	Office of Institutional Research Admissions Office Registrar's Office Deans' Offices Department and Program Offices
Goal 4: Continue to recruit, admit, retain and graduate greater numbers of Hispanic undergraduate students.		Additional Hispanic undergraduates enrolled at Morgan.	Number of Hispanic undergraduates	APEX Reports Recruiting and Marketing Reports Admissions Reports Registration Reports Department and Program reports	Office of Institutional Research Admissions Office Registrar's Office Deans' Offices Department and Program Offices
Goal 5: Continue to recruit, admit, retain and graduate greater numbers of Asian undergraduate students.		Additional Asian undergraduates enrolled at Morgan.	Number of Asian undergraduates	APEX Reports Recruiting and Marketing Reports Admissions Reports Registration Reports Department and Program reports	Institutional Research Admissions Office Registrar's Office Deans' Offices Department and Program Offices

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 6: Increase the percent enrollment of undergraduate students at Morgan from families whose income is at or above 2008 – 2009 national median income level of $52,029.		Increase in undergraduate students with family income over nation mean income of $52,029	Number of undergraduate students with family income above national mean	APEX Reports Financial Aid Reports	Office of Institutional Research Financial Aid Office
Goal 7: Encourage better self advocacy of students with disabilities by helping build resume and interviewing skills, and assisting in the creation of an organization for SWD run by SWD with CCD support.		Improvement in resume and interview skills Formation and continuation of SWD/CCD partnership Formation of SWD Organization	Resume and interview skills improve Increase in Job placement rates for SWD SWD organization starts up and continues	Rubric and employer data SWD feedback SWD organization participation data	Disability Services Office CCD Office Office of Assessment
Goal 8: Create an environment that encourages reluctant students to self-identify, which in turn will help the CCD staff to determine how to improve the delivery of career planning and placement services to students with disabilities.		Increase in number of SWD who self-identify Increase in SWD participation in career planning and placement events Improvement in SWD satisfaction with career planning and placement events and activities.	Number of SWD who self-identify Number of SWD who participate in career planning and events SWD satisfaction rate increases	Student data CCD participation data SWD satisfaction survey	Disability Services Office CCD Office Office of Assessment

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 9: Expand opportunities for participation of SWD in professional conferences and workshops sponsored by CCD.		Increase in SWD participation in CCD-sponsored professional conferences and workshops	SWD participation in CCD-sponsored professional conferences and workshops	CCD participation data	CCD Office
Goal 10: Develop and implement intentional marketing strategies and outreach to promote awareness and encourage use of the CCD services by SWD.		Increase in use of CCD services by SWD.	SWD use of CCD services	CCD participation data	CCD Office
Goal 11: Create and present career planning sessions that address issues and concerns that may be pertinent to students with disabilities.		Career planning sessions on issues and concerns pertinent to SWD. Increased SWD attendance at career planning sessions	Number of career planning sessions designed expressly for SWD SWD attendance at career planning sessions	CCD Data	CCD Office

Strategic Goal (What?)	Objective (How?) by Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 12: Insure physical and program access at CCD sponsored activities for SWD.		CCD-sponsored activities for SWD are physically and programmatically accessible.	100% of CCD-Sponsored activities for SWD are physically and programmatically accessible.	Feedback surveys from SWD participants ADA compliance standards	Office of Assessment Facilities Management
Goal 13: Designate specific CCD staff to work with SWD and serve as a liaison between CCD and the SWD and insure that the designated staff are trained and well informed on the legal, ethical, and sensitivity issues related to providing career services to SWD.		Designated CCD-SWD staff liaison. Staff trained and well informed on legal, ethical, and sensitivity issues related to providing career services to SWD.	Liaison identified. Staff trained.	CCD-SWE Staff Liaison position description Training assessment using rubric CCD staff and SWD feedback on survey	CCD Office Office of Assessment
Goal 14: Continue to recruit, admit, retain and graduate greater numbers of Hispanic graduate students.		Increase in number of Hispanic graduate students enrolled at Morgan	Additional Hispanic graduate students enrolled at Morgan annually for next 10 years Number of Hispanic graduate students enrolled at Morgan by 2021	Student enrollment data	Office of Institutional Research Graduate School Registrar's Office

Strategic Goal (What?)	Objective (How?) by Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 15 Continue to recruit, admit, retain and graduate greater numbers of Asian graduate students.		Increase in number of Asian graduate students enrolled at Morgan	Additional Asian graduate students enrolled at Morgan annually for next 10 years Number of Asian graduate students enrolled at Morgan by 2021	Student enrollment data	Office of Institutional Research Graduate School Registrar's Office
Goal 16: Over the next ten years, increase the percent of Caucasian graduate students enrolled at Morgan.		Percent of Caucasian graduate students enrolled at Morgan is increased beyond 10% of total graduate student population.	Percent of Caucasian graduate students enrolled at Morgan increases over the next 10 years. Percent of Caucasian graduate students enrolled at Morgan increases by 2021	Student enrollment data	Office of Institutional Research Graduate School Registrar's Office
Goal 17: Over the next ten years, increase the percent of International graduate students enrolled at Morgan.		Percent of international graduate students enrolled at Morgan is increased beyond 10% of total graduate student population.	Percent of international graduate students enrolled at Morgan increases over the next 10 years. Percent of international graduate students enrolled at Morgan increases by 2021.	Student enrollment data	Office of Institutional Research Graduate School Registrar's Office

Growing Diversity at Morgan: Goals 18 - 21					
Strategic Goal (What?)	**Objective (How?) By Plan Year**	**Anticipated Outcome (What will we see?)**	**Measure or Benchmark (How will we know?)**	**Assessment Method (How will we find out?**	**Specific Responsibility (Who?)**
Goal 18: Continue to recruit, admit, retain and graduate greater numbers of nontraditional undergraduate students.		Increase in number of undergraduate students over the age of 25 enrolled at Morgan Diversity Assessment Plan	Increased numbers of students over the age of 25 earning bachelor's degrees Diversity Assessment Plan	Number of students over age 25 admitted to Morgan. Number of students over age 25 cleared annually for graduation	Office of Undergraduate Admissions Office of Records and Registration
Goal 19: Expand academic program opportunities, including evening and weekend courses and degree programs for nontraditional students.		Increased number of students over the age of 25 enrolled in weekend and evening courses Diversity Assessment Plan	Increased number of courses and degree programs added to the catalog Increased number of courses and degree programs offered on the weekend Diversity Assessment Plan implemented.	Review of the Morgan State University Catalog. Listing of weekend and evening courses in the course scheduling guides	Office of the Provost Offices of the Deans Office of Continuing Studies and Policy Office of Records and Registration Office of Assessment

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 20: In collaboration with the Center for Career Development, provide professional development program sessions that meet the career needs of nontraditional students completing undergraduate programs.		Increased in the programs and sessession sponsored by the Center for Career Development focused on students over the age of 25.	Schedule of programming by the Center for Career Development. Increase in attendance by students over the age of 25 attending programming by the Center for Career Development.	Review of Center programming documents Surveys Focus groups Data collection Quantitative and Qualitative data Program Evaluations	Center for Career Development Office of Continuing Studies and Policy Office of Assessment
Goal 21: In collaboration with Morgan's Office of Veteran Services, continue to recruit, admit, retain and graduate greater numbers of military veterans in both undergraduate and graduate programs.		Increase numbers of military veterans attending undergraduate classes Increase in veterans attending graduate courses at Morgan Increase numbers of military veterans attending graduate courses	Increase numbers of military veterans admitted to Morgan Increased numbers of veterans earning degrees from Morgan	Admission data Registration data Graduate admissions data Class rosters	Office of Veteran Affairs Office of Admissions School of Graduate Studies

Growing Diversity at Morgan: Goals 22 - 33					
Strategic Goal (What?)	**Objective (How?) By Plan Year**	**Anticipated Outcome (What will we see?)**	**Measure or Benchmark (How will we know?)**	**Assessment Method (How will we find out?**	**Specific Responsibility (Who?)**
Goal 22: Provide a nurturing environment to support academic achievement among both faculty and students at Morgan regardless of their race, color, national origin, religion, sex, sexual orientation, age, marital status or disability.		Nurturing environment at Morgan for diverse faculty, student, and staff. Diversity Assessment Plan	Increased numbers of diverse faculty, students, and staff Diversity Assessment Plan implemented	Number of diverse faculty hired at Morgan. Number of diverse students enrolled at Morgan Number of diverse staff hired at Morgan	President's Office Provost's Office Deans and Departmental Chairs' Offices Office of Admissions School of Graduate Studies Office of Human Resources
Goal 23: Create a campus wide Diversity Advisory Group with representatives from across all departments so that measureable goals for diversity and inclusion can be discussed and implemented and develop accountability mechanisms to assess outcomes.		Campus-wide Diversity Advisory Group Diversity Assessment Plan	Campus representatives appointed to campus-wide Diversity Advisory Group. Diversity Assessment Plan implemented.	Membership and meeting schedule information. Diversity Advisory Group minutes. Surveys Quantitative and Qualitative Data Evaluations Focus Groups Rubrics Evaluations	President's Office Diversity Advisory Chair and members Office of Assessment

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 24: Establish a Center for Conflict Resolution to support students, faculty and staff in understanding, learning, and addressing interpersonal, group, international and cross-cultural conflict.		Center for Conflict Resolution	Center for Conflict Resolution established and staffed. Center for Conflict Resolution mission, vision and goals identified Center for Conflict Resolution assessment plan developed and implemented.	Organizational charts HR data Review of Center documents Surveys Focus groups Data collection Quantitative and Qualitative data Rubrics Evaluations	President's Office Center for Conflict Resolution staff Office of Assessment
Goal 25: Collaborate with the Department of International Studies to celebrate the diversity of our campus. Some examples include the celebration of the African Culture, Hispanic Awareness Day, and Caribbean Festival Day.		International cultural awareness events	Number of international cultural awareness events hosted annually. Participant response on evaluation and feedback forms.	Event and attendance numbers Evaluation forms Participant feedback forms Annual review of programming and programs	Center for Global Studies International Student Services Office of Assessment

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 26: Establish a study abroad office within the department of International Studies and Modern Foreign Languages by 2017.		Study Abroad Office	Study Abroad Office established and staffed	Organizational chart data HR data International Studies department assessment	Academic Affairs College of Liberal Arts Office of Assessment
Goal 27: Diversify the educational experiences available to faculty and students by increasing the number of exchange programs Morgan has with other colleges and universities.		Increase the number of students taking courses on Morgan's campus from colleges and universities throughout the US and from foreign countries. Increase in the number of faculty teaching courses on Morgan's campus from colleges and universities throughout the US and from foreign countries.	Increase in the number in the partnership agreements or memoranda of understanding establishing exchange programs with colleges and universities throughout the US and abroad.	Data on Visiting students. Data on Visiting faculty Data on visa status	Registrar's Office Provost's Office Office of Human Resources Office of International Services
Goal 28: Diversify the educational experiences available to undergraduate as well as graduate students by increasing opportunities for study abroad.		Increase in the number of programs permitting or requiring students to study abroad. Increase in the number courses awarding academic credit for study abroad activities.	Increase in number of students studying in foreign countries. Registration in study abroad courses. Increase in the total amount of academic credit per year being awarded for study abroad courses.	New course approvals. Class rosters. Registration and enrollment data.	Provost Office Deans' Office Department Chairs' Office Faculty Class Rosters Registrar's Office

