Institutional Programs of Cultural Diversity

Education Article § 11-406
Education Article § 10-211

November 2024

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MARYLAND HIGHER EDUCATION COMMISSION
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Cultural Diversity Report

The State of Maryland places a high level of value on diversity, equity, and inclusion (DEI), especially in its higher education system. Achieving this requires the cultivation of a diverse student body, equitable access to higher education, and inclusive practices that promote a culturally competent environment. As such, the Maryland Education Article §11-406 requires that all public colleges and universities submit and maintain cultural diversity plans. Maryland statute further requires that all public colleges and universities submit an annual progress report detailing the implementation of the plan to the Maryland Higher Education Commission (MHEC). MHEC is responsible for ensuring that institutions remain compliant with the diversity goals of the Maryland State Plan for Higher Education (the State Plan; most recent version adopted in 2022).

Maryland Education Article §10-211 also requires that all state-aided independent institutions submit to the Maryland Independent Colleges and Universities Association (MICUA) an annual report detailing institutional programs designed to "promote and enhance" diversity within the institution. Based upon these reports, MICUA is required to submit a report to MHEC on best practices to promote diversity at Maryland independent colleges and universities.

In accordance with the goals of the State Plan, Maryland's colleges and universities have utilized a broad definition of diversity. This report details a number of initiatives and programs that institutions have created and operated in accordance with their diversity plans. It is clear from the detailed institutional narratives included in this report that campuses throughout the State continue to strive towards creating more diversity on their campuses and promoting diversity within their broader communities.

In addition to the submission of their cultural diversity plans, public institutions were also asked to reflect upon the effects of the recent reversal of affirmative action[1] in college admissions practices. On June of 2023, the U.S. Supreme Court issued a landmark decision to effectively end the use of race as a category or variable in college admissions. The Court's decision on *Students for Fair Admissions (SFFA) v. Harvard* and *Students for Fair Admissions (SFFA) v. University of North Carolina* concluded that race-conscious admissions policies are unconstitutional.[2] Because of the nature of Harvard and University of North Carolina (one private, one public), the ruling automatically applies to all types of higher education institutions, causing concerns over its effect on campus diversity nationwide. Maryland legislators joined a chorus of leaders around the country to condemn the ruling, citing that it sets back decades of hard work towards educational and economic justice[3].

The media and higher education experts speculated that the ruling would have little effect on admissions policies at the majority of postsecondary institutions in the country due the fact that

[1] Affirmative action generally refers to programs aimed at boosting educational or employment opportunities for racial and ethnic minority groups that historically have faced discrimination
[2] URL: https://www.supremecourt.gov/opinions/22pdf/20-1199_hgdj.pdf
[3] The Sentinel: Legislative Black Caucus of Maryland Undeterred in Fight for Equal Opportunity in Higher Education After Supreme Court Ruling. URL https://www.thesentinel.com/communities/legislative-black-caucus-of-maryland-undeterred-in-fight-for-equal-opportunity-in-higher-education-after/article_4d2e780c-16ae-11ee-b1ef-37d956fd4d2d.html

most institutions are open admissions or non-selective institutions. Following the Supreme Court decision, the Brookings Institute[4] used publicly available data through the Common Data Set (CDS) and the Integrated Postsecondary Education Data System (IPEDS) to examine the racial and ethnic profiles of colleges in the country. What they found confirms that *SFFA v. Harvard* and *SFFA v. University of North Carolina* will directly impact a small number of elite private and highly selective public colleges that practiced affirmative action but also only serve a small number of students. Open-access institutions like community colleges, most public and non-selective four-year colleges, and even for-profit institutions do not use affirmative action policies in college admissions. Furthermore, most students from historically marginalized backgrounds (i.e., Black, Hispanic/Latino, Native American/American Indian students) are more likely to attend community colleges and non-selective four-year schools. While the Supreme Court ruling will likely affect the racial and ethnic composition at elite colleges and universities, it may not change the demography of most postsecondary institutions.

That said, the U.S. Supreme Court's ruling is expected to have repercussions beyond undergraduate admissions. Several Maryland campus presidents expressed how the ruling signal to students of color that they are not welcome or deserving of higher education opportunities[5]. Nationwide, campuses worry that targeted and inclusive outreach, scholarships designated for specific populations, strategies for supporting underrepresented groups of students, transfer pathways between community colleges and four-year schools may all be affected in the future[6,7].

As an agency that serves one of the most diverse states in the nation, MHEC foresees the challenges that may arise as a result of this ruling. As with the state, the agency deeply values diversity and inclusion and is committed to providing equitable access to high quality postsecondary education to all Marylanders. Thus, for this year's report, MHEC also requested all public institutions to reflect on the effects of the 2023 U.S. Supreme Court decision. Institutions were explicitly asked to respond to the following:

> A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses' policies and practices. Specifically provide information on the following (no more than three pages):
>
> *a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?*
> *b. Community Engagement: How is your institution engaging with stakeholders,*

[4] Brookings Institute Article: Admissions at most colleges will be unaffected by Supreme Court ruling on affirmative action. URL: https://www.brookings.edu/articles/admissions-at-most-colleges-will-be-unaffected-by-supreme-court-ruling-on-affirmative-action/
[5] Maryland Matters Article: URL: https://marylandmatters.org/2023/06/29/us-supreme-court-strikes-down-use-of-affirmative-action-in-college-admissions/
[6] Inside Higher Ed: Reading Between the Lines on Affirmative Action. URL: https://www.insidehighered.com/news/admissions/traditional-age/2023/07/17/what-affirmative-action-decision-means-beyond-admissions
[7] Inside Higher Ed: New Barriers for Community Colleges. URL: https://www.insidehighered.com/opinion/blogs/higher-ed-policy/2023/10/20/end-affirmative-action-hurts-community-colleges#:~:text=While%20affirmative%20action%20has%20often,affirmative%20action%20conversation:%20community%20colleges

including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

c. *Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?*

d. *Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?*

REPORT

For 2024, all state-aided independent institutions were complaint with the statutory mandate of submitting an annual report detailing the institutional programs designed to promote and enhance diversity, as outlined in Maryland Education Article §10-211.

For 2024, all Maryland's public institutions were also compliant with the statutory mandate of maintaining a plan for cultural diversity as detailed in Education Article §11-406. According to statute, these plans must include the following:

i. A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations;
ii. A description of how the institution plans to enhance cultural diversity, if improvement is needed;
iii. A 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; and
iv. A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.

Education Article §11-406 further requires that institutions have their plans reviewed and approved by their governing boards July 1 each year.

All public institutions were also compliant in responding to MHEC's prompts on the effects of the U.S. Supreme Court's decision to strike down affirmative action.

Key Findings and Summary of Responses to Reporting Prompts

Plans for Programs of Cultural Diversity

From their submissions, Maryland colleges and universities continue to implement a wide array of initiatives designed to create diverse and inclusive campuses. As in previous years, all institutions remained committed in providing equitable access to high quality education for all. Page 5 of this report includes each of the institution's (unedited) plans.

2024 Reporting Prompts

Policy and practice implications from the 2023 Supreme Court's decision to strike down race-conscious admissions

As part of this year's submission, all institutions were asked to report on the implications of the 2023 Supreme Court's decision to reverse affirmative action in college admission practices. Below is a summary of the institutions' responses.

All sixteen community colleges reported that the Supreme Court's decision has no bearing on their admissions policies. As open-access institutions, Maryland's community colleges accept anyone interested in pursuing post-secondary education.

All public four-year institutions reported that the Supreme Court's decision had no effect on their admissions policies as well. Many stated that race has not been a factor used in their admissions criteria and that students were evaluated using a holistic scale. One institution did report that while the ruling has no effect on their admissions at the moment, they are proactively reviewing all other policies in the event that it extends to other parts of campus life.

Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

Institutions were also asked to report on new outreach and support programs that target underrepresented minorities. Only a handful institutions reported starting new initiatives geared towards these groups. Examples of these initiatives include translating goods (i.e., application materials) and/or services (i.e., advising, tutoring) in languages that their minority population use, hiring bilingual admissions officers, and supporting students in their efforts to form affinity groups on campus (i.e., first Latina sorority at one HBI). In light of recent changes in the Free Application for Federal Student Aid (FAFSA), several institutions also held numerous virtual and in-person workshops to help students complete the new form.

All institutions have continued their existing programs that provide safe and supportive environments for marginalized populations. Examples of these programs include working with their IT infrastructure to accommodate naming and pronoun change requests, providing intrusive and holistic advising for students of color, and hosting listening sessions to learn about non-academic challenges like food insecurity and transportation barriers.

Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

Institutions also shared a variety of ways that they continue to engage with their students, faculty, alumni, and community partners. Throughout the year, campus DEI offices offered different programming that engage stakeholders. Some examples of these programming are: collaborating with indigenous leaders to organize workshops on local and indigenous cultures; strengthening relationships with global partners to facilitate study abroad programs; and

collaborating with local health departments to expand services on campus.

Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

All public institutions remained committed to equity and access especially after the Supreme Court ruling. Almost all public four-year institutions have established partnerships with community colleges to facilitate easier transfer processes. Some even have specific summer bridging programs that target students of color and/or who graduated from urban areas. At least one institution reported fully funding all the students whom they have accepted from their bridging program.

One public four-year institution has continued its work with the Jessup Correctional Facility. This institution remains committed to providing people who are incarcerated access to post-secondary education. Another institution intends to increase its number of Native American/American Indian students. While the population of indigenous people is relatively low in Maryland, it continues to be an extremely underserved community in the country. This institution is exploring ways it can leverage their education centers in California, Colorado, Florida, Hawaii, and Texas to be able to serve this group.

All institutions now offer some anti-bias training for faculty and staff. For some, this is in the form of an all-campus mandatory training. For others, it is one of many professional development options that employees can take. Many institutions have also included additional anti-bias training for participants serving in search committees.

Many have also begun updating campus policies to be more inclusive. Examples of these updated policies are accommodating students during religious holidays, adding more flexibility for parent students, and adding diversity and equity statements in course syllabi.

Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

All institutions reported employing some type of dashboard to track key metrics regarding their student outcomes. Almost all institutions already disaggregate these data by race and ethnicity and plan to continue doing so.

Some institutions have also administered or plan to administer surveys to assess their campus climate. One institution, in particular, spent the last year creating a campus survey that they intend to launch in the next academic year. This institution cited that this survey took a year to prepare and included voices from all walks of campus life.

Apart from dashboards and surveys, the institutions did not provide responses on how they are specifically monitoring the impact of this policy on their student demographics, campus climate, and education outcome. They also did not provide responses on how they will evaluate the effectiveness of these mechanisms over time.

Conclusion

Maryland' colleges and universities continue to develop and implement programs that elevate diversity, equity, and inclusion. Institutions report a wide array of holistic strategies to support students from marginalized backgrounds and to create a culture of inclusion and belonging for all. For the 2024 report, public institutions were also asked to reflect on the effects of the U.S. Supreme Court decision to reverse affirmative action. While the ruling may have little influence on the racial and ethnic demography of Maryland institutions, it has the potential to impact other aspects of campus life.

Ensuring equitable outcomes for students is paramount for institutions and the state. Evidence from Maryland's current 2025 completion goal[8] shows that gaps exist in degree attainment rates among racial and ethnic minorities. One of the aims of the State's post-2025 degree attainment goals is to address these gaps.

For the 2024 reporting cycle, all public institutions were compliant in responding to MHEC's additional questions. Their narratives and reflections (included, unedited, in this report) varied widely on how this change could impact the diversity on their campuses and experiences of their students.

[8] This statutory goal aims to ensure that at least 55% of Marylanders ages 25 to 64 holding at least an associate's degree by 2025. Maryland Education Article §10–205

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY ANNUAL REPORT / ACADEMIC YEAR 2023-2024

This report satisfies the Maryland Higher Education Commission requirements as issued on 2/28/24.

Board of Trustees:
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SECTION ONE: SUMMARY OF ACM'S PLAN TO IMPROVE CULTURAL DIVERSITY (4 PAGE LIMIT)

A. Describe how the institution addresses cultural diversity among its student, faculty and staff.

Allegany College of Maryland endeavors to recruit, retain, and promote success of its students, faculty, and staff. Student recruitment is led by the marketing/recruitment staff but is also an institution-wide responsibility. Besides advertising, publications/website content, and social media presence, College recruitment staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. Tours are coordinated with high school counselors as well as families, both from rural and urban locations, with the goal of providing opportunities to recruit students from underrepresented backgrounds. Campus-wide events include Spring Open House, Summer Open House, and Fall Tour Day; each of those include tours of Willowbrook Woods which is a popular draw for minority students.

Human Resources has pursued multiple strategies to recruit a more diverse workforce. Examples include expanded and targeted advertising of full-time positions; posting faculty and higher-level professional positions on national job recruiting platforms such as Indeed and Higher ED Jobs with an extra diversity package boost, working with Marketing to increase the Facebook posts of open positions, producing and airing a local radio ad with Forever Media, and the development and training of Search Committee experts to serve on every hiring committee. To meet the unique challenge of recruiting Area Coordinator positions in Willowbrook Woods, the College participates in The Placement Exchange.

Retention and success matter to everyone. Targeted strategies include mandatory diversity training for all employees, Academic Access & Disability Resources, Residence Life (Willowbrook Woods is a minority-majority on campus living community), student clubs/organizations; programs/events (Appendix B); Unity Center; Pathways for Success, Aspiring Young Mentors, Reflection Room; Adult Basic Education, Transition Program, CHEER Program, Homeless Resource Day, DEIJ Committee (a Special Standing Committee charged with recommending goals for improving diversity in the workforce, instructional affairs, and student services; assisting in the development and support the college's annual reports relating to diversity; and planning/recommending diversity programming for the college community to promote and advocate inclusiveness); DEIJ Committee employee award (awarded in May 2024 to the committee chair); DEIJ Committee student award; Student Support Coordinator, Retention Specialist, job descriptions (ie., multiple positions at the College have diversity skills, diversity experience and/or cultural competency listed for hiring purposes or have professional licensure requirements, and *all* faculty job descriptions state "Design learning opportunities that acknowledge, draw upon, and are enriched by student diversity in the learning environment (Inclusion and Diversity)". The College communicates is commitment by varied methods of notifications across the College such as course syllabi, message boards, programs/events, informational emails from the Dean of Student & Legal Affairs each semester

(contains federal/state-mandated content as well as information to improve the campus climate, and live presentations to various student groups at the beginning of the year with content dedicated to Title IX issues and non-discrimination – including students' responsibilities to not engage in behaviors that would create a hostile environment for others.) Multiple policies are directly related to the important principles of inclusion (eg., Non-Discrimination, Title IX, ADA/504, First Amendment Speech & Expressive Activity, First Amendment Religious Freedom, Human Resources policies, and the Code of Student Conduct (see below)).

Accreditation increasingly emphasizes cultural diversity. The Middle States Commission on Higher Education's Standard II requires the College to demonstrate a "climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives). Multiple Allied Health programs which require accreditation must demonstrate awareness of and commitment to diversity/cultural competence, and the National Association of Student Financial Aid Administrators Statement of Ethical Principles includes this standard: "Provide services and apply principles that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status".

The College continually directs resources to retain employees. Examples include systematic pay increases for employees in the annual budget to close the salary gap across Maryland, compensation study (performed in 2024), benefits which annually receive high marks in the employee satisfaction survey, dedicated budget dollars to professional development and membership, annual Professional Development Day in which any employee may present an educational session to their peers about any subject in their scope of their professional or personal expertise, recreational/social activities throughout the year, free/discounted campus/community services, and end of year recognition.

B. Describe how the institution plans to enhance cultural diversity if improvement is needed.

The first goal of the current Educational Master Plan (2022-2025) is "Support KEIJ efforts and endeavors in ISA areas". Then unique diversity or diversity-related initiatives are in development across the division of Instructional and Student Affairs. DEIJ initiatives include disability accommodation collaborations, transgender preferred names, early college, demographic artifacts, course language inclusivity, cultural literacy, and bias recognition as a learning outcome. Annual updates on the progress of each initiative is documented and shared with stakeholders.

This year, the College adopted its newest Strategic Plan (2024-2028). DEIJ was adopted as one of four Strategic Priorities. The four pages devoted to this priority are Appendix C. The Strategic Plan offers the following improvement targets:

1. Return the success/persistence gap to pre-Covid numbers – 5% gap by 2028;
2. Increase percentage of students who agree or strongly agree that inclusion and diversity are important at ACM to 70% by 2028; and
3. Increase the rate of employees who agree or strongly agree that the College demonstrates commitment to valuing diversity to 3.5 by 2028.

While there will be a team assigned to reach these targets during the 4-year Strategic Plan's life, the plan offers suggested implementation strategies:

- Developing, finalizing, and implementing the Diversity, Equity, Inclusion, and Justice Committee's plan (See below)
- Creating and delivering focused [Brightspace Title IX module] content for student-athletes
- Development of support mechanisms for faculty to incorporate principles of DEIJ into coursework
- Targeted improvement of general education learning outcomes (GELO) relating to DEIJ
- Reviewing individual courses for language and operational barriers to student success and engagement

- Evaluate curriculum revisions to focus on inclusivity of diverse points of view where possible
- Develop a plan for leadership based on the recommendations from EAB forthcoming following the Diversity survey being conducted.
- Improve coordination and centralization of DEIJ efforts on campus between all relevant stakeholders including, but not limited to, the DEIJ Committee, Aspiring Young Mentors, Residence Life, and Student Life.
- In conjunction with the DEIJ Committee's Planning efforts, develop and distribute a report card and/or research appropriate for evaluating ongoing DEIJ work institutionally.
- Dedicate budget resources towards DEIJ initiatives, including professional development and training.
- Determine how DEIJ components can be incorporated into tenure, promotion, and in-class advancement.

Future progress reports will be obtained from the Strategic Priority team and/or the Strategic Planning Council.

As noted, the DEIJ Committee submitted its own recommendations to the College's administration in Spring 2024. The entire three-page document is Appendix D. The recommendations outlines its "core concepts on a preliminary basis to provide guidance for future work of the DEIJ Committee, and the concepts [called dimensions] are expected to evolve based on the needs of the institution, community partners, and student population." The five dimensions are

1. Philosophy and Mission of DEIJ,
2. Faculty and Staff support for and Involvement in DEIJ
3. Student Support for and Involvement in DEIJ,
4. Community Participation and Partnerships, and
5. Institutional Support for DEIJ.

Each dimension is accompanied by recommended action steps:

- Present [philosophy and mission] to PAT
- Present [philosophy and mission] to All College
- Put [philosophy and mission] on DEIJ webpage – keep website updated
- Incorporate into Strategic Plan
- Incorporate into General Education Learning Outcome Rubric
- Incorporate into class syllabuses.
- Incorporate community partners into all of the above
- Continue to offer training to faculty and staff
- Train faculty to incorporate DEIJ with PCR GELO Rubric for now.
- Work with GELO assessment committee / a new rubric that incorporates DEIJ.
- Encourage administrative units to include DEIJ goals within their annual assessment
- Include DEIJ trainings in tenure and in-class advancement
- Promote employee award
- Student award – promote the award
- Offer trainings to students and service opportunities
- Student Ambassador members of the DEIJ Committee
- Student surveys and focus groups
- Continued collaboration with Community and Civic Engagement Committee
- Join efforts of DEIJ and CCE committee as one
- Designated DEIJ officer, employee, committee membership , [responsible parties]
- DEIJ training for leadership positions
- Incorporate new DEIJ specific GELO

- Plan/initiative for increasing more diverse faculty and staff - search committee training, making the culture more welcoming, etc.
- Designate assessment metrics of DEIJ efforts
- Develop a budget request form to supporting funding needs

Future progress reports will be obtained from the assigned Strategic Priority team and/or the DEIJ Committee.

C. Describe the process for reporting campus-based hate crimes.

Any person may report a hate crime (or hate bias incident) to Campus Safety/Special Police (CS/SP) who would collect the information, conduct a preliminary investigation, refer the matter for local prosecution as warranted, advise any harmed party of their right to seek criminal charge(s) and/or peace order from the local court, and document the matter in an official CS/SP report. All reports are shared with the Dean of Student & Legal Affairs who determines the follow-up. (Reports can also be made directly to the Dean of Student & Legal Affairs.). Furthermore, any person may report a hate crime or hate bias incident alleged to have been committed by any person using the College's Lighthouse [anonymous] reporting platform: https://www.allegany.edu/legal-information/documents/Allegany-College-of-Maryland_HotlinePosterAnonymous.pdf#search=lighthouse

- Hate crimes alleged to have been committed by a student would be addressed via the **Code of Student Conduct**.
- Hate crimes alleged to have been committed by an employee would be addressed via. Human Resources policies.
- Hate crimes alleged to have been committed by an unaffiliated third party or campus visitor would be addressed via the Safety Risk Policy.

Allegany College of Maryland collects crime data annually from the following reporting sources:

- Campus Safety / Special Police
- Cumberland City Police
- Pennsylvania State Police (Bedford County campus)
- Pennsylvania State Police (Somerset County teaching site)
- Maryland State Police (Allegany County – Makerspace teaching site)
- Maryland State Police (Garrett County – Nursing teaching site)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- On-campus behavioral health therapist (Cumberland campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. This data is compiled and submitted electronically to the U.S. Department of Education by October each year. The written report containing both statistics and narrative content is completed each summer, published, and posted online; all students and all employees are notified electronically twice per year.

D. Summarize any resources needed by the institution to effectively recruit and retain a culturally diverse student body.

The Strategic Priority Team and the DEIJ Committee should help identify both needs and resources.

SECTION TWO: SUMMARY OF HOW THE 2023 SUPREME COURT'S DECISION TO STRIKE DOWN RACE-CONSCIOUS ADMISSIONS PRACTICES HAS AFFECTED YOUR CAMPUSES POLICIES AND PRACTICES.

The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

~ MCCCP, Maryland Council of Community College Presidents.

Attached as Appendices:

A – FY23 Diversity Report
B – FY24 Education, Programs, Events List
C – 2024-2028 Strategic Priority (DEIJ)
D – DEIJ Committee Recommendations

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B. Describe how the institution plans to enhance cultural diversity if improvement is needed.

The first goal of the current Educational Master Plan (2022-2025) is "Support KEIJ efforts and endeavors in ISA areas". Then unique diversity or diversity-related initiatives are in development across the division of Instructional and Student Affairs. DEIJ initiatives include disability accommodation collaborations, transgender preferred names, early college, demographic artifacts, course language inclusivity, cultural literacy, and bias recognition as a learning outcome. Annual updates on the progress of each initiative is documented and shared with stakeholders.

This year, the College adopted its newest Strategic Plan (2024-2028). DEIJ was adopted as one of four Strategic Priorities. The four pages devoted to this priority are Appendix C. The Strategic Plan offers the following improvement targets:

1. Return the success/persistence gap to pre-Covid numbers – 5% gap by 2028;
2. Increase percentage of students who agree or strongly agree that inclusion and diversity are important at ACM to 70% by 2028; and
3. Increase the rate of employees who agree or strongly agree that the College demonstrates commitment to valuing diversity to 3.5 by 2028.

While there will be a team assigned to reach these targets during the 4-year Strategic Plan's life, the plan offers suggested implementation strategies:

- Developing, finalizing, and implementing the Diversity, Equity, Inclusion, and Justice Committee's plan (See below)
- Creating and delivering focused [Brightspace Title IX module] content for student-athletes
- Development of support mechanisms for faculty to incorporate principles of DEIJ into coursework
- Targeted improvement of general education learning outcomes (GELO) relating to DEIJ
- Reviewing individual courses for language and operational barriers to student success and engagement

- Evaluate curriculum revisions to focus on inclusivity of diverse points of view where possible
- Develop a plan for leadership based on the recommendations from EAB forthcoming following the Diversity survey being conducted.
- Improve coordination and centralization of DEIJ efforts on campus between all relevant stakeholders including, but not limited to, the DEIJ Committee, Aspiring Young Mentors, Residence Life, and Student Life.
- In conjunction with the DEIJ Committee's Planning efforts, develop and distribute a report card and/or research appropriate for evaluating ongoing DEIJ work institutionally.
- Dedicate budget resources towards DEIJ initiatives, including professional development and training.
- Determine how DEIJ components can be incorporated into tenure, promotion, and in-class advancement.

Future progress reports will be obtained from the Strategic Priority team and/or the Strategic Planning Council.

As noted, the DEI Committee submitted its own recommendations to the College's administration in Spring 2024. The entire three-page document is Appendix D. The recommendations outlines its "core concepts on a preliminary basis to provide guidance for future work of the DEIJ Committee, and the concepts [called dimensions] are expected to evolve based on the needs of the institution, community partners, and student population." The five dimensions are

1. Philosophy and Mission of DEIJ,
2. Faculty and Staff support for and Involvement in DEIJ
3. Student Support for and Involvement in DEIJ,
4. Community Participation and Partnerships, and
5. Institutional Support for DEIJ.

Each dimension is accompanied by recommended action steps:

- Present [philosophy and mission] to PAT
- Present [philosophy and mission] to All College
- Put [philosophy and mission] on DEIJ webpage – keep website updated
- Incorporate into Strategic Plan
- Incorporate into General Education Learning Outcome Rubric
- Incorporate into class syllabuses.
- Incorporate community partners into all of the above
- Continue to offer training to faculty and staff
- Train faculty to incorporate DEIJ with PCR GELO Rubric for now.
- Work with GELO assessment committee / a new rubric that incorporates DEIJ.
- Encourage administrative units to include DEIJ goals within their annual assessment
- Include DEIJ trainings in tenure and in-class advancement
- Promote employee award
- Student award – promote the award
- Offer trainings to students and service opportunities
- Student Ambassador members of the DEIJ Committee
- Student surveys and focus groups
- Continued collaboration with Community and Civic Engagement Committee
- Join efforts of DEIJ and CCE committee as one
- Designated DEIJ officer, employee, committee membership , [responsible parties]
- DEIJ training for leadership positions
- Incorporate into Strategic Plan
- Incorporate new DEIJ specific GELO

- Plan/initiative for increasing more diverse faculty and staff - search committee training, making the culture more welcoming, etc.
- Designate assessment metrics of DEIJ efforts
- Develop a budget request form to supporting funding needs

Future progress reports will be obtained from the assigned Strategic Priority team and/or the DEIJ Committee.

C. Describe the process for reporting campus-based hate crimes.

Any person may report a hate crime (or hate bias incident) to Campus Safety/Special Police (CS/SP) who would collect the information, conduct a preliminary investigation, refer the matter for local prosecution as warranted, advise any harmed party of their right to seek criminal charge(s) and/or peace order from the local court, and document the matter in an official CS/SP report. All reports are shared with the Dean of Student & Legal Affairs who determines the follow-up. (Reports can also be made directly to the Dean of Student & Legal Affairs.). Furthermore, any person may report a hate crime or hate bias incident alleged to have been committed by any person using the College's Lighthouse [anonymous] reporting platform: https://www.allegany.edu/legal-information/documents/Allegany-College-of-Maryland_HotlinePosterAnonymous.pdf#search=lighthouse

- Hate crimes alleged to have been committed by a student would be addressed via the **Code of Student Conduct**.
- Hate crimes alleged to have been committed by an employee would be addressed via. Human Resources policies.
- Hate crimes alleged to have been committed by an unaffiliated third party or campus visitor would be addressed via the Safety Risk Policy.

Allegany College of Maryland collects crime data annually from the following reporting sources:

- Campus Safety / Special Police
- Cumberland City Police
- Pennsylvania State Police (Bedford County campus)
- Pennsylvania State Police (Somerset County teaching site)
- Maryland State Police (Allegany County – Makerspace teaching site)
- Maryland State Police (Garrett County – Nursing teaching site)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- On-campus behavioral health therapist (Cumberland campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. This data is compiled and submitted electronically to the U.S. Department of Education by October each year. The written report containing both statistics and narrative content is completed each summer, published, and posted online; all students and all employees are notified electronically twice per year.

D. Summarize any resources needed by the institution to effectively recruit and retain a culturally diverse student body.

The Strategic Priority Team and the DEIJ Committee should help identify both needs and resources.

SECTION TWO: SUMMARY OF HOW THE 2023 SUPREME COURT'S DECISION TO STRIKE DOWN RACE-CONSCIOUS ADMISSIONS PRACTICES HAS AFFECTED YOUR CAMPUSES POLICIES AND PRACTICES.

The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

~ MCCCP, Maryland Council of Community College Presidents.

Attached as Appendices:

A – FY23 Diversity Report
B – FY24 Education, Programs, Events List
C – 2024-2028 Strategic Priority (DEIJ)
D – DEIJ Committee Recommendations

Allegany College of Maryland

APPENDIX A

2022-2023 DIVERSITY REPORT

Allegany College of Maryland

PLAN FOR PROGRAM OF CULTURAL DIVERSITY - ANNUAL REPORT

Academic Year 2022-2023

(Modified Requirements)

Board of Trustees:
Kim Leonard, Chair
Jane Belt, Vice Chair
Mirjhana Buck
Linda W. Buckel
Eugene T. Frazier
James R. Pyles
Michele Martz
President,
Dr. Cynthia Bambara

Section One: Summary of ACM's plan to improve cultural diversity.

(a) Major goals / Areas of Emphasis

- Allow transgender students to be recognized by their preferred name within College information systems in respect of their identity.
  - » Implementation Strategy: configure and test storage of Preferred Name in Ellucian; update admissions application with appropriate language for gender selection.
  - » Evaluation of Progress: Ellucian field created, application field updated, course rosters and Brightspace boards reflect Preferred Name.
- Implement launch of Brightspace course for Title IX including specialized content for student-athletes and Willowbrook Woods residents.
  - » Implementation Strategy: Create course accessible to students and employees which teaches basic concepts including non-discrimination based on gender, sexual orientation, and gender identity.
  - » Evaluation of Progress: Goal is to go "live" for Fall 2023 and to set completion targets for students and employees.
- Designated students within their majors (history, political science, psychology, sociology, and geography) will complete a program project wherein they define and apply concepts of race, ethnicity, gender, age, and social class.
  - » Implementation Strategy: course syllabi and cross-discipline faculty collaboration.
  - » Evaluation of Progress: student artifacts scoring rubric.
- Philosophy course descriptions to be revised using inclusive language.
  - » Implementation Strategy: faculty review and revision.
  - » Evaluation of Progress: completed by May 2023.
- General Education Learning Outcome in identified courses including art, music, and philosophy will foster student competency in cultural literacy.
  - » Implementation Strategy: course syllabi and cross-discipline faculty collaboration.
  - » Evaluation of Progress: increase cultural awareness to reach 70% benchmark.
- History 105 course goal for students to define and describe the effects of totalitarianism, communism, socialism, fascism and racism.
  - » Implementation Strategy: Course syllabus.
  - » Evaluation of Progress: students individually graded in essay questions, discussion board assignments, and paper assignments.
- DEIJ Committee began foundational work to create a *new* plan for the College.
  - » Implementation Strategy: Committee adapted a rubric from Transform Mid-Atlantic, and committee members completed the rubric using their individual application of the factors. DEIJ Committee chair advises that the plan will be finalized in FY24.
  - » Evaluation of Progress: This proactive plan will include project reports.

- Women's Studies Course
  - » Implementation Strategy: During the 2021-2022 academic year, sub-group in the DEI Committee began working on creating a women's studies course to add to ACM's course offerings.
  - » Evaluation of Progress: Planning the course continues as a committee project.
- HB923 passed in the 2023 Maryland General Assembly mandates several religious accommodations for students include academic and space.
  - » Implementation Strategy: new policy to be presented to the Board of Trustees on 6/19/23 that includes these mandates as well as other language to preserve codify religious freedom at the public institution; written guidance to faculty regarding academic accommodations; space identified on the Cumberland campus for individual students and small student groups to engage in faith-based or religious practices; policy and information to be posted online at https://www.allegany.edu/student-and-legal-affairs/index.html .
  - » Evaluation of Progress: all mandates will be in place by the 7/1/23 effective date.

(b) How ACM addresses cultural diversity among its students, faculty, and staff.

ACM has been committed to increasing cultural competency across the College for years.

- Mandatory Diversity Training: Starting in 2022, ACM mandates Diversity training to all ACM employees who must complete the following online compliance courses:
  - FERPA: Confidentiality of Records - 16 minutes
  - Title IX: Roles of Employees - 21 minutes
  - Sexual Harassment: Staff-to-Staff (Maryland) - 120 minutes
  - Diversity and Inclusion: Faculty and Staff - 11 minutes
- Educational Master Plan (2022-2025): The institution's third Educational Master Plan reflects change in direction of the group as well as the structure of the document including specific objectives assessment, and reporting. This Plan elevates cultural diversity. It's first goal is "Support Diversity, Equity, Inclusion, and Justice (DEIJ) efforts and endeavors in ISA areas. Many of the Major Goals/Areas of Emphasis above are drawn directly from the new Educational Master Plan.
- DEIJ Committee: This designated Special Standing Committee has the following charge:
  - Review and work with college community to recommend goals for improving diversity in the workforce, instructional affairs, and student services.
  - Assist in the development and support the college's annual reports relating to diversity.
  - Plan and/or recommend diversity programming for the college community to promote and advocate inclusiveness.
  - The Diversity Committee should be representative of a diversified community (ie, race, color, religion, sex, national origin and sexual orientation) to include, but not limited to, individuals from the following specialties: Willowbrook Woods student resident, student, Student & Legal Affairs, Human Resources, Associate Support Staff, Faculty, Professional Support Staff.

  In FY23, the Committee added the "J" for Justice to its name and, as noted above, began working on a new formal plan with recommendations to President's Advisory Team for FY24.
- Accreditation: ACM is accredited by the Middle States Commission on Higher Education; Standard II requires the College to demonstrate a "climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives." ACM completed its self-study in 2022 and provided abundant information surrounding its diversity commitment which includes information in this report as well as prior diversity reports to MHEC. Based upon the assessment team's exit report in April, ACM anticipates being deemed in compliance with all accreditation standards. ACM's Financial Aid personnel comply with National Association of Student Financial Aid Administrators Statement of Ethical Principles and make them available to students; these principles include this statement: "Provide services and apply principles that do not discriminate on the basis of race, gender, ethnicity, sexual orientation, religion, disability, age, or economic status." Furthermore, most of the college's Allied Health programs must be accredited with those bodies also requiring demonstrated awareness of and commitment to diversity/cultural competence. Examples include Human Services, Nursing, and Occupational Therapy Assistant. The Physical Therapy Assistant's accrediting body is in the process of updating its standards with a draft that includes "promoting a culture of JEDI, belonging, and anti-racism".
- Job Descriptions / Licensure: Multiple positions at the College have diversity skills, diversity experience and/or cultural competency listed for hiring purposes or have professional licensure requirements.

Examples include Residence Life Director, Area Coordinator, Student Life Director, Student Support Coordinator, Massage Therapy faculty. The College now includes the following language in all faculty job descriptions: "Design learning opportunities that acknowledge, draw upon, and are enriched by student diversity in the learning environment (Inclusion and Diversity)."

- ❖ Notifications/Presentations: Dean of Student & Legal Affairs issues informational emails to all students, faculty, and staff each semester; the content includes the federally and state mandated information as well as information to improve the campus climate and college experience including compliance with principles of non-discrimination and reporting concerns. Additionally, the Dean does live presentations to various student groups at the beginning of the year with content dedicated to Title IX issues and non-discrimination – including students' responsibilities to not engage in behaviors that would create a hostile environment for others.

(c) How ACM plans to enhance cultural diversity if improvement is needed.

See Major Goals / Areas of Emphasis above.

(d) ACM's process for reporting campus-based hate crimes.

Allegany College of Maryland collects crime data annually from the following reporting sources:

- Campus Safety / Special Police
- Cumberland City Police
- Pennsylvania State Police (Bedford County campus)
- Pennsylvania State Police (Somerset County teaching site)
- Maryland State Police (Allegany County – Makerspace teaching site)
- Maryland State Police (Garrett County – Nursing teaching site)
- Student & Legal Affairs (Cumberland campus)
- Student Services Director (Bedford campus)
- On-campus behavioral health therapist (Cumberland campus)

The hate crimes data which must be collected includes murder/non-negligent manslaughter, negligent manslaughter, sex offenses (forcible), sex offenses (non-forcible), robbery, aggravated assault, motor vehicle theft, arson, any crime involving bodily injury, larceny/theft, simple assault, intimidation, and vandalism/destruction of property. The Violence Against Women Act added the following additional crimes and hate crimes: domestic violence, dating violence, and stalking. The reports must specify the whether the hate crime targeted by race, religion, sexual orientation, gender, disability, or ethnicity/national origin; by federal law, gender identity has been added as a new hate crime category. Crimes also note the location of the crime (ie., on campus, student housing, non-campus, or [adjacent] public property). This data is compiled and submitted electronically to the U.S. Department of Education by October each year. The written report containing both statistics and narrative content is completed each summer, published, and posted online; all students and all employees are notified electronically twice per year.

No hate crimes were reported in FY23.

Any person may report a hate crime or hate bias incident alleged to have been committed by a student for action under the **Code of Student Conduct**.

VII.E. Hate – Bias

1. Hate Crime: an offense that manifests evidence that the victim was intentionally selected because of the perpetrator's bias against the victim on the basis of race, religion, sexual orientation, gender, gender identity, ethnicity, national origin, or disability.
2. Hate-Bias Incident: a hostile act of conduct, speech, or expression motivated in whole or in part by intolerance, bias, or prejudice against another. Unlike a hate crime, the hostile act is not a criminal act; like a hate crime, the hostile act is motivated by prejudice.

Any person may report a hate crime or hate bias incident alleged to have been committed by an employee for action under Human Resources policies.

Any person may report a hate crime or hate bias incident alleged to have been committed by any person using the College's Lighthouse [anonymous] reporting platform found at https://www.allegany.edu/legal-information/documents/Allegany-College-of-Maryland_HotlinePosterAnonymous.pdf#search=lighthouse

Finally, any person may report an act of alleged unlawful discrimination to the Dean of Student & Legal Affairs – including whether the incident also alleges a hate crime.

(e) Resources needed to effectively recruit and retain a culturally diverse student body

- The DEIJ Committee's pending plan should help identify these resources. Meanwhile, Student Affairs has identified several improvements:
  - Space: The College needs a large gathering space in Willowbrook Woods for floor meetings, building meetings, and community events that will attract, support, and retain students via greater student engagement. The main campus also lacks a "student union" which would benefit all students by providing an easily accessible and comfortable recreational/relaxation space for students to spend time between classes as well as after-hours activities.
  - Funding: Student Affairs requested for multiple years the addition of a second Area Coordinator for Willowbrook Woods; that position was approved and filled for one year, but when both Area Coordinators resigned within a few months of each other, one position was approved to be filled pending increased occupancy and revenue from housing fees. The loss of this position has adversely impacted the support for residents in this minority-majority community. It is unknown if occupancy will rebound sufficiently to finance the position.

Section Two: ACM's efforts to increase (via recruitment and retention) numerical representation of traditionally underrepresented groups among students, administrative staff, and faculty.

Student Recruitment

Traditionally, college recruitment staff attends multiple local and regional college and career fairs, with the goal of recruiting students, including underrepresented students. Campus tours are coordinated with high school counselors as well as families, both from rural and urban locations, with the goal of providing opportunities to recruit students from underrepresented backgrounds. Specific opportunities to recruit and market ACM to reach underrepresented minority students during the 2022-23 academic year were:

1. Naviance – a partnership was established with EAB to gain prospective student leads from areas in Maryland and Virginia with a more diverse population. In addition, messaging about ACM is targeted at prospective students considering attending Morgan State University and the Community College of Baltimore City, which are both very diverse institutions. As leads are received from Naviance, follow-up communications are sent to students. Important information is also shared via the counselor community message board.
2. College Fairs – attended college fairs at high schools in urban areas with more diverse populations including:

   - Charles County College Fair - September 21, 2022
   - Southern Maryland College Fair - September 22, 2023
   - Montgomery Blair High School College Fair - September 27, 2022
   - Cecil County College & Career Fair - October 5, 2022
   - Frederick County College Night - October 5, 2022
   - Paint Branch High School College Fair - October 13, 2022
   - Clarksburg High School College & Career Fair - March 1, 2023
   - Springbrook High School Post-Secondary Options' Event - March 8, 2023
   - James H. Blake High School Post-Expo - March 16, 2023
   - Anne Arundel Community College/Anne Arundel County College Fair - March 16, 2023
   - Great Mills High School College & Career Fair - April 20, 2023

3. On-campus Tours – hosted on-campus tours with students from Squashwise Middle School and Paul Laurence Dunbar High School. Both schools are located in Baltimore City, Maryland.
4. Women's Health & Wellness Expo – attended this event held on April 19, 2023, at the YMCA in Allegany County.
5. National Night Out – attended this annual event sponsored by the City of Cumberland. The event location is in South Cumberland near The Salvation Army and Cumberland Housing Group.

6. Support of the NAACP Allegany County Branch – purchased sponsorship packages for various events including Juneteenth and Freedom of Voice Awards.
7. ACCESS ACM Magazine – ensure inclusion of all demographics in every issue. The Spring 2023 edition's cover featured Rebekah Wormack, '22 AAS Medical Laboratory Technology graduate who is an African American female. This magazine is mailed to over 25,000 alumni, donors, and community members on a bi-annual basis.

Student Retention

Retention efforts occur daily and campus wide. Targeted retention efforts for traditionally unrepresented students are captured by several specific operational units.

- Residence Life personnel apply their skills and all of their time to supporting Willowbrook Woods residents and building community via individualized attention, direct services, communications, and programs presented by the Resident Assistants. With an emphasis on academics, Residence Life tracks both grade point average and retention (ie., year-to-year contract renewal) of Willowbrook Woods residents. (Willowbrook Woods is a minority-majority community.) This information is used to make appropriate operational adjustments including communication/outreach to residents, to promote resident use of academic resources, to inform programming, and to support staffing requests.
- Academic Access and Disability Resources provides many services to students with disabilities. The Director evaluates disability documentation and makes determinations for accommodation requests. Considerable data is collected and tracked by AADR including the number of students served, the types of disabilities reported, and the number/nature of accommodations provided.
- Retention Specialist: The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and special populations) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.
- The Pathways for Success Program at Allegany College of Maryland (ACM) is a TRiO Student Support Services project funded through a grant from the U.S. Department of Education. Program goals include increasing the retention, grade point average, graduation and transfer rates of first generation, income eligible students as well as those students with documented disabilities. Retention efforts for traditionally underrepresented populations is Pathways' #1 objective.
- Aspiring Young Mentors: This academically-oriented student group is a College project whose original mission was to "Foster student success through a collaborative network of med dedicated to leadership, mentorship, and a growth mindset" and whose original vision was to "Lead young African-American men at Allegany College of Maryland in achieving their dream." While its mission/vision is not solely DEI, its existence is rooted in College data showing a worrisome achievement gap between students generally and black male students. At this writing, AYM is going co-ed since several female students have shown interest and have been attending the weekly meetings. AYM is working to rebuild a group since the original cohort has now graduated/transferred. The mission remains the same-to improve the GPA, graduation, and retention rates of underserved students. The group provides a support network, holds group meetings, hold individual sessions between mentor/mentee, and offers monthly programming. Students who aspire to mentor other students must have a minimum GPA, successfully completed 2 semesters at ACM, apply, be recommended by 2 faculty/staff, agree to the Peer Mentor Contract, and complete required trainings. Aspiring mentors must apply to serve. The group plans to offer programming in Fall 2023 and to grow membership through the students' innovative ideas and leadership.
- Unity Center: The Unity Center's mission is to provide a space for multi-cultural learning opportunities that engage students, faculty, and staff in meaningful ways. The Center serves as an educational and engagement space for many College groups and clubs including Aspiring Young Mentors (Unity Center is that student group's headquarters), Pride Club, Advocates for Christ, as well as employee/student

activities such as Pathways for Success (a TRIO program), Academic Access & Disability Resources, Financial Literacy presentation, Faculty-TLC, and more. It also hosts open hours for students to use the space/computers.

- Scholarship Week organized for the second year to educate all students about the abundant scholarships available to ACM students to make college more affordable; organizers/partners were the DEIJ Committee, Reading and Writing Center, Pathways for Success, and Aspiring Young Mentors.
- [New in FY24] Student Support Assistant: Due to the growing demand for mental health and personal support services which strained both full time staff and contracted provider, Student Affairs sought and obtained authorization to create a new position to provide additional support to students amid the mental health crisis being experienced nationwide. This part-time position is designed offer support services directly to students in need with a twist: to be mobile – going where the students are during evenings and some weekends with regular shifts dedicated at Willowbrook Woods (on campus housing / minority majority community). Time permitting, this person will also assist with programs. During the summer, the SSA will manage housing applications and contracts for incoming Willowbrook Woods residents. If successful with data tracked over the coming year, the position could grow into a full-time position.