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 29: Examine the General Education requirements to see if courses meet the educational goals of a) Increasing undergraduates' knowledge of diversity issues, understanding pluralistic societies, engagement with peers from diverse backgrounds, and developing competencies for success in a multi-cultural world; b) inter-personal communication and ability to relate to and work effectively with diverse groups; c) social responsibility and tolerance and respect for diverse groups of people and a disposition towards responsible citizenship and a connection to the community.		General Education Review Committee Convened. General Education Assessment Plan developed and implemented. General Education Assessment Data collected, analyzed and used for improvement.	Gen Ed Review Committee Minutes Gen Ed Assessment Plan timeline and action plan milestones General Education goals and outcomes as identified in the plan	Document analysis of minutes Timeline checkpoints Standards and Criteria for Excellence Rubrics Surveys Performance Analyses Focus Groups Interviews	Office of General Education Assessment Office of Assessment General Education Review Committee

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 30: Create a President's Postdoctoral Fellowship Program, available in all academic fields, for scholars whose presence will contribute to the diversity of the academic community.		President's Postdoctoral Fellowship Program established and participants selected. Fellows complete program, contributing to the diversity of the academic community.	Timeline for program development and start-up Scholars apply to, enroll in, and complete program Participant outcomes contribute to the diversity of the academic community.	Timeline check points Analysis of applications and enrollments Surveys, questionnaires, and evaluations Focus groups Project review	President's Office Postdoctoral Fellowship Program Office Diversity Advisory Group Office of Assessment
Goal 31: Develop an on-line training module in order to expand the knowledge of faculty and staff with regards to cultural diversity and cultural sensitivity with possible mandatory on-line training.		Online cultural diversity and cultural sensitivity training module Increased levels of cultural awareness and cultural sensitivity demonstrated by faculty and staff at Morgan.	Timeline for development of training module 100% faculty and staff completion of training module Percentage of faculty and staff responding favorably on survey exploring level of cultural sensitivity on campus	Timeline check points Training enrollment and completion rates Training evaluations Surveys, questionnaires and focus groups	HR Office Diversity Advisory Group CCD Office Office of Assessment

Strategic Goal (What?)	Objective (How?) By Plan Year	Anticipated Outcome (What will we see?)	Measure or Benchmark (How will we know?)	Assessment Method (How will we find out?	Specific Responsibility (Who?)
Goal 32: Support faculty and staff development opportunities to explore issues of cultural diversity in the context of teaching pedagogy, classroom dynamics, and faculty/student relations.		Faculty incorporate exploration of cultural diversity in their teaching pedagogy, classroom dynamics and faculty/student relations. Staff incorporate exploration of cultural diversity in their approach to their work and their interactions with students and others on campus.	Percent of faculty and staff exploring issues of cultural diversity in their teaching and their work. Response of faculty and staff on surveys, questionnaires, and event evaluations Response of faculty and staff in focus groups	Participation and attendance data Surveys, questionnaires, and event evaluations Focus groups	HR Office Office of Faculty Professional Development CCD Diversity Advisory Group Conflict Resolution Center Office of Assessment
Goal 33: Provide professional development activities that assist staff and faculty to understand their own and other cultures.		Staff and faculty display understanding of their own and other cultures	Percent of faculty and staff participating in cultural awareness events and activities Response of faculty and staff on surveys, questionnaires, and event evaluations Response of faculty and staff in focus groups	Participation and attendance data Surveys, questionnaires, and event evaluations Focus groups	HR Office Office of Faculty Professional Development CCD Diversity Advisory Group Conflict Resolution Center Office of Assessment

Promoting Cultural Diversity at St. Mary's College of Maryland

The Diversity Plan constructed by St. Mary's College of Maryland is the culmination of a collection of efforts throughout the campus. The ethos is grounded in the mission statement which values "diversity in all its forms" with the goal of "enhancing access, affordability, and diversity." Diversity is a prominent objective in the current strategic plan and remains a prominent thread in the next strategic plan. The centrality of diversity in our shared focus is evident in the wide range of initiatives and programs at the College. The diversity plan contained in this document will organize and display the many efforts on campus, reveal various metrics for assessing progress, and reflect on areas in need of improvement.

The strategic plan has been the central planning document guiding the College and providing a basis for assessment of the efforts toward the promotion of diversity on campus. The following three goals from the strategic plan pinpoint the focus on diversity:

- attract and retain to graduation a diverse student body;
- sustain an environment that embraces diversity in all of its manifestations; and
- attract and retain a diverse faculty and staff.

Taking the lead from the strategic plan, several constituencies on campus have institutionalized diversity efforts. Examples of this are illustrated within residence life diversity programs, curricular diversity requirements, and recruiting techniques to foster a more diverse workplace. Since the efforts are widely distributed across campus, this report will organize the strategies into categories and provide the collected metrics where applicable.

Strategies for recruitment and retention of a diverse student body, faculty, and staff

For years, St. Mary's College of Maryland has had some of the highest retention and graduation rates of minority students among the state's public colleges and universities. Though we are proud of this accomplishment and the success of our students, we do not intend to rest on these accomplishments. The College plans to build upon its record and will work to enhance the success of recruiting and retaining a diverse group of students, faculty, and staff.

Recruiting students with a diverse background

One of the primary benchmarks for diversity is the percentage of minorities relative to the entire student body. St. Mary's College has set 18 percent as the target goal for the percentage of minorities within the entire degree-seeking student body. To sustain the 18 percent strategic objective, the Office of Admissions staff has been tasked with achieving a 20 percent target. This goal has been met in the past few years. This fall (2010) the projected percentage is 23 percent.

The following table shows the results of the strategic plan as it relates to goals of diversity within the full-time matriculated student body and the first-year students.

2005-2010 Strategic Plan:
Priority 2, Tactic 3, Objective 2

Increase to 18 percent the percentage of all [full-time degree-seeking] students drawn from minority groups by FY09.	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
% Minority of all [Full-time Matriculated] Students:	18%	20%	19%	18%	19%

Priority 2, Tactic 3, Objective 1

Increase to 20 percent the percentage of first-year students drawn from minority groups by 2009, with particular focus on Latino/a students.	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**	**Fall 2009**
% Minority of First Year Students:	22%	22%	20%	19%	19%

St. Mary's mission to promote access to underrepresented students includes recruiting and retaining students from all racial and ethnic groups and being sensitive to the needs of first-generation college students and those from diverse socio-economic circumstances. The following efforts help us achieve these goals:

- Our Office of Admissions staff strategically visits most public high schools in Maryland in an effort to meet with a diverse group of potential applicants.
- Off-campus receptions are often held within the communities of potential students, and transportation assistance to St. Mary's College is available to high school students with limited financial resources.
- St. Mary's partners with college-access programs such as the CollegeBound Foundation in Baltimore, the Southern Maryland College Access Network, and a variety of middle school and high school programs (e.g., GEAR UP, Fairlead Academy) that serve underprivileged students.
- Members of the College's Black Student Union (BSU) and Raíces Hispanas work with the Office of Admissions to assist with minority student recruitment through programs such as the minority student sleepover and the BSU Scholarship of Excellence.
- DeSousa-Brent scholars have assisted with recruiting as part of a recent service project and effort to bolster recruitment of Latino and Latina students. These scholars served as college success ambassadors to students at the Latin American Youth Center.

Strengthening Retention and Graduation

St. Mary's College measures its performance toward supporting the success of underrepresented groups on campus by its retention and graduation rates. In 2004 as a part of the strategic plan, a target rate was set to retain at least 90 percent of first- to second-year minority students and the six-year graduation rate was to be maintained at 54

percent. St. Mary's College has achieved some of the highest retention and graduation rates of any Maryland public college or university. These statistics are routinely monitored to separate the minority group into its distinct subgroups. African-American and Latino/Latina students are the primary populations and exhibit similar trends as the overall group.

The following table shows the results of the strategic plan as it relates to goals of diversity in retention and graduation rates amongst minority students.

2005-2010 Strategic Plan:
Priority 2, Tactic 3, Objective 3

Increase first-year to second-year retention [of minority students] to 90 percent by FY09.	**F04 – F05**	**F05 – F06**	**F06 – F07**	**F07 – F08**	**F07 – F08**
% Second-year Retention of [Minority] Students:	83%	88%	82%	83%	95%

Priority 2, Tactic 3, Objective 4

Between 2005 and 2009, the 6-year graduation rate for all minorities will be maintained.	**F99 – S05**	**F00 – S06**	**F01 – S07**	**F02 – S08**	**F03 – S09**	**F04 – S10**
Six-year Graduation Rate for All Minorities:	54%	72%	67%	52%	76%	*Unavail able to date*

Recognizing that the minority groups on campus have different needs, St. Mary's College has taken a multi-modal approach to its strategies of supporting this goal of maximizing retention and successful graduation rates.

Campus clubs and organizations help support the intellectual and social growth of students once they matriculate at St. Mary's. Several student-run campus organizations focus on the needs of traditionally underrepresented students. Among these organizations are the Black Student Union, Sister-to-Sister, Omicron Delta Kappa, Raíces Hispanas, and the Cultural Relations Investigation and Action Committee (a Student Government Association-approved standing committee that explores issues regarding campus climate and race relations). Beginning in 2008-09, the Intercultural Council is composed of representatives from multicultural student groups to explore issues regarding campus climate and race relations.

The College's **Multicultural Achievement Peer Program (MAPP)** helps students connect with faculty, staff, and other students who are historically underrepresented in higher education. This organization strives to enhance the success of entering multicultural students with their transition to college life by providing the guidance of students who have successfully completed more than one year of college.

St. Mary's College has incorporated **diversity objectives in the academic experience** through the development of scholar programs, areas of study, and the Core Curriculum. The DeSousa-Brent Scholars Program was originally named College 101 but because of its success, it was further institutionalized through its designation as a scholars program. The DeSousa-Brent Scholars Program is a cohort program with first-year

seminar targeting at-risk students with the understanding that students who participate are more likely to be successful in the first year and to return for their second year. The Math and Computer Science Department developed the Emerging Scholars Program, a seminar approach to teaching calculus designed to improve the experience of students needing greater preparation for that difficult course. Our Psychology Department requires its majors to demonstrate, through several options approved by its Diversity Committee, that they have an understanding of the contributions of diversity and multiculturalism to the understanding of psychology. Various majors (Asian Studies) and minors (African and African Diaspora Studies, Women, Gender, and Sexuality Studies) offer leadership in the study and campus contributions toward the understanding of diversity. The Core Curriculum implemented in the fall of 2008 has been developed with a component titled "Experiencing the Liberal Arts in the World" with a fundamental goal of reflecting on cultural diversity through study abroad or experiential learning opportunities.

External partnerships: St. Mary's College partners with the University of Maryland - College Park to support three to five students a year as McNair Fellows, disadvantaged students who want to pursue a Ph.D. These students have received a stipend to do summer research, are mentored through the application process to graduate school, and are supported in a variety of other ways to help them attain their goals. St. Mary's College has also facilitated Study Circles, a national program that is locally sponsored by St. Mary's College, St. Mary's County Public Schools and the St. Mary's County Human Relations Commission, with the purpose of promoting discussion among community members about shared concerns, experiences and suggestions on race relations.

The College's Department of **Institutional Research and Reporting** regularly monitors student attitudes toward race relations by administering the National Survey of Student Engagement and the Beginning College Survey of Student Engagement. Results are shared campus-wide and discussed in various venues.

St. Mary's College promotes diversity through campus programming including celebrations of African-American Heritage Month, Hispanic Student Week, Asian Student Week, and International Week to promote study abroad and welcome our inbound exchange students. One of the most popular events on campus is the annual World Carnival, which, among other things, celebrates diversity through world music and dance , plus the distribution of information at booths.. There are a variety of annual lectures promoted on campus to expand the College community's understanding of diversity. The College supports the Carter G. Woodson Lecture that focuses on race relations in higher education, the annual James Early Lecture which focuses on race relations, and the Omicron Delta Kappa Diversity Series. The annual Martin Luther King, Jr. Prayer Breakfast brings together members of the campus and surrounding community to honor this civil rights leader and the causes that he championed.