Faculty and Staff

Human Resources has pursued multiple strategies to recruit a more diverse workforce. Examples include expanded and targeted advertising of full-time positions; posting faculty and higher-level professional positions on Higher ED Jobs with an extra diversity package boost, working with Marketing to increase the Facebook posts of open positions, producing and airing a local radio ad with Forever Media, and the development and training of Search Committee experts to serve on every hiring committee.

The College continually directs resources to retain employees. Examples include systematic pay increases for employees in the annual budget to close the salary gap across Maryland, benefits which annually receive high marks in the employee satisfaction survey, dedicated budget dollars to professional development and membership, annual Professional Development Day in which any employee may present an educational session to their peers about any subject in their scope of their professional or personal expertise, free or discounted services (eg., counseling, athletic facilities, parking, gym membership, and more), recreational/social activities throughout the year, and end of year awards and recognition.

Section Three: ACM's efforts to create positive interactions and cultural awareness among students, faculty, and staff including training programs, curricular initiatives, and co-curricular programs.

- Mandatory employee diversity training described above.
- Notifications / Presentations described above.
- Allied Health Professionalism Seminar discusses the concepts of professionalism in Nursing and Allied Health programs as it relates to communication, confidentiality, social media netiquette, and diversity, inclusion & illicit bias." as one of the objectives in the program's student orientation.
- Allied Health Programs with or without accreditation requirements include components of diversity and cultural competence in their curricula. Examples include Nursing Medical Administrative Assistant,
- DEIJ Initiative Award: Starting in spring of 2022, the DEI Committee developed and presented an award to recognize an ACM employee for taking initiative in a DEI-related way. The Diversity, Equity, and Inclusion Initiative award is given on behalf of the DEI Committee to an ACM staff or faculty member who has demonstrated innovation in the areas of diversity, equity, inclusion, and/or justice. The second annual award was issued in Spring 2022 to Ashley Dively for her work with the Aspiring Young Mentors.
- Student Diversity Equity, Inclusion and Justice Initiative Award was awarded for the first time this year.
- Special programs and events for students, faculty, and staff. See Appendix A.
- CHEER Program is a new partnership between ACM and Allegany County Public Schools to offer a blended mix of high school classes and college classes on campus to selected high school seniors who have Individualized Educational Plans.
- Adult Basic Education helps community members become literate and to develop necessary skills for employment; ABE also includes the following program objectives: "Assist immigrants and other individuals who are English language learners to improve reading, writing, speaking, comprehension, and mathematics skills and acquire understanding of the American system of government, individual freedom, and the responsibilities of citizenship."

- Homeless Resource Day: This valuable program has been in hiatus but returned in Fall 2022 and is scheduled with expanded offerings in Fall 2023.
- Transition Program: Partnership with Allegany County Public Schools provides students with mild to severe cognitive disabilities the opportunity to continue their educational experiences in age-appropriate community settings. CE continued to provide facilities for a "home base" for the program. Professional Development also coordinated efforts for curriculum and peer interaction with students from various credit programs.
- DEIJ Committee members offered a Professional Development Day session entitled "Becoming a Pronoun Pro". Description: *Attendees will be able to articulate the significance of using pronouns in the higher education setting and pronouns' place in the greater DEIJ conversation. Attendees will be able to update their existing professional resources and/or technologies with their pronoun information.*

Section Four: ACM's emerging populations (ie., untraditional) that are currently underrepresented in higher education.

- Retention Specialist: The College used funds from its Perkins Grant to create a new position in FY21: Career and Technical Education Recruiter and Retention Specialist. The Retention Specialist is responsible for recruitment, enrollment, and retention of students (traditional and **special populations** (emphasis added)) interested in attending Allegany College of Maryland. By working directly with CTE students, the main goal is to increase the success of the students; therefore, increasing ACM's CTE graduation rate. This position also works closely with the career program directors. According to the Federal Guidelines for Perkins, **special populations include: individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields (eg., males in Nursing, females in Auto Tech, females in Criminal Justice and males in Dental Hygiene); single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C.1143a); youth who are in or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty**. (emphasis added)
- CHEER Program is a new partnership between ACM and Allegany County Public Schools to offer a blended mix of high school classes and college classes on campus to selected high school seniors who have Individualized Educational Plans.

Section Five: ACM's other initiatives that are central to the cultural diversity plan.

- The Civic and Community Engagement Committee is charged with seeking and sustaining Carnegie Community Engagement classification. The Committee had its third assessment of student community engagement conducted by outside research organization, Siena College Research Institute. This National Assessment of Service and Community Engagement surveys students to collect multiple data points regarding students' community engagement including diversity-related data related to the development of students as engaged global citizens (EGC). The survey result's "score" for diversity is one of four indicators of knowledge, skills, and behavior of EGC. (The other scores are critical thought, political action, and social justice.) All indicators are weighed against values scores (ie., how much the students value each of the indicators). The College's EGC score on diversity (66/100) is its highest EGC indicator although its performance of community engagement on diversity is less than its *valuation* of diversity (80/100). (Rating above 50 is a good rating.) The study made several recommendations. Regarding EGC, it said "Allegany's Engaged Global Citizen scores are notably lower than the student reported values in the areas of Diversity, Political Action, and Social Justice, demonstrating that students' reported knowledge, skills, and behaviors are not in line with students' values for those areas. Create additional opportunities for students to be engaged in the area of Political Action [the lowest scored indicator] through cross-campus learning and structures." (No recommendation directly related to diversity.)

Attached as Appendices:

A – FY22 Modified Diversity Report as required
B – FY22 Diversity Report Appendix (Traditional/Legislative requirements)
C – FY23 Programs & Events List

Allegany College of Maryland

APPENDIX B

EDUCATION, PROGRAMS, EVENTS

- EAB survey: Institutional Strategy Index for Diversity, Equity, Inclusion, and Justice"
- Student Affairs' Family Dinners (open to all students to make connections across all student types including local/non-local, race, age, and disabilities)
- Learning Commons LGBTQ+ display.
- Appalachian Festival at Frostburg State University promoted by ACM's College to Community Partnership to ACM students, faculty, and staff; the event included a Symposium "Experiencing the Feminine in Appalachia: Women, Gender, and Place"
- National Coming Out Day observed
- Martin Luther King Day observed with live re-enactment of the "I Have a Dream" Speech, displays, diversity training sessions, and information about how to join the local NAACP
- Book Discussion sponsored by ACM's College to Community Partnership FSU, Choose Civility, and the Allegany County Library System. "Hill Women: Finding Family and a Way Forward in the Appalachian Mountains"
- ACM's College to Community Partnership hosted volunteer Fair to connect students, faculty, and staff with local organizations including the NAACP
- ACM's College to Community Partnership- sponsored event, "Empowering Our Freedoms, Protecting us All: The Equal Rights Amendment (ERA) & You"
- ACM's College to Community Partnership again sponsored Choose Civility Days which included diversity displays, culture walk, student essays, and more.
- Continuing Education facilitated training by the Maryland Commission on Civil Rights entitled "Dimensions of Diversity" open to students, faculty, staff, and the public.
- Veterans Day Honor and Recognition Ceremony
- Hispanic Heritage Month Information
- International Day of Peace
- Violence Prevention, Awareness, and Support events
    - Domestic Violence Awareness Month
    - Sexual Assault Awareness Month
    - Dating Violence Awareness Month
    - Teen Dating Violence Awareness Month.
    - The Clothesline Project

Student Life / Student Government Association / Student Clubs: Allegany College of Maryland's Student Government Association, recognized many clubs in FY24 that promote diversity include the Student Government Association, Christian Fellowship Club (*also known as* Advocates 4 Christ), Choir, Nurse's Christian Fellowship, Peace Club, Phi Theta Kappa, Veteran Support Club, Volunteer Club, PRIDE (LGBTQ/Ally Club), and 21 academic-related clubs and honor societies. Additionally, the NAACP club initiated steps to move from inactive status to recognized/active status. (ACM recognition is required for local chapter designation (see below), so both processes must occur.)

DEIJ Committee: 2024 Annual Report on Initiatives and Accomplishments

1. Completion of DEIJ Recommendation Document

A comprehensive Diversity, Equity, Inclusion, and Justice (DEIJ) initiatives recommendation document was finalized this year. This document outlines the college's needs and strategic initiatives regarding diversity and inclusion. It serves as a roadmap to enhance DEIJ efforts across the institution.

2. EAB Assessment for Two-Year Institutions

The Education Advisory Board (EAB) assessment, typically designed for four-year institutions, was adapted for our two-year institution. The modified assessment aimed to identify specific needs and areas for improvement. The recommendations derived from this assessment will be discussed and implemented in the coming year.

3. MLK Day of Service (January 17, 2024)

Allegany College of Maryland (ACM) hosted a successful Martin Luther King Jr. Day of Service on January 17, 2024. This event was supported by a Transform Mid-Atlantic grant and included several key activities:

- **Diversity Training:** Conducted by the West Virginia University (WVU) extension, offering two training sessions.
- **NAACP Presentation:** Featured speakers such as NAACP Chapter 7007 President Tifani Fisher, student speaker Leslie Stubbs, and NAACP Youth and College President Dorien Rogers.
- **NAACP Youth and College Membership Drive:** Successfully registered 36 students, exceeding the initial goal of 25, leading to the establishment of a new charter. The charter was recognized and finalized in May.
- **Community Outreach:** Engaged in activities aimed at providing valuable resources to the local community, particularly those in need.

4. Establishment of DEIJ Initiative/Scholarship Fund

A new DEIJ initiative and scholarship fund was established and included in ACM's Day of Giving. This fund is designed to support various needs, including memberships, scholarships, and financial aid to alleviate hardships faced by students.

5. Professional Development Day Presentations

During the Professional Development Day, several impactful presentations were delivered:

- **Microaggressions and Classroom Inclusivity:** Presented by Alex Grimm and Dr. June Bracken, addressing strategies to create a more inclusive classroom environment.
- **Holocaust Survivor's Story:** Shared by Landon Defibaugh and Dr. Judy Stone, providing a powerful narrative on resilience and the importance of diversity.

6. Revamping the DEIJ Website

Plans are underway to revamp the DEIJ website to offer more comprehensive information for students and staff. The updated website will include resources for Black, Indigenous, and People of Color (BIPOC) and a link for donations to the DEIJ fund.

7. Sponsorship and Representation at Key Events

- **NAACP Voice of Freedom Awards:** ACM sponsored and was represented at this significant event, demonstrating our commitment to DEIJ values.
- **Juneteenth Celebration:** Provided sponsorship for the NAACP's Juneteenth Celebration, furthering our support for cultural awareness and inclusivity.

8. DEIJ Student/Staff Award

The DEIJ Student/Staff Award was awarded again to recognize and honor outstanding efforts in DEIJ initiatives within the college community. This award aims to celebrate individuals who have made significant contributions to promoting diversity, equity, inclusion, and justice.

Allegany College of Maryland

APPENDIX C

2024-2028 STRATEGIC PLAN
STRATEGIC PRIORITY: DEIJ

DIVERSITY, EQUITY, INCLUSION, AND JUSTICE

Rationale

Internal:

Since its inception in 2022, the College's Educational Master Plan (EDMP) has emphasized the need for the College to support Diversity, Equity, Inclusion, and Justice (DEIJ) activities within the Instructional and Student Affairs area. Including DEIJ in the Strategic Plan presents the opportunity to expand support for these important endeavors throughout institutional operations and dedicate resources where possible and appropriate.

The College has seen its Diversity, Equity, Inclusion, and Justice Committee is working on developing a plan for advancing DEIJ opportunities institutionally. Recognizing that these components each represent a variety of important stakeholder groups, the College can realize the opportunity to ensure equitability across all institutional offerings, both academic and non-academic.

Since the beginning of the COVID-19 pandemic, non-white students have seen their transfer, success, and persistence numbers fall off. The equity gap, which is the difference in success and persistence between white students and non-white students, reached institutional highs for the Fall 2018 cohort. This is largely driven by the COVID-19 pandemic disproportionately affecting students of color and their ability to successfully complete their education.

Students surveyed each Spring have shown increases in the feeling that inclusion and diversity are important at ACM, but the number agreeing or strongly agreeing with this statement is still a very low number. Non-white students attending Allegany College of Maryland represent a growth area. This is partially due to the national growth of the Online LPN-RN program, but also represents the College's residential facilities for on-campus students.

Additionally, other areas of Diversity warrant further research and commitment of resources, including but not limited to gender and identity, sexual orientation, socioeconomic background, age, and ability.

External:

The College's accreditor, the Middle States Commission for Higher Education (MSCHE) has updated its Standards of Affiliation with implementation effective July 1, 2023. Included in this update is the guiding principle of Diversity, Equity, Inclusion, and Justice, which has been interwoven into the Standards. Institutions are expected to demonstrate how they define and implement DEIJ practices for students and stakeholders.

The 2022 State of Maryland Plan for Higher Education has equity as its primary focus with recognition given to the diversity of students served by Maryland institutions and the gaps in academic success between different groups. As a result, the State has placed greater emphasis on reporting from the colleges on issues of equity.

Long-time educational partner EAB (the Educational Advising Board) has developed mechanisms for evaluating existing equity practices at institutions of higher education, identifying gaps, and implementing improvements.

The DEIJ Committee has attended multiple workshops and trainings with Transform Mid-Atlantic (formerly Regional Campus Compact) designing a self-assessment instrument and action plan. Recommendations have been submitted to the SVPISA and President's Staff.

Individual third-party accreditors have identified the importance of DEIJ within their standards, including most if not all of the allied health programs.

Data

Informing

ACM Enrollment	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Non-White Credit Students	16.7%	16.5%	16.3%	17.9%	19.8%
White Credit Students	83.3%	83.5%	83.7%	82.1%	80.3%
ACM Employees	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
% Non-White Full-time Faculty	3.0%	3.2%	2.2%	1.0%	2%
% Non-White Full-time administration/staff	1.8%	1.8%	1.0%	1.8%	1.7%
Regional Representation	**2017**	**2018**	**2019**	**2020**	**2021**
Allegany County, White population	63197	62148	61563	57953	58450
Allegany County, non-White population	8418	8827	8853	10153	9279
Allegany County, % non-White	11.8%	12.4%	12.6%	14.9%	13.7%
Allegany County, Total Population	71615	70975	70416	68106	67729

Data

Assessing

Employee Survey		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
The College demonstrates commitment to valuing diversity.		3.04	3.13	3.16	3.17	3.14
ACM fosters cultural competency in its employees.		2.95	3.01	3.09	3.02	3.03
Revealing Institutional Strengths and Characteristics (RISC) Survey		First administered in Spring 2021		Spring 2021	Spring 2022	Spring 2023
RISC - 3a	Did not feel welcome because due to my race or ethnicity			0.2%	1.2%	1%
RISC - C.1.6	Inclusion and diversity are important at ACM			18.2%	26.3%	34.0%
Graduation		**Fall 2014**	**Fall 2015**	**Fall 2016**	**Fall 2017**	**Fall 2018**
200% Graduation Rate (Black or African American)		15.4%	13.0%	11.1%	11.5%	14.3%
200% Graduation or Transfer (Black or African American)		66.4%	55.6%	62.0%	64.4%	47.1%
200% Successful or Persisting (Black or African American)		68.5%	56.5%	65.7%	71.2%	57.1%
200% Success/Persistence Gap		1.7%	6.5%	8.4%	5.2%	19.1%

Targets

1. Return the Success/Persistence gap to pre-COVID numbers – 5% gap by 2028.
2. Increase the percentage of students who agree or strongly agree that inclusion and diversity are important at ACM to 70% by 2028.
3. Increase the rate of employees who agree or strongly agree that the College demonstrates commitment to valuing diversity to 3.5 by 2028.

Possible **Action Steps**

As discussed in the College's annual Diversity report for the state of Maryland, some possible action steps include:

- Developing, finalizing, and implementing the Diversity, Equity, Inclusion, and Justice Committee's plan
- Creating and delivering focused content for student-athletes
- Development of support mechanisms for faculty to incorporate principles of DEIJ into coursework
- Targeted improvement of general education learning outcomes (GELO) relating to DEIJ
- Reviewing individual courses for language and operational barriers to student success and engagement

Evaluate curriculum revisions to focus on inclusivity of diverse points of view where possible.

Develop a plan for leadership based on the recommendations from EAB forthcoming following the Diversity survey being conducted.

Improve coordination and centralization of DEIJ efforts on campus between all relevant stakeholders including, but not limited to, the DEIJ Committee, Aspiring Young Mentors, Residence Life, and Student Life.

In conjunction with the DEIJ Committee's Planning efforts, develop and distribute a report card and/or research appropriate for evaluating ongoing DEIJ work institutionally.

Dedicate budget resources towards DEIJ initiatives, including professional development and training.

Determine how DEIJ components can be incorporated into tenure, promotion, and in-class advancement.

Allegany College of Maryland

APPENDIX D

DEIJ COMMITTEE PLAN RECOMMENDATIONS

The following document summarizes the initial framework to support efforts of institutionalizing DEIJ as part of the campus culture that enhances the pursuit of ACM's mission and vision. The recommendations below outline core concepts on a preliminary basis to provide guidance for future work of the DEIJ committee, and the concepts are expected to evolve based on the needs of the institution, community partners, and student population. To best support the development of action plans related to this effort, four initial dimensions of these efforts have been established. Additionally, recommendations have also been included to provide potential action plans to successfully support institutional development.

The initial efforts of the DEIJ committee, as detailed below, focus on developing a strong definition of DEIJ within the context of ACM. Additionally, successful institutionalization of DEIJ depends on support and involvement of the institution, faculty, staff, and students. Recommendations included potential action plans related to opportunities for advancement, development of leadership roles, incentives and initiatives to support professional development. In sum, the initial efforts support tangible development of foundational concepts and institutional structures. Future advancement of institutionalizing DEIJ will include community involvement. The goal is to provide guidance and direction to support a more intensive effort related to strategic planning and development of a cohesive culture of DEIJ within the fabric of ACM.

DIMENSION	***RECOMMENDATIONS***
DIMENSION I: PHILOSOPHY AND MISSION OF DEIJ Fostering an institutional culture of DEIJ requires initial development of campus-wide definitions for DEIJ that provide meaning, focus, and emphasis of these efforts. Concepts of DEIJ will align, enhance, and support ACM's vision and mission. Campuses with a strong institutional culture of DEIJ including, reciprocity, and mutuality involve community partner voice and institutional members in defining concepts and terms related to DEIJ. The degree to which DEIJ becomes part of the campus culture and institutional fabric will be determined through participation and assessment of institutional values, needs, resources, and barriers. Institutionalization of DEIJ will rely on defining DEIJ within the institution, completing strategic planning to advance the efforts, alignment to the institutional mission, and alignment to education reforms.	• Present to PAT • Present to All College • Put on DEIJ webpage – keep website updated • Incorporate into Strategic Plan • Incorporate into General Education Learning Outcome Rubric • Incorporate into class syllabuses. • Incorporate community partners into all of the above
DIMENSION II: FACULTY AND STAFF SUPPORT FOR AND INVOLVEMENT IN DEIJ Faculty and staff involvement is a primary component of supporting institutionalization of DEIJ at Allegany College of Maryland. Faculty and staff participation can be supported with development and implementation of trainings, resources, and opportunities to discuss DEIJ concepts constructively. Successful institutionalization of DEIJ within the faculty and staff will rely on improving awareness facilitating	• Continue to offer training to faculty and staff • Train faculty to incorporate DEIJ with PCR GELO Rubric for now. • Work with GELO assessment committee to see if there can be a new rubric that incorporates DEIJ. Example Here. • Encourage administrative units to include DEIJ goals within their annual assessment • Include DEIJ trainings in tenure and in-class advancement • Promote employee award

involvement, supporting leadership development, and encouraging participation through incentives.	
DIMENSION III: STUDENT SUPPORT FOR AND INVOLVEMENT IN DEIJ. Student support for and involvement in the institutionalization of DEIJ further enhances the effectiveness of these efforts. Increasing student awareness, creating opportunities for engagement and leadership, providing incentives, and ensuring transparency in implementation of DEIJ efforts will strengthen the student experience and sense of belonging at ACM.	• Student award – promote the award • Offer trainings to students and service opportunities • Student Ambassador members of the DEIJ Committee • Student surveys and focus groups
DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS Although community participation and partnerships will be essential in supporting the overall efforts of institutionalizing DEIJ, the current efforts of the committee will focus on developing a foundational groundwork including developing the mission and enhancing participation within the institution. The committee will design future pursuits involving community partners, as their voices and representation will be essential to enhancing the culture of DEIJ at ACM.	• Continued collaboration with Community and Civic Engagement Committee • Join efforts of DEIJ and CCE committee as one

DIMENSION V: INSTITUTIONAL SUPPORT FOR DEIJ
 	
Lastly, the pivotal effort of institutionalizing DEIJ will require substantial resources, support, and assessment provided by the institution. Use of a coordinating entity such as the DEIJ committee, can support examination of campus-wide policies, create opportunities to enhance staffing and funding, support professional development related to DEIJ efforts, and design adequate evaluation and reporting methods. Such efforts must be supported by the institution.
	• Designated DEIJ officer, employee, committee membership
	  ○ **Designate responsible parties for implementation of all the listed outcomes.**
	• DEIJ training for leadership positions
	• Incorporate into Strategic Plan
	• Incorporate new DEIJ specific GELO
	• Plan/initiative for increasing more diverse faculty and staff - search committee training, making the culture more welcoming, etc.
	• Designate assessment metrics of DEIJ efforts
	  ○ Campus climate surveys, Equity Scorecards, Equity Audits. And who works to incorporate assessment results back into strategic plan and educational plan.
	• Develop a budget request form to supporting funding needs

LIST FROM RECCOMMENDATION DOCUMENT. Feel free to copy and paste into boxes or add new ideas above!

1. Designated DEIJ officer, employee- Misty currently serves as this person, but we need a designated position.
2. DEIJ training for leadership positions (we need BUY IN) EAB/Kurt working on this. DEIJ is in the educational master plan.
3. Once this plan is developed there should be a presentation to the College with the definition of DEIJ and what it means to ACM (college-wide awareness, understanding) - Provide more training opportunities
4. More faculty awareness – subcommittee can work with the faculty development coordinators and those doing training for assessment GELOs? - GELOs done on PD Day
5. Add DEIJ efforts to advancement and ICA? Make it a requirement?
6. Incentives for student involvement, create a student award? This has been created-more incentives?? - we did the student award, promote the award more
7. Market DEIJ opportunities to students, clubs, etc. See #13
8. Recruit students for DEIJ committee- Possibly create a titled student "position" DEIJ ambassador?
9. Create a plan/initiative for increasing more diverse faculty and staff representation – train search committee members DEIJ concepts and ask DEIJ committee members to be part of searches
10. Student testimonials, experiences, share with committee—place on website where students can submit concerns and suggestions
11. Website: more useful, functional- Scheduled updates and important information added at regular intervals
12. Update charge
13. Incorporate housing, AYM, Unity Center, other areas on campus—connect to committee Specific Ideas? Possibly through promotion/general marketing- Fliers with a QR code posted in areas where groups meet, or in the cafeteria? Erin send a text/Email? Airtame displays
14. Do we have a definition of DEIJ – does that need to happen now or after resources are in place? Definition must be established ACM specific
15. Who will help develop a DEIJ definition – what community partners, leaders, students, etc. This will be established with present committee members on 11/30
16. Scholarship opportunities-Establish a scholarship for housing students? Scholarship week
17. Promote heritage months & identity recognition, possibly plan an activity or celebration for each: https://edib.harvard.edu/heritage-months

Maryland Higher Education Commission
Cultural Diversity Report 2024

Mission
With learning as its central mission, Anne Arundel Community College (AACC) responds to the needs of our diverse community by offering high quality, affordable, accessible, and innovative lifelong learning opportunities.

Vision
Anne Arundel Community College is a premier learning community that transforms lives to create an engaged and inclusive society.

Values
- Community and Relationships
- Opportunity
- Positivity
- Innovation and Creativity
- Equity and Inclusion

Philosophy
Anne Arundel Community College strives to embody the basic convictions of our country's democratic ideal: that individuals be given full opportunity to discover and develop their talents and interests; to pursue their unique potentials; and to achieve an intellectually, culturally, and economically satisfying relationships with society.

Board of Trustees Policy on Antiracism, Diversity, Equity, and Inclusion
Anne Arundel Community College embraces and promotes antiracism, diversity, equity, inclusion, and accessibility and fosters, cultivates, and sustains antiracism, diversity, equity, inclusion, and accessibility in its activities, admissions, community involvement, curriculum, employment, policies, and programs. This policy applies to all students, faculty, and staff, including temporary employees, contractual employees, and student employees.

Section 1: A Summary of the Institution's Plan to Improve Cultural Diversity
At Anne Arundel Community College (AACC), diversity is only one component of its strategic commitments to make equity and inclusion a reality for everyone in the campus community.

Accessibility Initiatives
Since August 2022, AACC has utilized a cross-divisional team comprised of educators, administrators, technologists, and staff to identify and overcome challenges related to digital accessibility, recognizing that digital accessibility is essential to ensuring equity and inclusion. The Chief Diversity, Equity, and Inclusion Officer (CDEIO) continues to work collaboratively with the cross-divisional team and staff in the Information and Instructional Technology (IIT) division to track the progress of the sub-teams and general accessibility efforts.

In FY23, the College hired its first ADA & Accessibility Compliance Officer responsible for creating inclusive and accommodating environments and assisting the College in adhering to federal, state, and local laws related to accessibility and accommodation. During FY24, the ADA & Accessibility Compliance

Officer developed a series of accessibility professional learning experiences, which will form the core of the College's professional development plan for FY25.

IDEAL Office
The Office of Inclusion, Diversity, Equity, Access and Leadership (IDEAL Office) fosters a community of inclusive excellence, works to remove barriers for historically underrepresented groups, serves to build and strengthen partnerships with diverse organizations and agencies in the community, and promotes intercultural relations and cultural competency to sustain an inclusive learning and working environment. The IDEAL Office provides support for the entire college community and liaises with the external community. The Office is staffed by the CDEIO and the College's Coordinator for Inclusive Excellence with administrative support from the President's Office. After a national search, the IDEAL Office hired its third coordinator of inclusive excellence in February 2024.

To expand the College community's knowledge and understanding of religious observances and inclusive practice, the IDEAL Office shared collegewide communications, including semi-annual religious observance calendars, information about Ramadan and suggestions for supporting community members who observe Ramadan, and information and inclusive practices to support community members observing Shabbat (especially after the fall time change).

Collegewide Diversity Committee
During FY24, AACC continued its efforts to redefine the structure and function of its collegewide Diversity Committee. Select groups of faculty and staff met to research and plan cultural observances, facilitate DEIAA training, and support campuswide activities that enhance diversity. The charge and structure of the committee will be revisited in FY25 with the goal of establishing new operating procedures and committee members to start the 2025-2026 academic year.

Collegewide FY25 Professional Development Plan
In keeping with its efforts to build institutional capacity for advancing equity and inclusion and to improve its ability to attract and retain a diverse workforce, AACC's IDEAL Office, the ADA & Accessibility Officer, and the Innovation, Design, Engagement, & Accessibility (IDEA) developed the FY25 DEIAA Professional Development plan, which will focus on physical and digital accessibility. The IDEAL Office and ADA & Accessibility Compliance presented the core professional learning session, Accessibility 101, to the AACC Board of Trustees. The session, along with several elective professional learning experiences, will be offered to the College community in FY25.

Policy & Procedure Equity Review
During the 2023-2024 academic year, the CDEIO collaborated with general counsel to complete a review of all newly drafted policies and procedures to ensure that equity is a foundational element of each document. This review occurs prior to submission to the Board of Trustees for review and approval.

Bias & Hate Crime Reporting
To assist with climate monitoring, members of the college community are invited to share concerns about campus climate, including bias incidents, discrimination, harassment, and hate crimes. Bias incident reports from students, faculty, staff, and community members are initially received by the CDEIO, the coordinator of inclusive excellence, and the director of community standards who review the report and determine an appropriate course of action.

Hate crimes are generally reported directly to AACC's Department of Public Safety (DPS). Such reports trigger a police report and investigation. On occasion, such reports come through the bias incident reporting system and are referred to DPS by the director of community standards or CDEIO. All campus hate crimes reports are referred to Anne Arundel County Police. DPS tracks all hate crimes and reports annual in keeping with its duty specified in the Clery Act.

African American Leadership Institute (AALI)

During the 2021-2022 academic year, AACC sponsored its inaugural cohort of the African American Leadership Institute (AALI), and in the 2022-2023 academic year, AALI welcomed a second cohort of seven faculty and staff leaders. The program, jointly developed by our former Associate Vice President of Learning and Academic Services, the Special Assistant to the Provost/VP of Learning, and a former AACC Assistant Dean, was designed to provide leadership development training to current college employees and to diversify the pipeline of leaders at the college. AALI participants meet monthly for professional growth and development with community college leaders of color and with professional mentors who are vice presidents, provosts, and deans at other institutions. Each cohort also proposed leadership development projects that aligned with the college's strategic plan goals and objectives, with the college's diversity, equity, and inclusion needs, and with the recommendations of our most recent campus climate survey (from 2018). The inaugural cohort of thirteen faculty and staff graduated from AALI after presenting their leadership development projects in May 2023, and the second cohort completed their tenure in AALI in May 2024. Recruitment is underway for a third cohort that will begin their journey in August 2024.

Faculty and Staff Recruitments

During the 2024 fiscal year, AACC conducted several recruitments for faculty, staff, and administrative staff positions. To support our efforts to enhance diversity in the workplace, Human Resources (HR) facilitated required search committee training with the support of the Chief Compliance & Fair Practices Officer (CCFPO) and the Chief Diversity, Equity, & Inclusion Officer (CDEIO). This training includes information about the search process and how to use the college's applicant tracking system as well as critical information about Affirmative Action, bias, and other factors that may affect our ability to hire and retain a diverse workforce. Additionally, Human Resources hired a new talent acquisition manager and a talent acquisition coordinator who, in addition to their other responsibilities, partner to assist search committees in identifying and improving efforts to diversify candidate pools. The talent acquisition staff also coordinate with the CDEIO to showcase employment vacancies at community events and local employment fairs whose member colleges and universities are minority-serving institutions.

As in previous years, additional efforts to foster recruitment and retention of a diverse workforce include availability analyses in which the representation of minorities and women in particular job groups are compared to estimated availability of qualified individuals in those groups with placement goals generated where applicable. Placement goals are intended to inform recruiting efforts for the upcoming year but do not represent quotas, ceilings, or floors. They also do not justify extending job offers to candidates solely on the basis of their identity.

The Division of Learning hosted its two annual faculty search kick-off events to launch the FY24 hiring cycle with a search leaders' training which included members of academic leadership and search

committee chairs and a faculty search committee training that emphasized the recruitment process and timeline and vital aspects of the process that align with our strategic commitments around equity and inclusion.

Section 2: A Summary of How the 2023 Supreme Court's Decision to Strike Down Race-Conscious Admissions Practices Has Affected Your Campuses Policies and Practices.

a. **Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?**
b. **Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?**
c. **Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?**
d. **Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?**

The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive educational opportunities. Community colleges with open admissions policies, such as the sixteen community colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited – targeted outreach, recruitment, and pathways programs – are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme."

Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome, continue to advocate for values of equity and inclusion on behalf of students, and the communities they seek to serve, so that they all have an equitable opportunity to access education, to pursue and obtain credentials of economic and community impact, and to thrive in our State.

ANNE ARUNDEL COMMUNITY COLLEGE

Equity, Diversity and Inclusion Plan
2018-2027

Anne Arundel Community College (AACC) is committed to fostering, cultivating and sustaining its culture of diversity and inclusion. Human capital is our most valuable asset. Individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent of our employees support and enhance our culture, reputation and achievements. Thus we welcome, accept and embrace employees and students with all their differences; it is what makes us who we are.

The Equity, Diversity and Inclusion Plan (EDI Plan) targets making equity, diversity, inclusion and fairness visible and audible within AACC. By asking whether, how, why, and to what degree, the distribution of opportunities, conditions, practices, and achievement outcomes for certain groups are persistently and systematically different from other groups. The EDI Plan is intended to identify activities to help achieve the goals and objectives set forth in the college strategic plan, *Engagement Matters: Pathways to Completion,* and addressing systems to produce fairness.

This EDI Plan lays out a vision for equity, diversity and inclusion through specific strategies and desired outcomes for the next ten years. There is understanding that achieving equity, diversity and inclusion is a journey, not a race. The creation of a comprehensive ten year plan offers a resource for the journey and sets AACC apart as a leader among community colleges in Maryland in designing and implementing equity, diversity and inclusion initiatives.

Strategic Goals:

- Making equity, diversity, inclusion and fairness visible and audible within AACC by asking whether, how, why, and to what degree, the distribution of opportunities, conditions, practices, and achievement outcomes for certain groups are persistently and systematically different from other groups.
- Develop and implement a comprehensive system of responsibility and accountability to Increase connection and engagement of all students and employees through a college-wide emphasis on equity.

Performance Indicators/Outcomes:

- PERFORMANCE INDICATOR 1: Create and sustain a college culture and climate that welcome and support diversity.
- PERFORMANCE INDICATOR 2: Create and maintain robust accountability systems for equity, diversity and inclusion and methods to support them.
- PERFORMANCE INDICATOR 3: Enhance and promote a welcoming environment for underrepresented and diverse students through recruitment, retention and support programs.
- PERFORMANCE INDICATOR 4: College wide emphasis on equity.
- PERFORMANCE INDICATOR 5: Recruit, retain, and support the success of a diverse employee population.

PERFORMANCE INDICATOR 1: Create and sustain a college culture and climate that welcomes and supports equity, diversity and inclusion.

Strategy 1.1: Assess campus climate.

Action 1.1.1: Conduct a college climate study and identify issues of concern/gaps related to diversity.

Division: President's Office
Facilitator: Chief Diversity Officer (CDO)
Baseline: 2018-2019
Target: **2019-2020. Identify key recommendations to actualize and include in strategic plan.**

Action 1.1.1a: Review findings from the focus groups about campus climate and forward appropriate recommendations.
Division: President's Office
Facilitator: President
Baseline: 2018-2019
Target: **2019-2020. Identify key recommendations to inform employee engagement initiative.**

Action 1.1.2: Serve as an ombudsman for staff and students by serving as a resource, and repository, for campus interactions that may impede/ interfere with the commitment to equity, diversity and inclusion.

Division: President's Office
Facilitator: Chief Diversity Officer
Baseline: 2018
Target: 2019. Implement IOA standards for ombuds service.

Action 1.1.3: Compile an annual report on the state of diversity on campus, and distribute to the college leadership and the Board of Trustees.

Division: President's Office
Facilitator: Chief Diversity Officer
Baseline: 2018
Target: **2018-2027. MHEC Annual Report submitted in September a copy of the report is provided to President and Vice Presidents.**

Action 1.1.3: Compile data on the state of diversity on campus, and create dashboard with appropriate KPI's to monitor equity and diversity progress.

Divisions: Learning
Facilitator: PRIA, AVP
Baseline: 2019-2020
Target: **2020. Appropriate data points need to be identified for students, and workforce.**

Action 1.1.4: 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: All
Facilitator: Chief Diversity Officer
Baseline: 2019
Target: **2020-2022. The IDEAL Office in collaboration with the Center for Faculty and Staff Development has created a training plan FY 2019-2021. The focus is Power and Privilege which will continue to support the equity work of the college.**

Action 1.1.5: Incorporate equity into staff and faculty performance review and expectations.

Division: All
Facilitator: Chief Diversity Officer and Human Resources, Executive Director
Baseline: 2020-2021
Target: **2021. To inculcate equity as an expectation, accountability measures are required.**

Action 1.1.6: Ensure equitable participation of diverse employees for both internal rewards systems and college reward and recognition programs.

Facilitator: President
Baseline: 2018
Target: **2018-2020.**

Action 1.1.7: Recognize individuals and organizational units for advancing campus climate objectives.

Facilitator: President
Baseline: 2018.
Target: **2019-2022. Equity, diversity and inclusion champion award developed in 2018. Awarded to six individuals: two students, two faculty and two staff members to date.**

Strategy 1.2: Develop Initiatives that create an inclusive college climate for diverse student populations.

Action 1.2.1: Create an inclusive work and learning environment through the use of preferred names.

Division: Learner Support Services
Facilitator: Executive Director, Information Systems and CDO
Baseline: 2018
Target: **2019-2022**. **Preferred name field is active in Colleague for individuals who desire a name other than their legal first name on documents and systems that are unique to the college.**

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 and Vice President, Learner Support Services

Baseline: 2018-2020

Target: **2020-2022. An ADA accessibility audit is required in order for the campus to address what is required by law and what is available to upgrade with additional funding.**

A review in Spring 2018, revealed the three gender neutral/handicap accessible bathrooms were not easily accessible for use. At least one bathroom is located in the office of the Athletic Director, which becomes unavailable if AD is utilizing his office. One bathroom is located in Health Services, which requires anyone who enters the office to sign in and out. Transgender students find this obtrusive and uncomfortable to use regularly. Health Professions identified a dressing room in the gymnasium to be rekeyed with a lock for single use.

Requests in 2018 and 2019 for automatic doors to be installed in several campus restrooms and widening of doorways for wheelchair accessibility where evaluated and supported where possible.

Action 1.2.4: Determine if transportation problems present a barrier to college recruitment and retention and address transportation issues.

Division: All

Facilitator: All

Baseline: 2007

Target: **2020-2027. Communication continue with external transit agencies on transportation barriers and options. The CDO is in discussion with local authorities and other institutions regarding opportunities for increased access to public transportation. Transportation is a boondoggle in the county as the community is not conducive or receptive to additional route lines in their neighborhoods; some areas are not accessible due to structural constraints for public transportation. Ride sharing is unaffordable for many students and workers at the college.**

Action 1.2.5: Create and publish a Diversity Events Calendar for AACC.

Division: Presidents Office/IDEAL

Facilitator: Chief Diversity Officer

Baseline: 2018

Target: **2018-2021. The events calendar is posted on the AACC website. Events in support of diverse cultures and activities are incorporated into the college's existing events calendars and news releases. Target social media outlets, to advertise events as well as sending information to the appropriate community groups through email list.**

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

Action 1.3.1: Create an Institutional Equity and Multicultural Center.
Division: President's Office
Facilitator: Chief Diversity Officer
Baseline: 2020
Target: **2021-2024. With campus construction of new buildings, there may be space available for the Center.**

Action 1.3.2: Support the creation a college culture and climate that is welcoming, inclusive, respectful, and free from discrimination, intolerance, and harassment
Division: All
Facilitator: CDO and Diversity Committee
Baseline: 2019
Target: **2020**. **The Diversity Committee reconvened in 2019, after a two year hiatus, to focus on policy, recruitment, retention, awards and recognition, bias education and diversity programs.**

PERFORMANCE INDICATOR 2: Create and maintain robust accountability systems for equity, diversity and inclusion and methods to support them.

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
Baseline: 2014
Target: **2018. The second chief diversity officer was hired to fulfill this role.**

Action 2.1.2: Encourage collaboration between the facilitators of strategic plan action items and the Chief Diversity Officer.
Division: President's Office
Facilitator: President
Baseline: 2018
Target: **2020. CDO is a member of SPC and collaborate with the President and executive leadership team to identify KPI's.**

Strategy 2.2: Develop and implement a college Diversity Plan that demonstrate continuous support for diversity initiatives.

Action 2.2.1: Develop and implement a strategic equity, diversity and Inclusion plan.

Division: President's Office
Facilitator: Chief Diversity Officer
Baseline: 2018
Target: **2019. 10 year plan developed.**

Action 2.2.2: Ensure that equity, diversity and inclusion initiatives are adequately funded.
Division: All
Facilitator: President and Vice Presidents
Baseline: 2018
Target**: 2020-2027. Current funding levels are inadequate to support required and needed diversity initiatives and requests.**

Action 2.2.3: Review existing diversity initiative indicators and include new diversity initiative indicators among the strategic plan indicators of the Annual Institutional Assessment Report.
Division: Learning
Facilitator: PRIA (Planning, Research & Institutional Assessment)
Baseline: 2018
Target**: 2018-2027. Diversity indicators are embedded in the college strategic plan.**

Action 2.2.4: Implement diversity workshop for P,VP and LRT.
Division: President's Office
Facilitator: CDO
Baseline: 2019
Target**: 2019-2027. EDI courses are available through the Center for Faculty and Staff Development and once a semester at meetings.**

PERFORMANCE INDICATOR 3: Enhance and promote a welcoming environment for underrepresented and diverse students through recruitment, retention and support programs.

Strategy 3.1: Identify which populations in the community are under-represented in the student body and increase access opportunities.

Action 3.1.1: Participate in the comprehensive retention analysis focusing on the various segments of the student population.
Division: Learner Support Services
Facilitator: VP, Learner Support Services
Baseline: 2018
Target: **2018-2027. Through data provided by PRIA and analysis conducted by SEM2, the college administration has identified a number of underrepresented groups and continues to identify strategies to improve retention.**

Strategy 3.2: Identify and implement varied teaching approaches to support positive learning outcomes for diverse populations.

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

Division: Learning
Facilitator: Vice President, Learning
Baseline: 2015
Target: **2018-2027. Monitoring continues. Several high enrollment, low success courses have seen the gap close or shrink. Model Course continues to focus on creating equitable learning environments for students and supporting faculty to learn skills to support differentiated student learning.**

Action 3.2.2: Train faculty in pedagogical theories and practices that support the learning of diverse populations.

Division: Learning
Facilitator: Vice President, Learning
Baseline: 2018
Target: **2019-2022. Culturally Responsive Teaching and Learning was introduced in 2018 to the Model Course cohort with mixed results. CRT continues into the 2019 cohort using stabilizing activities and focused outcomes to support faculty and assistant deans developing course outcomes.**

Action 3.2.3: Implement equity strategies in first year experience program to support the success of diverse student populations, including transitional and at-risk (developmental and minority) students.

Division: Learning
Facilitator: Vice President, Learning
Baseline: 2018
Target: **2019. ACA 100 uses equity minded practices that includes activities and learning opportunities reflective of diverse populations and cultures.**

Action 3.2.4: Develop a Hispanic/Latino Outreach program

Division: Learner Support Services
Facilitator: Dean, Admissions
Baseline: 2018
Target: **2019. The College has employed an admission representative specifically focused on increasing our outreach to the Hispanic/Latino population.**

Action 3.2.5: Develop and monitor outreach programs for international students as needed.

Division: Learner Support Services

Facilitator: Vice President, Learner Support Services
Baseline: 2019
Target: **2020**. **Through the LEAD Program a project was created to support international students through the use of Ambassadors**

PERFORMANCE INDICATOR 4: College wide emphasis on equity.

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

Action 4.1.1: Review current diversity courses and programs.
Division: Learning
Facilitator: Associate Vice President, Learning
Baseline: 2018-2019
Target: **2019. Faculty continue to offer and create diversity courses that meet the diversity credit requirement for students.**

Action 4.1.2: Review and strengthen equity requirements in course approval policy and process.
Division: Learning
Facilitator: Associate Vice President, Learning
Baseline: 2019
Target: **2019-2022. The college's Educational Policies and Curriculum Committee completed work on adjusting the current criteria to include equity outcomes or initiatives in new courses. EPC requires all new courses to assess for equity in curriculum and outcomes.**

Action 4.1.3: Identify departments or programs that lack workforce diversity.
Division: All
Facilitator: Federal Compliance Officer, Human Resources and CDO
Baseline: 2018-2019
Target: **2018-2027. The Affirmative Action Plan details the workforce demographic and any deficiencies in hiring or termination. AAP is distributed and reviewed yearly with President and Vice Presidents.**

Strategy 4.2: Assist faculty in addressing issues of diversity, equity and inclusion.