Improving Diversity of Faculty and Staff

St. Mary's College believes students should encounter a faculty and staff as diverse as the general population. The College has set a goal within the Department of Budget Management report, "Managing for Results" (MFR), to increase the diversity of faculty and professional staff four percent from the 2004 baseline.

Management for Results (MFR) as reported to the Maryland Department of Budget Management

Target goal of executive-managerial staff and faculty: Increase each category 4 percent from the 2004 values	Fall 2004	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Percent minority full-time/tenure track faculty	18%	15%	16%	13%	16%
Percent minority full-time executive/managerial	7%	9%	7%	8%	8%
Percent African-American full-time/tenure track faculty	7%	6%	5%	4%	4%
Percent African-American full-time executive/managerial	5%	7%	4%	8%	6%

To this end, St. Mary's College has concentrated its efforts in the following ways:

- Our affirmative action officer has produced and distributed campus-wide the College's Affirmative Action Guidelines.
- Our affirmative action officer is available to assist with searches and acts as a resource to search committees.
- An overarching goal of the College's hiring processes is that all job searches should be conducted in a manner that is fair to all applicants.

The College utilizes national publications such as *The Chronicle of Higher Education* and HigherEducation.com to develop the widest candidate pool possible. In addition, some search committees have placed ads in journals and newsletters having a predominantly minority readership (e.g., *Psych Discourse, Hispanic Outlook, and The Journal of Blacks in Higher Education*). All advertisements, announcements, and letters soliciting applications include a brief statement of the College's policies on non-discrimination and the statement that "St. Mary's College is an affirmative action/equal opportunity employer." All applicants for faculty and professional staff positions are sent an acknowledgement letter and an Affirmative Action Data Form requesting information on sex, racial/ethnic identification, disability, and veteran status. Summary data are monitored in an effort to assure that a diverse group of applicants is obtained.

The St. Mary's web site includes an Affirmative Action and Equal Employment Opportunity page. Also included is a Minority Business Enterprise page that contains

information for minority businesses that wish to pursue opportunities with the College and the State of Maryland.

During the coming year, 2010-2011, the College will publish a monthly newsletter that will address diversity issues on campus and in the larger community. The Office of Human Resources at St. Mary's College of Maryland continues to host a three-day statewide Affirmative Action / Equal Employment Opportunity workshop. The Office of Residence Life has worked diligently to recruit a diverse student staff to provide the necessary first contact support in the residence halls. The Office of Residence Life has furthered their commitment to diversity by focusing specific professional positions on supporting multicultural initiatives and the unique needs of international students Through all of these efforts St. Mary's hopes to achieve and support a fairly obtained workforce that is representative of Maryland's diverse community.

Assessment, plans, and progress

With recruitment and retention embedded in the strategic plan, assessment is a regular part of our institutional culture and the College regularly evaluates the performance towards attaining these goals through the submission to the Maryland Higher Education Commission and the Maryland Department of Budget Management's report, "Managing For Results." The metrics set for the plan's goals are easily accessed and as they are finalized, various groups on campus utilize the results to evaluate initiatives and make the appropriate changes. Annually, the results of the progress made in the strategic plan are presented to the St. Mary's College Board of Trustees. There are various campus organizations deeply engaged in working toward achieving the goals. The Office of Admissions, the Strategic Planning Committee, and the Dean of Students all provide analysis and guidance toward attaining the goals. For instance, as the Dean of Admissions and Financial Aid understands that affordability is one of the chief obstacles to access and diversity, he has pushed to increase the support for need-based scholarships for families with an estimated family contribution of $10,000 or less. The student-organized Programs Board recognizes that engagement out of the classroom is an essential student success factor and the campus culture makes campus club formation exceedingly easy. However, over time, as clubs have formed redundancy has occurred. The Programs Board has recognized this issue and instituted an ad-hoc group to coordinate the multi-cultural programs to promote broader attendance and a more planned approach.

The benchmarks for the recruitment and retention of minority students found in the strategic plan have been met. However, with the current economic climate there is some concern that the affordability of college will be an issue in the immediate future. Moving forward, the College will need to be particularly attentive to the trends in the distribution of minority groups, socio-economic characteristics, and other retention risks.

St. Mary's College affirms the importance of hiring and retaining African-American faculty and executive/managerial staff. Over the past five years, we have increased our faculty count by 22 but have not kept pace with the successful hiring of

minorities at a comparable rate. Recent efforts in the faculty have stressed the importance of recruiting a diverse pool of candidates and also publicizing searches to prospective minority candidates. Our overall number of faculty and staff is small, with one staff member constituting the two percent change in executive/managerial staff. However, we continue to promote the hiring of minority candidates through our Equal Employment Officer and Affirmative Action Office and the continuation of an increasingly welcoming work environment.

Campus-based response to hate crimes consistent with the Clery Act.

St. Mary's College is conscious of creating a welcoming environment for all members of the community. If there are issues that arise we have committed to addressing them promptly in compliance with the Clery Act. If a student engages in acts of intolerance that violate the student code of conduct, an incident report is filed, then an investigation occurs; if applicable, the student judicial process is enacted, and sanctions are levied that are defined by the student code of conduct. If a violation of state or federal law has occurred, our Public Safety Office works with local investigative authorities and the appropriate judicial process takes place. Public Safety complies with the Clery Act requirements in describing the reporting process and the need for a timely notification of an incident. Crime statistics are distributed by e-mail and are posted on the College's web site.

Conclusion

St. Mary's College has been committed to the pursuit of a diverse campus climate very much aligned to the concepts of the toleration that was part of the original Maryland colonists. We celebrate our success but recognize ensuring that underrepresented students have access to the St. Mary's College liberal arts experience poses challenges in the College's need-based financial aid structure. With the economic climate and recent poor performance of the College Foundation's endowment, need is great and the ability to meet the need more difficult.

2011

MICUA

Cultural Diversity Report

MICUA

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MICUA 2011
CULTURAL DIVERSITY REPORT

INTRODUCTION

- **Statutory Requirement**

Legislation passed during the 2008 Session of the Maryland General Assembly requires each public institution of higher education to develop and implement programs of cultural diversity and submit annual reports to its governing body. Each governing body of a public institution of higher education must review the plans and submit a report to the Maryland Higher Education Commission (MHEC). Based on the law, each State-aided independent institution that receives State Sellinger funds must report annually to the Maryland Independent College and University Association (MICUA) on its programs that promote and enhance cultural diversity. MICUA must compile the information received from its member institutions and submit a report to MHEC. In addition to the campus data, the MICUA report must include an analysis of best practices used by independent institutions to enhance cultural diversity. Finally, MHEC must submit an annual report to the Maryland General Assembly on the extent to which colleges and universities are in compliance with the diversity goals of the *2009 Maryland State Plan for Postsecondary Education.*

In statute, "cultural diversity" is defined to mean the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In a letter to Governor Martin O'Malley dated May 15, 2008, Attorney General Douglas F. Gansler advised colleges and universities "not to limit the scope of those plans to the elements of the bill's definition of cultural diversity. Rather, …each institution properly may define its own interest in promoting diversity by analysis of its individual educational mission, the kinds of student backgrounds and experiences that would enhance the achievement of that mission, and the means the institution feels are appropriate to achieve its goal." As defined in the *2009 Maryland State Plan for Postsecondary Education*, "A culturally competent institution…engages in a set of measurable activities designed to assist everyone at the institution in learning about and responding effectively to all the people it serves."

- **MICUA Diversity at a Glance**

All colleges and universities are required to report enrollment and retention information for students disaggregated by race and ethnicity through the federal Integrated Postsecondary Education Data System (IPEDS). Based on IPEDS, 29 percent of undergraduate students enrolled at MICUA member institutions are students of color. The fastest growing population at MICUA member institutions is Hispanic students. Hispanic student enrollment more than doubled (150 percent increase) between 2000 and 2010, far outstripping the total student enrollment growth of 17 percent. Additionally, African-American student enrollment grew by 35 percent during the same period. Half of the MICUA member institutions have eliminated the graduation gap between underrepresented minority students and the general population. Colleges and universities also report race and ethnicity of full-time faculty. Based on the most recent IPEDS data, 19 percent of MICUA full-time faculty are minorities who are underrepresented in higher education.

- **MICUA Commitment to Diversity**

Every MICUA college and university is actively engaged in numerous efforts to serve culturally diverse students, hire culturally diverse employees, and create a welcoming and inclusive campus community. As required by law, the *MICUA 2011 Cultural Diversity Report* is a summary of various programs implemented by Maryland's independent colleges and universities to promote and enhance cultural diversity. The report does not list every initiative or effort on each campus, but provides a general overview of common practices, unique programs, and best practices. Many of the examples provided in this document are on-going, multi-year, and effective practices and programs. Others are new initiatives and emerging trends.

- **MICUA Cultural Diversity Survey**

MICUA, in consultation with its member institutions, developed a survey instrument for member institutions to report on programs that promote and enhance cultural diversity. All MICUA member institutions that receive State Sellinger funds completed the following survey questions:

General institutional questions

1. *Describe efforts the institution has made in the past year to create an environment of support for underrepresented ethnic groups.*
2. *Describe how the institution assesses its performance in promoting cultural diversity.*
3. *What program would you like to implement to enhance cultural diversity if resources were available?*

Questions specific to students

1. *Describe efforts the institution has made in the past year to recruit a diverse student population.*
2. *How involved are students of color in campus leadership? What is the institution doing to encourage students to become involved in leadership?*

Questions specific to faculty

1. *Describe efforts the institution has made in the past year to recruit a diverse faculty.*

Questions specific to administrators (Deans, VPs, etc.)

1. *How is cultural diversity reflected in the institution's leadership?*

The National Labor College, a non-MICUA member institution, did not submit data to MICUA.

SURVEY RESULTS

- **Mission Statements, Strategic Plans, and Diversity Leadership**

Most mission statements adopted by the MICUA member institutions include a diversity component, and many MICUA institutions have established diversity goals to address various activities on campus. These statements and goals articulate the institutions' commitments to supportive and inclusive learning environments and the belief that diversity is central to a quality education. Listed below are several examples of diversity statements and goals adopted by MICUA member institutions.

The Notre Dame of Maryland University mission statement reads, in part, "Distinctive undergraduate and graduate programs challenge women and men to strive for intellectual and professional excellence, to build inclusive communities, to engage in service to others, and to promote social responsibility."

Included in the mission statement for Goucher College is the assertion, "The College's principal objectives are to help each student master significant areas of knowledge and skills while developing an appreciation for individual and cultural diversity, as sense of social responsibility, and a system of personal and professional ethics."

The mission statement of Loyola University Maryland declares that "...the University will inspire students to learn, lead, and serve in a diverse and changing world."

St. John's College's mission statement reads "St. John's College is a community dedicated to liberal education. Such education seeks to free human beings from prejudice and unexamined opinion, to help them reflect on the nature of things and on the ends and means of human endeavors, and to enable them to make thoughtful choices in public and private life."

The Maryland Institute College of Art's mission statement includes the following: "The College is dedicated to having a faculty that is diverse racially, culturally, and in terms of aesthetic direction."

The mission statement at Sojourner-Douglass College includes an edict to "Foster greater commitment to fundamental social change, diversity, and pluralism." Furthermore, the College's goals include more explicit directives to provide access to an opportunity for higher education to

minority students throughout the State of Maryland and beyond and to develop leaders with the capacity to apply theory to community problem solving.