Action 4.2.1: Provide seminars, workshops, and other forms of development to help integrate equity in courses, job functions and programs.
Division: Learning
Facilitator: CDO, Curriculum Transformation Project and Center for Faculty and Staff Development, Director
Baseline: 2018

Target: **2018-2027. Equity resource team was created to support and assist faculty in using an equity lens when creating new courses and outcomes. Support CTP to continue conducting workshops during orientation for full- and part-time faculty and intensive summer seminars for full- and part-time faculty. The Center schedules and communicates all sessions to workforce. To address support professional development support seminars, speakers and activities for faculty, staff and students.**

Action 4.2.2: Present at educational events, programs, and activities that reinforces the College as a leader in equity, diversity and inclusion in Maryland and nationwide.

Division: President Office
Facilitator: President and Chief Diversity Officer
Baseline: 2018
Target: **2018-2026. Presentations at local and national events.**

Action 4.2.3: Develop internal and external collaborations and partnerships to extend diversity to the broader community.

Division: President and Continuing Education and Workforce Development
Facilitator: CDO and CEWD, Dean
Baseline: 2018
Target: **2018-2027. Implement a diversity, equity and inclusion (EDI) certification program for external community partners. Implement EDI micro credentialing for faculty, staff and students.**

PERFORMANCE INDICATOR 5: **Recruit, retain, and support the success of a diverse employee population.**

Strategy 5.1: Provide/enhance workforce diversity through targeted recruitment and retention efforts.

Action 5.1.1: Review applicant pools using HR systems for diversity, which includes veteran and disability applicants. Collaborate with Human Resources to increase job announcements and recruitment opportunities to access this population.

Division: Learning Resources Management and CDO
Facilitator: Executive Director HR and CDO
Baseline: 2018
Target: **2019-2020. Job descriptions are reviewed by the CDO prior to posting. All positions are reviewed by the CDO during the recruitment and hiring process. A new hiring manual, which includes using an equity lens and reducing bias, was created. Pilot implementation began in 2018, with full rollout in 2019.**

Action 5.1.2: Identify and address barriers to recruitment, hiring, retention, and promotion of diverse faculty, staff, and administrators.

Division: All
Facilitator: President and Vice Presidents
Baseline: 2018
Target: **2019-2023. The Human Resources office and the CDO identified policies practices that made the hiring process cumbersome and unwelcoming. Search committee training was updated to reflect a streamlined hiring process, resources and ending the practice of courtesy interviews for underqualified internal applicants.**

Action 5.1.3: Utilize Affirmative Action Plan (AAP) data to identify hiring goals for all job groups.
Division: All
Facilitator: President and Vice Presidents
Baseline: 2018-2021
Target: **2018-2027. AAP completed yearly, and hiring goals are shared with college leadership. Targets for hiring veterans and disabled workers are established by the federal government.**

Action 5.1.4: Develop and document procedures for collaborating with hiring managers in the recruitment of minority faculty and staff.
Division: Learning and Learning Resources Management
Facilitator: Executive Director, Human Resources, Associate Vice President, Learning
Baseline: 2018-2019
Target: **2020. Recruitment and hiring manual full implementation..**

Action 5.1.5: Identify content of diversity training for new hires.
Division: President
Facilitator: Chief Diversity Officer
Baseline: 2019
Target: **2019-2022. A college-wide diversity training module was identified as an opportunity for the Diversity Committee.**

Action 5.1.6: Hire a coordinator skilled in creating and facilitating workshops on equity, diversity and inclusion.
Division: President
Facilitator: Chief Diversity Officer
Baseline: 2018
Target: **2018. November 2018, an Inclusive Excellence Coordinator was hired in the IDEAL Office. A baseline training schedule was created and implemented in 2019. Workshops are delivered monthly that cover a variety of EDI topics. Additionally, two books, Blind Spot and White Fragility were read by leadership and select departments. Facilitated book discussions are facilitated by the Inclusive Excellence Coordinator and a faculty subject matter expert**

ADDENDUM 1: Reporting of Campus-based Hate Crimes – September 2018

In 2018, the Maryland Higher Education Commission required every college to report on Bias/Hate crimes in the annual diversity report due in September. With respect to bias/hate crimes, the college must report 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 Police 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 Public Safety office.

Addendum 2: Chief Diversity Officer Responsibilities and Duties

The Chief Diversity Officer is responsible for coordinating and guiding plans, programs and initiatives that promote an inclusive environment for all students, staff, and faculty. This includes providing direction on matters affecting recruitment, selection and education of the college community for the purpose of creating an inclusive climate.

Duties:

Executive Level Leadership:

• Executive lead for planning, directing, implementing, evaluating and updating college diversity and inclusion efforts for the purpose of creating and nurturing a diverse and inclusive college culture.
• Collaborate with all divisions to address equity gaps in student success.
• Serve as a member of the executive team.
• Serve as the College spokesperson for issues related to diversity, equity, inclusion and social justice.
• Identify, propose and implement best practices that achieve meaningful access, equity, diversity and compliance outcomes and results. This includes identifying and addressing barriers to the development of strategies, implementation, outcomes and results.
• Create and propose college wide policies and procedures that promote equity and inclusivity.
• Advise the President of potential problem areas related to diversity, equity, inclusion and social justice that includes best practices, hiring trends, promotional opportunities, training, salary, attrition/retention, employee attitudes, campus climate, counseling and community relations. Provide strategies that can be implemented to address concerns related to this area of responsibility.
• Create a comprehensive and cross divisional approach for AACC's diversity programs, initiatives and activities.
• Maintain and foster our reputation as a national leader in equity and inclusion.

Planning:

• Plan, provide and coordinate communication outreach efforts to campus and external communities.
• Lead, manage, supervise and facilitate completion of diversity initiatives consistent with our strategic and diversity plans.
• Create an annual CDO office plan consistent and in alignment with institutional goals. This should be a proactive plan that addresses processes, programs and personnel required to respond to internal and external variables that impact our students and employees.
• Work collaboratively with the Human Resources Department to develop strategies to attract diverse pools, review and sign off on all job descriptions, provide equity training for all hiring committees, and ensure a fair and transparent hiring process.
• Leverage staff and resources to develop an institutional research framework to assess equity and inclusion. This includes the development of an implementation plan to support the work of the Engagement Matters Pathways to Completion team. Provide leadership for the implementation of measurable interventions with the ultimate goal of improving the colleges' climate for employees, students and the communities we educate.
• Develop proposals and recommendations for institutional policy and procedures.
• Evaluate and refine the equity oriented programs and initiatives, and provide leadership, counsel, information and advocacy for all divisions to achieve defined goals and then measure success in increasing inclusive excellence to ensure educational and employment equity.

• Prepare an annual report and annual plan addressing current and future diversity and inclusion initiatives for the president and Board of Trustees. Complete other required annual external College reports.

Campus Involvement/ Campus Climate:

• Co-chair the Diversity Committee and ensure the goals align with the College's strategic plan.
• Working with the Federal Compliance Officer, analyze and share trends as related to EEO, affirmative action and diversity.
• Serve as an ombudsman for staff and students by serving as a resource, and repository, for campus interactions that may impede/ interfere with our commitment to inclusivity.
• Coordinate the development, implementation and regular revision of a campus climate survey.
• Develop a plan, administer, analyze and share research results. Recommend action steps and strategies.
• Conduct research to ensure alignment and effective advocacy for all underrepresented groups including but not limited to, students of color, disabled students, LGBTQ, immigrant and faith based student groups to ensure alignment with our strategic plan "Engagement Matters- Pathways to Completion".
• Work with the Division of Learning, and the Curriculum Committee, and provide pedagogical strategies infusing equity and diversity throughout our curriculum.
• Collaborate with the Division of Learner Support Services and student organizations to ensure comprehensive diversity and inclusion programming.
• Develop a proactive crisis response plan that can be immediately implemented in response to threatening internal and external variables.
• Enhance the visibility, and increase services offered, by partnering with four year and graduate programs to create an internship program. In addition, by working with the student government leadership team, provide guidance and support for the creation of non-paid positions.
• Oversee the development and execution of inclusive excellence training programs to assist managers in understanding the differences among people and provide direction that maximize the contributions of all employees.
• Collaborate with Human Resources Department, Federal Compliance Manager and Office of Institutional Professional Development to develop and coordinate a robust professional development program for the college community.

Baltimore City Community College
2024 Cultural Diversity Report

Baltimore City Community College (BCCC) is an open-admissions college committed to serving a diverse community in Baltimore City. Diversity is the College's commitment to "recognize, accept, appreciate, and support individual differences and lifestyles." Diversity plays a central role in the College's efforts to achieve its mission and to serve Baltimore City. BCCC is a public, urban, comprehensive, degree-granting community college with one campus, one location and several instructional sites throughout the City of Baltimore.

The College currently offers 34 degree and 19 certificate programs, as well as a range of non-credit course offerings, including high school diplomas, Adult Basic Education, English as a Second Language and refugee/asylee services. BCCC disproportionately serves more low-income students and students of color than many of its two- and four-year peer institutions in Maryland. In fall 2022, more than 20.5% of City residents who attended college in Maryland were enrolled in BCCC, giving BCCC a larger share of City residents than any other institution of higher education.

Section 1: Summary

The College is utilizing the Diversity Plan to increase cultural diversity, inclusion and accessibility awareness throughout the College community. Baltimore City Community College organized its Cultural Diversity, Equity, and Inclusion efforts around the College's Core Values, Mission and Vision. The five goals were developed by the Diversity, Equity, and Inclusion committee in 2022 and approved by the Board of Trustees. The Diversity Plan aligns with the intuition's twelve (12) State of Maryland mandated tasks which currently serve as the College's goals.

Goal One: To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are underrepresented in higher education.

Goal Two: To integrate the principles of diversity, equity, and inclusion into all aspects of college life.

Goal Three: To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.

Goal Four: To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.

Goal Five: To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

BCCC is committed to increasing cultural awareness, diversity, inclusion, and access throughout the College community. This is evident through the College's goals, mission, vision, and core

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values. The College's core values include **Integrity** – an unwavering adherence to a strict moral and ethical standard, **Respect –** showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences, **Diversity** – recognizing, accepting, appreciating, and supporting individual differences and lifestyles, **Teaching –** impacting knowledge skills, and values that are essential to the success of the individual and growth of the community, **learning** – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity, **Excellence** – providing excellent teaching, student services, customer services and community engagement, **Leadership** – empowering, nurturing, and inspiring individuals to be leaders in their own sphere, and **Professionalism** – adhering to the highest standard of customer service.

Section II: Description of the way cultural diversity is enhanced through instruction and training of the student body, faculty, and staff at the institution.

Student Impact

Zero-Cost Textbooks – To ensure all students regardless of socioeconomic status have access to required course materials the College offered "free" textbooks to eligible students. By providing free textbooks to eligible students at an urban institution like BCCC directly contributes to cultural diversity and inclusion by ensuring equitable access for all students to learn and thrive.

Increasing Access for GED Students – In 2023-2024 the Adult Basic Education/GED department has established and are expanding many partnerships with various Community-Based Organizations, with target dates on Sept 1st, January 1st, and April 1st to network and build relationships in community events. Timeframes have proven to be critical recruitment and outreach periods for the Community-Based Organizations. Technology provides onsite placement assessments to reach more learners within various organizations. Laptop computers, and mobile hotspot devices aid in providing technology during scheduled class hours in environments that do not have suitable educational technology, within these emerging populations.

The **Adult Basic Education and English Language Service** programs offer free classes in-person and online in a variety of locations throughout Baltimore City. Every 10 – 12 weeks, new classes begin throughout the year, which gives prospective students the opportunity to test and prepare for classes within a short waiting period. Student Orientation happens every 3rd Wednesday of each month and helps students become acquainted with their unique learning style, assimilate to the classroom environment, and empower them to use the technology.

In 2023-2024, the Adult Basic Education (ABE) department, in conjunction with Workforce Development and English Language Services, conducted seven cohorts of Integrated English Literacy and Civics Education Training (IELCE/IET) which integrated English and Adult Basic Education instruction combined with Certified Nursing Assistant (CNA) training. A total of twenty (25) students participated in the program. Solely, ABE/GED offered two cohorts to include CNA/GNA, and Warehousing & Inventory Control Associate.
The ELS department continues to serve a population consisting of over 95% ethnic minority students that have been traditionally under-represented in higher education. Students represent over 20 countries and speak more than 29 languages. The ELS department is helping students on their path to self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics and conversation classes for older refugees, as

well as ESL courses specific for refugees an asylees. To support the ELS and ESL Students, the College's Test Center began offering the ESL Accuplacer in 2023. This assessment evaluates English language learners' comprehension in language usage, reading skills, sentence meaning and writing. The administration of ESL Accuplacer allows English Language Learners to be properly assessed to ensure their placement into the appropriate courses that align with their current skill set.

In FY 24, in coordination with CASA de Maryland, the College combined English as Second Language (ESL) courses with a workforce training sequence. Three (3) cohorts of Certified Nursing Assistant (CNA) have completed and certified. The first cohort began in July 2023 and finished with thirteen (13) certified CNA/GNA students. The second cohort began in September 2023 with eleven (11) students that completed and were certified in April. A third CNA cohort began in January with eight (8) students that completed, and all are pending certification.

In 2022-2023, BCCC's English Language Services department worked with the International Student Services staff to recertify the current ESL program as a full-time academic program with the Federal SEVIS system as well as obtain approval from the Maryland Higher Education Commission (MHEC). With these key items in place, BCCC has experienced an increase in international student enrollments for the 2023-2024 school year, which is anticipated to continue growing.

Latin X/Hispanic Recruitment Efforts – In an effort to recruit and retain more LatinX/Hispanic students, the College regularly partners with CASA Maryland and host recruit events/workshops. Additionally, BCCC lists "bi-lingual Spanish speaking", as a preferred qualification for all student-facing vacancies in Student Affairs. The College continues to increase its number of Latin X students. Offices such as the Financial Aid Office have hired Spanish-speaking federal work-study students to assist with our Spanish-speak population, therefore, improving access to financial aid for those students and supporting their academic success and removing language barriers.

Disability Support Services Center – The Office of Disability Support Services Center (DSSC) conducted five specialized training sessions for BCCC recruiters and advisors, focusing on effective communication styles tailored for various recruitment conversations. This ensured that interactions with prospective students with disabilities were respectful and supportive. DSSC conducted two disability awareness training sessions for faculty and staff, acquainting them with the protocols, practices, and procedures of the Disability Support Services Center. The primary goal was to help faculty and staff understand their roles and responsibilities in facilitating accommodation, inclusivity, and access for students with disabilities. DSSC students also actively participated in the Maryland Association on Higher Education and Disability's first Annual Community Fair. This event provided an opportunity for students to enhance their identity, collaborate with fellow students, and celebrate their diversity as a group via live entertainment, resource development and directed activities.

Early College and Access Programs – The College continues to expand early access to the high school population and met the 2023 goal by offering dual enrollment courses to online students. The College will offer online courses to additional high school students, including Port Virtual Learning High School in Fall 2024. Assistant Dean of Early College Access serves as a creative thought partner with Baltimore City Schools, helping to identify paths to opportunity for traditionally marginalized, resilient populations. Dually enrolled students who participate in the dual-enrollment program at BCCC are historically from lower performing schools. Targeting

these schools' advances equity for first generation college students while advancing readiness for post-secondary education. BCCC is partnering with REACH! Partnership School (74.5% graduation rate; < 20% English and Math proficiency rates) who will graduate their first class of dual enrollment students in June 2025.

Creating Positive Outcomes - In 2023-2024, BCCC worked diligently to increase enrollments for Adult Basic Education (ABE), English as a Second Language (ESL) students, and the Mayor's Scholars (MSP) students. Programs are designed to support students who may face unique challenges for academic success. The Adult Basic Education department promotes equitable access and participation; thus, the department has offered technology classes geared towards Math Study Skills and Computer Literacy. For students who have been out of school or away from a formal learning environment for many years, these foundational courses assist them with embracing technology, establishing sound study habits, and strong time management skills.

In 2024, the College's English Language Institute (ELI) program supported BCCC's Mayor's Scholars (MSP) Summer Bridge Program by offering three ESL classes for approximately 80 MSP scholars who needed extra academic English support. This number is more than twice the number of students served in the previous year. These ESL classes, and the accompanying support services, allowed these students to enroll in full-time credit courses in the fall of 2024 upon completion of the Program.

Student Life & Engagement - BCCC strives to create an overall sense of cultural awareness, diversity, inclusion, respect, and acceptance at the College. The Office of Student Life and Engagement (SLE) Office is an important component of the College's Cultural Diversity Efforts. Throughout 2023-2024, the SLE Department worked diligently to develop student facing activities related to awareness of overall issues related to cultural diversity, inclusion, and access. Additionally, several programs were developed to expose students to culturally diverse populations. Forty-four events related to cultural diversity, inclusion and access were developed and presented to the college community. The events included activities and workshops for Black History, Women's, LGBQT+ Pride, and Pacific Heritage Month. Additionally, events and workshops were developed and presented to the college community on Civil Rights issues, Cultural Diversity Awareness, Disability Awareness, Sexual and Mental Health, and other topics designed to create a broader sense of cultural awareness and diversity at BCCC. **See Appendix I for examples of culturally diverse student activities.**

Faculty & Staff Engagement

Many of BCCC's faculty and staff attend training and professional development opportunities related to Diversity, Equity, and Inclusion. Trainings are held twice a year during the President's Forum held at the beginning of each Fall and Spring term. In addition to those professional development trainings faculty attend trainings opportunities provided within their respective departments. Also, several cultural diversity initiatives have been implemented in 2023-2024 across various degree programs.

Faculty play a vital role in supporting cultural diversity at the College. BCCC faculty reflect different backgrounds essential to the student experience allowing students to learn and relate to all backgrounds. Through inclusive teaching practices faculty create adaptable learning experiences that resonate with students and lead to successful outcomes. This is evident in one of BCCCs Psychology and Allied Human Services programs were the professor had the students attended a panel discussion on Black Men and Mental Health hosted by The University of Maryland Black Alumni Association (UMBA) at the University of Maryland College Park's Nyumburu Cultural Center on February 21, 2024. The panel discussion led to in-person real time

learning outcomes that allowed students to engage with experts in the field and receive first-hand knowledge/experience they can use as they go into the field.

School of Arts and Social Sciences (SASS)

The school of Arts and Social Sciences held several cultural diversity events for students in 2023-2024 student experience.

Visual and Performing Arts

The Visual and Performing Arts at BCCC takes pride in educating socially and culturally conscious creative scholars. This is displayed through the creative expression communicated in the works and endeavors of our students, faculty, and staff. These exhibitions and festivals are put on display for review and critique and for celebration at various venues throughout Baltimore City and the region. Students attend these events and activities to expand their knowledge and cultural awareness as a part of their academic experience.

- Open Studio Tour and Final Virtual Presentations of the Spring 2024 semester on May 9, 2024
- Smithsonian Museum trip in DC – National Museum of African American History and Culture (NMAAHC)on February 27, 2023
- Maryland Institute, College of Art Studio Tour, Exhibition, and Ernest Shaw Artist Talk on December 1, 2023
- Black Arts District Festival/Fair 2023 on November 18-19, 2023 (art students participated in union with Dr. Vadrin Colvin-King's sociology class)

History, Anthropology, and Sociology

At BCCC, we use *History, Anthropology, and Sociology* to inform, educate, and celebrate cultural diversity experiences in and out of the classroom. Student organizations are strategically used to extend academic instruction into social engagement. These experiential learning activities help embed a true sense of cultural appreciation in the learning environment.

- Black Arts District Festival/Fair 2023 on November 18-19, 2023
- BCCC's 17th Annual Community Kwanzaa Celebration on December 8, 2023
- Drummers; Charles Dugger, Guest Speaker, Potluck Dinner
- The African Diaspora Series in collaboration with the Maryland Community College Education Consortium (MCCIEC). BCCC Professor and scholar, Dr. Zak Kondo virtually presented, "Ten Continental and Caribbean Sista-Warriors Everyone Should Know" on Friday, September 29, 2024.
- History Club and BCCC History class members met on November 8, 2023 the Helena Hicks Lecture Series, a component of the Billie Holiday Center for Liberation Arts hosted a lecture with Johns Hopkins Anthropology Professor Aja Lans at St. James Episcopal Church. Dr. Lawrence Jackson, Bloomberg Distinguished Professor at Johns Hopkins established this project.
- On March 6, 2024, the History Club, Anthropology and Sociology Club with the Office of Student Life participated in a Study Away experience on the Eastern Shore of Maryland. Visited the Harriet Tubman Underground Railroad State Park and Visitor Center. After the museum tour departed for Easton, Maryland. Lastly, attendees learned agricultural practices from Paulette Greene and Donna Dear of Mt. Pleasant Acres Farm for a service project that honors Harriet Tubman who was a farmer and military hero. The students paid tribute to the Witness Tree, one of the oldest Poplar Trees in Maryland featured at Mt. Pleasant Farms https://www.theaunties.farm/team

Legal Assistant

Every year, BCCC's Law Enforcement and Legal Assistant programs acknowledge ***Constitution Day*** by presenting guest speakers that address critical issues surrounding the U.S. Constitution, social justice, and cultural diversity. Students are required to attend these presentations and the campus community is also welcomed.

- Autumn Wallace, Esquire served as presenter for Constitution Day on September 18, 2023, in the Mini Conference Center. The topic was, The Constitution: Due Process of Law. This discussion highlighted the guarantees outlined in the Bill of Rights that support the Criminal Procedural Process (right against self-incrimination, right to counsel and fair trial) followed by a Q&A session.

Section III: A process for reporting campus-based hate crimes.

Baltimore City Community College's Public Safety Department is responsible for preparing and distributing the Cleary Act report. BCCC works with other departments and agencies, such as the College's Student Affairs division and the Baltimore City Police Department, to compile the information. The report is published on the website annually and contains three (3) calendar years of campus locations' crime statistics and certain campus security policy statements. The statistics are gathered from campus locations, police or security, local law enforcement and other college officials who have "significant responsibility for student and campus activities". BCCC did not have any hate crimes in 2023-2024.

Section IV: 2023 Supreme Court Decision

In 2023, the Supreme Court ruled that colleges can no longer consider race in admission for university programs. This ruling aligns with the colleges open admission policy. The college welcomes all individuals who have a high school diploma or GED and want to enrich their lives through education and the pursuit of new skills may attend. Serving as an open admission institution aligns with the college's mission to provide quality, affordable, and accessible education, meeting the professional and personal goals of a diverse population, changing lives, and building communities. Eliminating barriers to the urban diverse community we serve to ensure educational opportunities become their reality.

BCCCs engagement with the community has increased from 2022-2023. In 2023-2024, the College completed over 150 outreach events including high school visits, community resource events, college fairs, career fairs, church events, etc. to build partnerships. The College plans to double that goal in 2024-2025 and increase the number of community events held on campus. Through continued engagement and partnerships with the community the College will remain as a learning hub in the community allowing students to pursue a college degree without barriers.

The College fosters a culture of planning and assessment to achieve its mission and goals. In 2017, the State of Maryland BCCC Realignment Legislative Act was enacted to address certain barriers that impede efficient and effective operations including policy (Realignment Task 11, Identify any barriers in State or local laws or regulations that impede the ability of BCCC to operate efficiently and effectively, including procurement and capital construction projects.). Since 2018, the College annually reports on Realignment Task outcomes to the State. The 2024

Cultural Diversity Plan and Realignment Tasks are an extension of the College's 2024-2029 Strategic Plan, demonstrating a long-term, global approach towards realigning various planning efforts and resources. One key step to monitor and evaluate future planning outcomes is the implementation of software (August 2024), which will centralize the institutional, unit/program, and course level activities and align with unit-level budgets. **See Appendix III**.

Section V: Other Diversity Initiatives

Serving Baltimore's At-Risk Communities – In 2023-2024, the Adult Basic Education department has increased the number of classes at Maryland [Metropolitan] Transition Center, which is in partnership with the Maryland Department of Public Safety and Correctional Services. Based on the demand for GED courses in this transition facility, BCCC will offer shorter-hour courses, pretesting and post-testing services. Further expansion into the community is a priority for both ABE and ESL, to remove traditional transportation and childcare barriers. This class expansion increases access for students in every region of the city and at all four campus locations, all along major public transportation lines.

In addition, in partnership with South Baltimore Adult High School (Elev8 Baltimore, Inc), the adult literacy program screens prospective students over 21 years of age, who have eight or more credits from a local high school. Instead of starting over by attending BCCC's GED program, these students can build on existing credits. In addition to attaining their Maryland High School diploma, they receive both wrap-around and instructional support services, with the exposure and encouragement to enroll in credit-bearing programs at BCCC.

In 2023-2024, the College's Refugee Youth Project (RYP) has continued to work with 245 refugee and asylee youth in five different Baltimore City Public Schools. The RYP continues to help bridge the gap between refugee and asylee students and their peers by providing high-quality after school instruction, including ESL, STEM, Art, and sports classes. Recently, RYP received a grant in the amount of $546,507.00 from the Maryland Office for Refugees and Asylees (MORA) as part of the Afghan Support to School Impact Grant (AS2SI) program. The goal of the AS2SI grant is to enable eligible Afghan children and youth equitable access to opportunities to thrive in the U.S., including academic and career/vocational pathways that facilitate long-term self-sufficiency. The funding will help support at least 115 children and youth across Federal Fiscal Years (FFY) 24 and 25.

Prisons to PhD Program - BCCC offers educational opportunities through the "From Prisons to PhD" (P2P) program and Howard University. BCCC entered a partnership in 2023 to serve a formerly incarcerated population obtain pre-requisite courses needed to proceed to undergraduate and graduate degree programs.

BCCC's Cultural Diversity Marketing Campaign – Throughout 2023-2024, BCCC continued to refine the College's marketing efforts to reach diverse student populations. Several examples are, but not limited to, advertising in Spanish printed media, increasing the number of marketing materials translated into Spanish and other languages, and supporting diverse special events, student activities, and other programs as they work to attract a more diverse population. In addition, the College provides Teletypewriter (TTY) accessibility on its website as well as contract with vendors to provide Interpreters during Commencement exercises for the hearing impaired.

Appendix I: Student Life and Engagement Cultural Events

Event Title	Event Type	Description
Celebrating Asian Pacific Islander Heritage Month	Diversity	This event celebrated the rich culture of Asian Pacific Islander Month by offering educational pamphlets, lessons from natives, sampling of native refreshments, and giveaways.
Celebrating Juneteenth at BCCC	Diversity	This event featured an opportunity to create your own button representing Juneteenth and learn valuable facts from lecturers.
Celebrating Pride	Diversity	This event featured a trivia game where participants tested their knowledge of the origin of Pride Month in the United States.
Women's Equality Appreciation Day	Diversity	This event offered an opportunity for participants to design their own card and words of affirmation wall for women.
60th Anniversary of the March on Washington	Diversity	To commemorate the 60th anniversary of the March on Washington for rights, BCCC held a film screening of the anniversary march in the main building and allowed participants to view history along with commentary on the March.
Spanish Bingo (Loteria)	Diversity	To celebrate Hispanic Heritage Month, the department offered an opportunity to learn and win prizes by playing Spanish Bingo.
National Coming Out Day Trivia	Diversity	To celebrate the national holiday for LGBTQIA+ community members who have come out as members, the office held a Bingo/Trivia event featuring Drag Performers.
Hispanic Heritage Festival	Diversity	This festival marked the end of Hispanic Heritage Month at BCCC by offering festive food, music provided by a Latin Band, and educational moments on the month.

I Stand With Immigrants	Diversity	Through the institution's national partnership, the office was able to give away branded t-shirts, literature, and the opportunity to offer information through a lecture about immigration laws, and changes in the United States.
International Cultural Festival	Diversity	During International Education Week students at Baltimore City Community College were able to gain information, view live cultural performances, and sample food from 4 different countries.
Exploring African Culture Film Festival	Diversity	Students from the African Diaspora shared rich traditions and history through art and music at the informative film review and discussion.
Geography Bee & Ping Pong Tournament	Diversity	Students were able to test their knowledge of international cultures and geography during the annual interactive geography bee, followed by a Ping Pong tournament, open to all students
Make it, Take it Thursday: National Native American Heritage Month	Diversity	During this month students were allowed to make dreamcatchers and other items that were shared from our lecturer who has spent much of their career focused on educating their history of Native American History in the United States.
Hanukkah Celebration	Diversity	
Celebrating Christmas: A Comfy Holiday Social	Diversity	This event included informative opportunities as well as an overview of the traditions of Christmas as we offer refreshments, activities, and a famous Christmas movie viewing. Students wore their favorite comfortable clothing and ugly Christmas sweaters to join in on the fun.
Pre-Kwanzaa Celebration	Diversity	To celebrate the rich history of Kwanza, Student Life partnered with several clubs and faculty members to host an educational dinner full of entertainment and lessons.

Dialogue Across Differences Workshop	Diversity	This panel discussion served as an open dialogue focused on the purpose of "A Call to Service" as an introduction for the MLK Day of Service Event. Students were able to participate in team building exercises focused on diversity training and working with diverse populations.
MLK Day of Service Community Dinner	Diversity	This event celebrated the vision and dream of Dr. Martin Luther King Jr. by allowing volunteers to serve food to the West Baltimore Community while distributing health and wellness care-kits.
National Black HIV/AIDS Luncheon	Diversity	
15 Black Scholars YOU Should Know	Diversity	This lecture provided information and educational on famous great Blacks throughout history as a learning point during Black History Month.
Love of Travel: Puerto Rico Study Abroad Info Session	Diversity	This informative session provided information on how students could increase opportunities to travel and study abroad and learn about the Puerto Rican culture.
Black History Month Meet & Greek	Diversity	Participants were able to join this event for a moment to meet members of the Divine Nine fraternities & sororities and enjoyed a special performance by teams that were present.
Black Cinema Tuesday: The Color Purple	Diversity	To continue with the celebration of Black History Month, the department hosted a film series featuring great Black films accompanied by discussions and lectures.
Black Cinema Dinner: Woman King	Diversity	To continue with the celebration of Black History Month, the department hosted a film series featuring great Black films accompanied by discussions and lectures.
Keeping it Real Lecture Series: Malcolm X	Diversity	Join us for our regularly scheduled "Keeping it Real" lecture series. Presented by Professor Baba Zak A. Kondo, BCCC Professor of History, author, scholar, lecturer and activist

Mind & Motion Monday's - African Music Tribute	Diversity	The institution's Dance Team celebrated Black History Month by hosting an event featuring African American traditional dances and taught a few routines to participants.
Trip to the Smithsonian African American Museum	Diversity	Students traveled by bus to Washington, D.C. to tour the African American History Museum for a tour and lunch. There was no cost for students who attended.
Make it, Take it Thursday: Celebrating Black History Month	Diversity	Students designed their own buttons, and artwork that showcased great Blacks in American history.
Black Business Expo	Diversity	This event celebrated businesses in Maryland that support African American communities. This was both an educational and entertaining experience for all participants.
Study Away: Harriet Tubman Museum Visit	Diversity	Students traveled by bus to the Eastern Shore of Maryland to attend a visit to the Harriet Tubman Museum. This tour included lunch and an interactive community service excursion.
Celebrating Women in International Film: Half of a Yellow Sun	Diversity	Students watched the celebrated film “Half a Yellow Sun” to honor the women in international films. Based on the book by award-winning Nigerian American author, Chimamanda Ngozi Adichie and focuses on two Igbo sisters and how they navigate the Biafran Civil War. A panel followed the film with cultural refreshments provided.
Happy International Women's Day	Diversity	Student Life & Engagement celebrated International Women's Day by offering a lecture-style event featuring information from a historical context regarding the origin of the holiday, and presenting students and staff with opportunities that can benefit the evolvement of women in careers and politics world-wide.
African Diaspora in Puerto Rico	Diversity	Students who attended participated in a Bomba Drumming workshop with Bomba Yo along with a mini-lecture presentation from Puerto Rican Bomba (Afro-Latino Drumming and Dance!)

Women on the Move Luncheon	Diversity	Participants received pamphlets and a lecture featuring faculty at BCCC who discussed the importance of Women's History Month and ways to acknowledge the work that women continue to do in the United States and World-wide.
International Day of Happiness	Diversity	To celebrate this holiday, the Student Government Association provided t-shirts that promoted happiness, as well as literature about the recognition of this international holiday.
Make it, Take it Thursday: Women's History Month Paint By Number	Diversity	Students were able to paint a guided piece of art that reflected famous women who have had significant contributions throughout history.
Celebrating Women's History Month: Women's Marketplace	Diversity	As the department continued to celebrate Women's History Month, this event offered an opportunity to showcase art, and retail from women owned businesses across Maryland.
Make it Take it Thursday: Autism Awareness	Diversity	To celebrate Autism Awareness month, the office held an event to bring students together to learn tips on dealing with Autism, recognizing signs, and strategies through team building exercises that help students learn how to work with diverse populations.
Holi Day Color Event	Diversity	To celebrate Holi Day, students gathered outside to teach about the culture and provide lessons on the rich colors through painting for this event.
International Student Club Presents Home is Home: Africa and the African Diaspora Symposium	Diversity	As the department hosted the Panther Pride Spring Fest Week, this event featured informative lectures and series of engaging dialogue centered around the African Diaspora as a celebratory event.
Nepali Culture Day	Diversity	During International Education Week the International Student Club partnered with Student Life & Engagement to host a day themed around the Nepali culture. This event featured native food, dance, and entertainment.

Butterfly Mural Project	Diversity/Educational	As a collaborative effort with the Arts Department, this event showcased talented students by painting butterflies to be a part of the Baltimore City Butterfly Mural Arts Project.
Mind & Motion Monday's - Celebrating Irish History Month	Diversity	To celebrate Irish History Month, our Student Government Association gave away items to participants after they took an interactive quiz on the history of this month and the holiday of St. Patrick's Day.

Appendix II: Academic Affairs and Student Affairs Cultural Diversity Events

Date	Title	Coordinator	Description	Diversity Connection
July 2023 - Current	Lib Guides	Library	Curated knowledge and shared information by creating online LibGuides.	1. DEIA (Diversity, Equity, Inclusion, and Accessibility) 2. Juneteenth
February 2024 - Current	Family Room	Library	Creating an enclosed room for parents with young children where parents can use a computer and children can play while being supervised by their parents.	Lack of childcare shall not be a barrier for students who need access to a computer for their studies.
February 15, 2024	Love Me Week	Student Life & Engagement Library	Promoted Book Club and gave away free books.	Female, African American author, bell hooks, was best known for her writings on race, feminism, and class.
Feb-24	Trauma Informed Instruction	Dr. Angela Jones-Ramirez - Faculty	Trauma Informed Instruction training for faculty	
March 2024 - Current	Women's History Month	Library	Partnered w/ Fashion Design Students to design & build a gown from recycled pages from weeded books	Connected libraries and literature to women's fashion
March 2024 - Current	Women's History Month	Library	Designed & built a wall display from recycled pages from weeded books of notable women	Highlighted women from the past who made notable contributions to society in different fields such as: medicine, science, entertainment, sports, politics, etc.
March 14, 2024	*All About Love* Book Club Event	Library	Facilitated book discussion with Dr. Moss, Professor of English, Humanities and Visual & Performing Arts Department.	Professor Moss uses bell hooks' words to make literary connections to students' personal lives.
April 4, 2024	Poetry Slam	Library Student Life & Engagement	Provided an open mic event in which students, staff & faculty spoke or sang original and	Many students of color used this event to speak their truths through original work.

			borrowed words of poetry.	
April 18, 2024	*The Five: The Untold Lives of the Women Killed by Jack the Ripper* Book Club event	Library	Facilitated Book Club *The Five* written by female, British historian Hallie Rubenhold. The book examines the lives of the five women largely believed to have been killed by Jack the Ripper.	Reviewer wrote the book is important because it illuminates the lives of the women, as well as challenging long-held assumptions.
May 1, 2024	Asian American, Native Hawaiian Pacific Islander Heritage Month	Library	Created and displayed flyers in the Library.	Month recognizes the contributions and influence of Asian Americans, Native Hawaiians and other Pacific Islander Americans to the history, culture, and achievements of the United States.
June 1, 2024	Juneteenth photo booth	Library	Photo booth and space have been allotted for students, staff and faculty to take photos against large Juneteenth backdrop. Promoted via a Canvas announcement.	Students celebrate freedom and unity with Juneteenth photo booth that features powerful imagery of Black leaders in the spirit of Emancipation.
June 1, 2024	LGBT Pride Month	Library	Created and displayed flyers in the Library.	Dedicated to celebration and commemoration of lesbian, gay, bisexual, and transgender (LGBT) pride.
		Student Life & Engagement	Supported Student Life & Engagement's event with display of books written by LGBT authors.	
June 28, 2024	Bridges to Baccalaureate	Library	Library staff will teach students who have been out of academia for many years basic research and computer skills.	Prison-to-Professionals (P2P) seeks to reach, touch, and change the lives of people with criminal convictions through advocacy, mentoring, and policy change.

Appendix III: BCCC Global Alignment Plan

2023-2024 Cultural Diversity Plan	Goal One: cultivate and sustain a diverse and multicultural student body	Goal Two: integrate the principles of diversity, equity, and inclusion into all aspects of college life		Goal Five: provide a supportive and nurturing learning environment to prepare students to collaborate	Goal Three: identify impediments to creating a diverse and inclusive environment	Goal Four: ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.	
MSCHE Standards for Accreditation, 13th Ed.	Standard I – Mission & Goals	Standard II – Ethics & Integrity	Standard III – Design & Delivery of the Student Learning Experience	Standard IV – Support of the Student Learning Experience	Standard V – Educational Effectiveness Assessment	Standard VI – Planning, Resources & Institutional Improvement	Standard VII – Government, Leadership & Administration
MHEC 2022 MD State Plan for Higher Education	Goal 1 – Access	Goal 2 – Success	Goal 2 – Success Goal 3 – Innovation	Goal 2 – Success Goal 3 – Innovation	Goal 2 – Success	Goal 1 – Access Goal 3 – Innovation	Goal 2 – Success
MD General Assembly 2017 BCCC Realignment Tasks	Task 1 – Review and strategically align core course offerings Task 2 – Prioritize workforce development and job placement Task 3 – Improve student pathways to success Task 4 – Establish student pathways with City Schools and higher education institutions Task 5 – Align budget with realistic projections Task 7 – Establish strong relationships with stakeholders Task 8 – Develop and market a brand for BCCC Task 9 – Address IT and infrastructure Task 12 – Review and revise the Strategic Plan	Task 8 – Develop and Market a Brand for BCCC Task 11 – Identify any barriers in state or local laws or regulations that impede operations	Task 9 – Address IT and infrastructure	Task 2 – Prioritize workforce development and job placement	Task 2 – Prioritize workforce development and job placement Task 3 – Improve student pathways to success	Task 1 – Review and strategically align core course offerings Task 5 – Align budget with realistic projections Task 6 – Comprehensive review of all positions Task 8 – Develop and market a brand for BCCC Task 8 – Develop and market a brand for BCCC Task 9 – Address IT and infrastructure Task 10 – Develop or sell underutilized real estate Task 11 – Identify any barriers in state or local laws or regulations that impede operations Task 12 – Review and revise the Strategic Plan	Task 2 – Prioritize workforce development and job placement Task 4 – Establish student pathways with City Schools and higher education institutions Task 6 – Comprehensive review of all positions Task 7 – Establish strong relationships with stakeholders Task 11 – Identify any barriers in state or local laws or regulations that impede operations
BCCC 2018-2022 Strategic Plan superseded by Realignment Tasks 2024-2029 in-process	Goal 1 – Student Success	Goal 1 – Student Success	Goal 1 – Student Success Goal 2 – Community Engagement	Goal 1 – Student Success Goal 2 – Community Engagement	Goal 1 – Student Success Goal 3 – Institutional Framework	Goal 3 – Institutional Framework	Goal 2 – Community Engagement Goal 3 – Institutional Framework
BCCC 2014-2017 Academic Master Plan 2024-2029 in-process	Goal 1 – Academic Success	Goal 1 – Academic Success	Goal 1 – Academic Success Goal 4 – Effective Technology	Goal 1 – Academic Success Goal 4 – Effective Technology	Goal 1 – Academic Success Goal 4 – Effective Technology	Goal 3 – Physical Learning Environment Goal 5 – Revenue	Goal 2 – Effective Operations
BCCC 2013-2018 Strategic Enrollment Management & Retention Plan 2019-Present Updated Annually 2024-2029 in-process	Goal 1 – Stabilize Enrollments Goal 5 – Responding to Economic Forces		Goal 6 – Creating a Culture of Evidence	Goal 2 – Linking Academic and Student Service Programs Goal 4 – Transforming Retention Rates	Goal 3 – Improving Services Goal 6 – Creating a Culture of Evidence	Goal 3 – Improving Services Goal 6 – Creating a Culture of Evidence	Goal 5 – Responding to Economic Forces
BCCC 2020 Facilities Master Plan	Priority 1 – Address Deferred Maintenance Priority 2 – Replace Aging Structures Priority 3 – Grow New Programs		Priority 1 – Address Deferred Maintenance Priority 3 – Grow New Programs	Priority 1 – Address Deferred Maintenance Priority 3 – Grow New Programs	Priority 2 – Replace Aging Structures Priority 3 – Grow New Programs	Priority 1 – Address Deferred Maintenance Priority 2 – Replace Aging Structures	Priority 3 – Grow New Programs
BCCC 2023 IT Master Plan		Goal 1 – ERP Implementation	Goal 1 – ERP Implementation Goal 2 – Technology Refresh	Goal 1 – ERP Implementation Goal 2 – Technology Refresh	Goal 1 – ERP Implementation Goal 2 – Technology Refresh	Goal 1 – ERP Implementation Goal 2 – Technology Refresh Goal 3 – Disaster Recovery Solution	Goal 1 – ERP Implementation Goal 2 – Technology Refresh Goal 3 – Disaster Recovery Solution

2023 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: Baltimore City Community College

Individual submitting report: Jade E. Borne

Title/Department: Vice President for Student Affairs/Student Affairs

Contact phone: 410-462-7416

Contact e-mail: jborne@bccc.edu

Individual certifying approval by governing board: Kurt Schmoke

Signature of governing board authority: Mr. Kurt L. Schmoke, Esq.
BCCC Board of Trustees Chair

Date of governing board approval: September 1, 2023

Please submit this cover sheet, report narrative, and 2021-2022 diversity plan in searchable PDF format at https://forms.gle/nT31D3sq2ncLLPAU8 no later than September 1, 2023.

Baltimore City Community College
2023 Cultural Diversity Report
Section 1: Summary

Integrity, respect, diversity, teaching, learning, excellence, leadership, and professionalism, make up the eight core values at Baltimore City Community College (BCCC). These core values are inextricably linked and serve as the underlying principles and beliefs that guide the College's work. For BCCC, diversity refers to the College's commitment to "recognize, accept, appreciate, and support individual differences and lifestyles." Diversity plays a central role in the College's efforts to serve the citizens of Baltimore City.

As stated in previous reports, the College organizes its cultural diversity efforts around five primary goals:

> **Goal One:** To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are underrepresented in higher education.
>
> **Goal Two:** To integrate the principles of diversity, equity, and inclusion into all aspects of college life.
>
> **Goal Three:** To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College.
>
> **Goal Four:** To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and staff.
>
> **Goal Five:** To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

BCCC's cultural diversity and inclusion efforts are outlined in the following five sections: Section 1 – Summary, Section 2 – Increasing traditionally underrepresented groups, Section 3 - Creating positive interactions and cultural awareness among students, faculty, and staff, Section 4 - Emerging populations, and Section 5 – Other related initiatives.

Section II: Increasing Traditionally Underrepresented Groups

In 2022-2023, BCCC made a concerted effort to increase enrollments for all students, including traditionally underrepresented groups. Particular attention has been paid to increasing enrollments for LatinX/Hispanic, international, LGTBQ+, and disabled students. Additionally, the College's TRIO/Student Support Services and Upward Bound programs had robust recruitment efforts to increase participation in both programs. These Federal programs are designed to support traditionally under-represented student groups. BCCC has worked diligently to increase enrollments for Adult Basic Education (ABE) and English as a Second Language

(ESL) students, and the Mayor's Scholars (MSP) students. These programs are also designed to support students who may face unique challenges for academic success.
The programs listed below are just a few examples of BCCC's recruitment efforts to attract a Culturally Diverse population.

LatinX/Hispanic Recruitment Efforts - In an effort to recruit and retain more LatinX/Hispanic students, in 2022-2023 the College partnered with the Adelante' Latina Program in Baltimore. The program supports Hispanic high school girls and provides wrap-around support services throughout their high school enrollment. The College regularly recruits from this population and has developed a Special Summer Adelante' Latina Cohort group. The students will take online virtual classes together as a Cohort while receiving special wrap-around support services from BCCC, Notre Dame University, and the YouthWorks Program. Additionally, BCCC now lists "bi-lingual Spanish speaking", as a preferred qualification for all student-facing vacancies in Student Affairs.

International and ESL Students Recruitment Efforts– In 2022-2023, The International Student Services staff participated in the Maryland-wide recruitment and outreach efforts through the Maryland International Education Consortium-Study Maryland (MIEC) and the Education USA program. During the Fall 2022 term, the International Student Services staff began working with BCCC's English Language Services department to recertify the current ESL program as a full-time academic program with the Federal SEVIS system. The Web-based system that the U.S. Department of Homeland Security (DHS) uses to maintain information on Student and Exchange Visitor Program (SEVP)-certified schools, F-1 and M-1 students who come to the United States to attend those schools, U.S. Department of State-designated Exchange Visitor Program sponsors and J-1 visa Exchange Visitor Program participants. The College expects the approval of this full-time ESL program in fall 2023. Once the Maryland Higher Education Commission (MHEC) approves the program, BCCC plans to see significant increases in international student enrollments. **See Appendix I for ESL and Refugee Programs**

Military Veterans – In 2022-2023, BCCC coordinated recruitment efforts with the Maryland Center for Veterans Education and Training (MCVET), and other in-area support service agencies such as the Maryland Department of Veterans Affairs (VA), Baltimore VA Regional Office, Veterans Affairs Medical Center, VA Maryland Health Care, Veterans Assistance Program, and the Veterans Resource Center. Additionally, in an effort to improve open access for Military Veterans, the Admissions Office expanded the ways in which Veteran students can connect with the Admissions Office and Advising to include the Virtual Help Desk (drop-in advising), individual advising appointments, and individual benefits certification appointments with the BCCC's VA Benefits Certifying Official. The Fall Credit Enrollment table below reflects trends in enrollment of military students.

TRIO Student Support Services and Upward Bound Math & Science (UBMS) – While the goal of TRIO Student Support Services is to increase participation and success of lower-income, first generation, and underserved college-student populations, BCCC's UBMS program is designed to support high school students and expose them to fields related to science,

technology, math, and science (STEM). Both programs are supported by Federal Grants. In 2022, the TRIO program increase participation to

Disability Support Services – BCCC considers outreach and recruitment efforts, focused on increasing access as an important component of BCCC's cultural diversity and inclusion work. For 2022=2023, The Office of Disability Support Services (DSS) staff participated in several recruiting events including the State-wide Transfer Fair sponsored by University of Maryland and Baltimore City Public Schools. This allowed the DSS staff to engage with college and high school staff who serve disabled students. Additionally, the event allowed school officials an opportunity to share resources and tips on recruiting more students with disabilities. The DSS Office provided training to the BCCC Recruiters and Advisors on the appropriate communication styles for distinct types of conversations in the recruiting process Lastly, the DSS Staff offered training to faculty who attended the yearly Convocation on recognizing, support, and refer students who struggle due to a hidden disability. This training not only focused on recruiting more students with disabilities, but the training was also part of ongoing initiatives designed to make students feel more welcomed and supported at BCCC.

Mayor's Scholars Program (MSP) – The Mayor's Scholars Program (MSP) was established in 2018, in collaboration with Baltimore City Public Schools and the Baltimore City Mayor's Office. MSP supports degree and certificate attainment for recent Baltimore City high school graduates. Additional collaboration and support were provided by the YouthWorks Program, Baltimore City's Mayor's Office of Employment Development (MOED), and CASA de Maryland. CASA de Maryland is the leading organization in the mid-Atlantic region that supports immigrant families in the State. The organizations listed here provide resources and funding to recruit all recent high school graduates from Baltimore City Public Schools and high schools from across Maryland. In 2022 and 2023 The Colleges English Language Institute (ELI) program supported BCCC's Mayor's Scholars (MSP) Summer Bridge program by offering two ESL classes for thirty-four MSP scholars. These classes, and the accompanying support services provided, allowed these students to enroll in full-time credit courses.

Increasing Diversity and Access in Dual Enrollment & P-TECH – In 2022-2023, BCCC worked to increase diversity and access through its Pathways in Technology Early College High School (P-TECH), and in the College's Dual Enrollment programs. P-Tech is offered in three (3) Baltimore City public high schools: Paul Laurence Dunbar High School, Carver Vocational-Technical High School, and New Era Academy. The program allows students to graduate with a high school diploma and an associate degree at no cost to the student. P- TECH is a partnership between Baltimore City Public School System (BCPSS), BCCC and other business partners. Students focus on a specific Career Pathway leading to an associate degree and employment in that career field. Career Pathways include Healthcare, Information Technology (IT), and Transportation Distribution Logistics (TDL). P-TECH students receive one-on-one mentoring, workplace visits, skills instruction, and first-in-line consideration for job openings with P- TECH business partners. Likewise, in 2022-2023, BCCC offered dual enrollment courses in several BCPSS high schools including Baltimore School for the Arts, Baltimore Desing School, Green Street Academy, New Era Academy, Mergenthaler High School, Dunbar, and Forest Park High school. Additionally, BCCC offered dual enrollment courses in several private schools including Bais Yaakov High School, Talmudical Academy and Mount Clare Chistian Academy. The

diverse populations enrolled at the high schools served by the College adds to the diversity of BCCC's overall student population.

English Language Services (ELS) - The ELS department continues to serve a population that consists of over 95% ethnic minority students that have been traditionally under-represented in higher education. These students represent over 20 countries and speak more than 15 languages. The ELS department is helping students on their path to self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics and conversation classes for older refugees, as well as ESL courses specific for refugees an asylees. To support the ELS and ESL Students, the College's Test Center began offering the ESL Accuplacer in 2023. This assessment evaluates English language learners' comprehension in language usage, reading skills, sentence meaning and writing. The administration of ESL Accuplacer allows English Language Learners to be properly assessed to ensure their placement into the appropriate courses that align with their current skill set. **See Appendix I for ESL and Refugee Programs**

Adult Basic Education – In 2022-2023, the Adult Basic Education (ABE) department, in conjunction with Workforce Development, ran three cohorts of Integrated English Literacy and Civics Education Training (IELCE/IET) which integrated English and Adult Basic Education instruction combined with Certified Nursing Assistant (CNA) training. A total of twenty (20) students participated in the program.

BCCC's Cultural Diversity Marketing Campaign – Throughout 2022-2023, BCCC continued to refine the College's marketing efforts to reach diverse student populations. For example, several of the College's marketing materials were translated into Spanish and other languages. Additionally, the College's marketing efforts included supporting special events, student activities, and other programs as they work to attract a more diverse population. **See Appendix II for examples of culturally diverse marketing materials.**

Assessing Effectiveness of Cultural Diversity Plan - Although BCCC does not currently have an assessment tool available to measure the success of the cultural diversity and access work currently underway, the College intends to include an assessment component as part of the overall strategic planning efforts currently underway. The College intends to measure the effectiveness of this work based on the five approved Cultural Diversity, Equity, and Inclusion goals established by the planning committee. The College will be in compliance with this requirement before the July 1, 2024, deadline.

Section III: Creating Positive Interactions and Cultural Awareness

Student Life & Engagement - BCCC strives to create an overall sense of cultural awareness, diversity, inclusion, respect, and acceptance at the College. The Office of Student Life and Engagement (SLE) Office is an important component of the College's Cultural Diversity Efforts. Throughout 2022-2023, the SLE Department worked diligently to develop student facing activities related to awareness of overall issues related to cultural diversity, inclusion, and access. Additionally, several programs were developed to expose students to culturally diverse populations. Forty-nine events related to cultural diversity, inclusion and access were developed and presented to the college community in 2022-2023. The events included activities and workshops for Black History, Women's, LGBQT+ Pride, and Pacific Heritage Month. Additionally, events and workshops were development and presented to the college community

on Civil Rights issues, Cultural Diversity Awareness, Disability Awareness, Sexual and Mental Health, and other topics designed to create a broader sense of cultural awareness and diversity at BCCC. **See Appendix III for examples of culturally diverse student activities.**

Faculty Professional Development – Many of BCCC's faculty attended training and professional development opportunities related to Diversity, Equity, and Inclusion. For example, the Biological and Physical Sciences department attended the Annual Biotechnology Symposium and Science Technology Engineering and Math (STEM) Symposium designed to promote STEM programs. The faculty invited 25 Dual Enrollment (DE) students from 3 local high schools to attend the event which highlighted college undergraduate projects. The focus of the conference included issues related to diversity and inclusion in STEM education. In November 2022, eight department faculty members and 35 students attended the National Institute of Health (NIH) Community College Day in Bethesda, Maryland. The focus of the event included workshops and training on internship opportunities designed to attract more diverse and underserved student populations. The faculty led session involved sessions with NIH Post Doctoral candidates interested in teaching at the Community College. In April 2023, ten departmental faculty and 30 students attended the annual Maryland Collegiate STEM conference. This event highlighted student research projects. Additionally, the event features sessions by faculty from diverse backgrounds who presented their personal experiences and career pathways into STEM fields.

Improving Accessibility – In 2022-2023, BCCC's E-Learning department promoted diversity and inclusion through the professional development of faculty in providing accessible course materials in the College's Learning Management System (LMS), Canvas. The training was offered virtually through Zoom a few times during the year. The training covers using the Canvas Accessibility checker, which provides feedback to faculty about making non-accessible content more accessible. BCCC is also currently reviewing Accessibility management software from Anthology which will provide a variety of passive accessibility improvements. The software not only converts inaccessible material into an accessible format but also provides walkthroughs on how to improve the accessibility of the course content. Additionally, video management tools are being evaluated for purchase. These tools would enhance the accessibility of video through both transcript creation and captioning of videos.

Designing Intentional Cultural Diversity and Inclusion Initiatives – Starting in 2021-2022 and throughout 2023, the College has been developing a plan to increase cultural diversity, inclusion and accessibility awareness throughout the College Community. As stated in the 2020-2021 report, Baltimore City Community College organized its Cultural Diversity, Equity, and Inclusion efforts around the College's Core Values. The five goals developed by the Diversity, Equity, and Inclusion committee to guide the Diversity Plan were approved by the Board of Trustees and continue to guide the College's work in this area. The five goals are - **Goal One:** To cultivate and sustain a diverse and multicultural student body that is reflective of the global community by recruiting, retaining, and graduating ethnic minority students that are underrepresented in higher education. **Goal Two:** To integrate the principles of diversity, equity, and inclusion into all aspects of college life. **Goal Three:** To identify impediments to creating a diverse and inclusive environment, propose solutions to overcome those impediments, and measure progress at all levels of the College. **Goal Four:** To ensure a variety of channels are utilized to attract and retain a diverse, qualified, and competitive applicant pool of faculty and

staff. **Goal Five:** To provide a supportive and nurturing learning environment to prepare students to collaborate with diverse communities in a culturally sensitive manner.

Section IV: Addressing Emerging Populations

As the demographic of Baltimore City changes, the College is prepared to serve the needs of emerging populations. See examples below.

English as a Second Language (ESL) & Refugee Program - The English Language Services (ELS) Department at BCCC continues to serve a population that consists of over 95% ethnic minority students. This population has been traditionally under-represented in higher education. These students represent over 20 countries and speak more than 15 languages. The ELS department helps students find a path toward self-sufficiency by providing English as a Second Language (ESL) classes, citizenship courses for Green Card holders, civics, and conversation classes for older refugees, as well as ESL courses specific for refugees an asylees. As stated earlier, the College is responsive to the needs of this population by ensuring that marketing materials are translated into Spanish and other languages commonly spoken by the refugee populations in Baltimore City. **See Appendix II for ESL and Refugee Programs**

Demographics Changes at Baltimore City Schools - Although 16% of residents in Baltimore City currently categorize themselves as Hispanic or LatinX, the significant growth of this population is evidenced with current enrollments in Baltimore City Schools. For example, Patterson High School, Benjamin Franklin High School, and New Era Academy posted enrollments from 49% - 52%. The College's recruitment efforts at these high schools intensified and increased significantly. For example, in 2022 – 2023 BCCC's Recruiters attended over thirty events focused on recruiting students from these four high schools. Over 1,500 potential students received information about BCCC and its programs. Through BCCC's recruitment efforts, enrollment of LatinX/Hispanic students increased from 4.3% in fall 2021 to 5.3% in fall 2023. See **Appendix IV for more details on demographic changes in Baltimore City Schools.**

Expanding Diversity by Increasing Dual Enrollment – In 2023-2024, BCCC expects to expand the diversity and access at BCCC by entering into new agreements with Baltimore Public Schools. For example, there are plans underway to expand the College's dual enrollment population by creating new program offerings with Frederick Douglas High School. Additionally, the College plans to expand access to more diverse populations by offering dual enrollment opportunities to online students at Port Virtual Learning High School.

Increasing Access for GED & Workforce Students – The College's GED and Workforce populations offer expanded opportunities for BCCC to increase enrollments in credit programs including advanced credit certificate and associate degree programs. Through the Colleges strategic enrollment management and recruitment planning, BCCC intends to develop engagement and communication efforts to increase access for these emerging populations. For example, the College's new CRM Recruit system allows BCCC to maintain constant contact with these students who already have a relationship with the College. Additionally, BCCC has entered into an agreement with PearsonVue to become a Certified Testing Center to offer the

National GED exam to BCCC GED students as well as Baltimore City and Baltimore County residents. By attracting residents from all over Baltimore County for GED testing, the College expects its pool of potential students will likely increase.

Section V: Other Diversity Initiatives

Refugee Youth Project - In 2022-2023, the College's Refugee Youth Project (RYP) has continued to work with over 150 refugee and asylee youth in four different Baltimore City Public Schools. The RYP continues to help bridge the gap between refugee and asylee students and their peers by providing high-quality after school instruction, including ESL, STEM, Art, and sports classes. Recently, RYP received a $750,000 American Rescue Plan Act (ARPA) grant award from the Mayor's Office to continue the expansion of this important work, allowing for a wider breadth of students to include those with different immigration statuses. **See Appendix I for ESL and Refugee Programs**

Serving Baltimore's At-Risk Communities – In 2022-2023, the Workforce Development department served over 1,000 students within a contract from the Department of Social Services, Department of Human Services, Center for Urban Families, Baltimore Alliance for Careers in Healthcare and Goodwill Industries. These contracts serve disadvantaged community residents and allow them access to training opportunities in healthcare, transportation, information technology and hospitality.

Prisons to PhD Program - BCCC seeks to expand educational opportunities through the "From Prisons to PhD" (P2P) program. BCCC entered into a partnership with P2P in 2023 to serve a formerly incarcerated population obtain pre-requisite courses needed to proceed to undergraduate and graduate degree programs. Additionally, BCCC intends to enter into additional agreements to serve high school students who are placed into the Juvenile Justice System in Baltimore.

Summary

Baltimore City Community College is fully committed to increasing cultural awareness, diversity, inclusion, and access throughout the College Community. Proof of this commitment can be found in the College's stated goals, mission, vision, and core values. For example, BCCC core values include **Integrity** – an unwavering adherence to a strict moral and ethical standard, **Respect –** showing genuine concern and regard for the dignity of others while practicing civility, accepting, appreciating, and supporting individual differences, **Diversity** – recognizing, accepting, appreciating, and supporting individual differences and lifestyles, **Teaching –** impacting knowledge skills, and values that are essential to the success of the individual and growth of the community, **learning** – Gaining knowledge, skills, and understanding that are useful to the individual and college community by promoting intellectual curiosity, **Excellence** – providing excellent teaching, student services, customer services and community engagement, **Leadership** – empowering, nurturing, and inspiring individuals to be leaders in their own sphere, and **Professionalism** – adhering to the highest standard of customer service. These are the core values that will continue to guide BCCC's cultural diversity work.

CARROLL COMMUNITY COLLEGE
Annual Cultural Diversity Report
2024

Section 1

Carroll Community College's Strategic Advancements in Diversity, Equity, Inclusion, and Belonging

Carroll Community College embarked on a transformative, multi-year initiative aimed at advancing Diversity, Equity, Inclusion, and Belonging (DEIB) within its institutional framework, in alignment with recommendations from the Middle States Commission on Higher Education in 2021.

Key Objectives and Initiatives

Central to this initiative was the regular evaluation of campus climate to ensure inclusivity across all student demographics, as well as faculty and staff. Findings from these assessments were methodically disseminated, leveraging actionable insights to foster a culture of mutual respect among stakeholders.

To enhance transparency and accountability, the college developed robust strategies and dashboards for sharing DEIB Audit results across departments and organizational entities. Additionally, efforts were made to integrate audit findings into college planning and governance protocols, ensuring alignment with institutional assessment and planning.

Ongoing Development and Expansion

Plans were formulated to conduct periodic DEIB Audit surveys, including outreach to non-credit-bearing programs within the Continuing Education and Training division. Rigorous methodologies and dedicated resources were allocated to ensure the effectiveness of these surveys. By April 2024, considerable progress had been achieved in addressing prioritized audit recommendations, with ongoing efforts focused on further refining processes.

Benchmark data analysis provided insights into areas requiring intervention and highlighted exemplary practices for replication. These insights informed targeted strategies aimed at elevating performance standards in identified areas for improvement. Key recommendations from the initial DEIB Audit were promptly implemented, including staff development initiatives; collaborative formulation of DEIB Vision, Mission, and Commitments statements; and restructuring of the DEIB committee for broader representation.

Institutional Commitment and Strategic Integration

Draft DEIB statements underwent rigorous scrutiny and were endorsed through comprehensive college-wide consultations. The Civility Statement, a cornerstone of these declarations, was

widely disseminated across campus publications to underscore its significance. Efforts to restructure the DEIB committee commenced in January, with appointed members convening in February 2024.

To gauge program effectiveness, Carroll Community College developed comprehensive assessment metrics and benchmarks. User-friendly data dashboards were implemented for enhanced accessibility, integrating DEIB metrics into routine data analysis and reporting mechanisms for continuous monitoring and evaluation. By December 2023, the Institutional Effectiveness Measures Report encompassed a diverse array of student group metrics, reflecting the college's dedication to cultivating an inclusive learning environment.

At the beginning of the diversity audit process in 2022, the DEIB maturity at Carroll has evolved through multiple levels, representing a gradual shift towards a more inclusive institutional culture. At the initial stage, DEIB activities were nascent, lacking formal structures such as dedicated plans, budgets, or documented procedures. Progressing to the informal stage, these activities began aligning with DEIB goals and strategies, supported by a DEIB Committee, and recognized as a strategic priority within Carroll's broader plan. However, formal documentation and alignment of all strategic elements were still in development. Moving further to the formal level, Carroll's DEIB program was led by an Executive Director integrated into the leadership structure, with DEIB prominently featured in leadership and board agendas. The DEIB Office operated with a formal strategic plan encompassing vision, mission, goals, and measurable actions, bolstered by specific strategies aimed at fostering inclusivity and belonging among all stakeholders. As Carroll advanced towards managed and measured maturity, its DEIB efforts gained robust accountability through key performance indicators and regular progress reports, ensuring integration into both internal operations and external initiatives. Finally, aiming for sustainable and continuously improving maturity, Carroll fostered a culture where DEIB goals permeated all facets of the organization, from outreach to hiring practices and academic curriculum, guided by a commitment to ongoing assessment and enhancement of DEIB impacts and outcomes.

Goals:

1. Develop a Multi-Year DEIB Strategic Plan (2024-25, High Priority):
   Develop and expand Carroll's DEIB strategic plan to include a comprehensive vision, mission, strategies, measurable objectives, and tasks. Increase communication and transparency about the DEIB plan across the college community. Align DEIB priorities with other institutional strategies and regularly report progress to the Board of Trustees.
2. Established a DEIB Committee Charter (2024, High Priority):
   Produced a formal charter outlining the roles and responsibilities of the DEIB Committee members, aligned with specific elements of Carroll's DEIB plan. This charter will guide the committee's efforts in executing DEIB initiatives effectively.
3. Expand Office of DEIB (2023, High Priority):
   The Office of DEIB is led by the DEIB Executive Director, who reports directly to the President. This office will ensure DEIB has a voice in EEOC, hotline, discrimination, and Title IX functions. Adequate staffing and funding will be secured to support the DEIB mission, plan, and program.

4. Integration of DEIB Metrics and Assessment (2024, High Priority):
   Incorporated DEIB metrics into routine data analysis and internal reporting mechanisms. Ensure DEIB goals are integrated across all Carroll departments and academic disciplines. Establish a continuous monitoring, auditing, and reporting process to track DEIB progress, impacts, and trends.

5. Annual Reporting and Transparency (High Priority):
   Routinely report DEIB plans, accomplishments, and trends to governing bodies, administration, faculty, and students. Post DEIB results prominently on the college website to enhance transparency and accountability.

6. Faculty Development and Curriculum Integration (2024-25, High Priority):
   Infuse DEIB goals into the academic program and enhance culturally responsive teaching practices through faculty professional development opportunities. Encourage inclusive curriculum design and execution to support student learning experiences.
7. Promotion of DEIB Initiatives (2023, Medium Priority):
   Enhance the visibility of the Office of DEIB and associated initiatives on Carroll's website. Optimize social media engagement to drive awareness and participation in DEIB-related student groups, events, training, and curriculum updates.

By implementing these initiatives, Carroll aims to cultivate a community where diversity is celebrated, equity is ensured, and inclusion is embraced, enriching the educational experience for all stakeholders.

Section 2

Supreme Court Decision

In addressing the question of the impact of the 2023 Supreme Court decision to strike down race conscious admissions, the following statement was created and approved by the Maryland Association of Community Colleges Presidents (MACC Presidents):

> The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that

> the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

Carroll Community College is committed to serving all students and offering opportunities for students to engage in topics of Diversity, Equity, Inclusion, and Belonging. Within the Office of Student Engagement and the Student DEIB Programming sub-committee, various events, clubs, and activities were offered this year.

Professional Development

The Faculty Coordinator of Diversity Training and Development coordinated, managed, developed, and executed DEIB professional development events for College-wide learning. This included face-to-face, asynchronous, and virtual reality opportunities.

These workshops, events, and activities are intentionally offered through different modalities; span different disciplines; appeal to different audiences, learning styles, and levels of knowledge; and cover a wide range of topics including race, ethnicity, culture, immigration status, sex, gender identity, sexual orientation, disability, religion, social class, and ideological diversity.

Monitoring and Evaluation

Carroll has a robust system of data collection and analysis to track demographics, campus climate, and outcomes for all student groups. The College follows the best practice of disaggregating data to identify and track the progress of discrete student groups. Interactive dashboards are updated frequently and are available to key College stakeholders. Dashboards focus on enrollment, course success, placement into gateway Mathematics and English courses, program assessment, and institutional outcomes assessment. These data are examined and discussed by appropriate staff to guide the development of appropriate interventions, supports, and changes to institutional processes.

In the past year, the College has also begun disaggregating certain institutional effectiveness measures, including credit course success rate, four-year graduation rate, and retention rates. Carroll's Planning Advisory Council and Board of Trustees analyze these measures annually; the disaggregated indicators have opened conversations about ways to address gaps.

Carroll administers Student and Employee Surveys every two years. Surveys were last deployed in spring 2023. These mechanisms allow the College to monitor campus climate through several diversity-focused questions. For example, students indicate if they feel safe on campus, have

opportunities to collaborate and learn with others from diverse backgrounds, and the degree to which the College promotes inclusion and belonging. Employees provide input as to whether Carroll fosters an inclusive working and learning environment, promotes students' and employees' ability to work with diverse populations, is committed to diversity and inclusion and related professional development, and engenders a sense of belonging. On the whole, responses related to diversity-focused prompts in both student and employee surveys are positive. The College will continue to review future survey data, however, and use it to guide processes and procedures.

In line with national best practices, the College endeavors, as appropriate, to make its data publicly available. National, state, and internal reports, along with survey results and several data dashboards, can be found on the Institutional Effectiveness pages on the Carroll website. Data literacy is a strategic initiative at the College; leaders from Carroll's Information Technology and Institutional Effectiveness areas are developing a framework to promote the analysis and discussion of data across the institution. This fall, Carroll will develop a new Strategic Plan, setting a vision for 2025-2029. The Strategic Planning process will be launched with a Data Summit, which will help the College further understand the nuances and complexities of the community it serves and aid in establishing key performance indicators for the plan.

Outreach and Equity/Access to College

Outreach to multilingual learners in high school begins with a strong connection between the Admissions staff at Carroll and the Carroll County Public Schools English Speakers of Other Languages (ESOL) faculty and staff, as well as the Spanish heritage language teachers in Carroll County. Members of the Carroll Admissions and Financial Aid staff meet regularly with students in the ESOL program to explain College admissions processes and financial aid options. ESOL students from multiple high schools are invited to specific Preview Days at Carroll, so that they can visit the campus, sit in on classes, and enjoy campus activities. Carroll Admissions staff also participate in the Programs and Pathways Nights at CCPS to provide information about dual enrollment and options at Carroll Community College after high school graduation. Bilingual Admissions staff are also available to meet one-on-one with families, allowing them to ask questions specific to their family's immigration status.

Activities and outreach that have been developed to create a welcoming environment for multilingual learners begin with the Carroll Community College webpage, www.CarrollCC.edu. Through the Google Translate web app, the webpage offers translation for multiple languages, including Arabic, Chinese, Hindi, Portuguese, Russian, Spanish, Ukrainian, and Vietnamese. Since Spanish is the world language (excluding English) most often spoken by the Carroll community, the College has created specific Spanish language pages with recruitment and admissions processes (www.carrollcc.edu/espanol). The College is working on translating certain documents to Spanish, including Payment Plan instructions for credit and non-credit, as well as general business office instructions. The New Student Orientation program offers Spanish language interpreters' services through the RSVP form. Specific to recruitment, the College debuted Open House sessions (www.carrollcc.edu/casaabierta) presented entirely in Spanish. These sessions were held twice in FY24 with attendance of over twenty-five people each time.

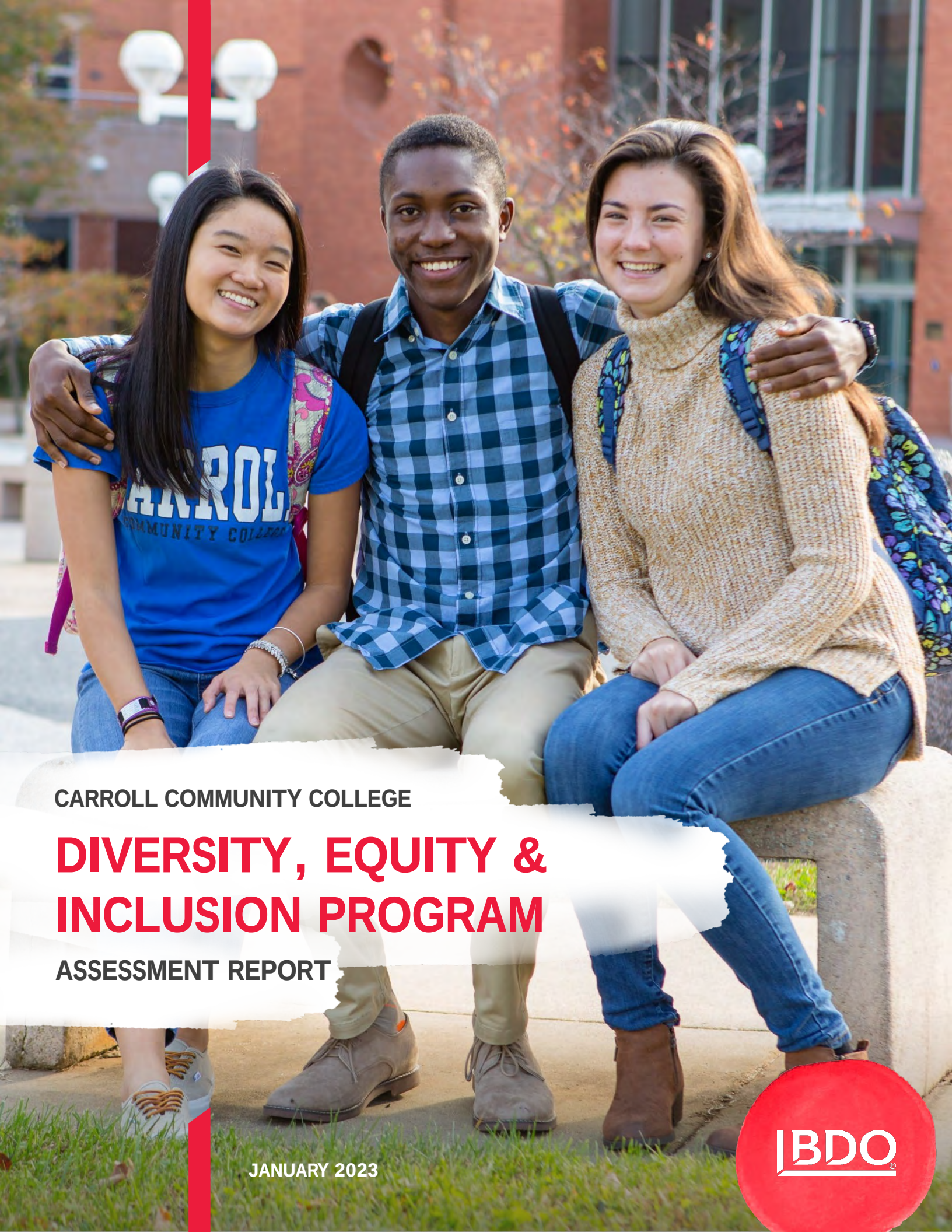
This session welcomes family members of all ages to attend and participate in this informative session. The importance of this session lies with the fact that college enrollment in many Hispanic families is a full family decision. The College is also in the process of creating a complete Spanish video series for students and parents about enrollment processes and steps. New this year is the option of taking the mathematics placement test in Spanish, as the test should be assessing what level of mathematics a student knows, without the added barrier of taking the test in a second language (English).

This year, a hurdle for international students was identified regarding students who attend Carroll Community College under DREAM Act legislation. DREAM Act students are required to submit documentation annually to confirm eligibility for reduced tuition. Once a student is deemed eligible, their eligibility is good for one academic year. However, within an academic year, the student's tuition is adjusted term by term. Many times, students do not review their bill, and the tuition rate may not be adjusted in consecutive semesters. Student Affairs staff created a regular communication plan for DREAM Act students. The communication plan aligns with the registration cycle and reminds students to review their tuition charge after registration to ensure they are receiving the DREAM Act benefit. If their tuition charge is incorrect, the students are instructed how to appeal. At the end of the current academic year, students will also be reminded to submit their annual documentation for the upcoming academic year.

As a retention tool, Carroll piloted a program to use the Spanish CLEP exams to show Hispanic students that their home language is a valued asset that can help them accelerate toward completion. For this pilot, the College purchased ten College-Level Examination Program (CLEP) vouchers. We prioritized members of the Hispanic Community Advisory Group, multilingual learners in the transitional English Language Learner (ELL) courses, and heritage speakers seeking Spanish credits to graduate. To date, all ten vouchers have been used, with 120 credits earned according to the test results that Carroll has received. The exam is an efficient way to accelerate student progress, while affirming first language skills as a valued asset and important part of earning a degree. Expansion of the program will occur in the coming academic year.

APPENDIX I

CARROLL COMMUNITY COLLEGE
Cultural Diversity Plan 2023-2024



CARROLL COMMUNITY COLLEGE

DIVERSITY, EQUITY & INCLUSION PROGRAM

ASSESSMENT REPORT

JANUARY 2023

BDO

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January 2023

James Ball, Ed.D.
President
Carroll Community College
1601 Washington Road
Westminster, MD 21157

Dear Dr. Ball:

We are pleased to share the report of the Diversity, Equity & Inclusion (DEI) program assessment for Carroll Community College. The program assessment provided consulting services for Carroll Community College ("Client" or "you") as outlined in our Agreement and Statement of Work dated March 17th, 2022. This engagement was performed in accordance with consulting services standards established by the American Institute of Certified Public Accountants.

The sufficiency of the services is solely the responsibility of the management of the Client.

For the purpose of this engagement, we have accepted as accurate the accounting records of the Company and therefore, we are not responsible for such accuracy. Similarly, we have relied on the accuracy of the representations provided to us by the Management of the Company. Except as otherwise stated, we did not corroborate such representations and information.

We were not engaged to, and did not perform an audit, the objective of which would be an expression of an opinion on the specific elements, accounts, or items. Accordingly, we do not express such an opinion. Also, we express no opinion on the Company's internal control systems over financial reporting or any part thereof. Had we performed additional procedures; other matters might have come to our attention that would have been reported to you.

The procedures performed and related findings are presented in the attached report and appendices.

This report is intended solely for the use of the Management of Client and should not be used by those who have not taken responsibility for the sufficiency of the procedures for their purposes. It may not be released to any third party without our prior written consent.

Very truly yours,

BDO USA, LLP

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Executive Summary

Carroll has been on a journey to create and improve their Diversity, Equity, and Inclusion (DEI) program. To that end, they have created a strategic goal for diversity within the College's strategic plan and have continued to work on key programs and events to further awareness and understanding of diversity.

In 2017 Carroll reconstituted its Diversity & Inclusion Committee and in 2021 the College hired an Executive Director of DEI and launched an assessment of its DEI program. The purpose of the assessment was to identify ways in which the program could continue to improve the activities and the results of their efforts and to assist in creating a road map to help ensure success.

CONCLUSION

Increasing the maturity of the processes underlying Carroll's DEI program is a way of thinking and constructing your DEI program to most effectively achieve the DEI program's strategic goals, the outcomes you desire for the program and the College as a whole. We recommend the College consider an institution-wide strategy for building competencies around process improvement and apply the process improvement and maturity assessment to your DEI program. This strategy will create a common language and culture around process maturity, institute discrete measurements of actions and results, and propel DEI program goals.

Executive Summary

We are pleased to present our report for the Services performed for Carroll Community College ("Carroll" or "the College"). After reviewing the information that you provided to us, and conducting procedures, we are providing key observations and recommendations to enhance the DEI program efforts at Carroll.

Please note that this analysis reflects a snapshot of the program at a point in time – April 2022 to October 2022. During that time, the DEI program continued to evolve and improve.

SCOPE

- Understand the current state environment and goals, through discussions with the Carroll DEI Executive Director and Committee, stakeholders, and applicable staff.
- Review related policies, procedures, regulatory guidelines, and reported performance against benchmarks for diversity and equity to identify gaps and recommendations.
- Align survey strategy, approach and specific questions to current and future state envisioned for the College by the Carroll DEI Executive Director, Committee and Board.
- Execute wide-reaching survey strategy and use the information to further identify gaps in performance and/or perception and to refine strategy, questions and group breakdowns for campus conversations with interest groups.
- Interview staff, faculty, and students regarding DEI initiatives.
- Review summary of findings, observations and recommendations and validate with the Carroll DEI Executive Director for presenting to the Board.
- Evaluate activities and progress to date, identifying both successful and unsuccessful practices.

ACTIVITIES PERFORMED

- Planning, Information Gathering and Project Management
- Data Analysis, Interviewee Selection/Scheduling, Interview and Survey Development
- Execution and Analysis
  - Policy and Procedures Review
  - Strategic Plans and Initiatives Evaluation
  - Workshops, Discussions, Interviews, and Survey Completion
  - Results Analysis
- Observations Vetting and Recommendation Development
- Summary Reporting

RESULTS

- After conducting our assessments, observations were added to the Summary of Results on the following page and included in the supporting details included in the Observations and Recommendations and Path Forward sections.

Summary of Results

To assess Carroll's DEI program, we started by assessing program maturity - its activities and the extent to which they are documented, communicated, measured, evaluated, and continuously improving. We thought about how these priorities or activities are aligned with one another and with the College's other strategies, priorities, and actions. Are the DEI program aspirations, goals, ultimate outcomes – are they embedded in the College's culture and in the way the College plans, sets priorities, budgets, and evaluates success? Are DEI goals infused in the academic program, in the design and execution of teaching? Are DEI goals integrated into people management, hiring, job descriptions, personnel evaluations? Refer to pages 7-9 for more on the maturity model.

Upon performing our in-scope procedures over the College's DEI program, observations were made with regards to its current state (refer to pages 16-39). Below are some of the highlighted observations that were captured and are discussed in further detail throughout this report. In addition, key recommendations were made to improve the maturity of the DEI program's internal processes and specific strategies and tactics were also suggested as elements of an effective DEI program (noted on page 15). Recommendations for a path forward begin on page 40, the SWOT analysis is on page 49, and benchmarking details start on page 50.

ASSESSMENT

- Carroll's DEI program maturity was assessed between INFORMAL and FORMAL after reviewing the extent to which program strategies, plans, and activities were documented, communicated, measured, evaluated, and continuously improving.
- DEI is a strategic priority for Carroll College. DEI-related activities and initiatives have occurred over the years for student, staff, and administration under several departments. In 2022, programs such as *Political Violence, Critical Race Theory: Cure or Poisoned Pill*, and *Immigration* were featured through the college's Democracy Lab Events 2022. Student programs in 2022 included *Discovering Racism in the Teaching and Learning of History* and *Why Do Pronouns Matter*?
- Ongoing institutional initiatives designed to address issues related to cultural diversity included benchmarking and data collection in 2017-18, faculty development in 2020-21, intercultural learning opportunities in 2021-22 and a DEI program assessment in 2022.
- Increased community outreach to underserved communities has increased non-white student representation. The college reports over the last 5 years, Carroll's non-white student population grew from 13 percent to 19.1 percent in Spring 2021 and increased by 17.9 percent year-over-year.
- The Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis in the Appendix of this report revealed weaknesses and threats including lack of a fully formal program, questions on the sufficiency of resources, lack of student preparedness to display cross-cultural competency, as well as changing economic and political landscapes.
- Surveys and interviews revealed that faculty and staff have experienced bias and perhaps perceived bias resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height.
- Benchmarking Carroll against other community colleges has identified ways in which Carroll can quickly improve the visibility and services provided by its DEI program.

Summary of Results

RECOMMENDATIONS

▶ STRATEGY & GOVERNANCE

- Consider an institution-wide strategy around building competencies across process improvement. This strategy will create a common language and culture around process maturity that will also propel DEI program goals. Align DEI priorities and activities with one another and with the College's other strategies, priorities, and actions. Embed DEI program aspirations, goals, ultimate outcomes in the College's culture and in the way the College plans, sets priorities, budgets, and evaluates success. Infuse DEI goals in the academic program, and in the design and execution of teaching.
- Develop a DEI multi-year strategic plan to grow the influence and impact of the program at Carroll over time. Create an Office of DEI to house the program. Implement strategies, measurable objectives, and tasks that will advance the influence, impact, and goals of DEI.
- Implement formal performance indicators and measurement processes around program activities and results.

▶ PEOPLE

- Integrate DEI goals into people management including hiring, job descriptions, personnel evaluations. Continue to increase DEI education and awareness-building into the development of faculty, staff, and students.
- Continue to promote DEI student leadership through programs that acknowledge and drive DEI awareness, connection, and sense of belonging.

▶ ENGAGEMENT

- There is transparency in performance and alignment across functional areas and academic disciplines regarding goals, measurable objectives, and tasks.
- Integrate DEI goals into faculty, staff, and student activities and engagement. Integrate DEI goals into community outreach, development, and marketing.
- Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, and other matters. The Carroll Board should be presented with anonymized information regarding the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint and prevent a future occurrence of a similar complaint.
- Create a vendor outreach program to encourage participation of local, small and diverse/underrepresented vendors.
- Increase the use of social media and updates to the website to promote awareness of DEI and related events. Improve ways in which diverse groups can be represented. Implement, track and report measures for assessing and improving engagement through social media.

Maturity Assessment

BDO

Program Capability Maturity

To assess the maturity of Carrol's DEI program, we adapted the Capability Maturity Model originally developed by Carnegie Mellon University in the late 1980s to understand process improvement in the software development industry. Since then, the model has been applied to examine process improvement in risk management, internal controls, program quality, construction, manufacturing, education, and many other business processes across industries.

As part of our work in organization development and culture, BDO has used the maturity model to assess organizational processes and recommend ways in which organizations can move up the maturity scale to increase the effectiveness of their programs and achieve their goals.

The College's investment, effort, and commitment to DEI is apparent. Starting about six years ago as an informal group of faculty and staff that sought to build awareness of marginalized communities and increase Carroll's attention to underserved people, the program has grown in breadth and depth.

The table below depicts the five stages of maturity in which the organization's maturity increases from INITIAL to SUSTAINABLE AND CONTINUOUSLY IMPROVING as its processes, controls, goals, plans, execution, measurements, and outcomes become documented, formal, and embedded in the organization and its people. Depending on resources and an organization's change readiness and commitment, this could take considerable time. In the case of DEI, this could take many years, because its not just an organizational chart or policy change or adding internal controls – its culture change, its people change. Increasing the impact and effectiveness of DEI efforts is an ongoing challenge for all organizations on this journey. Decreasing enrollment and increasing costs intensify the challenge.

Fundamentally, process improvement, increasing the maturity of Carroll's DEI program, is a way of thinking and constructing your DEI program to most effectively achieve the DEI program's strategic goals, the outcomes you desire for the program and the College as a whole.

Characteristics of Capability Maturity

1	2	3	4	5
Initial	**Informal**	**Formal**	**Managed, Measured**	**Sustainable, Continuously Improving**
• Start-up • Non-standard, undocumented processes, plans	• Processes are operating, and may be standardized • There is lack of documented plans, processes, policies, and procedures	• Program and strategic plans are documented; supported by formal policies, procedures, timelines, deliverables, staffing, budget, accountability measures • There is some integration of goals across the organization • There is formal communication and reporting	• Plans, processes and controls are documented, communicated, operating, and tested • There is greater integration of goals across and within the organization • There are key performance indicators (KPIs) aligned with goals and objectives • Operating effectiveness is tested/evaluated • There is specificity and reporting against KPIs and attention paid to measured results against goals	• Program goals are integrated across and infused within the organization; institutionalized; sustainable • Processes are optimized; measures are designed to optimize the impact on the goals from objectives, strategies and tactics

Current State of DEI Maturity at Carroll

Today, Carroll is creating a structured environment for diversity and inclusion efforts to thrive. Many initiatives have been put forth to promote events and achieve objectives. An assessment of plans, strategies, policies, procedures, reports, and established program metrics have placed Carroll Community College's DEI program at a maturity level between INFORMAL and FORMAL ( ). Formalizing program goals, strategies, plans, measures; integrating goals across the college departments and academic disciplines; designing impact measures; and implementing formal program evaluation and process improvement discipline will move Carroll's DEI program up the maturity scale.

Level	Elements of Maturity Levels
1. Initial	• DEI activities are starting up, there is no formal program with plans, budgets, policies, procedures, timelines, deliverables, and staff.
2. Informal	• DEI activities are loosely tied to DEI goals and strategies, DEI program activities are supported by a DEI Committee, and by DEI as a Strategic Priority in Carroll's overall strategic plan. There are repeatable processes (implicit bias training, DEI events, outreach and participation with inside and outside groups), but there is not a formally documented and aligned strategic plan with all its elements. • There may not be a formal budget or staffing for the program.
3. Formal	• The DEI program is led by a DEI Executive Director who is a member of the leadership council and reports directly to the President. DEI is a regular agenda item in leadership and board meetings. • DEI is one of five Strategic Priorities in the Carroll College strategic plan. • DEI Office has a formal DEI program, strategic plan (vision, mission, goals, measures, actions), DEI committee charter, measurable objectives, strategies to meet objectives, and tactics to execute objectives related to promoting success and a sense of belongingness for students, staff, and faculty and specifically for those who feel marginalized. • The DEI Office has a voice in EEOC, hotline, Title IX and other DEI-related compliance responsibilities. The DEI Committee has a formal charter that defines its roles, responsibilities and authorities. There is understanding, commitment, and specific measurable activities that demonstrate that DEI values and goals are integrated across the organization, in all departments, all disciplines. • The DEI plan is communicated, and progress is reported and transparent. DEI activities are specifically tied to the plan. The program is visible on internal and external websites, recruitment materials, and in planning, reporting and marketing.
4. Managed, Measured	• The DEI Office, program, and plan have measurable key performance indicators, process metrics. Progress is monitored and reported regularly; there is transparency. • DEI is integrated into both internal and external efforts and is a key lens when assessing the impact of an initiative on the College's objectives and whether it should be budgeted or pursued. • There is transparency in performance and alignment across functional areas and academic disciplines regarding goals, measurable objectives, and tasks. • DEI program activities are monitored and both activities and outcome measures are tested to ensure movement toward the goals.
5. Sustainable, Continuously Improving	• DEI program goals, objectives, and tasks are infused and integrated within the overall organization. Creating a welcoming place where all students, staff, and faculty can belong, and flourish is embraced as everyone's responsibility. • DEI program goals, objectives, and tasks are well defined and measurable. There is congruence between actions and outcomes. There is alignment across functions and disciplines. All activities / tasks are specifically tied to DEI objectives and outcomes. • There is annual assessment to improve the impact of objectives and tasks on the ultimate goals. DEI objectives are integrated into outreach, hiring practices, personnel evaluations, job descriptions. DEI awareness and understanding is infused throughout the academic curriculum, top to bottom and across. • There is a commitment, a passion for measurement, continuous inquiry and improvement. Questions may include: Are we checking the boxes or are our actions making a difference; is there something better, different that should be done instead? Are the measurements we are using effective and appropriate? Are we monitoring innovations and accomplishments of other programs and continuously refreshing our own approaches.