The Stevenson University mission statement includes the following commitment: "Stevenson commits itself to diversity as it relates to awareness, education, respect, and practice at every level of the organization. The University embraces people of all backgrounds, defined by, but not limited to, ethnicity, culture, race, gender, class, religion, nationality, sexual orientation, age, physical ability, learning styles, and political perspectives. The University believes its core values are strengthened when all of its individual members have voice and representation. The resulting inclusive organizational climate promotes the development of broad-minded members of the University who positively influence their local and global communities."

Institutions also include diversity goals in their strategic plans. These strategic efforts impact enrollment, hiring practices, curriculum, and community. One of the goals of Mount St. Mary's University's strategic plan is to "increase ethnic and racial diversity on campus." The Notre Dame of Maryland University's strategic plan includes a goal to "Create leaders in a global learning community which promotes justice, health, sustainability, and peace."

The Washington College strategic plan states: "The College will provide an environment in which the ethnic, economic, religious, and geographical diversity of its students, faculty, and staff will enhance learning and social interactions to create a vibrant community." In addition, the College created a diversity committee that consists of faculty, staff, and students to provide leadership and guidance on campus programs and policies.

The strategic plan for St. John's College includes two goals related to diversity. The first is to increase interest and applications from students of color and international students, and the second is to ensure an environment that welcomes and supports diversity and addresses the challenges of acculturation. The means used to achieve these goals include expanding admissions efforts, exploring partnerships with community organizations, increasing educational and community outreach activities, and establishing support systems for minority students.

Several institutions include a set of core values in their strategic plans. Hood College includes a statement within its core values that the institution is committed to "celebrating diversity and inclusiveness." At Loyola University Maryland, diversity continues to be a significant element of its strategic plan and divisional activities. Loyola's core values include "fostering campus-wide education, cultivation, and promotion of diversity; and cultivating the whole person to

succeed in a diverse and changing world." Recently, the Loyola President appointed a Special Assistant for Mission Integration to work with communities that share interests in justice, mission, and diversity and facilitate thoughtful conversations about the links between diversity and justice issues.

As part of the strategic planning process, nearly all of the MICUA institutions have established offices of diversity and multicultural affairs and assigned staff to coordinate programming and oversee the range of issues related to diversity. In addition to establishing an office and director's position, McDaniel College created a *Campus Diversity Council*, which includes representation from many campus constituencies. The *Council* provides a venue for the discussion, coordination, and assessment of the College's efforts and initiatives on behalf of diversity.

Johns Hopkins University's *Diversity Leadership Council* (DLC) has been in existence since 1997. It is comprised of students, faculty, and staff from all divisions throughout Johns Hopkins. Its mission includes implementing policies, programs, and other initiatives to attract and retain a diverse mix of faculty, staff, and students, as well as promoting and supporting diversity awareness education campus-wide. The DLC sponsors several annual events, including a Diversity Conference in the fall and a spring awards ceremony to recognize the exceptional contributions of faculty, staff, and students in advancing and celebrating diversity and inclusiveness at the institution.

- **Inclusion of Cultural Diversity in Curriculum**

Cultural diversity is an essential element in the pursuit of academic excellence and continuous improvement at all MICUA institutions. Diversity of thought and opinion are promoted and protected in course syllabi and school honor codes. Courses that study diverse populations and perspectives are represented in the undergraduate and graduate curricula. General education requirements at most independent institutions include a cross-cultural component. This requirement may be satisfied by taking classes in a foreign language, ethnic studies, or courses on non-western civilizations. A few noteworthy examples are described below.

Stevenson University recently initiated a new honors seminar entitled *Foundations of Stigma*, which delves into three aspects of multiculturalism: race and ethnicity, gender, and sexuality. The course examines the historical events that have contributed to stigma against marginalized

groups in society. Students examine their own perceptions of stigma and identify strategies for compassion as a society.

McDaniel College revised its general education program in Fall 2007 and introduced a diversity graduation requirement. All entering students are required to take at least one course in the area of *Multiculturalism in the United States*. These courses study issues such as race, class, ethnicity, gender, religion, and sexual orientation and attempt to foster appreciation of cultural groups that have been marginalized in the United States. The College also requires two international courses—one of which must be non-western—which also include issues of diversity. The College offers specific programs in Africana Studies and recently added new programs in Latino and Latin American Studies, Asian Studies, and Arab Studies.

At St. John's College, undergraduates take part in a rigorous, all-required curriculum based on reading and discussing original texts. As part of its core curriculum, every senior is required to read and discuss selections by Frederick Douglass, Booker T. Washington, W.E.B. Dubois, and Abraham Lincoln.

Notre Dame of Maryland University offers master's and doctoral programs in *Instructional Leadership for Changing Populations*. The program is designed to prepare graduates who will be equipped to provide instructional leadership for linguistically and culturally non-mainstream learners at the classroom level. The purpose of the program is to prepare competent professionals to integrate the knowledge gained from relevant contemporary theory when creating learning environments that improve the academic performance of all students and meet the particular needs of new learners.

Hood College's mandatory core curriculum has a component entitled "Non-Western Civilization," which requires students to complete course work from an array of 27 different courses involving examination of cultural diversity. In addition to this general requirement, virtually every academic department emphasizing "language-based" study—e.g., history, religion and philosophy, English, and foreign languages—offers additional courses related to diverse cultures. Hood students may also complete minor course work in African-American Studies, Women's Studies, African Studies, Middle Eastern Studies, East Asian Studies, Gerontology, and South and Southeast Asian Studies, all of which introduce students to diverse cultures or populations.

A core principle at Capitol College states that "Graduates will be able to demonstrate an understanding of different cultures and values." Students are encouraged and in some cases required to address cultural diversity in course assignments. Curriculum is examined and taught using a global lens, and textbooks are examined to ensure that they include the global and cultural diversity perspective appropriate to the field of study.

Washington Adventist University has imbedded diversity into the curriculum in many of its programs. For example, the Department of Education is preparing teacher candidates to meet the needs of students in diverse school settings and those with special needs. Throughout the education curriculum, teacher candidates must understand and plan for the cultural, ethnic, and linguistic diversity that will face them in the classroom. All elementary/special education and early childhood education majors develop an action plan for social change and are required to develop thematic units representative of diverse populations. In Fall 2010, the University added a new master's program, *Educational Leadership for a Diverse Society*, which provides a unique emphasis on inclusion and multicultural education. In the Department of Social Work, each course has a list of diversity elements that must be addressed in class discussions and assignments, and the syllabus is mapped to ensure that these diversity elements are represented throughout the course.

Since 2007, Loyola University Maryland students have been required to complete a diversity course as a pre-requisite for graduation. The University developed a set of criteria for faculty review of the courses qualified to satisfy the requirement. More than 130 courses are designated in the undergraduate curriculum.

- **Publications and Promotional Materials**

Publications and written materials produced by MICUA institutions reflect diverse populations that span ethnicity, race, national origin, age, and gender groups to encourage respect for diversity and create a welcoming environment. MICUA and its member institutions feature tudents and faculty of color in their publications, promotional materials, and websites. In addition, many of these publications and websites include statistical information on multicultural matters. Information related to events and services for diverse populations is featured in college newspapers, student handbooks, and institutional websites.

The publications of Washington Adventist University depict the rich diversity on campus, as acknowledged by *U.S. News & World Report*. For example, the University's premier

recruitment tool, the *View Book*, highlights all aspects of student life and experiences, including information about clubs and organizations—such as the Black Student Union, Caribbean Student Society, Filipino American Student Association, and the Latino Student Union.

Goucher College strives to represent its diverse student body in all print and electronic publications and on its website. The *Here is Goucher* video series features a diverse array of student and faculty views about their experiences at the College. *Expressions of Diversity* postcards, which describe the overnight program, are sent to prospective students of color.

Students participating in the *Third Century Scholars* program at Mount St. Mary's University publish a newsletter that updates members of the community about their activities. In addition, students have developed a new publication, entitled *Multicultural Identification.*

The webpage of Maryland Institute College of Art (MICA) features an online gallery of works from students of diverse backgrounds. The MICA Office of Communications is devoted to equitable coverage of all events on campus and spotlights events that have diversity as a central mission or theme. Campus publications include diversity news stories about MICA students, faculty, staff, and alums.

At Notre Dame of Maryland University, students of color are regularly featured in publications, marketing materials, and on the University's website. Specifically, admissions publications—both print and electronic—include statistical information and data regarding multicultural offerings and organizations. Information related to events and services for diverse populations is highlighted in the University newspaper and student handbook.

- **Activities and Organizations**

MICUA campuses host numerous activities throughout the year to recognize and celebrate diverse populations. The campus community experiences various cultures through music, dance, readings, workshops, exhibits, lectures, book discussions, film, theater, fashion shows, and culinary activities. Most of these events are free and open to students, faculty, staff, administrators, neighbors, and friends.

In addition, the institutions host a variety of events during Black History month, Women's History month, Hispanic Heritage month, Native American History month, and Asian Awareness month. MICUA institutions also encourage a broader understanding of other religions. For

example, Notre Dame of Maryland University, a Catholic institution, sponsors an annual Seder ritual with members of the Baltimore Jewish community. Attendance for this event continues to grow annually.

Many students at Capitol College and Johns Hopkins University are members of the National Society of Black Engineers or the Society of Women Engineers. These organizations encourage minorities and women to pursue engineering and technology-related fields and offer tutoring and networking for members. There are many other organizations that link ethnic groups in particular fields of study, such as the Association of Women in Communications or the Association of Black Journalists. These organizations have chapters on several MICUA campuses.

Students at St. John's College participate in an oral history project on the first African-American students who attended the College. Students conduct oral interviews, which are compiled into a documentary. During the summer, St. John's College sponsors a week-long seminar for high school teachers. The seminar, *Slavery and Hope*, features the works of Mark Twain, Frederick Douglass, and W.E.B. Dubois.

Johns Hopkins University sponsors *Students Educating and Empowering for Diversity* (SEED). This peer education team conducts programs to promote conversations about diversity issues. By using film, books, lectures, and artistic works, *SEED* engages students in dialogue about sensitive issues.

Mount St. Mary's University held a series of *Courageous Conversations* throughout the year. Faculty led discussions with students on topics related to diversity and gender equity. One presentation was entitled *Stereotypes, Perceptions and Hollywood.*

For the second year, Stevenson University sponsored *Multicultural Awareness Week*, featuring a two-day presentation called *Tunnel of Oppression.* The *Tunnel* included 22 unique displays covering 210 feet and depicting social injustice and forms of oppression. Faculty incorporated research and presentation skills into their lesson plans. Students conducted research individually and in group collaborations and presented their findings and experiences via the displays. Many Stevenson clubs and organizations contributed to the dynamic exhibits.

Most MICUA institutions encourage their students to participate in community service as a way of connecting with the surrounding community. Service-learning projects—such as tutoring,

serving meals at a soup kitchen, or creating food baskets to give to the needy—provide opportunities for students to interact with children and adults of different cultures and enhance their awareness and understanding of cross-cultural differences.

Several MICUA institutions participate in *Alternative Spring Break*, which provides educational and service opportunities in various regions of the country. Some students volunteer with Habitat for Humanity to build houses. Students from Notre Dame of Maryland University and Loyola University Maryland travel to communities in Mexico to experience the lives of mostly Hispanic families and address issues of poverty, discrimination, fair housing, and immigration through educational and experiential sessions. The written reflections of the students often reveal life-altering awareness and experiences.