Approach & Methodology

BDO's Project Approach and DE&I Assessment Methodology

INPUT

- Surveys of students, faculty and staff
- Individual interviews and workshops
- Website, published materials, reports, demographic data, documents provided by Carroll
- Data analytics
- Social media scraping
- Benchmarking against other community colleges

ASSESSMENT

- Identify program strategies, performance measures and activities, and assess DEI maturity
- Analyze the current state associated with DEI program actual activities and participation compared with plans and performance measures
- Determine target state and actions needed to get there

OUTPUT

Final report that includes the following:

- Current state analysis of DEI
  - Strengths
  - Weaknesses
- Roadmap with prioritized actions/ remediation to take in order to achieve target state

Faculty, Staff and Student Surveys

- Survey questions for faculty, staff, and students were developed using BDO's database of questions and then adjusted by members of Carroll's DEI committee to align with DEI Committee objectives and with the Carroll culture and environment.
- The survey was distributed to all faculty and staff via email from the Director of DEI from May 19 to June 30, 2022.
- The student survey was distributed by email notification from the Director of DEI from May 18 and remained live on the Carroll home page until October 14, 2022. Minors, continuing education, and training students were not included in this survey.
- Carroll reports 287 full time staff and faculty. The staff survey was distributed to a population of 202 staff provided by Carroll.

	Estimated Population	# Responses	% Responses
Returning Students*	1,312	441	34%
Faculty (FT)**	86	86	100%
Staff**	202	126	62%

*from Carroll website Apr 2022
**from Carroll administration

FINAL DRAFT 2

Interviews

The interviewees were identified by Carroll and their feedback and insights were considered additional inputs to the audit process. Interviews were not expected to be statistically representative. The small number was an adjustment made to the approach to meet Carroll's budget constraints and was approved by Carroll.

Although sample size of interviews is not statistically significant, interviews were used to clarify and/or corroborate survey responses and allowed interviewers to solicit further insight from the respondent group. Interviewees were selected based on involvement and interest in current student leadership and other programs.

FACULTY AND STAFF

- 20 interviews of faculty and staff were conducted during the months of May – August 2022.
- Two group interview sessions were held between June – August 2022.
- Input from interviews was summarized and categorized into key themes.

STUDENTS

- 10 interviews of students between Spring 2022 and Fall 2022 sessions were performed.
- Input from interviews was summarized and categorized into key themes.

Elements of an Effective DEI Program

BDO

Elements of an Effective DEI Program

Through our experience in assessing culture and DEI across a number of organizations, we have customized a list of 15 elements of an effective DEI program specifically for Carroll. The College was examined against each element shown below and recommendations were grouped by the three major categories (Strategy & Governance, People and Engagement).

STRATEGY & GOVERNANCE

- Compelling Vision, Strategy, and Goals
- Monitoring, Auditing and Reporting
- Accountability and DEI Success Measures
- Program Management

PEOPLE

- Leadership and Commitment
- Culture, Transparency and Communication
- Awards, Recognition, and Compensation
- Performance Management & Training
- Recruitment, Selection and Retention
- Access, Success and Safety

ENGAGEMENT

- Surrounding Community
- Market Place
- Student Community
- Faculty Community
- Staff Community

Observations and Recommendations

Definition of Diversity

KEY TAKEAWAYS

- *Diversity takes many forms. Carroll's DEI program considers how it will address the many areas in which students, faculty, and staff have experienced discrimination in their lives.*
- Students, faculty and staff have experienced at least bias and perhaps perceived discrimination resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height.
- Faculty and staff with a disability reported lacking a feeling of belonging at higher rates than faculty and staff without a disability.

Carroll Community College's Equity Statement defines diversity*

The definition of diversity is continually evolving as our knowledge and/or understanding of people and their needs change. We currently understand diversity to include ability/disability, age, class, economic status, race, ethnicity, color, national origin, language, visa status, gender identity and expression, sex, sexual orientation, marital status, religion, political beliefs, height, weight, and veteran status. We also embrace differing and well-reasoned ideas, theories, approaches, individual beliefs, values, and perspectives as essential components of an inclusive community that are welcomed as long as they are respectful of others.

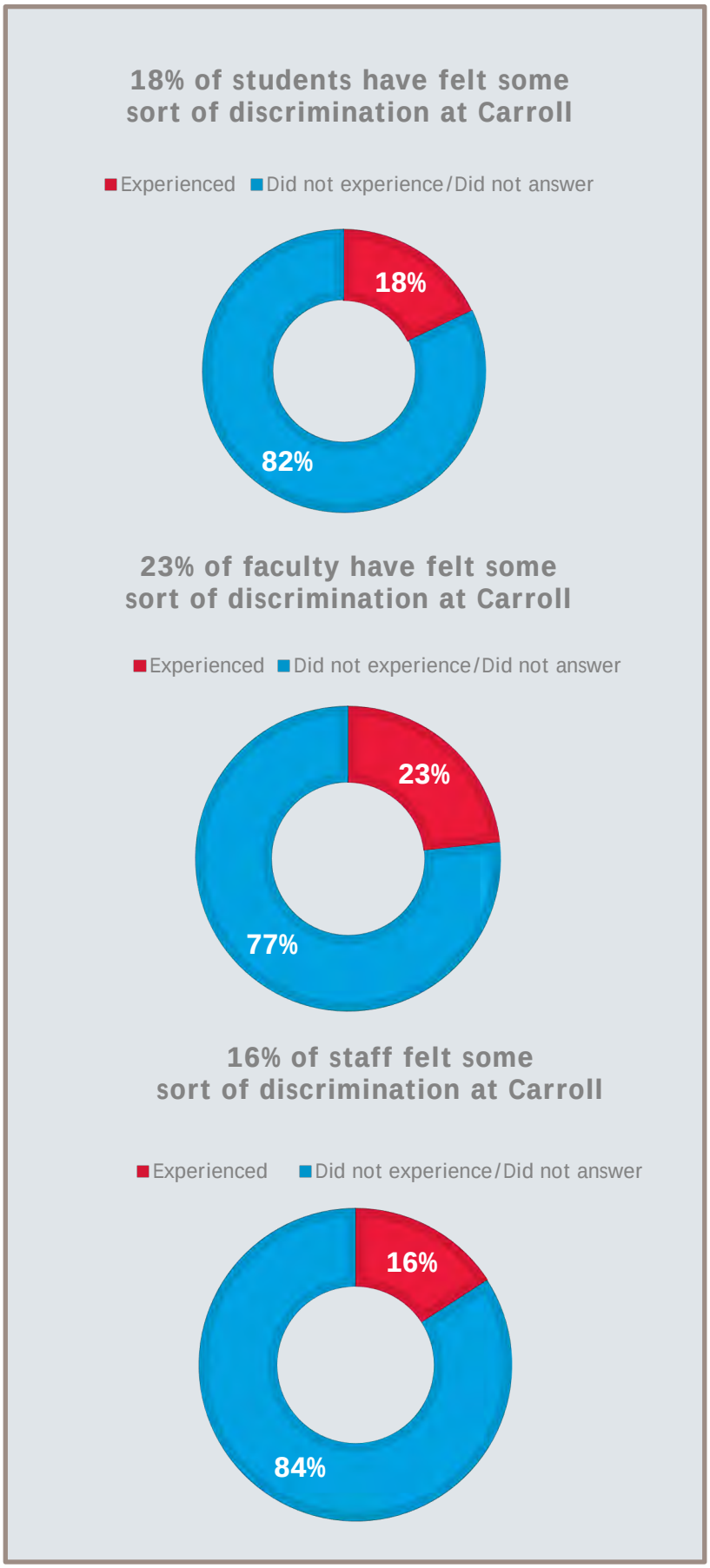
* Source: 2022 Carroll Community College MHEC Report, Appendix, unpublished.

I Have Personally Experienced Discriminatory Events at Carroll

18% of students, 23% of faculty, and 16% of staff replied that they personally experienced some sort of discrimination at Carroll.

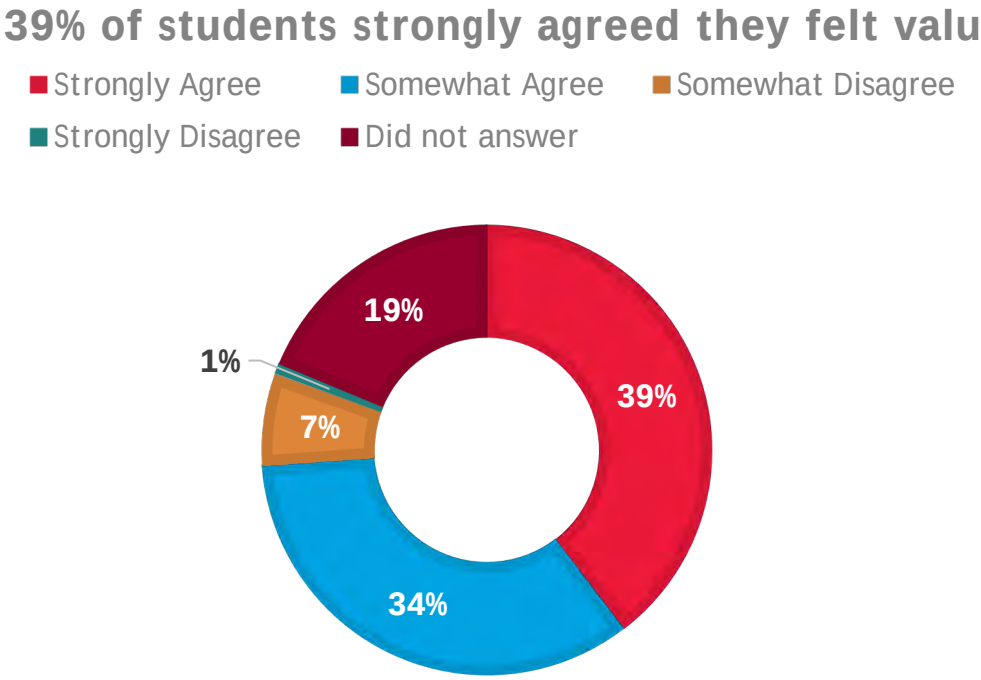
These are perceptions. We don't know whether the events or feelings were reported or whether a common definition of "discrimination" was used.

These large numbers are consistent across students, faculty and staff and suggest that further investigation should be conducted to understand and address these perceptions.

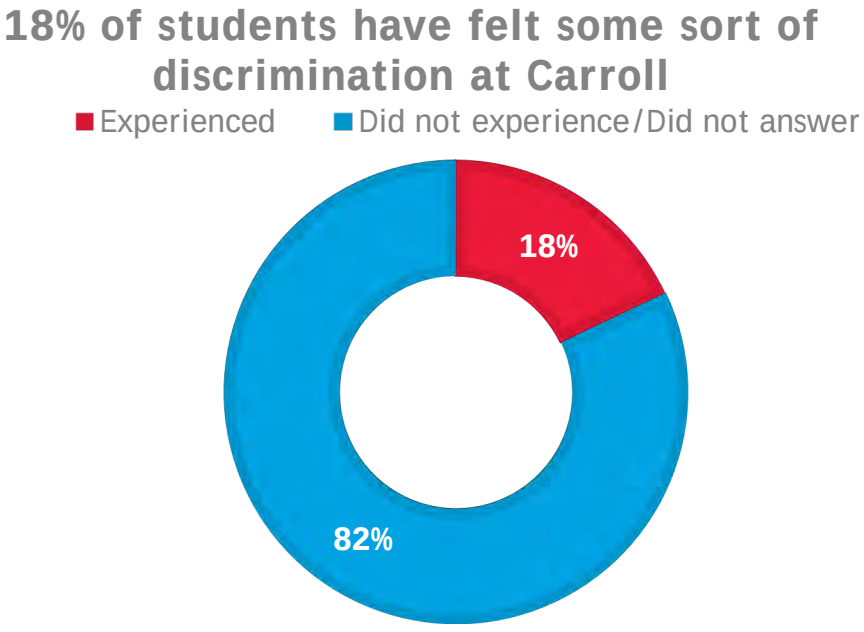


Student Survey Summary

I FEEL VALUED BY OTHER STUDENTS IN MY CLASSROOM / LEARNING ENVIRONMENTS AT CARROLL.



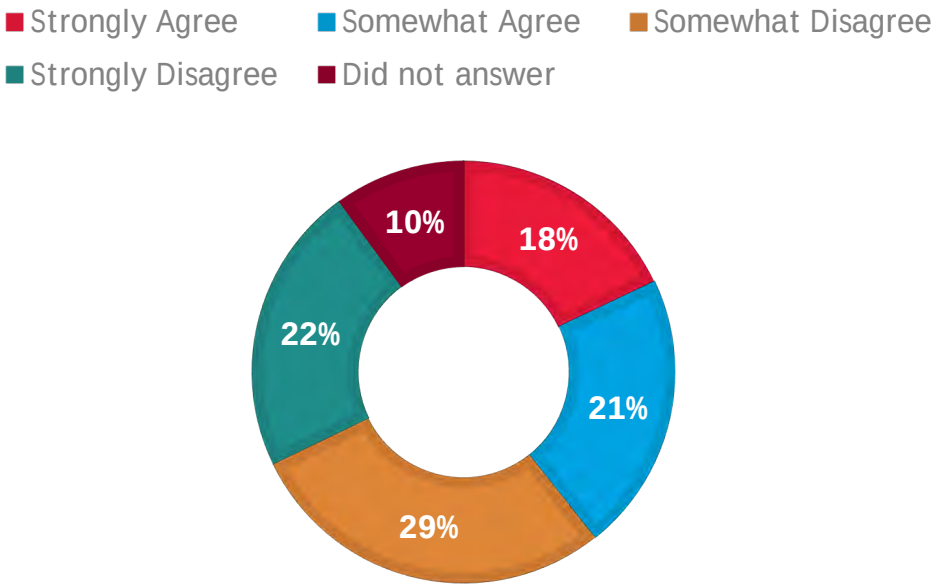
I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL



Student Survey Summary

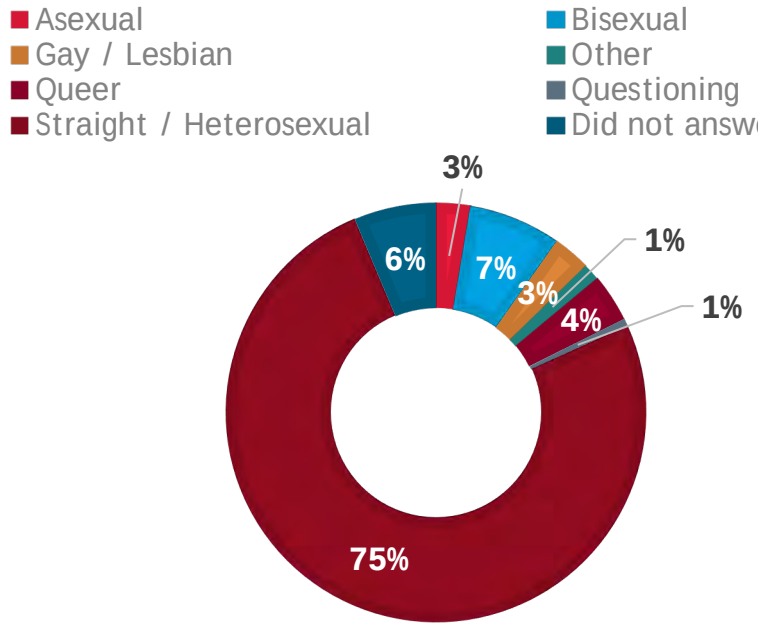
I THINK THERE IS TOO MUCH EMPHASIS PUT ON ISSUES OF DIVERSITY AT CARROLL

39% somewhat or strongly agree and 51% somewhat or strongly disagree



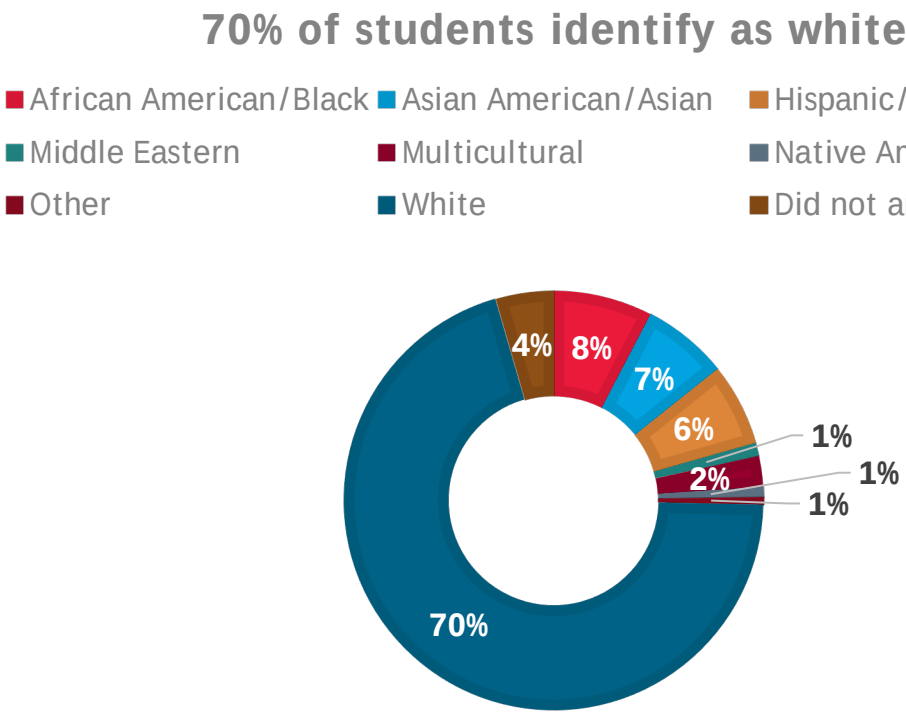
DEMOGRAPHICS: SEXUAL ORIENTATION

75% of students identify as straight or heterosexual

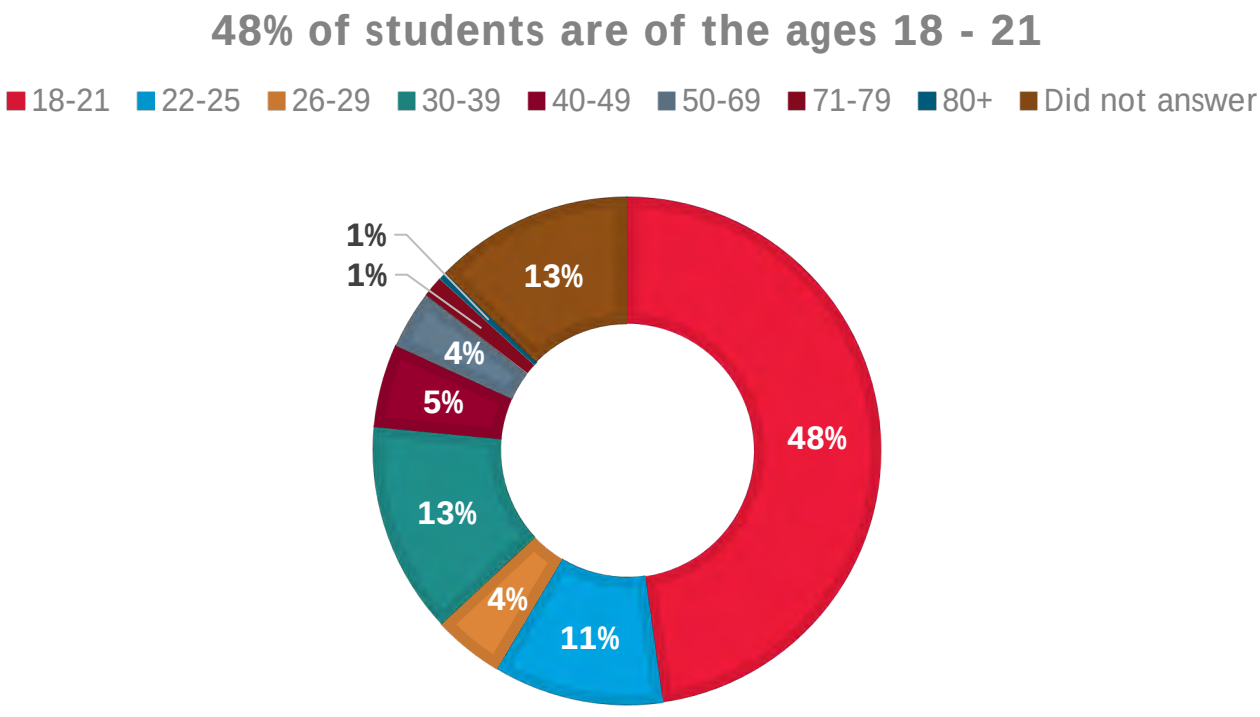


Student Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS STUDENTS IDENTIFY AS



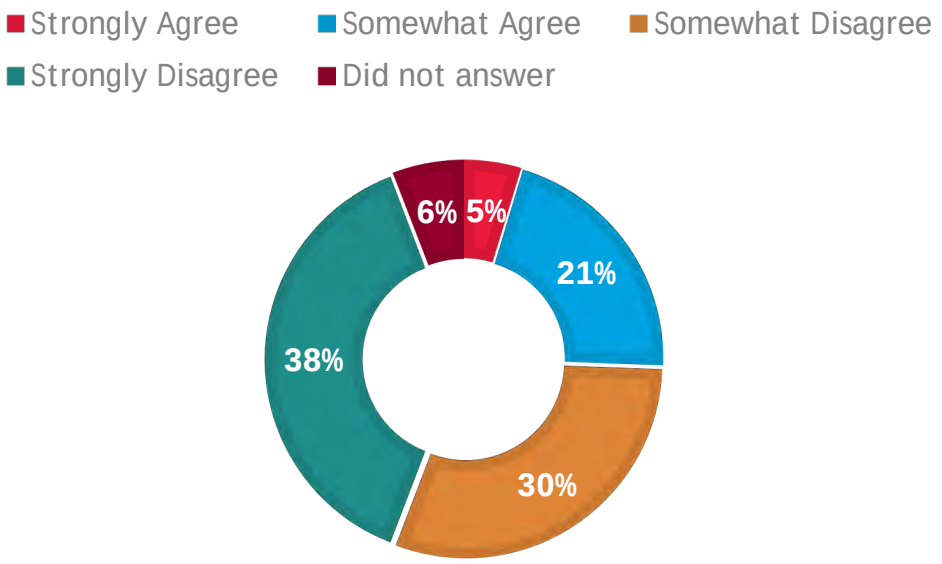
DEMOGRAPHICS: CURRENT AGE RANGE OF STUDENTS



Faculty Survey Summary

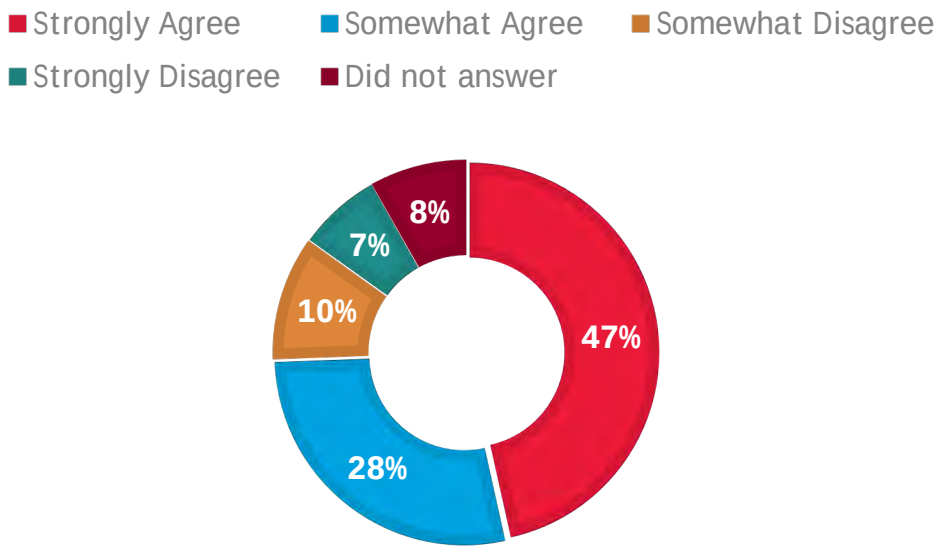
I THINK THERE IS TOO MUCH EMPHASIS PUT ON ISSUES OF DIVERSITY AT CARROLL

26% somewhat or strongly agree and 68% somewhat or strongly disagree



I HAVE OPPORTUNITIES AT CARROLL THAT ARE SIMILAR TO THOSE OF MY COLLEAGUES.

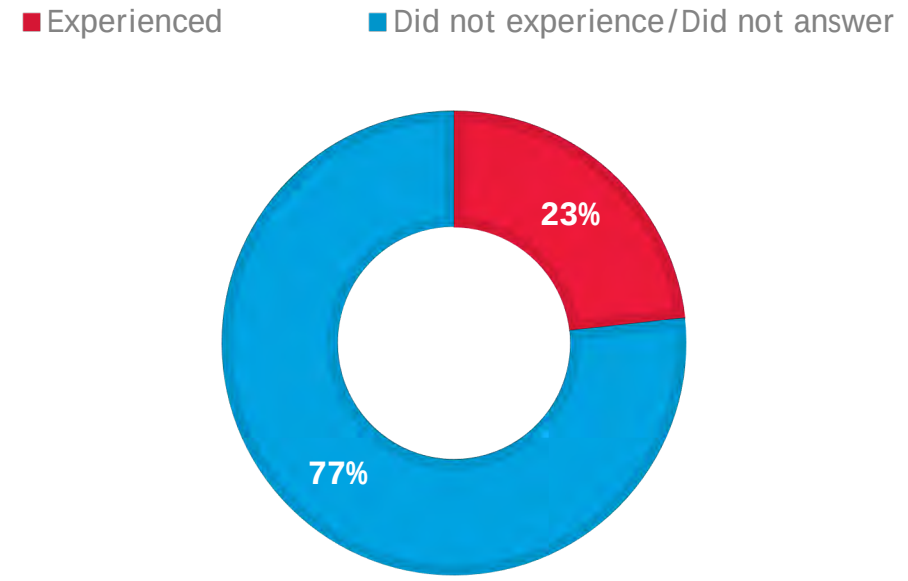
47% of faculty strongly agree they have similar opportunities to their colleagues



Faculty Survey Summary

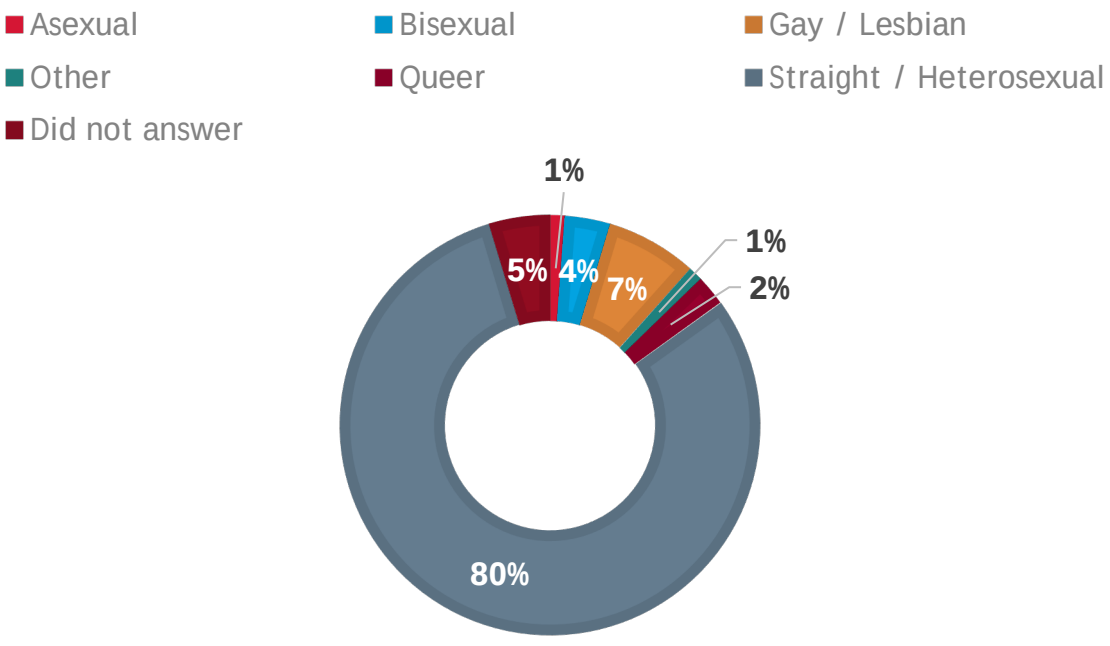
I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL

23% of faculty have felt some sort of discrimination at Carroll



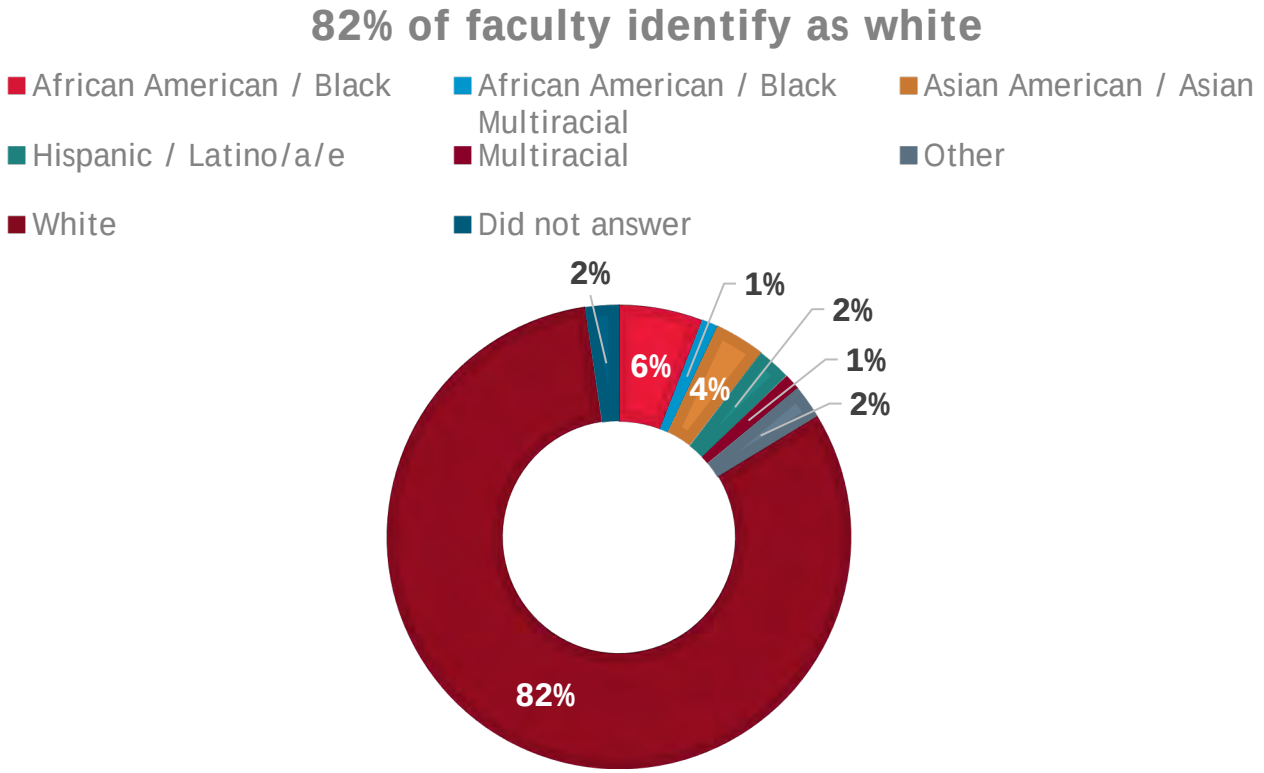
DEMOGRAPHICS: SEXUAL ORIENTATION

80% of faculty identify as straight/heterosexual

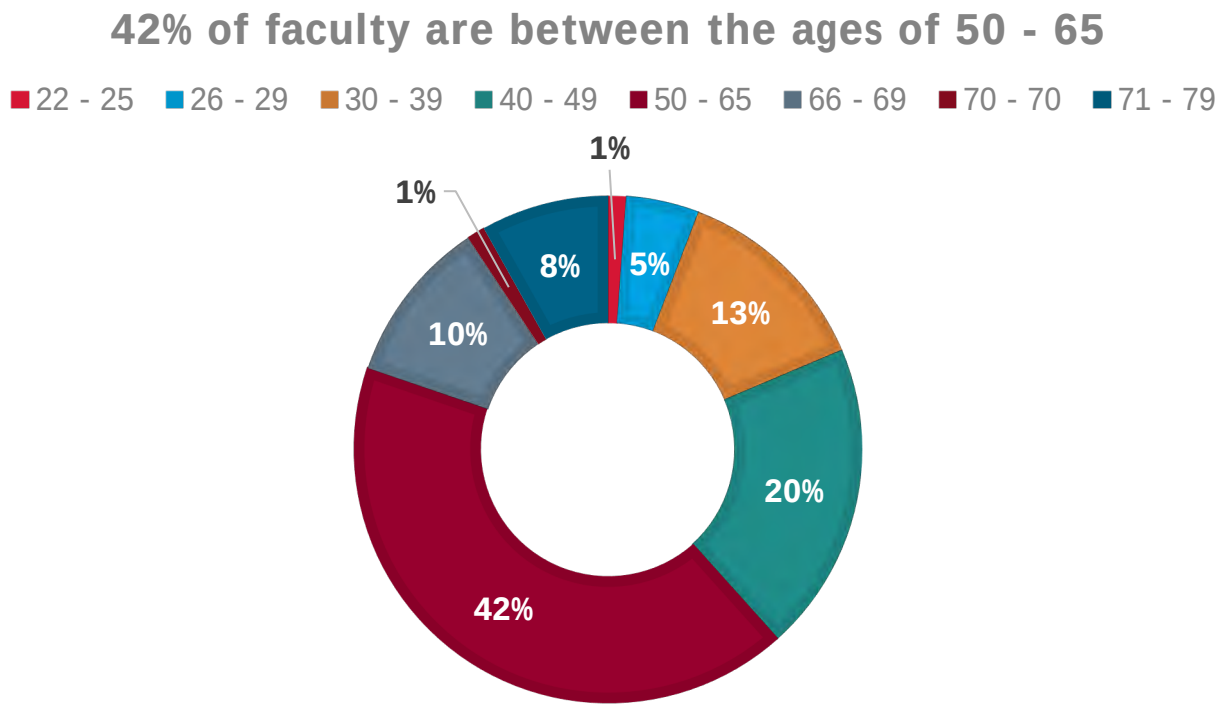


Faculty Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS FACULTY IDENTIFY AS



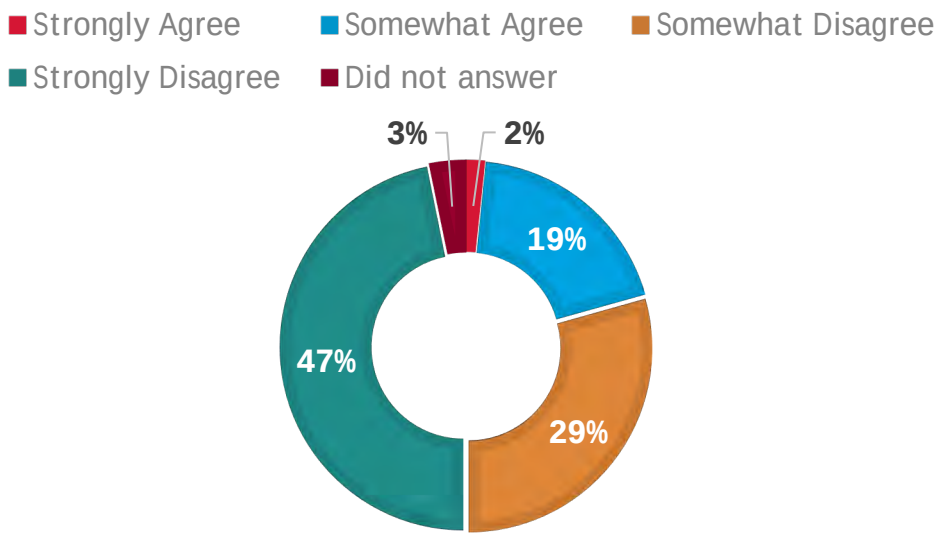
DEMOGRAPHICS: CURRENT AGE RANGE OF FACULTY



Staff Survey Summary

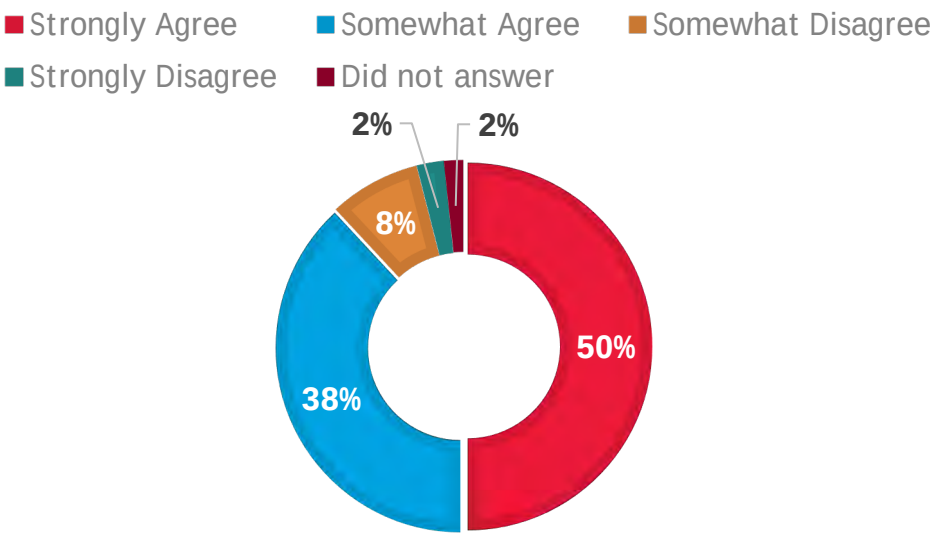
I THINK THERE IS TOO MUCH EMPHASIS PUT ON ISSUES OF DIVERSITY AT CARROLL

21% somewhat or strongly agree and 76% somewhat or strongly disagree



I HAVE OPPORTUNITIES AT CARROLL THAT ARE SIMILAR TO THOSE OF MY COLLEAGUES.