Cleopatra's Sisters is an organization at Washington College for women of different ethnic, racial, and religious backgrounds. The organization stands on seven principles: sisterhood, respect, unity, peace, patience, pride, and love. Cleopatra's Sisters are involved in community service programs and advocate for women's issues. The organization collects personal items to donate to *Women in Need* of Kent County. In addition, they volunteer as tutors and mentors to young high school women in Kent County.

Maryland Institute College of Art (MICA) annually participates in *Urban Plunge*, a day of community service in Baltimore. Working with the Living Classrooms Foundation—which provides hands-on education and job training skills for students from diverse backgrounds—MICA students complete a variety of service projects, including mural painting, design work, and wetlands clean-up. Discussions after the event touch on diversity topics.

Washington Adventist University (WAU) promotes a variety of clubs and organizations that are specific to particular culture groups. WAU celebrates diverse cultural heritages, even if there are few members of that culture on campus. During special celebrations, WAU brings experts to campus to share their experiences with the learning community.

- **College Preparation, Intervention, and Community Outreach**

Community outreach takes many different forms and is the central and cohesive element of every institution's diversity plan. Most outreach plans include college preparation and intervention services for at-risk students, including college and career advising, mentoring, tutoring, and financial assistance. These services are provided on campus, at local schools, and in communities. Many institutions provide travel assistance for low-income students to visit campus, and some campuses sponsor overnight visits. The following are examples of outreach activities at the MICUA member institutions:

Sojourner-Douglass College works with community organizations, such as the Baltimore Racial Justice Action and Fusion Partnerships, to co-produce and present on campus seminars, workshops, and mini courses on racism and diversity. These events are open to the public and usually free. The College provides scholarships for students who cannot afford the modest registration fees for some of the courses. Evaluation questionnaires are compiled and analyzed to assess the extent to which objectives were realized and to plan for future programming.

Washington College hosted the second annual *Reconciliation Ceremony* with the city of Chestertown. The ceremony brings together black and white citizens of the town to talk about past injustices and discuss ways to transcend them in living together in today's world.

Johns Hopkins University (JHU) faculty and students engage in a wide range of community service activities. For example, JHU students teach squash and swimming lessons to inner-city youth and provide tutoring after the athletic training activities.

The JHU Whiting School of Engineering supports robotics competitions for Baltimore City middle and high school students. Baltimore Polytechnic High School uses the JHU diving well to test its underwater robotics program. The School of Engineering also offers *Engineering Innovation*, a national summer engineering education program for middle and high school students with a particular focus on underrepresented populations.

The JHU Center for Social Concerns offers more than 50 free programs to support underrepresented ethnic groups in Baltimore City. The *Art Brigade* provides artistic outlets to inner city children through a variety of visual mediums. *Peace by Peace* offers conflict resolution and management skills to elementary school children. Women from various multicultural organizations at JHU adopted an all-girl organization from City College High

School in Baltimore. JHU students interact with *Strong Women of Today and Tomorrow* and mentor them on preparation for college.

In Fall 2010, the JHU School of Medicine partnered with *The Door*, an after-school science program, to pilot a science curriculum for children ages five to nine. JHU faculty led discussions at the school about anatomy and physiology, conducted animal dissections, and talked about life skills. Students then visited JHU labs to observe and perform hands-on experiments. In addition, the School of Medicine hosted the annual *Moving AHEAD* (Health Equity, Access, and Diversity) film and lecture series. The 2011 event featured Dr. Ben Carson and his film, *Gifted Hands*, and included discussions of strategies for career preparation, healthy relationships, violence and bullying prevention. Approximately 500 elementary, middle, and high school students from Baltimore City Public Schools participated.

Representatives from JHU's School of Medicine, School of Nursing, and the Bloomberg School of Public Health participate in *Bienestar Baltimore*. This initiative provides health outreach to the Latino community in East Baltimore and includes screening for tuberculosis, prenatal classes, and teaching English as a second language classes.

The JHU Carey Business School is participating in the Baltimore City *Youthworks Program,* which provides high school students age 15 and over the opportunity to gain work experience and exposure to the Johns Hopkins Institutions through a summer jobs and mentoring program.

The JHU School of Education, in partnership with the Urban Leadership Institute, houses the *Paul Robeson Academic International School of Excellence (PRAISE) Academy*. The *PRAISE Academy* offers academic enrichment, personal empowerment skills, and parenting support for 40 African-American boys in middle and high school and their families. The School of Education also hosts the EPA's *Student Environmental Development Program's Summer Camp*. This interactive program brings 30 Baltimore City middle school youth to campus for environmental science activities. The six-week college-prep program includes classroom and field trip experiences and teaches teamwork, leadership development, communication skills, and life skills.

The Peabody Institute's *Tuned-In* program provides free lessons to 30 inner city children, and these students now have a full-sized wind band. All of the boys from St. Ignatius Academy attend performances at Peabody each semester. Peabody's *Boys Dance* provides scholarship support for boys from Baltimore City to participate in ballet.

Capitol College's community outreach brings underrepresented groups to campus for various activities throughout the year. Such groups include the *College Bound Foundation, First Generation College Bound, Hispanic Youth Foundation, Jump Start Junior Program,* and the *D.C. Achievers*. In addition, the College secured a National Science Foundation grant to assist in the recruitment of high ability/high need Science, Technology, Engineering, and Mathematics (STEM) students. Another grant provides funds for outreach to students in Prince George's County.

Notre Dame of Maryland University students tutor and mentor middle school girls at the *Sisters Academy* after-school program. Over 90 percent of the girls attending the *Academy* are students of color who live below the federal poverty level. The mentors assist *Academy* students with homework, provide enrichment activities, and participate in community service projects. In addition to tutoring and mentoring, the Notre Dame students facilitate a leadership program for eighth graders twice each year. The leadership program ends with an overnight visit to campus that is hosted by the Notre Dame mentors. The Maryland Campus Compact awarded a volunteer position to the University. The volunteer aided in enhancing and expanding efforts at the *Academy*.

Notre Dame students also participate in *Food for Thought*, an after-school tutoring program for elementary school children in inner city Baltimore. The children at *Food for Thought* are from the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, and Peru. All are bilingual, which gives students from Notre Dame Spanish classes the perfect opportunity for service-learning projects.

Hood College offers a six-week summer program, designed to help new students increase skills in English and mathematics. In addition, the program assists with acclimation to college life. Throughout the academic year, strategies to enhance student success are coordinated by a team of faculty and staff.

McDaniel College formed a partnership with the District of Columbia *College Success Foundation* to provide rigorous summer enrichment and college experiences for high school juniors. The program has a specific focus on improving proficiency levels and confidence in language arts and mathematics. Finally, the program enhances the multicultural experiences of participating students.

One of Goucher College's successful endeavors is the *Futuro Latino Learning Center* that offers adult computer-literacy courses, English as a Second Language (ESL) classes, and a cultural enrichment program for Spanish-speaking children in the community. Another project places Goucher students in the Baltimore County Detention Center and Jessup Correctional Institute to provide tutoring and GED preparation as part of the *Maryland Prison Project*.

Maryland Institute College of Art has a long history of arts-based community engagement to improve lives and strengthen neighborhoods. *MICA PLACE* (Programs Linking Art, Culture, and Education) is located in East Baltimore and supports the development of the College's master's programs in community arts and social design. In addition, the facility is an incubator space for community-based collaborations that engage research, art, and design toward creative solutions for social change. *MICA PLACE* displays the works of local artists (from children to seniors) and hosts after-school programs and tours for children.

Another MICA program is the *Community Art Collaborative* (CAC), an *AmeriCorps* national service program that engages students in a year of service in low-income Baltimore communities. MICA provides 60 percent of the funding for CAC. Seven MICA graduate students participated as full-time *AmeriCorps* members in 2010-11, along with 17 additional participants. CAC member recruitment pays particular attention to attracting a diverse pool of members, with one quarter of this year's corps coming from students of color. CAC service connects the College to the community, with CAC members placed at 17 community-based organizations in low-income neighborhoods and under-resourced schools. During the year, corps members served nearly 1,000 youth in after-school art programs at 19 different public schools. They have facilitated 170 community-strengthening projects, including murals, gallery openings, adult workshops, and poetry readings. The majority of the communities served by CAC members are African American, with growing representation by Latino, African, Asian, and Middle Eastern immigrant populations.

St. John's College students tutor at the Stanton Community Center and Bloomsbury Square and bring the children to campus for meals and art gallery visits. In addition, students, faculty, and staff participate in the Annapolis Human Relations Commission discussion series with Bloomsbury Square residents.

Stevenson University annually holds a *Build Community Day*. This year over 500 students participated with *Habitat for Humanity* to rehabilitate houses and *First Fruit Farms*, a provider of fresh produce for shelters, soup kitchens, and food banks. These service learning projects

provide opportunities for giving back to the community while experiencing cultural immersion, team building, and fun.

- **Recruiting Diverse Students**

MICUA institutions participate in college fairs at high schools with diverse populations and host on-campus recruitment events for prospective multicultural students and their families. During these sessions, institutional representatives provide general college information, as well as details about admissions requirements and financial aid. Some institutions waive the application fee for low-income students from underrepresented groups. Several institutions, including Goucher, Hood, Johns Hopkins, and Mount St. Mary's have hired dedicated admissions counselors for multicultural recruitment.

For several years, Washington Adventist University has been recognized by *U.S. News & World Report* as one of the most diverse institutions in the nation. In 2010, *U.S. News* ranked WAU as the fourth most diverse baccalaureate college in the north. The institution hired a bilingual recruiter to work with the Hispanic population in the neighboring community and throughout the U.S. The WAU enrollment management team (including admissions, advising, and financial aid) is balanced according to gender, race, ethnicity, and age.

One recruitment tool that Hood College uses is the *Go to High School, Go to College* fair in Prince George's County. This college fair exposes more than 600 students in Maryland and the District of Columbia to various college preparation services, including the admissions process, academic preparation, and financial aid.

In order to attract a more inclusive pool of students, half of the State-aided MICUA institutions no longer require SAT or ACT scores from applicants. As a result, the institutions report that the entering freshman class is more diverse. Goucher College, Loyola University Maryland, McDaniel College, St. John's College, Sojourner-Douglass College, Washington Adventist University, and Washington College all practice some form of "test-optional" admissions.

St. John's College is expanding its current recruitment efforts to attract more students of color and international students. The College is integrating diversity efforts into its new prospect management program.

Notre Dame of Maryland University has been successful in recruiting and retaining students of color, who make up about 30 percent of the college population. Admissions staff reach out to underrepresented populations and arrange campus visits for young women from Baltimore City. Notre Dame staff conduct college workshops for *My Sister Circle*, a local mentoring program for young women of color in the Baltimore area, and participate in a recruiting event entitled *Alcanza* for Hispanic youth in the Northern Virginia and surrounding region. Notre Dame has also developed partnerships with Japan, Korea, Taiwan, and China to increase the presence of international students in its traditional Women's College and the English Language Institute.

With the goal of increasing its minority student population from 17 percent to 25 percent over the next five years, Mount St. Mary's University has developed several new initiatives. In addition to participating in college fairs and high school visits, the admissions office annually sponsors a recruitment event for diverse students, called *Mosaic Day*. Each year the participation in that event increases. The Mount conducted a diversity seminar for admissions staff and recruiters. In addition, the University hired a bilingual counselor to assist with the Spanish-speaking populations of prospective students. Finally, the Mount utilizes minority student "ambassadors" to conduct campus tours for prospective students of color. Minority applications have increased from 24 percent in 2007 to 35 percent in 2011. Total minorities in the freshman class have increased from 15 percent in 2007 to 23 percent in 2011, an all-time high for the Mount.

McDaniel College has partnered with the *College Bound Foundation* to identify and recruit inner city low-income minority students from Baltimore City. Additionally, McDaniel offers six-to-eight full-tuition scholarships to highly qualified Baltimore City students annually. In addition, McDaniel continues to partner with *College Visions* from Providence, Rhode Island, and *Academic Success Program* from Wichita Falls, Texas, to identify and recruit first-generation students of color. Finally, College staff participate in college fairs conducted by *100 Black Men of Maryland, National Council of Negro Women, National Hispanic Fair,* and the *Hispanic Latino Student College Fund.*

Stevenson University recruits students from various cities, states, and countries. The institution has broadened its recruitment efforts to include Puerto Rico, but continues to target Baltimore City schools and works with programs such as *College Bound.* Stevenson's diversity rate for the freshman class is approximately 28 percent.

With funding from the Gates Foundation, Capitol College is designing a statewide *Learn and Earn* program to increase the interest of low-income youth in Science, Technology, Engineering, and Mathematics (STEM) education and careers. Capitol is leading a partnership with another four-year institution, four community colleges, and corporations.

Johns Hopkins University annually hosts *Hopkins Overnight Multicultural Experience* (HOME), a special recruitment event for culturally diverse prospective and admitted students. Students are hosted by current JHU students, attend classes, participate in activities on campus and in Baltimore, and stay overnight in the residence halls. In addition, someone from the University places personal telephone calls to all admitted minority students to encourage their attendance.

Similarly, Washington College invites prospective students from historically underrepresented populations to attend its *Multicultural Student Weekend.* Through this program, the prospective students attend classes; experience campus life; and develop networking relationships with faculty, staff, and students.

- **Targeted Financial Aid Programs**

Collectively, MICUA colleges and universities award three times more financial aid to needy undergraduate students than the State and federal governments combined. Many of these financial aid programs are targeted to students of color. Additionally, MICUA member institutions dedicate substantial portions, if not all, of their financial aid resources to need-based financial aid. In fact, St. John's College and Loyola University Maryland meet the full financial need of all admitted applicants. Funding for these programs comes from institutional resources and private giving. For example, the Hodson Trust provides need-based financial aid to minority students enrolled at St. John's College.

In 1953, ten of the MICUA member institutions founded the Independent College Fund of Maryland, known as the I-Fund. The core mission of the I-Fund is to raise funds—principally from businesses and foundations—to support scholarships and grants for students enrolled at member institutions. Several years ago, the I-Fund established the Urban Scholars Program to provide financial assistance to Baltimore City students who demonstrate an interest in diversity. The program includes a $10,000 need-based scholarship, mentoring, skill-building workshops, networking, and internship opportunities for each of the four years of a student's college education.

The following examples demonstrate the types of scholarship and grant programs offered by MICUA member institutions to support diversity efforts:

- In Fall 2010, Loyola University Maryland and Notre Dame of Maryland University were featured on the nationally televised program *Extreme Makeover: Home Edition.* The two institutions joined *Extreme Makeover* to assure a college education for the seven young women and eight young men of Baltimore's Boys Hope Girls Hope. The two institutions awarded full, four-year scholarships covering tuition, fees, room and board, and books. The *Extreme Makeover* team constructed a residence in northeast Baltimore for the girls of Boys Hope Girls Hope, a national nonprofit organization that provides at-risk children with a stable home, positive parenting, high-quality education, and other supports needed to reach their full potential. Many staff from Loyola and Notre Dame volunteered their time to help construct the home for the girls.

- Loyola University Maryland created the McGuire Scholars program to help non-exempt staff pursue a college degree. The program targets lower-wage employees, and a high percentage of African Americans and Asians take advantage of this opportunity.

- Mount St. Mary's University offers two scholarship programs specifically aimed at expanding opportunities for underrepresented groups. The first is the *Third Century Scholars* program, which is targeted for high-need African-American and Hispanic students from the Washington, DC area who plan to earn a degree in business or education. Second, the *Native American Scholarship* program was created in partnership with the St. Labré Indian School in Montana. The agreement allows St. Labré graduates to attend Mount St. Mary's with the two institutions providing matching funds. This ongoing initiative yields an average of two new students each year.

- The *Fannie Lou Hamer Scholarship* at Sojourner-Douglass College is specifically intended to assist public housing residents in Baltimore City access higher education.

- Washington College designates financial aid funds for students from traditionally underrepresented populations. These funds are awarded on the basis of demonstrated need to qualified applicants.

- The *Educational Opportunity Program* (EOP) at Goucher College was created specifically for first-generation college students from Maryland. The program has grown

from five in its first year to 30 this past year. In addition to financial aid, the EOP benefits students by creating a supportive academic environment in which program participants can thrive. Students admitted into the program are selected based on academic potential and economic need. EOP staff and the Goucher community focus on acclimating program participants to college life by requiring their participation in the EOP Summer Bridge program. This four-week early emersion program is held during the summer, after orientation. Its focus is on promoting academic success, college readiness, and social adaptation. Summer Bridge is a residential experience, designed to introduce EOP scholars to the rigor and culture of college life. Daily workshops, mentorship, nightly tutorial sessions, and weekly outings are offered to encourage and contribute to each scholar's academic success. EOP staff members monitor their academic progress throughout their time at Goucher. EOP scholars participate in monthly personal development workshops, retreats, and regularly scheduled one-on-one sessions with program staff.

- Hood College offers the *Hodson-Gilliam Diversity Scholarship* for students who indicate a sincere interest in developing a diverse student body. Students of all ethnic backgrounds are encouraged to apply and must complete an essay explaining how they are involved in creating a diverse environment. In Fall 2010, Hood awarded 20 Hodson-Gilliam scholarships, valued at $160,000 over four years.

- Johns Hopkins University provides many scholarships for its undergraduate and graduate students. One of the best known is the *Baltimore Scholars Program*, which provides full-tuition scholarships to Baltimore City public high school graduates who are accepted in the University's undergraduate programs. The number of Baltimore City Public School graduates admitted to JHU has increased from an annual average of three prior to the start of the *Baltimore Scholars Program* to 18 annually in the years since its inception. At the graduate level, the Bloomberg School of Public Health provides scholarships to support doctoral students who are committed to eliminating health disparities in Baltimore or other U.S. urban settings and to assisting community health care organizations across the U.S. to build capacity and improve access to quality health care for medically underserved populations.

- **Student Support Services and Orientation Programs**

More than half of the MICUA State-aided institutions have narrowed or eliminated the achievement gap between underrepresented minority students and the total population. This means that underrepresented minority students have retention and graduation rates that are comparable to all students enrolled at the institution. This success is primarily due to excellent student support services, including effective orientation programs, academic support, and mentoring. Early placement testing identifies students who may need additional academic support, such as tutoring and study skills, in order to successfully complete college courses.

Many MICUA institutions offer first-year seminars or other student orientation programs. First-year seminars are designed to ease the first-year student transition to college. The learning objectives are realized through readings, class discussions, and class projects that explore diverse cultures. Students develop cultural fluency and develop an appreciation of cross-cultural differences. In addition, seminar faculty closely monitor first-semester performance and students who may be at risk academically.

Student orientation programs often include ice breakers and residence life activities designed to encourage discussions about diversity, inclusiveness, and tolerance. Often, a book is assigned to read prior to the orientation session, and students discuss their individual reactions to the readings. Sometimes the book selection involves a controversial topic and invokes a wide variety of viewpoints.

The *Trailblazers* program at Notre Dame of Maryland University was developed to encourage academic and social success among first-generation students. Each of the 33 enrolled students has a big sister mentor, who serves as a source of information and is also a first-generation student. The students attend workshops to foster academic success, such as developing study and research skills, utilizing campus resources, finding internships and employment, conducting proper internet and social media behavior, and completing a service-learning project. The University also offers a *Summer Bridge* program, which is a two-week intensive head-start program for 20 pre-nursing students. Students benefit from a deeper introduction to college life and a review of mathematics and science to ensure academic success and retention.

The *Buddy Program* at Hood College pairs new students of color, including international students, with upper-class students. This program contributes to the environment of support—

both academically and socially—for underrepresented ethnic groups. Intentional strategies are developed to reach these students at key times throughout the year, such as mid-semester breaks, pre-exam periods, and end of the semester/year. In addition, Hood provides opportunities for students of color and international students to make connections with the greater Frederick community through special programs.

Loyola University Maryland provides many services to students of color at the institution. The *Office of African, Latino, Asian, and Native American (ALANA) Services* fosters the academic, cultural, personal, spiritual, and leadership development of students. The goal of *ALANA* is to create and maintain an environment of respect and awareness, while advocating for *ALANA* students and responding to their needs. The *ALANA* services staff developed a program of support and mentoring particularly for African-American male students. The program pairs students with African-American male faculty and administrators and promotes conversations about academic success and life choices. The program has been in place for a several years and has successfully aided in retention at Loyola.

During orientation at Washington College, first-year students attend a program called *Making the Transition* that incorporates cultural diversity through skits performed by peer mentors. Following the skits, faculty and peer mentors lead discussions on the diversity issues addressed in the skits.

Sojourner-Douglass College discusses issues impacting the success of students of diverse backgrounds and difficult circumstances during its orientation sessions. In addition, the College operates a *Wellness Center* to provide support and counseling to students to improve retention and ensure an institutional environment that is encouraging and accommodating for all students' needs and circumstances.

McDaniel College uses an extensive system of Peer Mentors who assist first-year students with orientation, first-year seminar, and other transition issues. Careful training of Peer Mentors and Residence Assistants in diversity issues is a part of the preparation training in August of each year. The Dean of First-Year Students works closely with Peer Mentors to support their mentees throughout the semester. Orientation itself includes several events focused on diversity awareness, such as the *Color Orange*, an improvisation performance piece; *New Faces of America*, highlighting diverse perspectives and experiences; as well as invited speakers.

For more than 15 years, the Office of Multicultural Affairs at Johns Hopkins University has used the Mentoring Assistance Peer Program (MAPP) as the premier tool to enhance the transition of underrepresented minorities during their freshman year. Approximately 200 freshmen participate annually, along with upper-class student mentors assigned to each freshman. The mentors go through extensive training during the summer and assist underrepresented students with academic excellence, career development, social connectivity, cultural exploration, and community involvement throughout the year.

Stevenson University offers a first-year transition program, known as the *Partnership in Academic Student Success* (PASS) program. *PASS* provides mentoring, support services, and strategies for academic success. The program also encourages student engagement in campus activities.

FOSTER is an early-immersion program at Goucher College, which examines issues of diversity, power, oppression, and privilege. The aim of *FOSTER* is to develop community-based open dialogues for first-year students. After students participate in an intensive retreat, they travel into Baltimore for practical application of the knowledge that was learned. First-year students also learn about diversity at Goucher through its *Connections* seminar, which includes, among other activities, a diversity-focused speaker who challenges them to think about how they will learn from individuals whose identity and culture is different from their own.

- **Student Leadership**

Most MICUA institutions report that students of color are well represented in key leadership positions on campus, and many institutions provide leadership training to help students be successful in these roles. This training addresses leadership skills in a diverse community, challenges of underrepresented minorities attending predominantly white institutions, and strategies to create an inclusive campus community.

Hood College offers leadership training on campus at least twice per academic year. In addition, the College supports the attendance of students at state and regional leadership conferences. Nearly half of the participants are students of color. The annual *AHANA-I* (African American, Hispanic, Asian, Native American, and International) awards program at Hood recognizes students of color for scholarship, leadership, and service to community.

The *Certificate for Leadership and Social Change* at Notre Dame of Maryland University is available to all students. This program provides leadership training and skills through academic classes, mentoring, and practical experiences, including leadership of diverse populations.