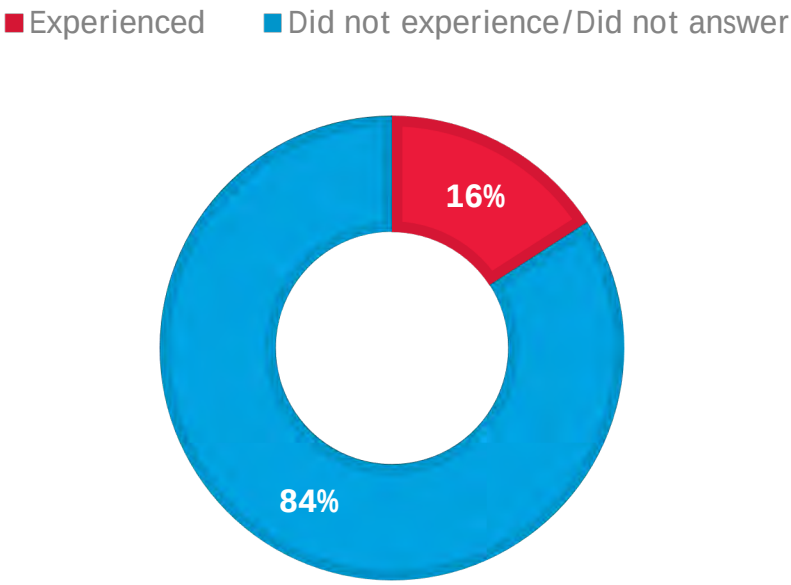
50% of staff strongly agree they have similar opportunities to their colleagues



Staff Survey Summary

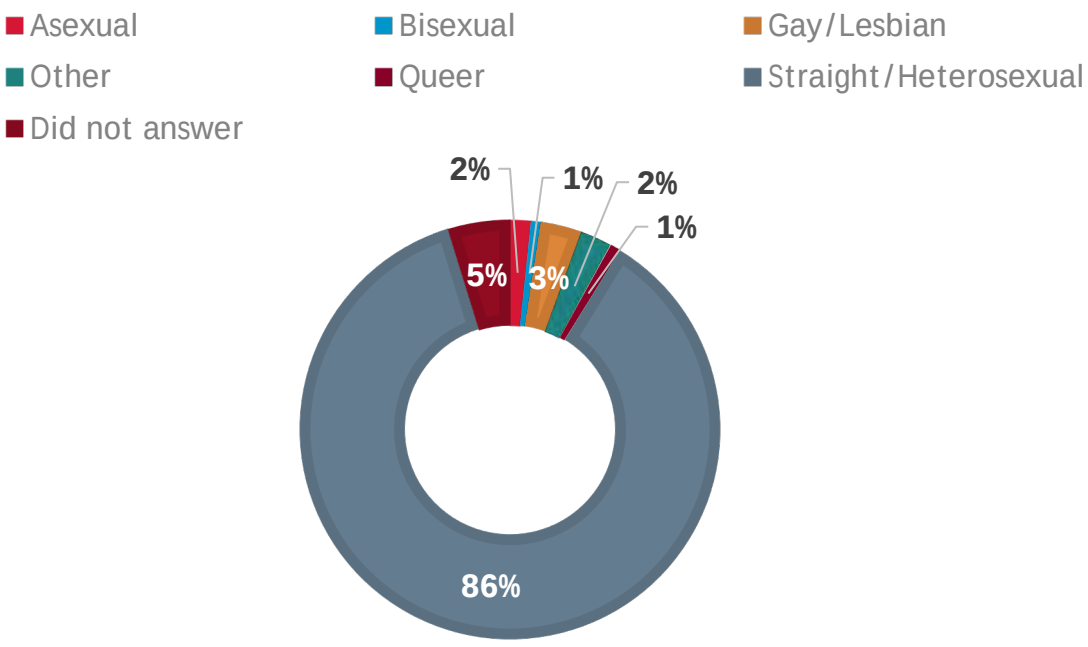
I HAVE PERSONALLY EXPERIENCED DISCRIMINATORY EVENTS AT CARROLL

16% of staff felt some sort of discrimination at Carroll



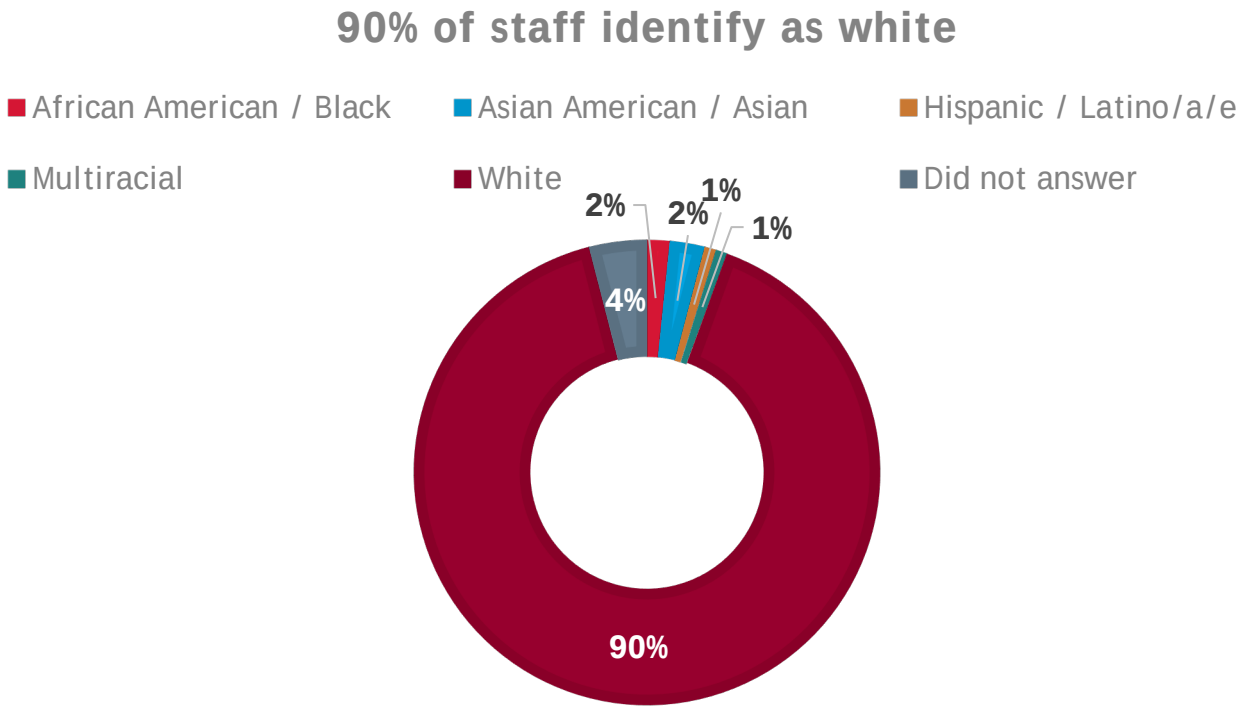
DEMOGRAPHICS: SEXUAL ORIENTATION

86% of staff identify as straight/heterosexual

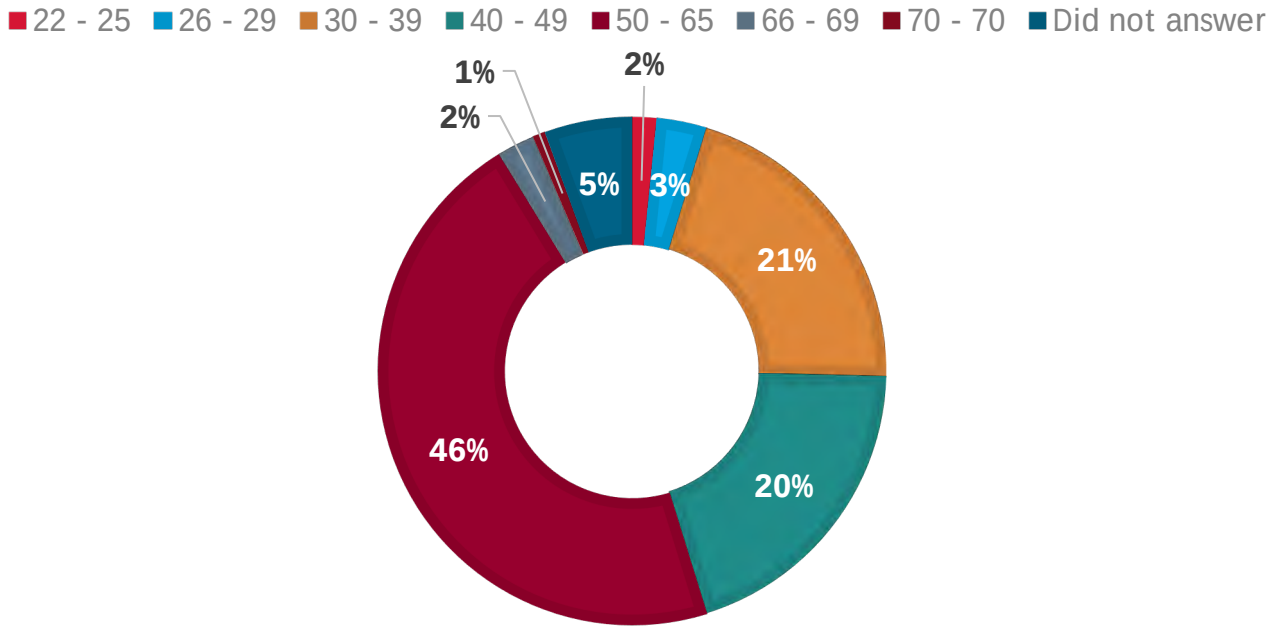


Staff Survey Summary

DEMOGRAPHICS: RACIAL OR ETHNIC GROUPS STAFF IDENTIFY AS



DEMOGRAPHICS: CURRENT AGE RANGE OF STAFF



1. Student Interviews

OBSERVATIONS

1. Students expressed a positive overall experience while at Carroll Community College.
2. While many students felt that the amount of attention on DEI at Carroll was about right, the students who identified as diverse felt that the amount of attention on DEI was not enough.
3. More DEI integration into school curriculum would be welcomed.
4. DEI initiatives can sometimes feel issue-based, instead of proactive or institutionalized as part of the Carroll Community College experience.
5. Some students noted that they were unaware that some school initiatives would be considered DEI. This may be due to lack of branding/awareness of the program and a lack of a comprehensive DEI strategy and plan (ex. club activities or library events)
6. DEI events/initiatives delivered through clubs went unnoticed by several interviewees.
7. Interviewees noted that they often did not see planned events with enough time to attend or plan around.
8. Some students stated that diversity is broader than ethnicity or gender and that the focus on diversity at Carroll should be broadened.
9. As a whole, students did not feel discriminated against, nor did they observe discrimination on campus. However, one interviewee noted that “people stare” when we are a group together on campus, another noted observing discrimination within the greater community (Carroll County) and noted that Carroll Community College may not go far enough into the community with its DEI initiative.
10. One student mentioned the “Raise Your Hand” program that allows students to raise issues, ask questions, reporting an emergency – this program is promoted during orientation and in classes during the first week and is available on the student internal website.
11. Some students explained that they had been hesitant to enroll at Carroll, because the area was not known for diversity.
12. One student felt that a reported concern about a faculty member was not welcome, and another felt too fearful to make a formal complaint.
13. Some students noted that there are only two single use restrooms on the campus and this needs to be increased.
14. Some religions, such as Judaism and Christianity have announced holidays through school emails and notifications while other major religious holidays, such as Islam or Lunar New Year go unannounced.

1. Student Interviews

RECOMMENDATIONS

Strategy	1. Students - Reinforce the DEI mission, vision, and goals, as well as DEI programming, on the Carroll website and its social media.
People	2. Leadership - Continue to promote DEI student leadership through programs that acknowledge and drive DEI awareness and opportunity for student leadership. 3. Culture - Increase the breadth and depth of DEI education programs for students. 4. Culture - Provide additional training with faculty on how to encourage student discussion about DEI issues to avoid feelings of prejudging or "outing". Topics could include respect, unconscious bias, cultural competency, civility, and sensitivity. 5. Awards – Create reward programs to recognize student leadership in DEI initiatives. 6. Access - Consider student assistants in DEI-approved courses for graduation or involvement in federally supported work study programs to support DEI.
Engagement	7. Community – Grow integration of community outreach into DEI efforts. Some examples may include: • Additional group volunteer events • Increase outreach, collaboration and networking events with public institutions • Opening more campus events to the community • Major religious holidays 8. Students – Consider how "Adult Learner Orientation" could be improved for students that may feel disadvantaged due to age or technological know-how. Consider an adult learner help desk to encourage engagement, retention, and success. Note: this program was offered in the past with no participants and is being considered for redesign. 9. Students – Consider adding a physical student space for diversity learning, engagement, and collaboration when implementing additions or improvements to campus facilities if no room is currently available. In the meantime, designate specific space on campus at certain times. 10. Students - Create an alumni network of Carroll graduates attending 4-year colleges to provide guidance and support to Carroll DEI students who are applying. Connect this network to Carroll DEI affinity groups. 11. Students - Create an alumni network of working Carroll graduates to provide guidance and support to Carroll DEI students who are seeking employment. Connect this network to Carroll DEI affinity groups. 12. Students – Ensure the online calendar of DEI events and DEI curriculum are current and distinguishes DEI happenings as well as club-related activities. 13. Students – Work with the county to increase the number and proximity of single use restrooms. 14. Faculty - Work with other institutions and third-parties to understand and incorporate best practices in diversity training to develop, refresh, or supplement materials.

2. Faculty Interviews

OBSERVATIONS

1. The college has a faculty-staff DEI Committee that advises the DEI Executive Director and executive team and many programs and events have been sponsored for several years before COVID. Committee members are anxious to see a DEI plan and to see tangible progress in executing that plan.
2. To get the DEI program started, faculty and staff devoted time to program development and training, including providing DEI/unconscious bias training; they were given compensatory time in return.
3. DEI was the topic of a Professional Development day in which faculty discussed how they could include personal, cultural and civic awareness into the regular curriculum.
4. Some faculty and staff interviewed believed that to be effective, the DEI position should be at the Vice President level and a member of the executive team.
5. One faculty member expressed frustration with the lack of tried-and-true DEI teaching materials that could be integrated into regular course materials.
6. Faculty and staff were comfortable sharing issues and strategies with the DEI Executive Director.

RECOMMENDATIONS

Strategy

1. Produce a charter the guide the work of the DEI Committee that includes committee roles and responsibilities for executing the DEI plan. Align roles and responsibilities of DEI committee members with discrete elements of Carroll's DEI plan.
2. Create instructional goals and objectives to increase cultural competency and diversity awareness of faculty and associated instructional materials; incorporate into job descriptions and annual performance plans.

People

3. Compensation - Ensure program staff are appropriately compensated. Provide compensation, whenever possible, for faculty and staff who participate in DEI programs.
4. Awards - Recognize faculty and staff leadership in DEI initiatives.
5. Performance – Broaden mandatory and strongly encourage supplementary DEI-related training for faculty and staff; include topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.
6. Performance - Provide follow-up on DEI trainings throughout the year and incorporate individual progression for faculty and staff; incorporate cultural competency into job descriptions and personnel evaluations.
7. Recruitment – Continue to improve diversity training requirements for supervisors and above and in order to hire or sit on faculty or administrative selection committees.

Engagement

8. Faculty - Increase the requirements to include diverse topics into the curriculum, beyond general education courses.
9. Performance – Invest in appropriate tools to introduce diversity concepts into traditional classroom materials.
10. Work with other institutions and third-parties to understand best practices in diversity training to develop, refresh, or supplement materials.

3. Staff Interviews

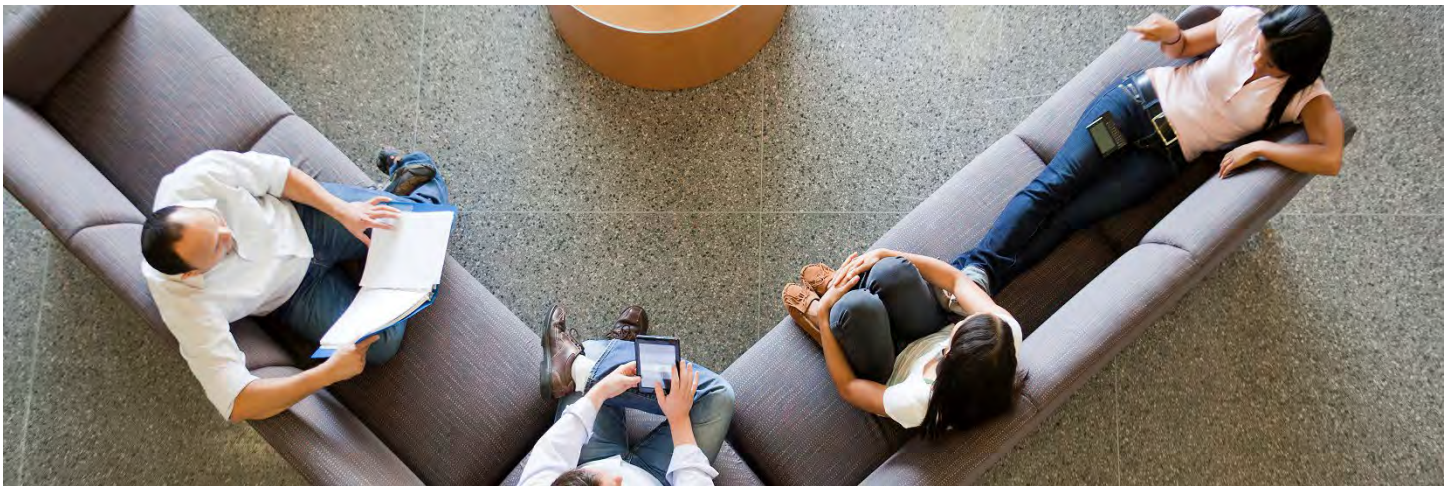
OBSERVATIONS

1. The college has a faculty-staff DEI Committee that advises the DEI Executive Director and executive team and many programs and events have been sponsored for several years before COVID. Committee members are anxious to see a DEI plan and to see tangible progress in executing that plan.
2. To get the DEI program started, faculty and staff devoted time to program development and training, including providing DEI/unconscious bias training; they were given compensatory time in return.
3. Staff did not identify special vendor outreach programs to diverse, underrepresented, or marginalized communities.
4. Both staff and faculty interview respondents noted the need to consider male representation in diversity considerations.
5. Staff expressed the need to increase outreach to local community and high schools in underrepresented communities.
6. Staff felt that their ability to move up in their organization was unclear and they desired a more formal process such as what exists for faculty.
7. Some faculty and staff interviewed believed that to be effective, the DEI position should be at the Vice President level and a member of the executive team.

3. Staff Interviews

RECOMMENDATIONS

Strategy	1. Produce a charter over the DEI Committee that includes committee roles and responsibilities for executing the DEI plan.
People	2. Compensation - Ensure DEI staff who perform DEI functions for the college are compensated. Provide compensation, whenever possible, for faculty and staff who participate in DEI programs. 3. Awards – Create programs to recognize faculty and staff leadership in DEI initiatives. 4. Performance - Increase transparency on the promotion process for staff, because the pathway to progress is not as clear for staff as for faculty. 5. Performance - Broaden mandatory and strongly encourage supplementary DEI-related training for faculty and staff; include topics such as respect, unconscious bias, cultural competency, civility, and sensitivity. 6. Performance - Provide follow-up on DEI trainings throughout the year and incorporate individual progression for faculty and staff. 7. Performance - Strengthen the career development program and reemphasize/define promotion pathway for staff as thoroughly as possible, noting that it is not as clear as that for faculty and associate mentors and sponsors who can help faculty progress. 8. Recruitment – While the College assigns DEI training for all new hires through Safe Colleges (Vector) and all employees who sit on search committees must complete Implicit Bias Training, opportunities exist to establish or improve diversity training requirements for supervisors and above. 9. Access - Create career development and progression goals and objectives to increase cultural competency and diversity awareness of staff. Incorporate into job descriptions and annual performance plans. 10. Access – Continue and strengthen outreach for students and staff among underrepresented communities.
Engagement	11. Marketplace - Create a vendor outreach program to encourage participation of local, small, and other diverse or underrepresented vendors. 12. Staff - Explore interest in a staff-focused DEI program to promote DEI values and solicit input for improvements across the staff.



4. Student Survey Responses

OBSERVATIONS

1. Student response rate was 29% (379/1312 participants).
2. 6% of respondents were parents.
3. 2% of respondents did not feel physically safe (assumed on campus but did not clarify).
4. 1% of respondents reported being sexually harassed.
5. 3 respondents reported sexual violence.
6. 6 respondents reported homelessness.
7. 1% of respondents did not feel valued by faculty to a certain degree.
8. 2% of respondents did not feel valued by their fellow students to a certain degree.
9. 1% of respondents did not feel heard by faculty to a certain degree.
10. 2% of respondents did not feel heard by their fellow students to a certain degree.
11. 6% of respondents felt pre-judgement by faculty to a certain degree.
12. 11 respondents are veterans and 3 currently are active duty.
13. A minority of students were offended by the survey, pointing to their political or value differences as the reason.
14. Older students felt unease adopting to their new environment.
15. Opportunities exist to integrate with the surrounding community.
16. Student reporting process failed for students who tried to report professors, concerns, or infractions.
17. Inappropriate activities experienced by or observed by respondents require follow up. Details of these inappropriate activities will be reported separately to the President and Director of DEI.

4. Student Survey Responses

RECOMMENDATIONS

Strategy	1. Integrate students into the implementation and assessment of the DEI program. Establish student liaisons to promote the tenets of the DEI program to the greater student community.
People	2. Culture - Provide additional training with faculty on how to encourage student discussion about DEI issues to avoid feelings of prejudging or "outing". Topics could include respect, unconscious bias, cultural competency, civility, and sensitivity.
Engagement	3. Access/Safety - Consider reviewing student-centered materials related to DEI, harassment, violence, and physical safety on campus (hard copy, intranet, website, etc.) to continuously improve messaging, access, impact, and reach. Consider obtaining student input. 4. Access/Safety – Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board. The board should be presented with anonymized information about the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint and prevent a future occurrence of a similar complaint. 5. Students - Consider how "Adult Learner Orientation" could be improved for students that may feel disadvantaged due to age or technological know-how. Consider an adult learner help desk to encourage engagement, retention, and success. Note: this program was offered in the past with no participants and is being considered for redesign. 6. Integrate collaborations with community organizations (e.g., historical society, municipal law enforcement, astronomical society, local rescues) into the program. 7. Overall - Implement a Carroll "listening post" under the Office of DEI to obtain both positive and negative feedback about student, staff and faculty satisfaction, concerns, and issues. See benchmark section for more details.

5. Faculty and Staff Survey Responses

OBSERVATIONS

1. Faculty response rate was 100% (86/86 participants).
2. 84% of faculty conveyed a sense of belonging.
3. 58% of faculty have attended DEI training.
4. 26% of faculty believe that there is too much emphasis placed on issues of diversity at Carroll Community College.
5. Faculty and staff have responded to the survey noting at least having experienced bias resulting from their age, sex, political beliefs, weight, economic status, disability, race/color/ethnicity, religion, gender identity and expression, class, marital status, and height. It should also be noted that definitions for "discrimination" and "bias" are often conflated. Although some respondents may perceive discrimination responses are unclear based on the questioning put forth, anonymity provided and inability to research every situation.
6. Promotion path for staff was unclear to respondents.

RECOMMENDATIONS

Strategy	1. Infuse DEI goals in the academic program, in the design and execution of teaching. Extend professional development opportunities to increase faculty's cultural competency and culturally responsive teaching practices.
People	2. Compensation - Ensure faculty and staff who perform DEI functions for the college are appropriately compensated. Provide compensation, whenever possible, for faculty and staff who participate in DEI programs. 3. Awards - Recognize faculty and staff leadership in DEI initiatives. 4. Performance - Strengthen the career development program for staff with mentors and sponsors who can help them progress. 5. Increase transparency about the promotion process for staff, noting that it is not as clear as that for faculty and align/build awareness of the education, skills, and experience needed to progress.
Engagement	6. Safety - Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board. The board should be presented with anonymized information about the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint or to prevent a future occurrence of a similar complaint.

6. Benchmarking and Website Review

OBSERVATIONS

1. Carroll's student population was 81% white. Carroll's non-white student population was slightly higher than the non-white population of its surrounding community.
2. Six of 12 DEI characteristics identified in this study were easily accessible on Carroll's website.
3. DEI, affinity groups, and other activities were not present on the 2021-2022 school year master calendar at Carroll, although 2022-2023 master calendar recently upgraded branding and added DEI selection criteria and events. As of December 2022, the most recent event highlighted on the Diversity events page was dated March 2022. Also, some DEI focused student groups are highlighted in the Clubs & Organizations Webpage; however, the Black Student Union and Muslim Student Association were not yet included.
4. Career development opportunities for faculty and staff in the area of DEI were not observed in the external website.
5. A DEI Executive Director was appointed in 2021 to organize and focus DEI activities throughout the college for students, faculty, and staff. A prominent Office of DEI, Chief Equity or Chief DEI Officer were not present, additional staff and DEI courses were not obvious and easy to locate on the Carroll website.
6. While a high-level DEI report and plan for diversity were approved by the Board and submitted to the Maryland Higher Education Commission in 2019-20 and 2020-21, a comprehensive DEI program strategy and plan are being developed and are not yet complete with strategies, tasks, measurements, and resources/staffing.
7. DEI was not a specifically-noted element of Carroll's vision, mission, and goals, although DEI was a visible strategic priority for the College.
8. Carroll website did not identify a place for diversity groups to co-locate and provide opportunities for education and collaboration.
9. Carroll notes their website notices meet the regulatory requirements of Title IX for reporting of sexual harassment and violence. The website links to detailed policies and procedures, depending on the type of incident, refers the student to government or law enforcement sites. There are numerous ways in which students may voice their concerns. The student-oriented "Raise Your Hand" program for reporting concerns or raising questions was not referenced on the external website but was noted by students in interviews. Students are informed in orientation and through email, posters, flyers, and other means.
10. Carroll procurement portal did not include outreach or opportunities for small business or DEI-type vendors.
11. The State of Maryland states that "public institution(s) may require students to take courses outside of key content areas as part of its General Education curriculum. In addition to the five required areas in §A(1) of this regulation, a public institution may include up to 8 credit hours in coursework outside the five areas. These courses may be integrated into other general education courses or may be presented as separate courses. Examples include, but are not limited to, Health, Diversity, and Computer Literacy." As of Fall 2019, Carroll requires 1-2 diversity courses as part of its General Education curriculum. Carroll's list of approved DEI courses included sociology, anthropology, foreign language classes. There were few courses designed to specifically address the American diversity-equity-inclusion condition.
12. Forms of diversity considered in programs at Carroll and across the colleges benchmarked primarily dealt with race, ethnicity and gender. Although included in Carroll's definition of diversity, gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, veteran status, and political perspective were rarely mentioned.

6. Benchmarking and Website Review

RECOMMENDATIONS

Strategy

1. Expand Carroll's DEI plan and program to include a vision, mission, strategies, goals, and implementation steps.
2. Increase communication about Carroll's DEI plan and program across the College.
3. Establish clear metrics for monitoring progress with the DEI plan and program and report on that progress routinely to the Board of Trustees.
4. Provide a prominent location on the website for the Office of DEI, associated initiatives, and ways to get involved. Ensure resources are available to update key webpages that highlight DEI initiatives, student groups, events, training and curriculum to help demonstrate the importance to the College.
5. Ensure sufficient staffing and funding is available for Carroll to carry out its DEI mission, plan, and program.
6. Expand the systematic assessment and analysis of the progress and impact of DEI efforts.
7. Incorporate DEI metrics into the College's routine data analysis and internal reporting.
8. Include assessment of the DEI program in the College's ongoing assessment activities.
9. Report DEI plans, accomplishments, and trends at least annually to governing bodies, administration, faculty, and students. Post DEI results on the college website.

6. Benchmarking and Website Review

RECOMMENDATIONS

Engagement

1. Access/Safety: Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board.
2. Marketplace - Implement a program to encourage procurement from local, small business, and DEI vendors.
3. Internal/External Community - Create one-click access to DEI program information, events, and ways to get connected on Carroll's web home page
4. Overall - Implement a Carroll "listening post" under the Office of DEI to obtain both positive and negative feedback about student, staff and faculty satisfaction, concerns, and issues.
5. Community, Faculty, Staff - Design and offer a DEI certificate from Continuing Education; subsidize faculty and staff participation.
6. Students - Improve the DEI courses that meet the state's DEI graduation requirements to directly address topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.
7. Students – Consider adding a physical student space for diversity learning, engagement, and collaboration when implementing additions or improvements to campus facilities if no room is currently available. In the meantime, designate specific space on campus at certain times.
8. Students - Strengthen resources for students in areas such as immigration guidance and resources.
9. Students - Formalize resources for student job interviewing such as an "interview clothing closet" and aligning with alumni.
10. Overall – Keep DEI events and activities on the college's master calendar current.

7. Social Media Scraping

OBSERVATIONS

1. Social media postings are overwhelmingly positive from 2014-2022.
2. Most interactions are through Instagram.
3. Posts focus on promotion of the school and its activities/events (sports and art events were extremely positive).
4. Efforts began in 2020 to share DEI initiatives; however, more robust promotion can be performed through various social media platforms.
5. Scraping of content on Instagram could not be performed over stories and reels where additional content may be located.
6. Where an event is promoted through social media, most of the posting takes place prior and not during or after the event.
7. Carroll highlights key dates (i.e., Veterans Day, World Mental Health Day). However, DEI related events and celebrations, program initiatives, and messages from the President and others could be better promoted.

RECOMMENDATIONS

Strategy

1. Measure the amount of traffic that social media drives to the Carroll website and optimize the impact of spend, specific to DEI; ensure that DEI program staff receive regular information on social media performance re DEI.

People

2. Increase the use of social media for student, faculty, and staff DEI outreach and recruitment.

Engagement

3. The DEI program should determine key DEI messages to be promoted and implement using the college's website and social media.
4. Improve the ways in which diverse or underrepresented communities can be included in social media and on websites.
5. Increase the use of social media to promote awareness of DEI and its related events.
6. Consider increasing the use of Instagram for student directed DEI initiatives as well as increasing the number of posts during and after events.
7. Increase the frequency and rotate the content surrounding the use of the Carroll Community Colleges most popular hashtags for DEI awareness building:
    - #CarrollCC
    - #CarrollCommunityCollege
    - #CarrollCCGoLynx
    - #CarrollLynx
    - #CarrollCCMD
    - "Carroll Community College
8. Increase discoverability using additional creative hashtags that can be promoted during DEI events and on campus through posters, flyers, wall hangings, etc.
9. Encourage social media traffic by providing prizes and giveaways and invite interaction through frequent online polls and contests as well as "Ask Me Anything" opportunities with university personnel. Use automation to recognize timely DEI content.
10. Work with local businesses and other "influencers" (i.e., local officials, institutions or community members) to generate relevant DEI content (such as coupons, discounts or promotion of free local events or local businesses).

Path Forward

Path Forward: Strategy & Governance

This section provides a road map toward improving the Carroll DEI program. It is organized in three sections: Strategy & Governance, People-Related, and Engagement. The priority high (H) and medium (M) and potential target for implementation are suggested. There were no low priority recommendations included.

This is a starting point for Carroll to implement a well-designed and documented DEI strategic plan and program and to increase competency around process improvement in order to propel DEI goals.

	RECOMMENDATIONS FOR IMPROVEMENT	PRIORITY	YEAR
1	Consider an institution-wide strategy around building competency across process improvement. This strategy will create a common language and culture around process maturity that will also propel DEI program goals.	H	2023
2	Develop a DEI multi-year strategic plan to grow the influence and impact of the program at Carroll over time. • Expand Carroll's DEI plan and program to include a vision, mission, strategies, measurable objectives, and tasks that will advance the influence, impact, and goals of DEI • Increase communication about Carroll's DEI plan and program across the College. • Establish clear metrics for monitoring progress with the DEI plan and program. • Align DEI priorities and activities with one another and with the College's other strategies, priorities, and actions. • Infuse DEI goals and values throughout the College's strategic plan. Embed DEI program aspirations, goals, ultimate outcomes in the College's culture and in the way the College plans, sets priorities, budgets, and evaluates success. • Report on that progress routinely to the Board of Trustees	H	2023
3	Produce a charter to guide the work of the DEI Committee that includes committee roles and responsibilities for executing the DEI plan. • Align roles and responsibilities of DEI committee members with discrete elements of Carroll's DEI plan.	H	2023
4	The DEI Executive Director reports to the President; consider creating a formal Office of DEI, including a voice in EEOC, hotline, discrimination and Title IX functions. Ensure program staff are compensated. • Ensure sufficient staffing and funding is available for Carroll to carry out its DEI mission, plan, and program. • Confirm the College's organization structure and institutional processes support the execution of the DEI program and the Executive Director of DEI role.	H	2023

Path Forward: Strategy & Governance

Continued

	RECOMMENDATIONS FOR IMPROVEMENT	PRIORITY	YEAR
5	Expand the systematic assessment and analysis of the progress and impact of DEI efforts. • Incorporate DEI metrics into the College's routine data analysis and internal reporting. • Integrate DEI goals across Carroll departments and through academic disciplines and curriculum. • Include assessment of the DEI program in the College's ongoing assessment activities • Include a continuous program to monitor, audit, and report on DEI progress, impacts, and trends.	H	2024
6	Continue to report DEI plans, accomplishments, and trends at least annually to governing bodies, administration, faculty, and students. Post DEI results on the college website.	M	2023
7	Students – Reinforce the DEI mission, vision, and goals, as well as DEI programming, on the Carroll website and through its social media.	M	2023
8	Students - Integrate students into the implementation and assessment of the DEI program. Establish student liaisons to promote the tenets of the DEI program to the greater student community.	M	2023
9	Faculty - Infuse DEI goals in the academic program, in the design and execution of teaching. Extend professional development opportunities to increase faculty's cultural competency and culturally responsive teaching practices.	M	2024
10	Provide a prominent location on the website for the Office of DEI, associated initiatives, and ways to get involved. Ensure resources are available to update key webpages that highlight DEI initiatives, student groups, events, training and curriculum to help demonstrate the importance to the College. Measure the amount of traffic that social media drives to the Carroll website and optimize the impact of spend related to DEI.	M	2023

Path Forward: People-Related

This is a starting point for Carroll to implement a well-designed and documented DEI strategic plan and program and to increase competency around process improvement in order to propel DEI goals.

	RECOMMENDATIONS FOR IMPROVEMENT	PRIORITY	YEAR
1	Integrate DEI goals into people management, hiring, job descriptions, personnel evaluations.	H	2023
2	Continue to promote leadership opportunities for students through programs that acknowledge and drive DEI identity-development, connection, and sense of belonging.	M	2023
3	Increase the breadth and depth of DEI education programs for students.	M	2024
4	Provide additional training with faculty on how to encourage student discussion about DEI issues and avoid feelings of prejudging or "outing". Topics could include respect, unconscious bias, cultural competency, civility, and sensitivity.	H	2023
5	Create programs to recognize student, faculty, staff, funder, and community leadership in DEI initiatives.	H	2024
6	Ensure faculty and staff who perform DEI functions for the college are appropriately compensated. Provide compensation, whenever possible, for faculty and staff who participate in DEI programs.	H	2023
7	Increase transparency about the promotion process for staff, because the pathway to progress is not as clear for staff as for faculty.	M	2024
8	Broaden mandatory and strongly encourage supplementary DEI-related training for faculty and staff; include topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.	H	2024
9	Incorporate individual progression for faculty and staff; incorporate cultural competency into job descriptions and personnel evaluations.	M	2024
10	While the College assigns DEI training for all new hires through Safe Colleges (Vector) and all employees who sit on search committees must complete Implicit Bias Training, opportunities exist to establish or improve diversity training requirements for supervisors and above.	M	2024
11	Consider student assistants in DEI-approved courses for graduation and work study for student support within the DEI Office.	M	2024
12	Create career development and progression goals and objectives to increase cultural competency and diversity awareness of staff. Incorporate into job descriptions and annual performance plans.	M	2024
13	Continue to increase the use of social media for student, faculty, and staff outreach and recruitment.	H	2023

Path Forward: Engagement

This is a starting point for Carroll to implement a well-designed and documented DEI strategic plan and program and to increase competency around process improvement in order to propel DEI goals.

	RECOMMENDATIONS FOR IMPROVEMENT	PRIORITY	YEAR
1	Leading Practice - Integrate community outreach into DEI efforts. Some examples may include: - Group volunteer events - Outreach and networking events with public institutions - Opening more campus events to the community - Major religious holidays	H	2023
2	Leading Practice - Design and offer a DEI certificate from Continuing Education; subsidize faculty and staff participation.	M	2025
3	Leading Practice - Implement a Carroll "listening post" under the Office of DEI to obtain both positive and negative feedback about student, staff and faculty satisfaction, concerns, and issues.	H	2023
4	Consider reviewing student-centered materials related to DEI, harassment, violence, and physical safety on campus (hard copy, intranet, website, etc.) to continuously improve messaging, access, impact, and reach. Consider obtaining student input.	H	2023
5	Evaluate and strengthen the various means for students, faculty and staff to report concerns related to safety, security, misconduct, harassment, discrimination, or other matters. The quantity and type of incident, time to research and close, conclusion, and corrective actions should be captured and reported to Carroll leadership and the Board. The board should be presented with anonymized information about the number of complaints/concerns, the types of complaints/concerns, the length of time to investigate, the conclusions, and corrective actions to address the complaint or to prevent a future occurrence of a similar complaint.	H	2023
6	Create one-click access from the website front page to DEI program information, events, and ways to get connected.	H	2023
7	Integrate collaborations with community organizations (e.g., historical society, municipal law enforcement, astronomical society, local rescues) into the program.	M	2024
8	Leading Practice - Create a vendor outreach program to encourage participation of local, small, and other diverse or underrepresented vendors.	M	2024
9	Leading Practice - Implement a program to encourage procurement from local, small business, and DEI vendors.	M	2024
10	Consider how "Adult Learner Orientation" could be improved for students that may feel disadvantaged due to age or technological know-how. Consider an adult learner help desk to encourage engagement, retention, and success. Note: this program was offered in the past with no participants and is being considered for redesign.	M	2024
11	Students – Consider adding a physical student space for diversity learning, engagement, and collaboration when implementing additions or improvements to campus facilities if no room is currently available. In the meantime, designate specific space on campus at certain times.	M	2025

Path Forward: Engagement (Continued)

	RECOMMENDATIONS FOR IMPROVEMENT	PRIORITY	YEAR
12	Leading Practice - Create an alumni network of Carroll graduates attending 4-year colleges to provide guidance and support to Carroll DEI students who are applying. Connect this network to Carroll DEI affinity groups.	M	2025
13	Leading Practice- Create an alumni network of working Carroll graduates to provide guidance and support to Carroll DEI students who are seeking employment. Connect this network to Carroll DEI affinity groups.	M	2025
14	Leading Practice - Formalize resources for student job interviewing such as an "interview clothing closet" and alumni network connections.	M	2024
15	Leading Practice - Improve the DEI courses that meet the state's DEI graduation requirements to directly address topics such as respect, unconscious bias, cultural competency, civility, and sensitivity.	M	2025
16	Students - Ensure the online calendar of DEI events and DEI curriculum are current and distinguishes DEI happenings as well as club-related activities.	H	2023
17	Students - Strengthen resources for students in areas such as immigration guidance and resources beyond state college application and financial aid processes.	M	2024
18	Students, Faculty, Staff – Work with the county to increase the number and proximity of single use restrooms.	M	2025
19	Students, Faculty - Increase the requirements to include cultural competency and diversity-related topics into the curriculum beyond general education courses	M	2024
20	Faculty - Work with other institutions and third-parties to understand and incorporate best practices in diversity training to develop, refresh, or supplement materials.	M	2024
21	Staff - Explore interest in a staff-focused DEI program to promote DEI values and solicit input for improvements across the staff.	M	2024
22	Website and Social Media - The DEI program should determine key messages to be promoted and implement using the college's website and social media and prominently display on key pages.	H	2023
23	Website and Social Media - Improve the ways in which diverse or underrepresented communities can be included in social media and on websites.	H	2023
24	Website and Social Media - Increase the use of social media and website to promote awareness of DEI and its related events.	H	2023
25	Social Media - Consider increasing the use of Instagram for student directed initiatives.	H	2023
26	Social Media - Increase the frequency and rotate the content surrounding the use of the Carroll Community Colleges most popular hashtags: #CarrollCC #CarrollCommunityCollege #CarrollCCGoLynx #CarrollLynx #CarrollCCMD "Carroll Community College	H	2023

Appendix

Carroll College Reports Their DEI Journey

Collegewide DEI-related Activities	
FY 2017	Diversity Committee was re-constituted and a professional development workshop on the difference between sex, gender, gender identity, and sexual orientation was offered.
FY 2018	A .2 FTE Faculty Coordinator of Diversity Initiatives position was created to provide more structure/planning to prior ad-hoc efforts. The Committee began meeting regularly and created a Diversity, Inclusion and Equity Action Plan; this was endorsed by College's Board of Trustees and reported to MHEC as required by law.
	The Accelerated Learning Program model for transition English coursework was implemented. General Education goals and requirements were revised and approved by the college's Academic Council in June 2018; this included a goal related to global awareness and citizenship, as well as a graduation requirement that all students take at least one diversity-designated course.
	Student activities were rooted in monthly history/heritage celebrations and were more intentionally advertised to the greater campus community.
	To formalize and sustain professional development efforts, the Intercultural Teaching and Learning Fellows Program was developed, and the first class of Fellows was named in May 2018.
FY 2019	The D&I Committee continued as an advisory group, a working committee, and a learning community.
	The College restructured its sequencing of mathematics courses to provide students with appropriate accelerated pathways for transitional and credit-bearing mathematics coursework. Placement based on GPA began in Spring 2019. Outreach via expanded dual enrollment and the One Step Away Program for adult near-completers were implemented, as was the Starfish student support system.
FY 2020	The Diversity and Inclusion Steering Team is formed to support requests from College leadership. Steering Team members also have authority within their areas to implement policy and other changes, decentralizing DEI work and further embedding it into the regular work of the College. The group evaluated options for completing an audit.
	The First in My Family Program launched. Implicit Bias Training was designed for and offered to Executive Committee and senior administrators; expanded to be offered campus wide. As part of Black History Month, a Black Lives Matter display and Teach In was held for students, faculty, and staff.
	As COVID hit, laptops, hotspots, science lab kits and other student supplies were distributed to students and employees. Continuing Education and Training increased language support for Adult Education English learners to facilitate their transition to remote learning. Temporary full-fund scholarships for small business trainings were offered to support new businesses.
FY 2021	A .2 FTE Faculty Coordinator of Diversity Training and Development was created.
	DEI programs, workshops, and trainings increased significantly, often to both educate and respond to the concerns and social issues of the moment. A robust set of experiences, trainings, opportunities for students, faculty, staff and in some cases, community members, have continued until present day. Asynchronous Heritage Month Learning challenges for faculty and staff were piloted.
FY 2022	Implicit Bias Training is mandatory for anyone chairing a search committee. Our librarians created LibGuides – web-based information sites - to house the Heritage Month information.
	An online, asynchronous implicit bias training is purchased by the college. Implicit bias training, either web-based or facilitated, must be completed by anyone on a search committee. Intentional efforts made to publicize and integrate existing programming with DEI themes and relevance into the professional development DEI calendar
FY 2023	Additional DEI LibGuides were added, accessible through a drop-down menu on the Library webpage, and are no longer labeled for heritage months, but are resources for the campus to explore a diversity of people and experiences any time of the year.

Carroll College Reports Their DEI Journey

Carroll College Work in the Community	
Spring 2021 - present	Carroll College participated in the following community initiatives from Spring 2021 to present • Special committee for the Carroll County Lynching Memorial Project • Townsend Cook Memorial May 2021 • Co-created Juneteenth Celebration for Carroll County June 2022 • Juneteenth planning for 2023 – event moved to Carroll Community College • Native and Indigenous People Land Acknowledgement Initiative with State of Maryland • Boys and Girls Club Teen Night Initiatives • Boys and Girls Club Leadership Initiatives • Representative on Carroll Citizens for Racial Equity (CCRE) • CCRE Annual Conference 2023 planning • Partnership with Carroll Arts Council – Co-sponsor of the Black Film Festival – Native American History Month – Juneteenth 2023 – 12 Angry People
Carroll Human Resources	
2021 - present	• Hired an Executive Director of DEI Jan 2021, reports directly to the President, serves on Senior Leadership Council, Planning Advisory Council (PAC), Senate, and reports to the Board of Trustees monthly. • Revised recruitment procedures to ensure diversity on search committees. • Transitioned to Safe Colleges online training platform. All new hires are assigned mandatory Diversity Awareness training; current employees may also take complete the training. • All search committee members must complete implicit bias training before serving. • Implemented NeoEd applicant tracking system to minimize bias in hiring. • Added Onboarding module in NeoEd. • Reviewed language in job descriptions, employee handbook and polices to make gender neutral, and implemented an ongoing process of review. • For HR department, added a performance goal for each person in HR/Payroll to attend *at least* one DEI related training/program/panel. • Executive Director DEI sits on all Faculty search committees and for all positions Grade 106 (manager and above) and up.
Carroll Student Engagement	
2020 - present	• Intentional, well researched programming offered each month for students • Events creating community partnerships • Opening events to both credit and non-credit students • Designated budget for events through Student Engagement • Increase in clubs focusing on a marginalized group • Pride Prom • Black Lives Matter discussions in 2020 • Mental Health newsletter through SGO (Student Government) • Safe Zone training for students • BSU (Black Student Union) and MSA (Muslim Student Association) formalized as student groups in 2021

SWOT Analysis

A SWOT analysis examines an institution's strengths, weaknesses, opportunities and threats. For the purposes of this engagement, a SWOT analysis was performed in relation to the DEI program at Carroll Community College.

STRENGTHS

- Carroll leadership and the Board are committed to an effective and enduring DEI program to equip all students with the necessary competencies to successfully navigate their education at Carroll and beyond.
- Carroll personnel created a DEI committee and executed DEI program activities for several years without formal staff or funding. Leadership supported these efforts as possible.
- DEI committee members are engaged and committed to a robust and effective DEI program.
- Carroll was able to identify a position and the Executive Director of DEI was hired in 2021, charged to develop a formal program while continuing internal and external initiatives.
- The Intercultural Teaching and Learning Fellows Cohort program provides support and structure to apply new knowledge to their work context.
- Office of Student Care and Integrity Office offers resources to students in support of academic success including mental health, crisis situations, financial support, food, housing and transportation, legal, relationships, personal growth and safety and behavioral areas.
- Implicit bias training has been required for all employees who sit on a search committee for both faculty and staff positions.

WEAKNESSES

- While DEI is a strategic priority in the College's strategic plan, a comprehensive DEI program strategy and plan are being developed and are not yet complete with strategies, tasks, measurements, and resources/staffing.
- A DEI committee charter and specific roles and responsibilities of committee members have not been defined.
- Budget and staffing for the program may not be sufficient to cover the DEI program's needs and the expectations of stakeholders.
- Carroll County has had a reputation among underrepresented communities of not welcoming people with diverse backgrounds. This perspective can also influence how the College is perceived requiring additional focus for these efforts to attract a more students from underserved population.

OPPORTUNITIES

- Create a formal DEI Office to increase visibility and authority for the program.
- Gain trust across communities for developing an inclusive program that demonstrates the stated values of the College.
- Continue to support students across various groups to improve success outcomes.
- Improve communications of program offerings to promote student recruitment and participation from underrepresented communities.
- Enhance course offerings to promote knowledge and deeper understanding of DEI.
- Update the "Contact" webpage to include the Office of Student Care and Integrity Office, DEI Office and "Report Now" for Title IX Concerns.
- Continue to increase outreach to underrepresented and high school communities to strengthen the image of Carroll as a place that welcomes diversity.
- Strengthen outreach and recruitment strategies to offset enrollment declines with students from underserved communities.
- Continue to develop cross-cultural competence and the ability to successfully traverse diverse communities among faculty, staff, and student body, to address growing imperatives.

THREATS

- There is controversy and conflict across the surrounding K-12 public schools regarding critical race theory.
- Carroll County is a homogeneous community, resistant to change.
- There are members of student, faculty and staff who feel the DEI program is doing too much.
- Community college enrollment across the country and at Carroll has been and is projected to continue to decline.
- The political and regulatory landscapes continue to change and impact support for DEI objectives.
- Potential economic recession may lead to reduced funding for DEI initiatives in the future.

Benchmarking Overview

APPROACH

- A total of 21 community colleges were selected for comparison, 16 in Maryland. Five additional community colleges of similar size were added – four in states proximate to Maryland and one in California.
- We compared diversity of colleges using student population ethnic breakdowns as presented by Community Colleges review.
- Websites of the 21 colleges were scanned for 12 characteristics in community colleges with active diversity, equity, and inclusion programs.

MAJOR TAKEAWAYS

- Carroll's student population was 81% white. Carroll's non-white student population was slightly higher than the non-white population of its surrounding community.
- Carroll was performing six of the 12 DEI characteristics identified in this study.
- The colleges with the highest number of DEI characteristics were College of Southern Maryland (10 characteristics), Frederick Community College and Community College of Philadelphia (9 characteristics), and Montgomery and Cecil Community Colleges (8 characteristics).
- DEI information on websites and in DEI reports across the colleges benchmarked was focused on color and gender; there was minor focus on ability and veterans; and very little on other areas of diversity such as gender identity and expression.