Washington College provides diversity training for resident assistants and peer mentors. The training uses the multicultural competency model as a framework to assist student leaders in developing skills in creating and promoting diversity on campus. In addition, the College implemented a summer reading program on social justice for students who hold leadership positions.

The *LeaderShape Program,* operated by the Baltimore Collegetown Network, is a service-oriented leadership-development program connecting college students to community organizations in Baltimore. Through a series of team-building exercises, a diverse group of participants learn new skills and attitudes. Several MICUA member institutions participate in the *LeaderShape Program* and other Collegetown initiatives.

Washington Adventist University challenges its student leaders to develop goal setting, communication, trust, and accountability leadership skills. Students of color are well-represented among the leaders of student government and the many clubs and organizations on campus. In addition, a diverse group of WAU students serves on the various committees that govern the University.

- **Recruiting Diverse Faculty and Administrators**

The diversity of faculty and administrators employed by MICUA member institutions has increased in recent years. Based on the most recent IPEDS data, 19 percent of full-time faculty are minorities who have been historically underrepresented in higher education.

MICUA member institutions seek applications for employment from a wide pool and design searches to encourage applicants from underrepresented groups. One successful strategy includes advertising in print and on-line publications that have wide circulation to underrepresented groups, such as *Diverse Issues in Higher Education, Hispanic Outlook, Journal of Blacks in Higher Education, Women in Higher Education,* etc. In addition, campuses use professional networks and professional associations specific to certain disciplines, such as the *National Consortium for Graduate Degrees for Minorities in Engineering and Science* or the *National Black Nurses Association,* to recruit diverse applicants. Finally, institutional

representatives visit historically black and minority-serving institutions to recruit graduate students who may be interested in faculty and administrator positions.

Minority faculty and staff are offered professional development opportunities and encouraged to seek leadership positions. Training opportunities are available on campuses and through outside organizations, such as *Leadership Maryland* and other leadership institutes for higher education professionals. At most institutions, new faculty are mentored by senior faculty. Each fall, Notre Dame of Maryland University conducts an orientation program for new faculty. The program includes a session about the Notre Dame student profile and relevant issues of culturally diverse students. Senior leaders at Washington College provide individual mentoring to culturally diverse faculty and staff members. In addition, the University has developed customized professional and educational development programs.

Goucher College, Loyola University Maryland, Maryland Institute College of Art, and Notre Dame of Maryland University (along with Towson University and University of Baltimore) just completed the inaugural year of *Building Bridges Across Maryland.* The leadership-development program fosters collaboration and idea sharing among a diverse group of mid-level supervisors from different backgrounds.

Goucher College participates in the *Consortium for Faculty Diversity* (CFD), an association of liberal arts colleges committed to strengthening the ethnic diversity of students and faculty members at these institutions. All new full-time faculty at Goucher currently participate in a yearlong development program to provide support with campus acclimation; discussions of classroom and pedagogical challenges; information about the reappointment, promotion, and tenure process; and introductions to other faculty and academic support offices. A formal mentoring program runs concurrently and pairs each new faculty member with a senior faculty member. Those from underrepresented groups are paired with senior faculty from similar backgrounds, and new faculty and their mentors meet formally and informally throughout the year.

Last year, Mount St. Mary's University launched a five-year effort to increase its minority faculty from five percent to ten percent. The institution created the *Horning Fellowship* to bring African or African-American doctoral candidates to campus. The Fellows work with the Mount community to enhance its goals to build a truly diverse campus. In addition, the Fellows teach half-time (two courses per semester) in the School of Education and Human Services, while completing their dissertations.

In April 2008, Johns Hopkins Institutions launched the *Mosaic Initiative* to enhance faculty diversity throughout the campus. The University and Johns Hopkins Medicine committed $6.25 million over five years to assist in the recruitment of the best faculty who will add to the excellence and diversity at Johns Hopkins. This initiative has expanded the pipeline for women and faculty of color and provided matching funds for JHU departments to: (1) invite visiting faculty leaders to campus for lectures and presentations; (2) identify and recruit female and minority graduate students who may be interested in faculty positions upon completion of graduate school; and (3) conduct professional development workshops for current graduate students.

For 20 years, the Carey Business School at Johns Hopkins has offered a *Leadership Development Program* (LDP) for minority managers. The LDP was the nation's first graduate development program specifically developed to enhance leadership and decision-making skills for beginning and mid-level managers with demonstrated potential for further advancement. The LDP program enrolls 25-30 underrepresented minority managers annually in the Washington-Baltimore area.

Loyola University Maryland assigns mentors to all new faculty and administrators. In addition, new faculty and administrators are encouraged to participate in affinity groups, such as the *Black Faculty, Administrators, and Staff* (BFASA) and *OUT Loyola*. As an administrator becomes comfortable in his/her position and familiar with the University, a supervisor may suggest that he/she join the *Next Generation Leadership Program*, which is designed to prepare mid-level directors for the next level of leadership.

- **Evaluation and Measuring Success**

Elements of cultural diversity are incorporated into assessments and surveys of entering freshmen and graduating seniors. For example, Loyola University Maryland uses a probing survey to better understand student attitudes, behaviors, and experiences around diversity and difference on campus. In order to determine whether the objectives of various cultural activities are realized, questionnaires are collected and analyzed after campus events. The questionnaires ask participants to make recommendations for future activities and events to showcase cultural diversity on campus and improve attendance and satisfaction. The number of attendees at specific events is just one determination of success. Hood College assesses the number of students who ask questions during a topical discussion or the number of requests to meet with a guest speaker/artist/performer after an event to measure success.

The Business and Information Sciences Department at Capitol College incorporates global and cultural diversity throughout the curriculum. Where appropriate, case studies are used to examine the topics and issues associated with cultural diversity. Textbooks used in the program are examined to ensure that they include the global and cultural diversity issues appropriate to the topic of study. Capitol's faculty is multicultural and provides first-hand resources for cultural diversity exploration.

Goucher College, McDaniel College, and Washington College are members of a consortium (along with Ursinus College and Washington & Jefferson College) charged with assessing multiculturalism on campus. The consortium received a three-year grant to improve student learning and engagement through the assessment and enhancement of diversity initiatives inside and outside the classroom. After conducting a needs assessment on each campus during the first year, visiting teams from each consortium member spent the second year facilitating focus group interviews with students, faculty, and staff to gather information about diversity at each college. In the third and final year, the Teagle planning team will review the data and develop recommendations for each institution.

Notre Dame of Maryland University measures student understanding of global, cross-cultural awareness and attitudes as part of its general education learning outcomes. Students are required to take at least one course focused on gender studies and one on cross-cultural studies. Notre Dame students—along with those at many MICUA institutions—participate in the *National Survey of Student Engagement* (NSSE), which assesses student experiences with diverse populations. Based on a recent NSSE survey, 91 percent of seniors believe that Notre Dame encourages understanding of people of other racial and ethnic backgrounds, compared to 86 percent nationally, and 97 percent reported that they have included diverse perspectives in class discussions and writing assignments, compared to the national norm of 93 percent.

Each division at Johns Hopkins University prepares an *Annual Diversity Plan* that contains both quantitative and qualitative data to measure progress made in reaching its goals for increasing the diversity of students, faculty, and staff. Admissions data is tracked to ensure progress on indices of cultural diversity (racial, ethnic, socio-economic, and gender) for the student body. Surveys of students assess the campus climate for students of color, and the institution follows trends over time. Similarly, hiring data is analyzed and tracked to assist with future recruitment.

- **Wish List**

Several MICUA institutions identified plans to implement new initiatives to enhance cultural diversity if sufficient resources are identified. For example, Goucher College would like to create a dedicated budget to expand the College's disability initiative, which was launched two years ago to raise awareness about individuals living with disabilities.

McDaniel College would like to implement an extensive program of diversity education and leadership development for faculty, administrators, and staff. The program would also create student leaders with the capacity to become diversity education facilitators and increase engagement and activism on campus and in the community. In addition, the College would like to expand its mentoring program to provide targeted outreach and support for underrepresented minority students.

Notre Dame of Maryland University would like to implement a program to support faculty research regarding issues related to diversity. Funding for this program would provide stipends for students to partner with faculty in such research endeavors. The program could also provide opportunities for students to learn more about diverse issues as they apply to various disciplines and publish and present findings at professional conferences. This program falls in line with the University's current strategic plan emphasis on creating global citizens. Such an opportunity could also enhance student and faculty recruitment and retention.

Hood College would like to establish an *Expanding Horizons* program with funding for increased study abroad opportunities for Hood students, particularly in West Africa, Southeast Asia, the Near East, and South America. In addition, the program would support visiting or exchange professors from countries abroad, as well as representing minorities and subcultures in the United States.

Mount St. Mary's University requires additional resources to host diversity training and workshops for student life administrators, faculty, and student leaders. This program would benefit the university community in creating a welcoming environment for students of all backgrounds.

Johns Hopkins University suggested several initiatives to enhance cultural diversity. If funds were available, the Peabody Institute would create a branch of the Peabody Preparatory in the

new East Baltimore Community School. More support is needed to increase the pipeline for minority students attending graduate school. Additional funds for summer stipends could be used to promote summer research experiences for underrepresented minorities to be more competitive in gaining admission to graduate school. The School of Medicine would like to establish a *Faculty Ambassadors* program with minority-serving institutions to provide stipends and travel funds for faculty exchanges, visiting lecturers, and grant-writing research. In addition, the School of Medicine suggested a *Minority Cancer Research Leadership Summit* to highlight cutting-edge research, policies, and practices to eliminate cancer disparities. The *Summit* would also serve as a recruitment tool to attract underrepresented minority faculty, fellows, and post-doctoral scholars.

If resources were available, Loyola University Maryland would implement a program designed to improve recruitment, retention, and promotion of employees of color. This program would provide training for supervisors and include best practices for mentoring, change management, and organizational development.

Stevenson University would like to develop culturally relevant pedagogy to support each degree program with at least one required cultural competency course; expand scholarship opportunities for underrepresented groups, particularly for African American males, to decrease attrition; create a website for diversity resources; and produce responsive teaching guides and workshops for cultural immersion, competency, diversity, and sensitivity training for faculty, students, and staff.

Maryland Institute College of Art would use additional resources to attract diverse guest speakers and artists-in-residence to broaden the cross-cultural perspective that students receive in the studios. In addition, MICA would like to create a *Diversity Institute* to prepare students to operate in a culturally diverse global society. The free program would consist of weekly innovative cultural learning labs and activities designed to take students beyond their cultural comfort zones. Guest presenters would take students through simulation exercises in order to develop cross-cultural skills. Upon completion of the first phase, students would have the opportunity for real world excursions that allow them to practice their newly acquired skills. Participation in the *Diversity Institute* would enhance students' co-curricular experiences and future resumes.

BEST PRACTICES

Based on the law, MICUA must report best practices used by Maryland's independent colleges and universities to enhance cultural diversity. Over the years, MICUA has identified the following best practices:

- **Improving the Campus Environment**

  (1) Inclusion of cultural diversity in the institution's mission statement and/or strategic plan serves as a constant reminder of the commitment of the institution to create an inclusive environment for students, faculty, and staff. Institutions seek not only to eliminate discrimination, but also to foster positive relations between members of different racial and ethnic groups and promote the ideals of social justice and equity. Phrases such as "build inclusive communities" and "promote social responsibility" are common in institutional mission statements. Strategic plan goals related to diversity positively impact enrollment, hiring practices, curriculum, and the community of learners. Cultural diversity is a component of the general education rubric. Diversity is a continuous process and is significant to the pursuit of academic excellence.