OPPORTUNITY

- The key opportunities for improvement are detailed on the Observations and Recommendations section of this report and in the Path Forward.
- As noted in other sections of this report, diversity takes many forms. Carroll's DEI program should consider how it will address the many areas in which students, faculty and staff have experienced discrimination in their lives.

Student Diversity and Surrounding Community

The percentage of non-white students exceeded the non-white population of the respective college's surrounding community for sixteen of 21 community colleges. On the prior page, Carroll's student population was 81% white. ***Carroll is serving a non-white student population slightly higher than the non-white population of its surrounding community.***

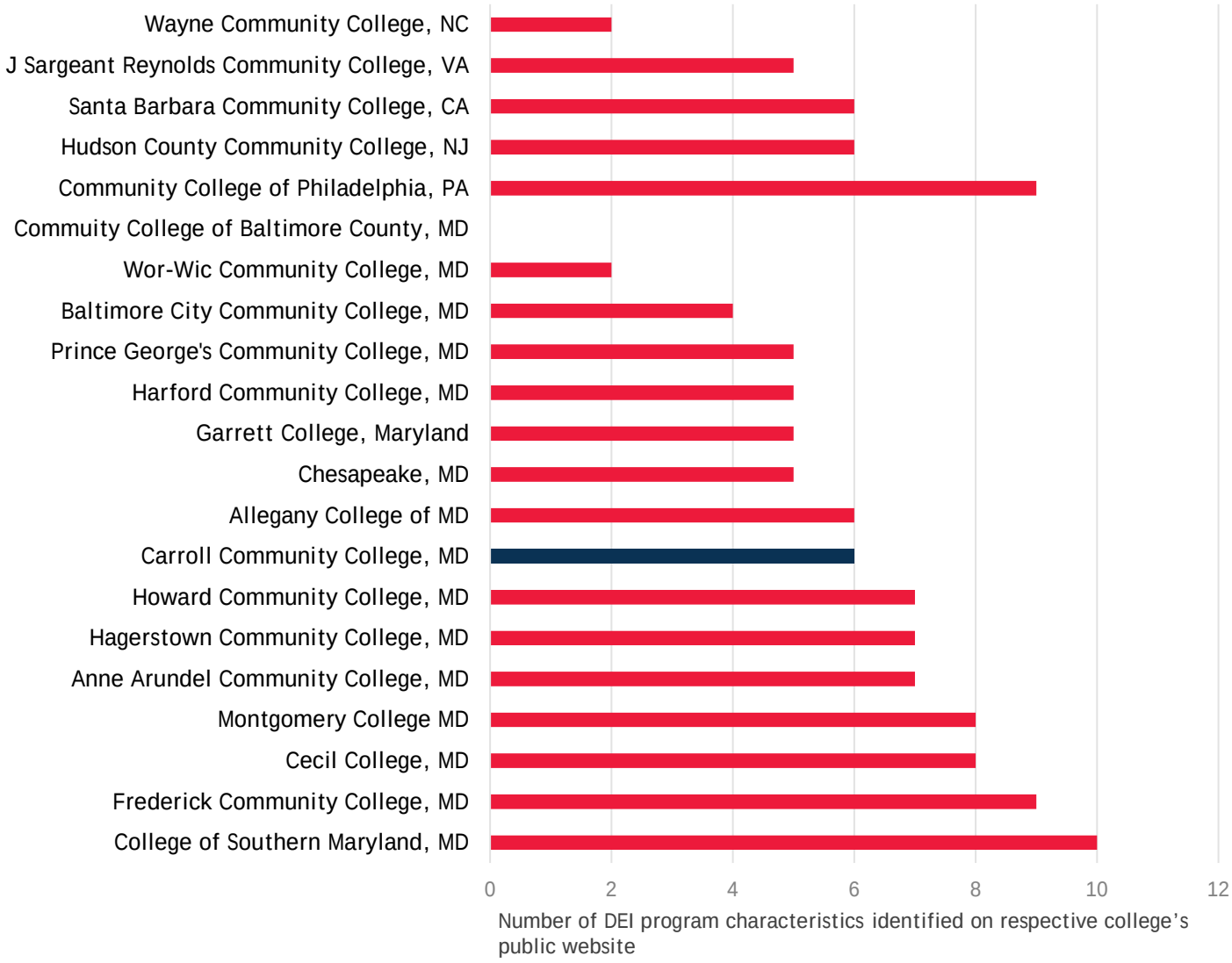
Selected Community Colleges	Surrounding Community Population		Student Population	Student Non-White Population More Diverse Than Surrounding Non-White Community?
	% White	% Non-White	% Non-White	(Based on %)
Selected Community Colleges Outside Maryland				
Community College of Philadelphia, PA	68%	32%	78%	Yes
Hudson County Community College, NJ	23%	77%	88%	Yes
J Sargeant Reynolds Community College, VA	41%	59%	53%	No
Santa Barbara Community College, CA	76%	24%	58%	Yes
Wayne Community College, NC	40%	61%	42%	No
Maryland Community Colleges				
Similar, Rural, Agricultural-Based Community Colleges				
Allegany College of MD	72%	28%	17%	No
Carroll Community College, MD	87%	13%	19%	Yes
Cecil College, MD	88%	13%	23%	Yes
Chesapeake, MD	83%	17%	32%	Yes
Garrett College, Maryland	97%	3%	21%	Yes
Hagerstown Community College, MD	69%	32%	30%	No
Wor-Wic CC	50%	50%	39%	No
Other Maryland Community Colleges				
Anne Arundel Community College, MD	72%	28%	44%	Yes
Baltimore City Community College, MD	30%	70%	94%	Yes
College of Southern Maryland, MD	63%	37%	46%	Yes
Community College of Baltimore County, MD	59%	41%	62%	Yes
Frederick Community College, MD	65%	35%	37%	Yes
Harford Community College, MD	87%	13%	32%	Yes
Howard CC	50%	50%	68%	Yes
Montgomery College MD	56%	44%	78%	Yes
Prince George's CC	6%	94%	96%	Yes

Source: Community Colleges Review.com and US Census Bureau for surrounding community population.
A sample of community colleges outside the state and 16 community colleges in Maryland, including Carroll, were judgmentally selected for benchmarking.

DEI Characteristics Across Selected Community Colleges

Websites of the selected 21 community colleges were scanned for 12 characteristics in community colleges with active diversity, equity, and inclusion programs between May and June 2022. The colleges with the highest number of DEI characteristics were College of Southern Maryland (10 characteristics), Frederick Community College and Community College of Philadelphia (9 characteristics), and Montgomery, and Cecil Community Colleges (8 characteristics). Carroll's website met half of the characteristics.

The characteristics evaluated were: (1) Was DEI or diversity on the college website? (2) Was DEI or diversity in the college's vision, mission, or values? (3) Did they have a formal DEI Office? (4) Did they have a DEI Officer? (5) Were DEI activities on the college's master calendar? (6) Were there DEI campus clubs or affinity groups? (7) Was there an annual DEI report on the website? (7) Were there diversity course requirements for graduation? (8) Did the website feature a food pantry or equivalent? (9) Did the website provide immigration resources or links? (10) Did the website feature a career closet for interviews? (11) Does the college offer a DEI certificate?



DEI Characteristics Across Selected Community Colleges

The table below provides details on the characteristics found on each college's website, collected May thru June 2022.

Examining how a college presents its DEI program to the public is one way of examining how each college has integrated diversity and inclusion into the culture and life of the college – how well the college has embedded DEI into its character and identity. The 12 attributes examined below should be reconsidered annually and then updated – are these the best attributes to consider for the college's DEI program? Are there other attributes that would provide better insight? Other ways to collect the data should be considered as well.

	1	2	3	4	5	6	7	8	9	10	11	12
Selected Community Colleges	**DEI on Web**	**DEI in Vision, Mission, Values**	**Office of DEI**	**DEI Officer**	**DEI on Master Events Calendar**	**DEI Affinity Groups**	**DEI Annual Report on Web**	**Grad DEI Req'mts**	**Food Pantry**	**Immi-gration Resources**	**Career Closet**	**Offer DEI Certificate**
Selected Community Colleges Outside Maryland												
Community College of Philadelphia, PA	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes
Hudson County Community College, NJ	Yes	Yes	Yes	No	No	No	No	No	Yes	Yes	Yes	No
J Sargeant Reynolds Community College, VA	Yes	Yes	No	No	No	No	Yes	No	Yes	Yes	No	No
Santa Barbara Community College, CA	Yes	No	Yes	Yes	No	No	No	No	Yes	Yes	No	Yes
Wayne Community College, NC	Yes	Yes	No	No	No	No	No	No	No	No	No	No
Maryland Community Colleges												
Similar, Rural, Agricultural-Based Community Colleges												
Allegany College of MD	Yes	No	No	No	No	Yes	Yes	Yes	Yes	Yes	No	No
Carroll Community College	Yes	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No
Cecil College	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	No
Chesapeake	Yes	Yes	No	Yes	Yes	Yes	No	No	No	No	No	No
Garrett College, Maryland	No	Yes	No	No	No	Yes	No	Yes	Yes	Yes	No	No
Hagerstown Community College	Yes	Yes	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No
Wor-Wic CC	No	Yes	No	No	No	No	No	No	Yes	No	No	No
Other Maryland Community Colleges												
Anne Arundel Community	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No	No
Baltimore City Community College	No	Yes	No	No	Yes	No	No	No	Yes	Yes	No	No
College of Southern	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Community College of Baltimore County	No	No	No	No	No	No	No	No	No	No	No	No
Frederick Community College	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
Harford Community College	No	Yes	No	No	No	No	Yes	Yes	Yes	Yes	No	No
Howard CC	Yes	Yes	No	No	Yes	Yes	Yes	No	Yes	Yes	No	No
Montgomery College MD	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	Yes	No	No
Prince George's CC	Yes	Yes	No	No	No	Yes	No	No	Yes	Yes	No	No

Comparison Demographics

For the colleges selected below, we used the ethnicity breakdowns from Community Colleges Review to provide a general comparison of the ethnicity make-up of the colleges.

Colleges	# Full Time Students	% White	% Non-White	% Am Indian/ Alaskan	% Asian	% Hispanic/ Latinx	% Black
Selected Community Colleges Outside Maryland							
Community College of Philadelphia, PA	4,760	22%	78%	N/A	9%	16%	43%
Hudson County Community College, NJ	3,822	12%	88%	N/A	8%	56%	14%
J Sargeant Reynolds Community College, VA	2,606	47%	53%	N/A	6%	8%	31%
Santa Barbara Community College, CA	6,555	42%	58%	N/A	6%	40%	3%
Wayne Community College, NC	1,345	58%	42%	N/A	2%	16%	19%
Maryland Community Colleges							
Similar, Rural, Agricultural-Based Community Colleges							
Allegany College of MD	1,032	83%	17%	N/A	1%	2%	9%
Carroll Community College, MD	1,009	81%	19%	N/A	3%	6%	5%
Cecil College, MD	762	77%	23%	N/A	1%	6%	8%
Chesapeake, MD	563	68%	32%	1%	2%	6%	14%
Garrett College, Maryland	342	79%	21%	N/A	1%	2%	15%
Hagerstown Community College, MD	1,061	70%	30%	N/A	2%	8%	12%
Wor-Wic CC	712	61%	39%	N/A	2%	6%	23%
Other Maryland Community Colleges							
Anne Arundel Community College, MD	3,604	56%	44%	N/A	4%	9%	17%
Baltimore City Community College, MD	1,579	6%	94%	N/A	2%	5%	75%
College of Southern Maryland, MD	2,257	54%	46%	N/A	4%	7%	26%
Community College of Baltimore County, MD	5,053	38%	62%	N/A	6%	6%	38%
Frederick Community College, MD	1,843	63%	37%	N/A	5%	13%	13%
Harford Community College, MD	1,932	68%	32%	N/A	4%	6%	16%
Howard Community College, MD	2,683	32%	68%	N/A	15%	12%	29%
Montgomery College, MD	7,305	22%	78%	N/A	12%	26%	27%
Prince George's Community College, MD	3,508	4%	96%	N/A	4%	14%	69%

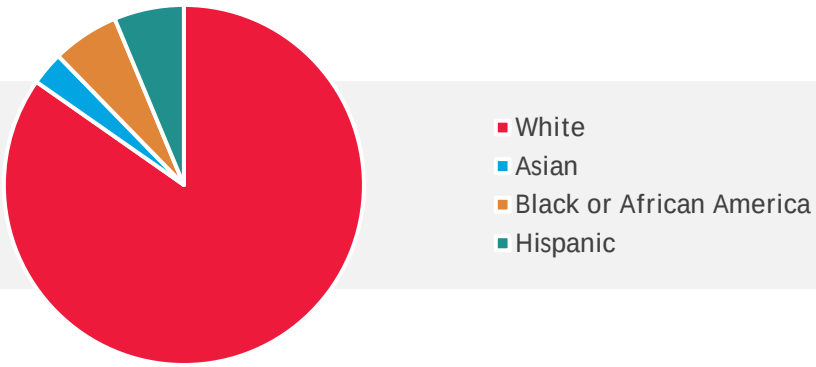
Source: Community Colleges Review.com
A sample of community colleges outside the state and 16 community colleges in Maryland, including Carroll, were judgmentally selected for benchmarking. Note that total American Indian, Asian, Hispanic and Black will not total to %Non-white because percentages for two or more races are not included.

Data Analytics Tool

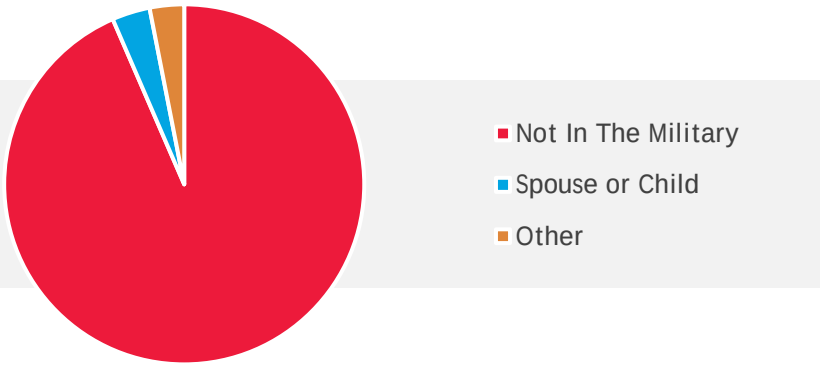
A Microsoft PowerBI dashboard has been shared with Carroll Community College in conjunction with their DEI program. This dashboard allows for data visualization of Carroll demographics over time.

2021 DATA	
Cumulative GPA for Graduates	3.339
Avg Age Upon Graduation	25.33

RACE



MILITARY STATUS



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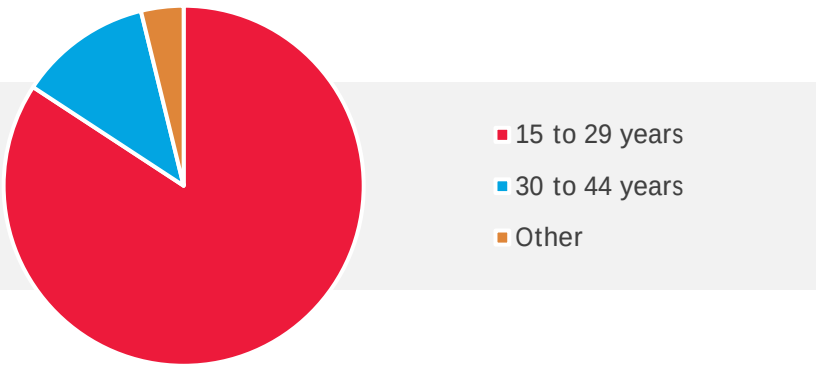

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Appendix II: DEIB-Related Clubs at Carroll Community College

The following is a list of active clubs on campus that focus on a facet of identity. Each club has offered various cultural activities such as field trips to museums, history lessons, ceremonies, proms, tastings, and more to allow those within the group and the College to connect and learn about others:

- Active Minds: Active Minds opens a conversation about mental health through education, research, dialogue, and advocacy. This club empowers a new generation to speak openly about mental health, support each other and take action against mental health stigma.
- Black Student Union: The Black Student Union provides a way to promote unity, positivity and empowerment while learning about culture and the Black community.
- Muslim Student Association: The Muslim Student Association is a student organization intended to showcase the diversity of Muslim students and promote interaction between Muslim and non-Muslim students while serving as a resource to the college community.
- Pride Alliance: Pride Alliance is open to students of all sexual orientations and gender identities, offering a safe space to discuss experiences and relevant issues and build a network of community.
- Spanish Language and Culture Club: The Spanish Language and Culture club focuses on the Spanish language and culture and learning across the board.
- Student Veteran Organization: The Student Veterans Organization provides veteran and civilian students with the resources, support and advocacy needed to succeed in higher education and following graduation. This club is affiliated as a chapter of Student Veterans of America, a non-profit organization.

In addition, Carroll offered various programming in support of DEIB to engage the student body and faculty. Programs included safe zone training, workshops on generations in the workplace, democracy labs, historical display on Irish American Heritage, the Human Library, and a slam poet.

Service-learning opportunities at the College further instilled a sense of understanding of others. Throughout the year, programs often centered equity in education, food, and disabilities.

Appendix III: DEIB-Focused Professional Development at Carroll Community College

Professional Development opportunities for faculty and staff were offered throughout the academic year at Carroll. Topics included teaching and learning strategies for multilingual students, ideas about retention and recruitment, culture and language, and student testimonials regarding their experience as a multilingual or Latinx student at an American college. This summer, professional development for Student Affairs and Continuing Education staff will continue with a session entitled: "Understanding U.S.-Educated Language Minority Students' Pathways and Resources Needed to Support Their Completion" facilitated by Minah Woo. This will help build on the energy generated by Carroll's CLEP pilot, as the College continues to explore ways to recognize and validate prior learning for multilingual, foreign-born, and other international students.

During the Fall 2023-Spring 2024 academic year, the DEIB calendar featured forty-one unique learning opportunities. This included ten face-to-face events (seven of which I presented or co-presented), eight virtual reality experiences, and seven asynchronous learning experiences created and curated by our librarians. The DEIB Office also helped to promote 13 Democracy Lab events, weekly accessibility workshops offered by Digital Learning and Media Services, a Student Engagement Black History Month event, and The Human Library co-sponsored by Carroll Community College.

A sample of some workshops/events offered throughout the 2023-2024 academic year include:

- Hardwired to be Hard-headed
- Film Screening and Discussion: The Jewish Journey – America
- Implicit Bias Training
- Democracy Lab: Skills for Bridging the Divide
- Democracy Lab: American Greatness – The Melting Pot
- The Land We Are On: Land Acknowledgements, Limits, and Possibilities
- C.J. Suitt: Slam Poetry Performance and Workshop
- In Their Own Words: A Screening of Freedom Summer
- In Their Own Words: Ella Baker and Fannie Lou Hamer
- In Their Own Words: Dr. Martin Luther King, Jr.

Appendix IV: Analysis of Race/Ethnicity of Carroll Community College Staff

Total number of active employees: 390

RACE	
American/Alaska Native	2
Asian	23
Black or African American	63
Declined to Specify	12
Hawaiian/Pacific Islander	1
White	789
ETHNICITY	
Non-Hispanic/Latino	835
Hispanic/Latino	30
Declined to Specify	25

Total number of new hires (7/1/2022-6/30/2023): 137

RACE	Number	Percentage of new hires
Asian	5	4%
Black or African American	15	11%
White	113	82%
Declined to Specify	4	3%

Appendix V: Responses to DEIB-Focused Questions on Employee Satisfaction Survey, 2017-2023

Carroll Community College

Employee Satisfaction Survey Comparison, 2017-2023

Employee Satisfaction Survey Comparison			Spring 2017			Spring 2019			Spring 2021			Spring 2023			Notes
			N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean	
		Number of useable surveys:	249			249			313			313			*2019 was the Great Colleges to Work For survey and not an in-house Employee Satisfaction Survey. Question text variations noted below.*
3	**Diversity, Equity, and Inclusion**														
	How much do you agree or disagree with each of the following statements?														
3a	Carroll contributes toward my understanding of and ability to work with diverse populations (people from different economic, social, and racial or ethnic backgrounds).	No Basis to Judge							4			5			
		Strongly Disagree							3	1.0%		1	0.3%		
		Disagree							5	1.7%		8	2.7%		
		Neither Agree nor Disagree							36	12.1%		34	11.5%		
		Agree							133	44.8%		143	48.3%		
		Strongly Agree							120	40.4%		110	37.2%		
		TOTAL							301	297	4.22	301	296	4.19	
3b	The College contributes toward students' understanding of and ability to work with diverse populations (people from different economic, social, and racial or ethnic backgrounds).	No Basis to Judge	49						34			42			
		Strongly Disagree	4	2.0%					4	1.5%		0	0.0%		
		Disagree	6	3.1%					5	1.9%		5	1.9%		
		Neither Agree nor Disagree	55	27.9%					30	11.2%		29	11.2%		
		Agree	70	35.5%					131	49.1%		131	50.6%		
		Strongly Agree	62	31.5%					97	36.3%		94	36.3%		
		TOTAL	246	197	3.91	197			301	267	4.17	301	259	4.21	
3c	Carroll provides sufficient education and training to support its commitment to diversity.	No Basis to Judge	42						7			9			
		Strongly Disagree	4	2.0%					4	1.4%		4	1.4%		
		Disagree	13	6.4%					10	3.4%		6	2.1%		
		Neither Agree nor Disagree	59	28.9%					33	11.2%		47	16.2%		
		Agree	65	31.9%					129	43.9%		127	43.6%		
		Strongly Agree	63	30.9%					118	40.1%		107	36.8%		
		TOTAL	246	204	3.83				301	294	4.18	300	291	4.12	2017: Provides education and training to support its commitment to diversity
3d	The College provides the resources and personnel necessary to support its commitment to diversity and inclusion.	No Basis to Judge	50						14			15			
		Strongly Disagree	6	3.1%					4	1.4%		2	0.7%		
		Disagree	12	6.1%					6	2.1%		10	3.5%		
		Neither Agree nor Disagree	65	33.2%					38	13.2%		37	13.0%		
		Agree	54	27.6%					120	41.8%		125	44.0%		
		Strongly Agree	59	30.1%					119	41.5%		110	38.7%		
		Total	246	196	3.76				301	287	4.20	299	284	4.17	
3e	Carroll supports students and staff with disabilities.	No Basis to Judge	49						38			27			
		Strongly Disagree	1	0.5%					1	0.4%		2	0.7%		
		Disagree	4	2.0%					3	1.1%		4	1.5%		
		Neither Agree nor Disagree	22	11.1%					14	5.3%		13	4.8%		
		Agree	63	31.8%					107	40.7%		120	44.0%		
		Strongly Agree	108	54.6%					138	52.5%		134	49.1%		
		TOTAL	247	198	4.38				301	263	4.44	300	273	4.39	
3f	I've been the object of negative stereotypes at work or on campus, either in person or virtually.	No Basis to Judge							51			34			
		Strongly Disagree							123	49.2%		120	45.1%		
		Disagree							55	22.0%		67	25.2%		
		Neither Agree nor Disagree							31	12.4%		27	10.2%		
		Agree							23	9.2%		36	13.5%		
		Strongly Agree							18	7.2%		16	6.0%		
		TOTAL							301	250	2.03	300	266	2.10	
3g	I have witnessed others experience prejudice or discrimination at work or on campus, either in person or virtually.	No Basis to Judge							52			42			
		Strongly Disagree							96	38.7%		105	40.7%		
		Disagree							65	26.2%		56	21.7%		
		Neither Agree nor Disagree							31	12.5%		20	7.8%		
		Agree							37	14.9%		60	23.3%		
		Strongly Agree							19	7.7%		17	6.6%		
		TOTAL							300	248	2.27	300	258	2.33	
3h	I feel a sense of belonging at Carroll.	No Basis to Judge							2			0			
		Strongly Disagree							1	0.3%		3	1.0%		
		Disagree							6	2.0%		7	2.3%		
		Neither Agree nor Disagree							35	11.7%		32	10.7%		
		Agree							116	38.8%		133	44.3%		
		Strongly Agree							141	47.2%		125	41.7%		
		TOTAL							301	299	4.30	300	300	4.23	

Percentage and mean excludes missing and No Basis to Judge responses
Question numbers that are missing were open-ended questions for comments

Cecil College – 2024 Cultural Diversity Report

Section 1

Promoting cultural diversity is a key element in the Cecil College mission statement and the 2021-2025 Strategic Plan. The College's mission statement guides our work: "Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve." The College has identified eight core values that guide us as we strive to achieve our mission. One core value is *Inclusion* stating that "We promote respect, inclusivity, and equity, recognizing differences as strengths." The strategic plan contains four strategic priorities that identify significant focus areas that the institution aims to achieve: 1) Advance Student Access, Equity and Success, 2) Enhance Academic Excellence, 3) Optimize Workforce Development, and 4) Expand Community Partnerships and Engagement. Each of these priorities have objectives that support diversity and inclusivity. Progress on these objectives is evaluated, reported, and shared annually with the College community using key performance indicators.

Cecil College has four goals in the cultural diversity plan. The College's Diversity, Equity, and Inclusion Committee provided guidance on the goals and they are also reviewed by the College's governing groups including the College Management Team, Classified Staff Organization, Administrative Professionals' Organization, Faculty Senate, and President's staff. The following goals are in effect for FY24 to FY27:

Goal 1: Create a campus culture that is respectful of differences and civil toward all people.
Goal 2: Recruit, retain, and graduate a diverse student population.
Goal 3: Recruit, employ, and retain a diverse workforce.
Goal 4: Incorporate diversity and inclusion in significant ways in teaching and learning.

The Diversity, Equity and Inclusion (DEI) Committee monitors progress toward goals. The committee, which meets regularly, is comprised of faculty and staff and allows Cecil College to continue, and further deepen commitment to diversity, equity and inclusion for students, employees and community members. The committee, along with already established groups across campus, is integral in continuing to promote a culture where diversity, equity, inclusion and belonging are ingrained in the College culture.

The DEI Committee administers the Campus Climate Survey every other year to provide insight into the experiences and perceptions of our employees. The survey was administered in FY23 and results were included in last year's Cultural Diversity report. Results from the next administration will be included in the FY25 Report.

Section 2

The College continues to focus on increasing the numerical representation of traditionally underrepresented groups. Table 1 shows the College's fall semester enrollment at census for all students and underrepresented students. Total enrollment has increased since Fall 2021 with a 3-year increase of 2.05% for all students and 23.6% increase for students of color.

Table 1 – Enrollment

Student Enrollment	**Fall 2021**	**Fall 2022**	**Fall 2023**	**3-year change**
All	1,808	1,824	1,845	2.05%
Students of Color	399	441	493	23.6%
% of cohort	*22.1%*	*24.2%*	26.7%	4.6%

Table 2 shows the fall-to-fall, full-time and part-time student retention rates for students of color by year. Table 3 shows the same information for all students. While the retention rates have improved slightly for all students, the retention rates for students of color are declining. The College will reconvene the Retention Committee to examine and address this trend.

Table 2 – Retention - Underrepresented Students

Fall-to-Fall Retention - Students of Color*	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**3-year change**	**5-year change**
# Cohort	544	520	519	456	399	441	**-3.44%**	**-5.36%**
# Returning	241	221	218	189	180	170		
# Graduates excluded	46	47	50	35	38	46		
Retention Rate	**48.4%**	**46.7%**	**46.5%**	**44.9%**	**49.9%**	**43.0%**		
% Change		*-1.70%*	*-0.20%*	*-1.60%*	*5.00%*	*-6.82%*		

Table 3 – Retention – All Students

Fall-to-Fall Retention All	**Fall 2017**	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**	**3-year change**	**5-year change**
# Cohort	2,467	2,397	2,376	2,100	1,808	1,824	**2.38%**	**0.82%**
# Returning	1,138	1,111	1,056	951	828	837		
# Graduates excluded	285	253	289	228	274	244		
Retention Rate	**52.2%**	**51.8%**	**50.6%**	**50.8%**	**54.0%**	**53.0%**		
% Change	*2.40%*	*-0.30%*	*-1.20%*	*0.20%*	*3.20%*	*-1.00%*		

The College strives to increase the numerical representation of traditionally underrepresented groups among faculty and staff. To provide comparison data, Table 4 shows race and ethnicity data for residents of Cecil County. These data are important for context because this is the community from which we primarily recruit students and employees.

Table 4 - **Race and Hispanic Origin of Cecil County, Maryland (July 2023)**

White alone, percent	81.1%
Black or African American alone, percent	8.9%
American Indian and Alaska Native alone, percent	0.5%
Asian alone, percent	1.6%
Native Hawaiian and Other Pacific Islander alone, percent	0.1%
Two or More Races, percent	2.8%
Hispanic or Latino, percent	5.7%

Source: https://www.census.gov/quickfacts/fact/table/cecilcountymaryland,US/PST045223

Table 5 shows the race/ethnicity of faculty over the past three years. The number of Hispanic/Latino faculty has remained flat while the number of Black/African American faculty has increased. The 2023 number of "unreported" was identified as problematic in last year's report and processes were improved to better track these numbers.

Table 5 – Faculty Race/Ethnicity

Race/Ethnicity	Full-Time			Part-Time			Total					
							2022		2023		2024	
	2022	2023	2024	2022	2023	2024	#	%	#	%	#	%
Non US Citizen	0	0	1	1	1	2	1	0.30%	1	0.30%	3	1%
Hispanic/Latino	4	4	4	7	9	6	11	3.00%	13	3.60%	10	3%
White	45	44	43	235	219	258	280	77.60%	263	73.10%	301	84%
Black/African American	4	5	6	23	20	25	27	7.50%	25	6.90%	31	9%
Asian	0	0	0	3	3	5	3	0.80%	3	0.80%	5	1%
American Indian/Alaska Native	0	0	0	0	0	1	0	0.00%	0	0.00%	1	0%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0%
Multi-Race	0	0	0	3	3	5	3	0.80%	3	0.80%	5	1%
Unreported	0	0	0	36	52	4	36	10.00%	52	14.40%	4	1%
Total	**53**	**53**	**54**	**308**	**307**	**306**	**361**	**100%**	**360**	**100%**	**360**	**100%**

Table 6 shows the race/ethnicity of full-time and part-time staff over the past three years. Similar to trends we see with faculty, the number of Hispanic/Latino faculty has remained flat while the number of Black/African American staff has increased.

Table 6 - Staff Race/Ethnicity

Race/Ethnicity	Full-Time			Part-Time			Total					
							2022		2023		2024	
	2022	2023	2024	2022	2023	2024	#	%	#	%	#	%
Non US Citizen	0	0	0	0	3	4	0	0.00%	3	0.80%	4	1.22%
Hispanic/Latino	5	6	7	14	22	13	19	5.50%	28	7.50%	20	6.12%
White	136	140	127	149	148	126	285	81.90%	288	77.60%	253	77.37%
Black/African American	14	14	13	13	13	20	27	7.80%	27	7.30%	33	10.09%
Asian	1	1	1	0	1	1	1	0.30%	2	0.50%	2	0.61%
American Indian/Alaska Native	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0.00%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.00%	0	0.00%	0	0.00%
Multi-Race	2	2	1	11	13	11	13	3.70%	15	4.00%	12	3.67%
Unreported	2	3	1	1	5	2	3	0.90%	8	2.20%	3	0.92%
Total	**160**	**166**	**150**	**188**	**205**	**177**	**348**	**100.00%**	**371**	**100.00%**	327	100.00%

The College strives to recruit underrepresented students and employees through many avenues including attending cultural events in the community, hosting admission events for targeted groups, and ensuring diversity in employee search teams. The College's ads, event promos, commercials, social media content, billboards, and all brand representations utilize photos/videos of our actual credit and non-credit students and convey the diversity of age, gender, and ethnicity of our enrolled students. The main marketing/recruiting website, cecil.edu, contains many images and video of our diverse student population and contains a microsite called www.cecil.edu/united which illustrates the various DEI initiatives, events and trainings that take place at Cecil College.

Section 3

The College has made a continued effort to create positive interactions and cultural awareness among students, faculty, and staff. There have been numerous cultural employee training programs, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.

Cultural Training Program for Employees:

Offered as part of "All College Day" in August, Mark Bell, Chief Diversity and Inclusion Officer at the University of Baltimore facilitated a training on Cultural Competence. Additionally, employees are required to complete online trainings through Safe Colleges, many of which support an inclusive work environment. Employees must review and acknowledge the following policies on a regular basis: Non-Discrimination and Equal Employment Opportunity Policy; Conflict of Interest and Ethical Disclosure; Reporting of Wrongful Conduct and Whistleblower Protection; Sexual Discrimination and Harassment Policy; and Affirmative Action. Employees must also complete the following Safe College webinars: General Ethics in the Workplace; Diversity Awareness Staff-to-Staff; Discrimination Awareness in the Workplace; Workplace Bullying: Awareness and Prevention; Sexual Harassment Staff-to-Staff; Making Campus Safe for LGBTQ+ Students; Making Schools Safe and Inclusive for Transgender Students; Sexual Violence Awareness.

Curricular initiatives that promote cultural diversity in the classroom:

Cecil College faculty identified 41 courses from across the curriculum that address the general education learning outcome of "Graduates will illustrate knowledge of the diversity of Human Cultures." In these courses, students identify cultural norms and biases and how they shape experience; identify and engage with other cultural perspectives; explain the similarities and differences among various cultures; or describe and evaluate theories regarding human culture and social organizations. Every associate degree program includes at least one of these courses. Faculty have been collecting data for the first campus-wide assessment of the diversity learning outcome.

Catalyst: The Center for Teaching and Learning, has undertaken a variety of initiatives and programs to promote diversity, inclusion, and effective teaching practices. Efforts include workshops covering topics such as "Empowering Inclusive Teaching: Principles of Universal Design in Higher Education," "Addressing Varied Student Needs in Your Classroom," and targeted accessibility training sessions tailored to different academic departments. The virtual "Transitions Symposium," event hosted by faculty, featured keynote sessions and panel discussions on Open Educational Resources (OER) and accessibility, highlighting Catalyst's commitment to incorporating diversity and inclusion into teaching and learning. Additionally, the integration of innovative technologies and strategies, such as AI in the classroom and social annotation software, underscores Catalyst's dedication to enhancing instructional practices and supporting a diverse student body.

The Inclusivity Collaborative (IC) remained active this year. The IC is a voluntary group of staff and faculty who share an interest in fostering a supportive campus environment. Open to all College faculty and staff, this group advances initiatives that address the heightened divisions among different communities in the United States in a way that positively encourages growth on campus.

The IC hosted two speaker events in FY24. The first event encouraged dialogue on the "American Dream." Speakers addressed issues of race, class, and immigration status and who has access to the American Dream. The second speaker event was on the environment and climate change and examined individuals' cultural and physical relationships with the environment, and how individuals can positively impact the environment in a meaningful way.

Diversity Events in the Library
The online Library Guide (LibGuide) contain links to the theme-related eBooks, websites, organizations, and online resources.

August, 2023
Women's Equality Day online Library Guide (LibGuide).

September, 2023
Hispanic Heritage Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

October, 2023
National Coming Out Day Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide);
National Disability Employment Awareness Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

November, 2023
American Indian and Alaska Native Heritage Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide);
Veterans Day online Library Guide (LibGuide).

December, 2023
Holidays Around the World Library Display of physical books, DVDs, and resources for checkout.

January, 2024
Martin Luther King Jr. Day Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide);
Holocaust Memorial Day online Library Guide (LibGuide).

February, 2024
Black History Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

March, 2024
National Women's History Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide);
I**rish American Heritage Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

April, 2024
World Autism Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

May, 2024
Asian Pacific American Heritage Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).
Military Appreciation Month online Library Guide (LibGuide)

June, 2024
Pride Month Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).
Juneteenth online Library Guide (LibGuide)

Full Fiscal Year
Black Lives Matter online Library Guide (LibGuide).

Office of Student Life DEI Programs and Events
Cecil College continued to support four student DEI organizations that met bi-weekly throughout the year: 1) Cecil International Affinity Organization (CIAO) dedicated to promoting global awareness and organizing programs emphasizing cross-cultural understanding and appreciation; 2) Multicultural Student Union (MSU) sponsors monthly cultural and educational events, 3) Seahawk Pride, a social, supportive, and solidarity group for LGBTQ+ students; and 4) the Black Student Union (BSU). In addition to working with student clubs and organizations, the Student Life staff also hosted numerous DEI programs:

September, 2023
Go to High School, Go to College
The "Go to High School, Go to College" program was a daylong college success program for underrepresented male high school students. The event was held at the College in partnership with Cecil County public schools and Alpha Phi Alpha Fraternity, Inc. and enabled 130 young men to attend workshops and network with community and college leaders.

October, 2023
Upper Chesapeake Bay Pride Festival
Students and staff attended the Upper Chesapeake Bay Pride Festival, an annual event that focuses on advocacy and support for LGBTQIA+ people, communities, and their families in Cecil and Harford Counties.

"Addressing Varied Student Needs in Your Classroom" Workshop
The Coordinator of Accessibility Services and an Instructional Technologist facilitated this workshop to provide faculty with effective strategies for teaching diverse learners.

November, 2023
NAACP Annual Freedom Banquet
Students attended this event with the College's president which gave them the opportunity to engage with Cecil County NAACP leaders and members and learn about advocacy and support in Cecil County.

December, 2023
Holidays Around the World
Students, faculty, and staff learned about holidays celebrated by various countries, religions, and cultures by playing interactive games and activities.

Campus Unity Project in Honor of MLK, Jr.
Student clubs and organizations collected donations of gloves, hats, socks, hygiene products, and toiletries which were donated to a local Women's shelter on Martin Luther King, Jr. Day.

February, 2024
Student Advocacy Day
Students engaged with representatives from all Maryland community colleges and state legislators and delegates from Cecil County to learn about legislation and the importance of advocacy for affordable community college education.

Black History Month Poster Contest and Walk of Fame
Members of the campus community participated in the College's first Black History Poster Contest and Walk of Fame. Faculty, staff, and students created and displayed posters to commemorate black history milestones and African-American heroes who made a tremendous impact on Black American Pride.

March, 2024
Irish American Heritage Month Celebration
Students, faculty, and staff enjoyed Irish food, music, and educational activities.

Donald J. Walden Scholarship Banquet
Scholarship was awarded to a Cecil College African American student who attended the fraternity's celebration banquet with family, staff, and the College's president.

April, 2024
Neurodiversity Poster Contest
Students, faculty and staff were provided an inclusive and creative platform for education and expression around autism and neurodiversity.

Seahawk Fun Run, Walk, & Roll for Autism Acceptance
Students, faculty and staff stopped at interactive stations along a run/walk route to expand their knowledge of neurodiversity topics and celebrate differences.

May, 2024
Transitions Symposium Presentation
"Empowering Inclusive Teaching: Principles of Universal Design in Higher Education" was a daylong professional development symposium for faculty and staff. It was facilitated by the Coordinator of Accessibility Services and the Catalyst team.

Section 4
Impact of 2023 Supreme Court Decision:
Cecil College has an open admissions policy. The Supreme Court's decision to strike down race-conscious admissions practices may have impacted our student population. As is indicated in *Table 1 – Enrollment*, the percentage of students of color enrolled at the College has increased 23.6% since Fall 2021. The inability of competitive four-year universities to make race-conscious admissions decisions, may have contributed to this increase.

Cecil College – 2023 Cultural Diversity Report

Section 1

Promoting cultural diversity is a key element in the Cecil College mission statement and the 2021-2025 Strategic Plan. The College's mission statement guides our work: "Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve." The College has identified eight core values that guide us as we strive to achieve our mission. One core value is *Inclusion* stating that "We promote respect, inclusivity, and equity, recognizing differences as strengths." The strategic plan contains four strategic priorities that identify significant focus areas that the institution aims to achieve: 1) Advance Student Access, Equity and Success, 2) Enhance Academic Excellence, 3) Optimize Workforce Development, and 4) Expand Community Partnerships and Engagement. Each of these priorities have objectives that support diversity and inclusivity. Progress on these objectives is evaluated, reported, and shared annually with the College community using key performance indicators.

Cecil College has four major goals in the cultural diversity plan. The College's Diversity, Equity, and Inclusion Task Force gives guidance on the goals and they are also reviewed by the College's governing groups including the College Management Team, Classified Staff Organization, Administrative Professionals' Organization, Faculty Senate, and President's staff. The following goals are in effect for FY24 to FY27:

Goal 1: Create a campus culture that is respectful of differences and civil toward all people.
Goal 2: Recruit, retain, and graduate a diverse student population.
Goal 3: Recruit, employ, and retain a diverse workforce.
Goal 4: Incorporate diversity and inclusion in significant ways in teaching and learning.

The Diversity, Equity and Inclusion (DEI)Task Force will monitor progress toward goals. The task force, which meets regularly, is comprised of faculty and staff and allows Cecil College to continue, and further deepen our commitment to diversity, equity and inclusion for students, employees and community members. The task force, along with already established committees across campus, is integral in continuing to promote a culture where diversity, equity and inclusion are ingrained in everything we do. Subcommittees exist in the following areas: Employee Development (recruitment, retention); Climate & Culture (review of institutional policies and practices); Professional Development (employee training); and Data Assessment (routine assessment of current data).

This year the DEI Task Force administered a new Campus Climate Survey to provide insight into the experiences and perceptions of our employees. A total of 123 employees completed the assessment. Respondents were very or generally satisfied with the overall campus climate (78.5%), level of diversity (63.6%), and their sense of belonging or community (75.7%). Over 87% of respondents felt that the College upholds the principles of Our Core Values fairly well, quite well, or extremely well. A slight majority (51.7%) characterize the general climate as very inclusive while an additional 32% characterize the general climate as somewhat inclusive. Over 2/3 of respondents expressed positive feelings of inclusion and belonging with 85% strongly or somewhat agreeing with the statement "I feel like I belong at Cecil College." Slightly over 60% of respondents were very or somewhat satisfied with the College's efforts towards equity. Over 70% strongly or somewhat agree that the College provides the resources needed to thrive in a diverse environment. Respondents cited "[performing] community service (96.6%)," "[participating] in discussions, training, or activities on disability issues (95.7%)," and "[attending] presentations, performances, or art exhibits related to diversity (89.6%)," as the Top 3 activities that influenced their support for diversity, equity, and inclusion.

Results of the Campus Climate survey will be shared with employees, and the College will continue to administer the survey on an annual basis. The College will also administer the Community College Survey of Student Engagement on Race in spring 2024 as a follow-up to the first administration in spring 2022. Results of both assessments will be used to make continuous improvements so that Cecil College maintains an inclusive environment where everyone feels safe, welcome, valued, and respected.

Section 2

The College continues to focus on increasing the numerical representation of traditionally underrepresented groups. Table 1 shows the College's recent fall semester enrollment at census for all students and underrepresented students. Although total enrollment has decreased since Fall 2020, the percentage of students of color in the total enrollment has increased from 21.7% in Fall 2020 to 24.2% in Fall 2022.

Table 1 - Enrollment

Student Enrollment	Fall 2020	Fall 2021	Fall 2022	% Change
All students	2100	1808	1824	-13.1%
Underrepresented Students	456	399	441	-3.2%
% of cohort	*21.7%*	*22.1%*	*24.2%*	

Table 2 shows the fall-to-fall, full-time and part-time student retention rates for students of color by year. Table 3 shows the same information for all students. While the retention rates are improving over time for all students, the rates of students of color are still lower than the rate for white students. The College's overall retention rate for Fall 2021 is 54% compared to the national public 2-year average of 53.4% posted by the National Student Clearinghouse.

Table 2 – Retention - Underrepresented Students

Fall-to-Fall Retention - Students of Color*	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-year change	5-year change
# Cohort	572	544	520	519	456	399		
# Returning	254	241	221	218	189	180		
# Graduates excluded	28	46	47	50	35	38	**3.1%**	**3.2%**
Retention Rate	**46.7%**	**48.4%**	**46.7%**	**46.5%**	**44.9%**	**49.9%**		
% Change		*1.7%*	*-1.7%*	*-0.2%*	*-1.6%*	*5.0%*		

** Excludes nonresidents and unknowns.*

Table 3 – Retention All Students

Fall-to-Fall Retention All	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	3-year change	5-year change
# Cohort	2,610	2,467	2,397	2,376	2,100	1,808		
# Returning	1,194	1,138	1,111	1,056	951	828		
# Graduates excluded	210	285	253	289	228	274	**2.2%**	**4.2%**
Retention Rate	**49.8%**	**52.2%**	**51.8%**	**50.6%**	**50.8%**	**54.0%**		
% Change		*2.4%*	*-0.3%*	*-1.2%*	*0.2%*	*3.2%*		

Significant effort has been made to improve student retention and completion. Every student is assigned an advisor who tracks progress and does intrusive outreach using an academic monitoring cycle. The college also has an Academic Success Center that contains a writing and math lab as well as free tutoring in all subjects. The Student Life Office has a full-time position, Coordinator of Student Leadership and Inclusivity, who collaborates with divisions across campus to offer a support programs and a peer mentoring program for first generation students. The College's Foundation also has a robust scholarship program, with many scholarships designed to support underrepresented students.