  (2) An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is carried out.

  (3) Campus publications and classroom presentations should reflect diversity in photos and articles. Campuses can support this effort by creating a database of resources available to faculty, staff, and administrators.

  (4) Librarians should ensure that the library holdings include diverse materials, and faculty should ensure that instructional materials are diverse. In addition, displays of artwork in various locations on campus should include works by diverse artists.

  (5) Colleges and universities should sponsor cultural events throughout the year to recognize diverse populations. The cultural events may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; music, theater, and dance productions; and food-tasting experiences that reflect various cultures. Effective events are planned in a collaborative manner by students, faculty, and staff.

- **Best Practices Related to Students**

(6) MICUA institutions employ several effective activities to recruit diverse students. Some examples of these effective recruitment strategies include: hosting college fairs in geographic areas with diverse student populations, engaging high school guidance counselors to identify and recruit diverse students, and employing admissions counselors who are responsible for multicultural recruitment.

(7) Partnerships with elementary and secondary schools with high minority enrollment are an excellent way to reach out to prospective students who may not be considering college attendance. Institutional representatives often invite students to visit the campus and introduce prospective students to students of color who are successful at the institution.

(8) Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract students of color. MICUA institutions make it a top priority to financially support high ability/high need students. Endowed scholarship funds—though not exclusively for minority students—are often targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make an independent college or university affordable even to low-income students. As a result of these efforts, the number of student applications increases and diversity increases.

(9) MICUA institutions make an effort to remove barriers that preclude low-income and first-generation students from considering college. One of the solutions is waiving the application fee for underrepresented students, especially those who have participated in summer internships during high school. Institutions also provide scholarships or tuition waivers for academically talented and at-risk high school students who take college courses. Another solution is eliminating the requirement for SAT/ACT scores as part of the application process. By waiving fees and making standardized tests optional, institutions improve access and foster a welcoming environment.

(10) The year-long freshman experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities focus on issues of race, oppression, power, and privilege, and provide an opportunity for

dialog about these issues. In small group settings, students share, explore, and learn about one another's cultural, religious, or ethnic similarities and differences. This is vital in fostering unity that remains throughout the college experience.

(11) Students who participate in orientation programs as freshmen often become mentors to future classes. This gives students an opportunity to give back to the institution and to assist new students, especially those from underrepresented groups, to make a successful transition to college life. Institutions recruit a diverse group of students to serve as orientation leaders. These student leaders have discussions around issues of cultural diversity, its relationship to the mission of the institution, and implications for working with students of diverse cultures.

(12) Summer bridge programs help students who have the ability to attain a college education, but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college. Students enhance their skills during the summer and eliminate the need for remedial or developmental courses once they matriculate in college.

(13) Institutions offer tutoring, mentoring, and support programs for beginning students, particularly those whose high school academic program did not adequately prepare them for college-level work. These services are particularly important in the areas of study skills, time management, and stress reduction. Diversity is an important consideration in assigning tutors and mentors.

(14) Entering students are grouped together in a "family" (i.e., cohort) of individuals who mentor and support one another throughout their college experience. If one individual in the "family" falls behind in a course or program, the remaining members of the family assist to bring the family member back on track.

(15) The curriculum is infused with courses that address cultural diversity. Course content and delivery are sensitive to and promote diverse points of view and experiences among the students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study. Many institutions offer courses and majors in ethnic studies. Students are encouraged to enroll in courses in non-western civilization to learn the history, language, and customs of other cultures. Educational programs such as teaching and nursing have community-based projects embedded

into the curriculum. Often these field experiences are in schools or other settings that include disadvantaged children and/or adults.

(16) Colleges and universities include service learning as part of the curriculum. Community service projects offer students, faculty, and staff an opportunity to reach out to areas of the State that are underserved by providing services, such as after-school enrichment activities, tutoring, mentoring, English-language training, health care screening, home repairs, etc. Students work alongside professionals to rebuild communities and learn about cultures of the disenfranchised citizens of Maryland. These community outreach efforts are designed to promote cross-cultural exchange and provide support for underrepresented ethnic groups. Participation in such activities helps broaden understanding of economic, social, and cultural issues. Students reflect on their experiences, which often have a profound impact on their lives and social consciousness.

(17) Institutions make a commitment to human rights for all citizens, and promoting social responsibility becomes an integral part of the educational experience. This goes beyond students and faculty on campus to the surrounding community and the world. Higher education has a responsibility to teach best practices—whether in health care for disadvantaged citizens or creating a sustainable environment—that students take with them throughout their lives.

(18) Many institutions offer study abroad programs that provide immersion in other cultures, customs, and languages. When students return to campus, the insights they gained help to enrich classroom discussions as they reflect upon their experiences in other countries. Study-abroad opportunities influence future leaders in a global learning community that promotes justice, health, sustainability, and peace.

(19) Leadership development is an important aspect of campus life. Institutions make certain that student leaders on campus represent a diverse population, and that students of color are nominated for leadership positions, including student government, club leaders, campus-wide committees, resident assistants, and new student orientation leaders. Leadership training helps students develop leadership potential and incorporates themes revolving around what it means to be a leader in a community of diverse populations. Some institutions sponsor student chapters of national organizations that reflect a particular ethnic or gender identity, such as the

National Society of Black Engineers, which offers free tutoring for its members, or the Society of Women Engineers, which provides professional development opportunities to ensure that women achieve full potential in careers as engineers and leaders.

(20) Institutions encourage all students to contribute ideas and articles to the student newspaper. This ensures that diverse viewpoints are included.

(21) Student affairs professionals make certain that diversity is part of the residence life experience. This includes ensuring that a diverse pool of resident assistants is selected to interact with students in the residence halls. In addition, training for resident assistants includes addressing cultural differences.

- **Best Practices Related to Faculty and Administrators**

(22) Diversity among faculty and administrators enhances the educational experiences of all students and enriches intellectual discourse among the faculty. Institutions recruiting for faculty and administrator positions target media outlets whose audiences include persons of color. Efforts are made to ensure that the institution has not used language in an advertisement that would narrow the field of eligible applicants. Institutions also participate in career fairs sponsored by minority associations, such as the Association of Black Psychologists or the Society of Women Engineers. These activities have been successful in helping institutions to increase minority hires.

(23) Some institutions have successfully used fellowships to attract faculty of color to campus. These institutions have fostered an environment of inclusion during the fellowship year, which has encouraged visiting faculty to remain on a permanent basis after the conclusion of the fellowship.

(24) Institutions have ongoing collaborations with historically black colleges and universities and other minority-serving institutions to attract diverse students to graduate programs. These institutions are often able to retain the students as college faculty upon completion of their graduate programs.

(25) Several institutions have worked collaboratively with similar institutions in the region to address the recruitment of diverse faculty. The consortium approach has been successful in expanding opportunities and improving the retention of faculty of color. This helps to increase representation of specific ethnic groups and create a critical mass, which is especially important for small and rural campuses.

(26) Institutions participate in training seminars designed to enhance the ability of colleges and universities to hire diverse faculty. The programs are implemented with department chairs prior to beginning new faculty searches. The strategies learned in the seminars have proven to be successful in increasing the percentage of faculty of color.

(27) Institutions offer professional development to diverse faculty and administrators. Such programs are designed to prepare educators for leadership at the next level.

(28) Effective faculty orientation includes information about issues impacting culturally diverse students. It is important that faculty understand cultural differences to create a supportive learning environment.

(29) Some institutions offer diversity awareness training for faculty, staff, and administrators. Effective programs include components for coaching and mentoring that emphasize diversity-minded institutional leadership, supervision strategies, and policy development.

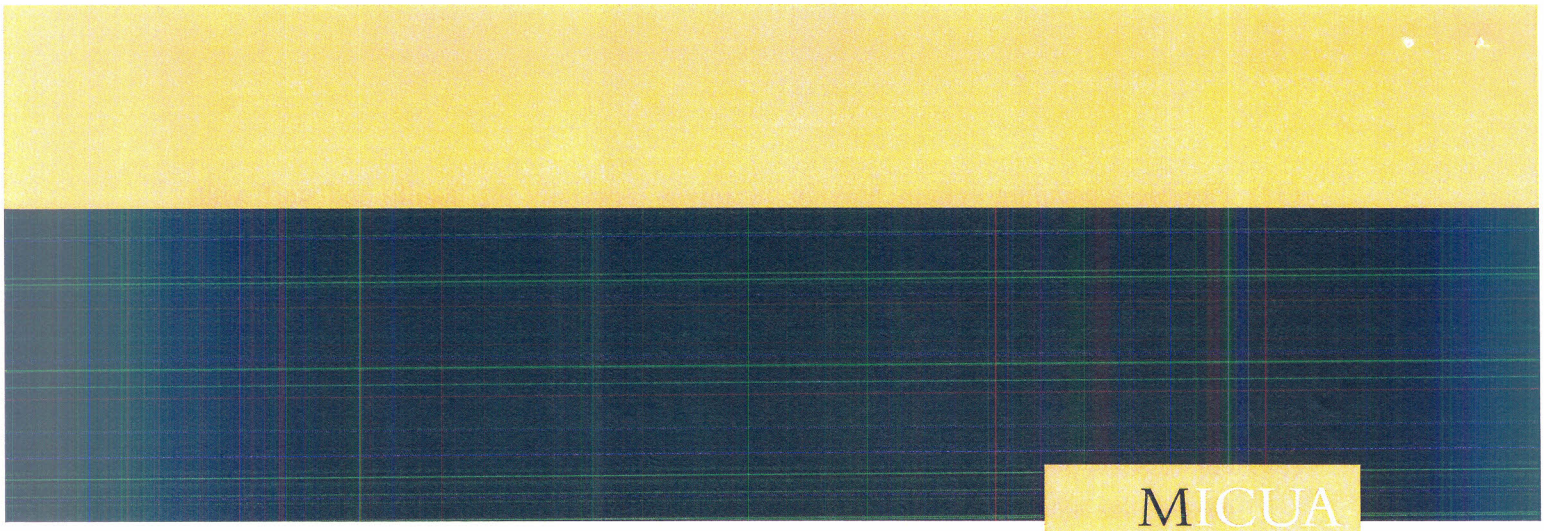
(30) Some institutions sponsor local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity, such as Women in Science and Engineering or the Black Faculty and Staff Association. Such groups advocate and provide a unifying voice for their members, offer networking and professional development opportunities, and serve as an information resource to the college or university administration. In addition, the organizations work to recruit colleagues into fields that have been historically underrepresented by women and minorities. The local chapters often host regional and/or national meetings of the association. These activities shine a positive spotlight on the cultural diversity within the participating institutions.

(31) Flexible scheduling options provide incentives especially for faculty and staff with young children. Some examples are job sharing, working at home, on-site child care, shift compression, and liberal make-up policies.

- **Assessment and Evaluation**

(32) An effective part of evaluation is measuring success. Institutions that are successful in closing the achievement gap in retention and graduation rates between minority and majority populations are more likely to attract students and faculty of color. Therefore, MICUA institutions closely monitor the number of students in underrepresented groups who apply, are accepted, matriculate, are retained, and ultimately graduate from the institution. Institutions also keep track of the number of students who participate in multicultural programs throughout the year.

(33) Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and are used to identify areas in need of improvement.



MICUA

Maryland Independent College and University Association

Capitol College

Goucher College

Hood College

Johns Hopkins University

Loyola University Maryland

Maryland Institute College of Art

McDaniel College

Mount St. Mary's University

Notre Dame of Maryland University

St. John's College

Sojourner-Douglass College

Stevenson University

Washington Adventist University

Washington College