The College strives to increase the numerical representation of traditionally underrepresented groups among administrative staff, faculty and staff. To provide comparison data, Table 4 shows race and ethnicity data for residents of Cecil County, Maryland as of August, 2023. These data are important for context because this is the community from which we primarily recruit students and employees.

Table 4 - Race and Hispanic Origin of Cecil County, Maryland

White alone, percent	86.8%
Black or African American alone, percent	8.4%
American Indian and Alaska Native alone, percent	0.4%
Asian alone, percent	1.5%
Native Hawaiian and Other Pacific Islander alone, percent	0.1%
Two or More Races, percent	2.7%
Hispanic or Latino, percent	5.2%
White alone, not Hispanic or Latino, percent	82.8%

Source: https://www.census.gov/quickfacts/cecilcountymarylandm

Table 5 shows the race/ethnicity of full-time and adjunct faculty over the past three years. While slight gains have been made with hiring Hispanic/Latino and Black African American faculty, representation is still lower than the county rate. Another point of concern is the increase in unreported numbers in 2023.

Table 5 - Faculty Race/Ethnicity

	Full-Time			Part-Time			Total					
	2021	2022	2023	2021	2022	2023	2021		2022		2023	
Race/Ethnicity							#	%	#	%	#	%
Non US Citizen	0	0	0	1	1	1	1	0.3%	1	0.3%	1	0.3%
Hispanic/Latino	4	4	4	7	7	9	11	3.2%	11	3.0%	13	3.6%
White	45	45	44	220	235	219	265	77.0%	280	77.6%	263	73.1%
Black/African American	4	4	5	21	23	20	25	7.3%	27	7.5%	25	6.9%
Asian	0	0	0	3	3	3	3	0.9%	3	0.8%	3	0.8%
American Indian/Alaska Native	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Multi-Race	0	0	0	2	3	3	2	0.6%	3	0.8%	3	0.8%
Unreported	0	0	0	37	36	52	37	10.8%	36	10.0%	52	14.4%
Total	**53**	**53**	**53**	**291**	**308**	**307**	**344**	**100.0%**	**361**	**100.0%**	**360**	**100.0%**

Table 6 shows the race/ethnicity of full-time and part-time staff. While there have been slight gains with hiring and retaining Hispanic/Latino staff, representation is still lower than the county rate. Similar to the faculty data, there has also been an increase in staff who do not report race/ethnicity. These data are reported during the application process. Moving forward, Human Resources will follow-up with new hires and make a second request for the data.

Table 6 - Staff Race/Ethnicity

	STAFF											
	Full-Time			Part-Time			Total					
	2021	2022	2023	2021	2022	2023	2021		2022		2023	
Race/Ethnicity							#	%	#	%	#	%
Non US Citizen	0	0	0	1	0	3	1	0.3%	0	0.0%	3	0.8%
Hispanic/Latino	5	5	6	8	14	22	13	4.3%	19	5.5%	28	7.5%

White	131	136	140	124	149	148	255	85.3%	285	81.9%	288	77.6%
Black/African American	11	14	14	9	13	13	20	6.7%	27	7.8%	27	7.3%
Asian	1	1	1	0	0	1	1	0.3%	1	0.3%	2	0.5%
American Indian/Alaska Native	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian/Pacific Islander	0	0	0	0	0	0	0	0.0%	0	0.0%	0	0.0%
Multi-Race	2	2	2	5	11	13	7	2.3%	13	3.7%	15	4.0%
Unreported	0	2	3	2	1	5	2	0.7%	3	0.9%	8	2.2%
Total	**150**	**160**	**166**	**149**	**188**	**205**	**299**	**100.0%**	**348**	**100.0%**	**371**	**100.0%**

The College strives to recruit underrepresented students and employees through many avenues including attending cultural events in the community, hosting admission events on campus for targeted groups, ensuring diversity in employee search teams and following our new Affirmative Action Plan. The College's ads, event promos, commercials, social media content, billboards, and all brand representations utilize photos/videos of our actual credit and non-credit students and convey the diversity of age, gender and ethnicity of our enrolled students. The main marketing/recruiting website, cecil.edu, contains many images and video of our diverse student population and contains a microsite called www.cecil.edu/united which illustrates the various DEI initiatives, events and trainings that take place at Cecil College for underrepresented groups.

Section 3

The College has made a continued effort to create positive interactions and cultural awareness among students, faculty, and staff. There have been numerous cultural training programs, curricular initiatives that promote cultural diversity in the classroom, and co-curricular programming for students.

Cultural Training Programs for Employees:

Offered as part of "All College Day" in August and January, faculty and staff attended two workshops facilitated by diversity experts from the University of Maryland Eastern Shore.

1) *Recognizing and Addressing Microaggressions*
   This presentation focused on helping individuals identify microaggressions, explore the impact of experiencing microaggressions, and identify skills and techniques to minimize and respond to microaggressions.

2) *Fostering A Diverse & Inclusive Environment: The Why & How*
   This presentation focused on helping individuals realize the differences between diversity and inclusion, to reflect on making people feel valued and included, and to consider steps for advancing diversity and inclusion.

In addition to All College Day workshops, employees are required to complete online trainings through Safe Colleges many of which support an inclusive work environment. Employees must review and acknowledge the following policies on a yearly basis: Non-Discrimination and Equal Employment Opportunity Policy; Conflict of Interest and Ethical Disclosure; Reporting of Wrongful Conduct and Whistleblower Protection; Sexual Discrimination and Harassment Policy; and Affirmative Action. Employees must also complete the following Safe College webinars on a 3-year basis: General Ethics in the Workplace; Diversity Awareness Staff-to-Staff; Discrimination Awareness in the Workplace; Workplace Bullying: Awareness and Prevention; Sexual Harassment Staff-to-Staff; Making Campus Safe for LGBTQ+ Students; Making Schools Safe and Inclusive for Transgender Students; Sexual Violence Awareness.

Curricular initiatives that promote cultural diversity in the classroom:

Cecil College faculty have identified 41 courses from across the curriculum that address the general education learning outcome of "Graduates will illustrate knowledge of the diversity of Human Cultures." In these courses, students identify cultural norms and biases and how they shape experience; identify and engage with other cultural perspectives; explain the similarities and differences among various cultures; or describe and evaluate theories regarding human culture and social organizations. Every associate degree program includes at least one of these courses. In spring 2023, Cecil College

faculty collected data for the first campus-wide assessment of the diversity learning outcome. Results will be analyzed and presented to faculty in fall 2023.

In 2022-23, Catalyst: The Center for Teaching and Learning at Cecil College hosted sessions on "How to Humanize Your Class" and "Decolonizing the Curriculum." In these sessions, faculty discussed strategies and techniques for creating a more inclusive and empathetic classroom atmosphere, discussed techniques to promote a sense of belonging and community among students, engaged in critical discussions about the implications of a Eurocentric curriculum on marginalized communities and students, and reflected on personal teaching practices in order to develop an action plan to decolonize the curriculum within their syllabi. Faculty across the curriculum are using these discussions to continue to add texts that represent diverse cultures in their courses.

The Inclusivity Collaborative remained very active this year. The Inclusivity Collaborative (IC) is a voluntary group of Cecil College staff and faculty who share an interest in fostering a more accepting and supportive campus environment. Open to all College faculty and staff, this group advances initiatives that address the heightened divisions among different communities in the United States in a way that positively encourages growth on campus.

The IC hosted two troubleshooting discussions on microaggressions in the classroom, building on the broader, college-wide professional development session offered at All College Day. In addition, the IC organized two speakers' series events: The Value of Higher Education in the Fall, and Drug Addiction and the Criminal Justice System in the Spring. Both speaker events featured diverse views and addressed issues that are meaningful to different student populations. IC members also participated in the research and writing of the College's Land Acknowledgment.

The IC also hosted a collegewide book club led by the Librarian of Acquisitions and Cataloging. The featured book for fall semester was *Good Talk: A Memoir in Conversations* by Mira Jacob, and the featured book for spring semester was *If They Come for Us: Poems* by Fatimah Asghar. The College purchased the books for all book club members.

Diversity Events in the Library:
The online Library Guide (LibGuide) contain links to the themes' related eBooks, websites, organizations, and online resources.

August: **Women's Equality Day** online Library Guide (LibGuide).

September: **Hispanic Heritage** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

October: **National Coming Out Day** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **American Indian and Alaska Native Heritage Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **National Disability Employment Awareness Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

November: **National American Indian Heritage** Month Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Veterans Day** online Library Guide (LibGuide).

December: **Holidays Around the World** Library Display of physical books, DVDs, and resources for checkout.

January: **Martin Luther King Jr. Day** Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Holocaust Memorial Day** online Library Guide (LibGuide).

February: **Black History Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

March: **National Women's History Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide); **Irish American Heritage Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

April: **World Autism Month** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

May: **Asian Pacific American Heritage** Library Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

June: **Pride Month** Display of physical books, DVDs, and resources for checkout; and an online Library Guide (LibGuide).

Full Fiscal Year: **Black Lives Matter** online Library Guide (LibGuide).

Student Life DEI Programs and Events

Cecil College continued to support three student DEI organizations that meet bi-weekly throughout the year: 1) Cecil International Affinity Organization (CIAO) dedicated to promoting global awareness and organizing programs emphasizing cross-cultural understanding and appreciation; 2) Multicultural Student Union (MSU) sponsors monthly cultural and educational events, and 3) Seahawk Pride, a social, supportive, and solidarity group for LGBTQ+ students. In addition to working with student clubs and organizations, the Student Life staff also hosted numerous DEI programs:

September, 2022:

Hispanic Heritage Month 2022: "Let's Connect with our Hispanic Heritage and Community"

The Executive Director of Alianzas de Phoenixville and the Executive Director of Barrio Alegria spoke to promote, educate and bring about awareness with Hispanic culture, ethnicity and heritage. Both speakers reflected on what it means for them to be Hispanic/Latinx and their experiences representing the Hispanic/Latinx community through their cultural organizations. Bookmarks, calendars, buttons were distributed along with a Hispanic meal (lunch).

October, 2022:

Equality Without Exception

Students and staff attended the Upper Chesapeake Bay Pride Festival which included performances, educational resources, game participation and vendors.

Male Students of Color Summit at Montgomery College

In support of completion and goal attainment for Maryland male students of color, Cecil students participated in sessions, forums, and a thought-provoking student panel. Each student who attended received a complimentary book, *My Seven Black Fathers: A Young Activist's Memoir of Race, Family and the Mentors Who Made Him Whole*.

November, 2022:

Cecil College Celebrates Native American Heritage Month, "The Tree in Me Connecting Our Roots"

A local business owner and an expressive Arts and Indigenous Rights Advocate spoke with students and employees. She shared her heritage of being of Pueblo, Cherokee, Aztec and Spanish descent. She also shared programs that serve to empower and unite survivors of rape, incest, domestic violence and foster care youth through healing arts.

December, 2022:

End of the Semester De-Stressor Events – Holidays Around the World

Students, faculty, and staff learned about holidays celebrated by various countries, religions, and cultures.

February, 2023:

Student Advocacy Day

Students engaged with representatives from all Maryland community colleges in a daylong event that intersects with faculty, staff and administrators as well as state legislators and delegates in Cecil County. Students engaged in discussion on legislation and the importance of advocacy for affordable community college education.

Brown v. Board of Education: Past, Present and Future

This collegewide conversation focused on *Education in the African American Community* and featured presenters including The Hon. Boyd Rutherford, Former Lt. Governor, State of Maryland and Rev. Dr. Alveda King, American activist, author and former Georgia State representative.

Black History Month Quilt

Students, faculty, and staff created a paper dream quilt to showcase important moments in Black history and highlight beacons of hope that represent culture, community and freedom. Themed giveaways and desserts were provided.

March, 2023:

Cecil College Celebrates Irish American Heritage Month

Students, faculty, and staff enjoyed Irish food and music including bagpipes, guitar, vocals and storytelling

Section 4

The College is experiencing the emergence of two populations that are currently underrepresented in higher education: students with autism spectrum disorder and students who identify as transgender. In response, the College held several training sessions for employees to better assist these students.

The Coordinator of Accessibility Services organized two collegewide workshops facilitated by experts from the Kinney Center for Autism Education and Support at Saint Joseph's University.

1) Supporting Autistic College Students on Campus: Level 1
   Attendees learned about autism spectrum disorder, presenting issues at the college level, and specific strategies to support students in the classroom and beyond. Principles of universal design for learning (UDL) were discussed and implementations of these strategies and design aspects were presented. Faculty and staff were invited to actively participate through virtual learning platform features to engage with one another and reflect on experiences working with autistic students. The Kinney Center staff provided insight on specific scenarios that have been encountered by attendees and provided suggestions for success.

2) Supporting Autistic College Students on Campus: Level 2
   Designed for faculty and staff who attended the initial workshop on supporting students with ASD, this workshop discussed in greater detail how to create an inclusive classroom environment utilizing principles of universal design and supportive strategies. Sample syllabi and course designs were presented and interactive scenarios were reviewed and discussed in small. Participants were able to discuss their own unique experiences with supporting students with ASD at Cecil College.

In support of the transgender students, the College has promoted gender neutral restrooms, preferred name options on Student ID cards and class rosters, and employees are encouraged to provide preferred pronouns. Students, faculty, and staff also participated in a LGBTQIA+ Ally Training in which participants learned essential concepts related to LGBTQIA+ individuals. Barriers and opportunities facing LGBTQIA+ college students were discussed, and participants came away with best practices to support LGBTQIA+ students at Cecil. All participants received a rainbow lanyard, LGBTQIA+ flag and name listed as a trained Ally on the College's website. Additionally, the Cecil College Pride Club collaborated with Upper Chesapeake Bay Pride to host "Love, Simon" at the College's Milburn Stone Theater free to community members.

2020 - 2024 Diversity Plan

Mission: The Diversity Committee recognizes the value of diversity in persons and in perspectives. It is our goal to create and sustain an inclusive and equitable environment in which all members of our college and surrounding community have opportunities to thrive personally and professionally.

Strategic Plan Priority 1. Student Success

Related Strategic Plan Goal	Strategies
1.1 Develop a culture of empowering student success	1.1.02 Close the minority achievement gap
1.2 Enhance the student experience	1.2.02 Increase the number of students in traditionally underrepresented groups 1.2.10 Ensure achievement of the student learning outcomes of cultural diversity and ethics competencies
1.3 Ensure appropriate resourcing and staffing to enhance student success	Ensure adequate support services are provided for "AT RISK" student populations

Key Performance Indicators

- 1.20 Diverse Perspectives Proficiency
- 1.21 Ethics and Values Proficiency
- 1.24 Graduating students' experience re: cultural diversity
- 1.23 Graduating students' satisfaction: Inclusiveness
- 1.15 Retention Rate: Fall to Fall, Minority Students
- 1.16 Program Achievement: persistence: TRiO SSS-Served Students
- 1.18 Graduation Rate: Minority students
- 1.04 Enrollment: Credit minority fall headcount percentage
- 1.05 Enrollment: Non-credit minority student headcount percentage
- 1.07 Enrollment: Adults credit fall headcount
- 1.09 Enrollment: Students with disabilities
- 1.06 Enrollment: English for Speakers of Other Languages (ESOL) fiscal year headcount
- 1.08 Enrollment: Senior citizens non-credit annual headcount

Strategic Plan Priority 2. Programming

Related Strategic Plan Goal	Strategies
2.1 Calibrate programming to maximize appropriateness and relevancy	Expand/enhance credit and non-credit course offerings related to diversity and multicultural topics
2.2 Appropriately integrate credit and non-credit program administration, advising, and marketing, in line with discipline-specific pathways	Support transition from non-credit programming (e.g., basic skills or entry level training) into credit or noncredit workforce coursework

Key Performance Indicators

- 2.06, 2.07 Course offerings related to diversity and multicultural issues
- 2.09 Enrollment: Transition from non-credit into further education

Strategic Plan Priority 3. Culture of Excellence

Related Strategic Plan Goal	Strategies
3.3 Promote a positive campus climate through increased communication, collaboration, and a focus on customer service and appreciation of diversity	Offer a variety of multicultural activities, events and learning opportunities that increase positive interactions and cultural awareness among students, faculty, staff, and the public at-large Increase the number of employees in traditionally underrepresented groups

Key Performance Indicator

- 3.03 Employment: Minority full-time faculty
- 3.04 Employment: Minority full-time administrators and professional staff

Chesapeake College
Cultural Diversity Report 2024

This report is to ensure compliance with §11-406 of the Education Article which mandates that "each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity."

Summary of Chesapeake College's Plan to Improve Cultural Diversity

The 2020-2024 Cultural Diversity Plan is in the last year of a five-year cycle. The Cultural Diversity Plan was implemented as one of the supporting plans to the college's Strategic Plan in 2020. It is one of the two cross-divisional plans, involving personnel from multiple divisions. The Cultural Diversity Plan consists of eight strategies devised to meet the intentions of six different strategic plan goals. (Refer to the Diversity Plan in the Appendix to view the goals and strategies.) The progress of each strategy is evaluated annually and shared in the annual progress report. There are nineteen different measures used to gauge success of these strategies. These measures are collected annually and reported in the annual report of Key Performance Indicators (KPIs). Please note that not all the KPIs or final progress of the strategies for FY2024 have been reported in time to include in this report. In such cases the most recent data available was used.

As this is the last year of the current plan, this report will focus on progress over the life of the plan, rather than just the past year. The first strategy (1.1.02) sought to enhance the student experience with a focus on minority student achievement and closing the minority achievement gap. Efforts in this direction addressed using multiple measures for college placement, reducing the number of students required to take developmental courses. There is engagement with minority populations through support organizations such as SAIL, FOCUS, and TRiO. During this five-year period the college re-hired a DEI Coordinator, part-time, and then made that position a full-time position. The efforts to boost achievement were impeded by the pandemic, which decreased achievement and engagement across the board. Course success rates over this time fluctuated, with a dip during the years of the pandemic. Success rates for minority students began at about 68% then dropped to 66% before recovering to 68%. The trend was similar for white students, although the success rates for white student were about 10% higher.

During this time fall-to-fall retention for minority students (KPI 1.15) increased from 43.1% to 48.8% showing good progress (+5.7%). The fall-to-fall retention of white students during the same period increased more, from 53.0% to 60.4% (+7.4%), widening the achievement gap.

Graduating students' ability to recognize and appreciate diversity increased from 78.4% to 84.6% per survey response (KPI 1.24).

There are several Key Performance Indicators related to enrollment. Strategy 1.2.02 aimed to increase the number of students in traditionally underrepresented groups. To achieve this there was focus on onboarding strategies and improving retention. Additional recruitment and outreach events were held. During the pandemic many of these needed to be virtual, perhaps limiting their impact. When the campus re-opened the Student Success offices increased the outreach efforts in person, and maintained some virtual events. It was difficult to reach some high-risk students who were more likely to have issues with transportation or technology. Enrollment of credit minority students (KPI 1.04) increased slightly from 25.7% to 27.0%. The increase of noncredit minority students (KPI 1.05) was more significant growing from 34.3% to 44.8%. Enrollments by ESOL classes (KPI 1.06) dipped during the pandemic and rose to about the same levels of 2020. Enrollment of students receiving accommodations for disabilities (KPI 1.09) also declined significantly from 116 in 2020 to 42 in 2023.

More personal contact and targeted digital marketing was used to attract the declining population of non-traditional students (age 25+), but to little effect. Enrollments of students aged 25-59 in both credit and noncredit courses (KPI 1.07) continued its decline and never really recovered from the pandemic losing 46.6% between FY2020 and FY2023. The decline in seniors (age 60+) in noncredit classes (KP1 1.08) declined in similar fashion losing 47.6% in the same period. These declines are directly tied to a decision to discontinue many noncredit courses general education for seniors due to the numerous offerings available in the community.

Enhancing student perspectives through academics was a strategy to improve cultural diversity outcomes (Strategy 1.2.10). This aim was achieved through student learning outcomes in credit courses. Students regularly met high expectations on learning outcomes related to diverse perspective and ethics, with consistent achievement of 85% to 95% meeting standards year after year (KPIs 1.20 and 1.21).

Strategies under Goal 2 were directed at academic programming, specifically providing more diversity and multicultural course offerings and promoting students' transition from noncredit to credit courses. The college added "appreciation for diverse perspectives" as a core General Education learning outcome. A Global and International Studies program was implemented, which will articulate to Salisbury University, the primary transfer institution for Chesapeake students. The Division of Workforce and Academic Programs worked to bolster enrollment in noncredit Spanish courses and developed a course for Spanish Language & Culture for Professionals. And the eBlueprint for learning now incorporates Diversity, Equity and Inclusion sensitivity into course design guidelines. KPIs 2.06 and 2.07 show that enrollments in both credit and noncredit courses related to diversity and multicultural topics has fluctuated with enrollments, with a peak in 2020, then a decline, and a rebound in recent years. Neither are expected to meet the targets set five years ago.

Efforts to support movement of students from noncredit to credit courses has focused on training of staff and orientation for students. An Occupational Guide was created to provide an overview of noncredit occupational offering and ways to further explore career pathways,

many of which are through credit programs. These efforts have not borne fruit, with very few students actually making the transition from noncredit to credit instruction. The challenges in meeting this goal can be related to different educational focus for many students who enter noncredit, where the emphasis is often on securing employment in a short time, rather than an extended educational attainment. Effort to expand these opportunities for students continue.

Strategies in support of Goal 3, Culture of Excellence, have focused on hiring more employees of traditionally underrepresented groups and offering multicultural activities, events and learning opportunities that increase positive interactions and cultural awareness among students, faculty, staff, and the public at-large. The college has made good progress on hiring of full-time administrative and professional staff of color. When the plan started in 2020, 12.0% of full-time administrative and professional staff were people of color. By 2023, that percentage had risen to 23.6%. However, hiring full-time faculty of color has been more difficult. There are only about 50-54 full-time faculty in a given year and these positions do not become open often. Typically, there are only a few per year. Despite efforts of the Human Resources office to advertise to many outlets to attract diverse applicants there are few people of color who apply for faculty jobs. The percentage of full-time faculty who are in a racial/ethnic minority group has not changed significantly and has hovered around 8.0% during the five years of the current Diversity Plan.

The college has supported a number of multicultural activities for students, faculty and staff over the years. There are frequent student sessions focusing on a variety of multicultural topics throughout the year. Many of these were held virtually during the pandemic. There are robust student groups, such as UHURU (Black Student Union) and the Hispanic Student Union, which enjoy healthy membership and engagement for students of color. Unity Fest has become a well-attended annual event focusing on diversity of culture with activities, food, and celebration. Safe Zone training supporting LGBTQ individuals was provided for all employees. The DEI Advisory Committee has held DEI conversations regularly throughout the year to provide a means for faculty and staff to discuss issues related to diversity, equity and inclusion. In the past year, the college sponsored Dr. Dominic Rollins to conduct two workshops on campus, Building Community and From Promise to Practice, to assess and advance the development of inclusive culture on campus.

The college has also maintained outreach to the community in support of diverse populations with their outreach to area high schools, presence at various community events and with meetings of the Multicultural Advisory Committee. The Multicultural Advisory Committee is comprised of community members from the five supporting counties that advise the President on diversity, equity and inclusion. They also sponsor an annual luncheon to raise money for student scholarships.

How the Supreme Court's Decision has Affected Work on the Campus.

In 2023 the Supreme Court ruled that race-conscious admissions practices will no longer be allowed by colleges and universities. The following discusses the impact of this decision on

work being done at the local level. The decision by the Supreme Court to strike down race-conscious admission practices has not significantly impacted policies or practices at Chesapeake College. As a community college, Chesapeake is an open admissions institution and student access is not limited. In fact, access is encouraged for all people in the community seeking to advance their educational goals. Chesapeake College seeks to make higher education, both credit and noncredit, affordable and accessible to everyone in the service region.

Although the Court's decision does not directly impact the college's admissions practices, it undermines the states goals to support for people of color in achieving college degrees and contributes to a cultural attitude that discounts differences that people encounter simply based on their race/ethnicity in our society. Chesapeake College is aware of the challenges that many of our students face and seeks to provide an environment for learners that supports diversity, equity and inclusion for everyone who takes a class, steps on the campus, or is employed by the college.

The college's outreach programs seek to increase enrollment by minority students. A key effort along these lines is the implementation of the Upward Bound grant in three of the five supporting counties. Upward Bound serves early high school students who demonstrate a need for academic support and are from groups traditionally underrepresented in higher education. It provides tutoring, academic planning, skill-building workshops, cultural opportunities, summer bridge courses and other services to expose students to higher education with the goal of college enrollment.

Community engagement has not changed significantly since the ruling. The college continues to work to engage many facets of the service region. There are particular groups with which the college supports local efforts to in support of DEI. One is the Multicultural Advisory Council (MAC). This council of community leaders represents each of the five support counties, advises the President, and provides a community perspective on issues relevant to the college's DEI goals. They collaborate with administration and staff to inform decision-making at the college and support inclusivity for students, employees, and connection to the broader community. A second example is the work with the Talbot Family Network and participation in a grant to promote equity in the regions. This grant brought together educators from local institutions in Talbot Count to discuss racial equity and promote equity practices in the different educational agencies, from pre-school to college, which help to guide youth in Talbot County.

Promoting equity and access for all people is central to the values of Chesapeake College. Improving access for all has been a long-standing objective of the college. The college has also supported equity for its students though the variety of support services it provides, such as tutoring, TRiO, accessibility services, and institutional scholarships. Chesapeake College aims to meet students "where they are" and move them toward accomplishment of their educational goals. This work takes a variety of forms, but to be successful it must be informed by measures that identify where progress is or isn't being made.

The college recently adopted a series of DEI measures that illuminates student outcomes among various groups. It shows achievement related to course success, graduation rates, and retention, for groups based on race, gender, age, first-generation status, and whether or not students receive Pell grants. It is difficult to assess equity without data and this rich dataset provides a means to evaluate efforts to reduce achievement gaps and promote equity in learning for students. But identifying achievement gaps is only the first step to remediating them. Efforts to close those gaps will be informed by new institutional assessment practices which will evaluate the work of individual offices/units that do the work to support the strategic plan and improve achievement for all students. Other efforts to monitor and evaluate DEI on campus are included in the annual student satisfaction survey, which assesses student satisfaction with service, barriers to completion, and attitudes toward diversity. Another is the strategic enrollment management plan, which tracks enrollment by groups, progress toward enrollment goals and initiatives developed to meet enrollment goals.

All of these activities support equity for our students and inform the administration of the progress toward intended goals. However, very little, if any, of these activities have been altered by the Supreme Court's decision.

2024 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: College of Southern Maryland

Individual submitting report: Ron Price

Title/Department: Vice President, People, Culture, and Equity

Contact phone: 301-934-7735

Contact e-mail: rjprice@csmd.edu

Individual certifying approval by governing board: Shawn Coates, Chair

Signature of governing board authority: Shawn B. Coates

Date of governing board approval: 7/23/24

Please submit this cover sheet, report narrative, and 2023-2024 diversity plan in searchable PDF format at https://docs.google.com/forms/d/e/1FAIpQLSd5iFC__CrJ4-rQ-XuW1oaqH74bNh0AHdwUR4QFS_RxPr5iCA/viewform?usp=sf_link no later than September 1, 2024.

COLLEGE OF SOUTHERN MARYLAND

ANNUAL CULTURAL DIVERSITY REPORT

September 1, 2024

The College of Southern Maryland (CSM) recognizes the diversity within our community, celebrates our unique contributions, and commits to a culture of belonging wherein everyone is valued and respected. CSM's commitment to diversity is embedded in our mission - as an open-admissions, comprehensive regional community college - to strengthen the economic vitality of our diverse and changing region and to enhance the lives of all within it. We are pleased to submit, in accordance with §11-406 of the Education Article, our 2024 Cultural Diversity Report.

I. Summary of Institution's Plan to Improve Cultural Diversity

Addressing and Enhancing Cultural Diversity

To continue addressing cultural diversity, CSM closed out the third and final year of our collegewide 2021 – 2024 Strategic Plan by building on already existing plans for student, faculty, and staff populations; while at the same time, starting several initiatives that promise to enhance what has already been implemented.

Aligned with Goal 2 of CSM's Strategic Plan, CSM is committed to fostering an environment that is welcoming, inclusive, and respectful of all students, employees, and visitors. Additionally, Goal 4 of the Strategic Plan emphasizes CSM's belief in fostering and sustaining a high performing employee culture. At the core of each of these goals is the idea embedded within the African proverb that "If you want to go fast, go alone. If you want to go far, go together." With Dr. Yolanda Wilson at the helm since January 2023, CSM began to reframe its cultural diversity work around three major success areas connected to the theme: **Building Success Together: Student Success, Employee Success, and Community Success**. As this important work progressed, Dr. Wilson introduced and began to incorporate three strategic pillars that would be utilized to achieve said student, employee, and community success. They are **Access, Momentum**, and **Mobility**. CSM's areas of emphases and strategy for implementation are provided below using these success areas and strategic pillars as our guideposts.

Cultural Diversity Efforts Lead to Student Success

Now in its 5th year as an **Achieving the Dream (ATD)** college, CSM has greatly advanced our efforts to remove barriers to learning and succeeding for all students. ATD is a network of more than 300 colleges in 43 states that are innovating to implement, align, and scale cutting-edge reforms to improve student success. ATD offers a capacity-building framework that allows colleges to pinpoint strengths and areas for improvement across seven institutional capacities, including equity. ATD considers the pursuit of cultural diversity and equity to be foundational to this work, maintaining that all policies and practices positively affect racial equity.

The most significant enhancement to the ATD work was reconfiguring the team of stakeholders exploring the possibilities and planning the work. Our new ATD team named themselves the **Dream Achievers Team (DAT)** and they are a diverse group of faculty and staff that represents every division of the college. The three co-chairs of the DAT came from three separate offices (Information Management Team, Planning, Institutional Effectiveness, and Research team, and the Division of Learning) intentionally so there was a cross-institutional focus. DAT focuses on student success and will help shepherd the college community

through the implementation of our new strategic plan. This group meets regularly to review data, talk to students and employees about their work and CSM experience, and prepare recommendations for CSM's executive leadership. DAT has held numerous discussions on diversity, equity, inclusion, and belonging. CSM's Associate Vice President of Organizational Development, Talent, and Equity was invited to facilitate and present information relevant to the discussion.

One of CSM's ATD goals is to identify a clear procedure for a student to follow when in need of any kind of support, to allow them to overcome barriers to completion. This is critically important when creating strategies around cultural diversity and inclusion because in order to see student progression and completion rates increase within CSM's minority student populations, success paths need to be clear, accessible, and equitable. As a result, CSM has implemented strategies in previous years, such as streamlining **Gateway Courses** to help first-year students be more successful and creating more effective Welcome Centers called **Hawk Hubs** to provide immediate assistance to students no matter where they are located. To ensure that these efforts to address students' basic needs were shepherded effectively, **Jehnell Linkins** was hired as the **Student Needs and Outreach Coordinator.** Based on student and faculty feedback via surveys that will be mentioned later in the report, these current initiatives are well-received and have continued with greater support and scale.

The **Division of Student Equity and Success** team has worked hard to ensure students had transformative experiences this year. In December 2023, student ambassadors attended the 2023 NASPA Racial Equity and Social Change Conference in Washington, DC. Students shared ideas and strategies to create a more equitable campus and community during this leadership event. Also, the Division of Student Equity and Success and the Division of Continuing Education and Workforce Development are working collaboratively to support **English Language Learners** by streamlining processes, one-on-one registration assistance, and incorporating a new language tool on the website.

Men of Excellence (MOE) is a college-wide initiative designed to improve the recruitment, success, retention, graduation, and transfer rates of African American men, especially those who enter as first-time, full- or part-time students at the college. The program is designed to empower students to meet their academic and professional goals and provide an array of services meant to increase student engagement, as well as encourage community-building among all participants. MOE students attended the Men of Color Summit at Montgomery College. This is an annual event where MOE students participate in a panel discussion. MOE students also participated in the CSM Student Panel entitled, Belonging Matters: Civility to Contribution convened during the President's Inauguration week. As a result of that panel, a DEIB Think Tank was developed to continue to address the questions and suggestions raised during that Panel event. Because it has been so successful, women students of color asked for an equivalent program and, as a result, we developed **Women of Excellence.**

CSM assesses the efficacy of our efforts to improve the student experience around cultural diversity and more using a variety of methods, including the **IDEA Center's Student Ratings of Instruction (SRI) survey system**, the **Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), the Survey of Entering Student Engagement (SENSE), CSM Student Satisfaction Survey, CSM Transfer Report, Integrated Postsecondary Education Data System (IPEDS)**, annual assessments of at least one student learning objective in every course, and a five-year cycle of full course reviews.

Cultural Diversity Efforts Lead to Employee Success

CSM is committed to addressing and enhancing the cultural diversity of our employee population in both organizational structure and mindset. Under Dr. Wilson's leadership, several actions have been taken to ensure that CSM continues to develop an institutional culture of employee engagement, life-long learning, and high performance.

After careful assessment of the organizational structure of CSM's Division of Human Resources and Organizational Development (HRO), Dr. Wilson decided to rename and restructure the division to signal the emphasis on building a culture of belonging that is woven into the everyday focus of the college. As a result, HRO became the **Division of People, Culture, and Equity (PCE)** and instead of this division being led by CSM's General Counsel, a new position was created. In March 2024, Ron Price was hired as the first Vice President of the Division of People, Culture, and Equity. It is the responsibility of the Vice President of PCE to drive the creation and implementation of a culture of belonging that effectively supports CSM's mission and strategic goals and elevates equity and talent retention and development across the college. Additionally, the Director of Organizational Development and Learning and Associate Vice President of Human Resources roles were combined into a new position – Associate Vice President of **Organizational Development, Talent, and Equity (ODTE)**. The Associate Vice President of ODTE provides leadership, stewardship, and strategic direction in effective organizational development, talent acquisition, and creating and nurturing a college climate that is welcoming, inclusive, respectful, and free from discrimination, intolerance, and harassment.

In addition to organizational changes, Dr. Wilson has led the charge in working with several diverse groups of faculty and staff across the college to create a first ever, collegewide **Belonging Statement**.

> **"The College of Southern Maryland recognizes the unique contributions of our community and commits to cultivating a culture of belonging wherein everyone is valued and respected."**

These major changes are evidence that the leadership of CSM prioritizes the work of cultural diversity and realizes how critical it is to the success of the college's students and employees.

CSM has revived our **Leadership Enhancement Academy** where employees have the opportunity to apply to become a part of a cohort of current and aspiring leaders who will spend eight months learning and growing together and working with a personal executive coach and studying the characteristics required to become a self-aware, more reflective leader.

All employees are offered over 50 **cultural diversity-focused trainings** through CSM's learning management system, **NEOED Learn**. Additionally, all employees who participate in search committees are required to complete a **training focused on diversity and implicit biases** to ensure our hiring processes are fair, equitable, and inclusive. Further learning occurs for faculty and staff because some have chosen to participate in CSM's newly minted Participatory Governance structure. One of our four governance councils is the **Equity and Inclusion Council**, which is charged with contributing to the development of a college-wide strategy for increasing equity and inclusive diversity at the College of Southern Maryland.

CSM is also focused on specific efforts to address and enhance cultural diversity within the **composition of faculty and the ability of faculty to cultivate equitable and inclusive classrooms for students. The Distinguished Professor of Equity in Education**, Professor Daphne Powell, has now completed Year Two of her work in providing programming for faculty around diversity, equity, inclusion, and belonging. This

work has included collaborating with the Division of Learning leadership to improve the accessibility scores of course shells, as well as maintaining the **Heritage and Cultural Awareness Challenge** on the CSM public Equity and Inclusive Diversity webpage so that employees and anyone in the community can benefit from it. This site provides 11, 5-day cultural awareness challenges that invite the learner to learn about and immerse themselves in several different cultures throughout the year. Some of the challenges are as follows: Women's History, Jewish American Heritage, Asian American and Pacific Islander, Disability Awareness, Native American Heritage, and more.

Regarding the evaluation of our efforts, CSM's employees are asked to participate in the **PACE Campus Climate Survey** developed by North Carolina State University's Belk Center bi-annually at which time they provide feedback on CSM's efforts to improve climate factors such as institutional structure, student focus, supervisory relationships, and teamwork. This year, the Planning, Institutional Effectiveness, and Research (PIR) office conducted a **CSM Participatory Governance Survey** to gain feedback on the overall effectiveness of the participatory governance structure process. The survey is conducted every other year and as a result, it was not administered in the 2023-2024 academic year.

Cultural Diversity Efforts Lead to Community Success

CSM is committed to engaging with new and existing partners in all sectors of the Southern Maryland community because we understand how critical our role is in the community to help increase and sustain a culturally diverse regional workforce pipeline to advance the vitality of the college and this tri-county region.

CSM's **Division of Continuing Education and Workforce Development** has experienced some significant accomplishments that have greatly benefited our regional community. From the success of the Work-Based learning pilot, CSM hired staff, established a marketing strategy, and expanded our community outreach and student engagement efforts resulting in nearly 40 internship placements in FY23. Continuing Education also expanded the Personal Enrichment Program's homeschool initiative supporting K-12 homeschool communities in Charles County. Through a regional economic development partnership, CSM secured over half a million dollars to research, develop, and launch a sustainable agriculture program supporting the evolution of agriculture in our region. Continuing Education secured funding and engaged in collaboration to secure youth apprenticeship placements for 40 high school students and established a registered apprenticeship with Calvert Internal Medicine for Certified Clinical Medical Assistants. Lastly, the Division of Continuing Education and Workforce Development hosted the 2nd annual ART of Innovation STEAM Festival attracting over 400 attendees from the community in order to learn about career pathways and experience inclusive, accessible technologies.

CSM is a proud partner of the **Big Conversation Partners in Dismantling Racism and Privilege in Southern Maryland**. The mission of the Big Conversation Partners in Dismantling Racism and Privilege in Southern Maryland is to cultivate public understanding of the need to uproot racism personally and in the systems that derive benefit, and, therefore, perpetuate racism and privilege. CSM attends their meetings and participates in the sharing of information and the planning and implementation of the Big Conversation's annual community event. We will continue to participate in an annual survey wherein we get the opportunity to hear from the other partners about the quality of their own and our engagement.

Additionally, CSM has become a member of the **Transform Mid-Atlantic Association (TMA).** TMA is a non-profit membership association of public, private, 2- and 4-year colleges and universities, including many HBCUs and minority serving institutions. TMA strengthens the capacity of member institutions to enhance

student learning and to meaningfully engage with communities by advocating, supporting, and encouraging institutional participation in academic and co-curricular based public service and civic engagement programs. Several members of CSM's faculty and staff have attended many of their events, including the Justice, Equity, Diversity, & Inclusion - Civic & Community Engagement (JEDI-CCE) Institute and the Regional Civic Engagement Summit. CSM employees in attendance have brought the information learned at these events and incorporated them into employee events such as DEIB Day and student events such as the Student Belonging Panel.

During President Wilson's Inaugration Week, a **Student Panel on Belonging** was convened entitled, Belonging Matters. Students, staff, faculty, and the community participated in three interactive events and student discussion panels that centered around student's real-life experiences to highlight CSM's commitment to diversity, equity, inclusion, belonging and accessibility.

To ensure that we connect with our regional community in more meaningful ways, CSM hosted the **Connecting and Convening: Making an Impact Together event** in September 2023, bringing together stakeholders and community partners from across Southern Maryland. Convening this event aligned with and was informed by our strategic plan. The ultimate goal of the event and the deeper connections being made with various community stakeholders is to improve the social and economic mobility for our students. During this event, Harry Holzer, former chief economist for the U.S. Department of Labor and Professor of Public Policy at Georgetown University, presented disaggregated data from our three counties by zip code, unearthing for us some important socioeconomic gaps by age, gender, and race.

Lastly, CSM solicited the service of **Lightcast** to conduct an **Environmental Scan** to analyze the economic landscape of the Southern Maryland region and CSM's extended service areas to identify the driving industries in the region so that we can address those needs within our program offerings.

CSM will continue to communicate with and convene community stakeholders to get their feedback on what is working to meet their needs and what CSM can do to improve.

II. Summary of How Legislation and Supreme Court's Decision Affects Campus

Reporting Campus-Based Hate Crimes

As a community college, the 2023 Supreme Court's decision to strike down race-conscious admissions practices did not affect CSM because we have an open admissions policy, accepting all applicants who meet basic eligibility criteria regardless of race. Race-conscious admissions policies primarily impact selective institutions where admissions is competitive and efforts to diversify the student body are necessary. Our open and inclusive admissions policy helps to ensure that our student body reflects the diversity of our community.

CSM encourages all members of our community to participate in creating a safe, welcoming, and respectful environment on campus. Ultimately, each member of the community is expected to assume responsibility for his or her conduct and to report behaviors that may violate this policy. To ensure that CSM's students, employees, and community members are fully aware of the processes in place to report campus-based hate crimes or any other violation of their rights, two prominent and public website pages are dedicated to outlining the steps involved and providing an online form to be completed and specific email addresses and phone numbers to contact for support. Whether a CSM person chooses to report a campus-based hate crime through the form or a specific person, the College's Title IX Coordinator, Executive Director of Public Safety, General Counsel, and Vice President of People, Culture and Equity are contacted to ensure that the process

outlined on our public website is properly followed to completion.

Regarding evaluation of our reporting structure for all misconduct, including campus-based hate crimes this past fiscal year, CSM administered its fifth **Sexual Assault Campus Climate Survey**, as part of a consortium of community colleges organized by the Maryland Higher Education Commission to better understand the attitudes and experiences of students with respect to sexual assault and misconduct. The majority of survey respondents feel safe at CSM and have a positive perception of the campus climate. Students were asked to rate statements on a five-point Likert scale (Strongly Agree – Strongly Disagree) regarding their perceptions of the college. The 2024 survey results yielded the highest percentage of respondents who strongly agreed or agreed with each statement, compared to previous cycles. Notable areas of improvement are items 5h and 5b. In 2024, 84.5% of respondents agreed that the faculty, staff, and administrators at CSM treat students fairly. This is a 16.8% improvement since the 2022 survey administration. In 2022, 71.7% of respondents felt that faculty, staff, and administrators respect what students think compared to 86.1% in 2024.

CSM's Three Strategic Pillars

Through our Strategic Planning process under Dr. Wilson, CSM has adopted three pillars that will serve as guideposts for all of the programs, policies, and procedures at the college. **They are Access, Momentum, and Mobility.** This section of the report outlines what CSM has implemented and plans to implement in order to address **Outreach and Support Programs**, **Community Engagement**, **Equity and Access**, and **Monitoring and Evaluation**.

Access Pillar: Outreach and Support Programs and Equity and Access

Access is the strategic pillar that reminds us that we welcome everyone by removing barriers. This pillar addresses both **Outreach and Support Programs** as well as **Equity and Access**.

In addition to the initiatives and programs that already exist to support underrepresented minority groups, such as **Men of Excellence, Women of Excellence, EXITO, the Sexuality, Alliance, and Gender Equality (SAGE) club, CSM's Global Initiative Committee, and the Multi-Cultural Student Alliance club**, CSM has begun to explore new ways to enhance access to higher education for historically marginalized communities.

CSM has partnered with the **Poiema Movement** in Charles County, Maryland to provide greater access to Adult Basic Education courses and post-secondary degree programs. Poiema provides a ministry-guided restorative journey for women survivors of trauma.

CSM has also partnered with **Lifestyles of Maryland** to provide greater access to Adult Basic Education courses and post-secondary degree programs. Lifestyles of Maryland is a non-profit that services all of Southern Maryland and provides compassionate programs and services that meet the needs of those who are underserved in our community resulting in help, hope and transformation.

CSM also partners with **Farming 4 Hunger** where we are creating dedicated student cohorts with embedded wrap-around services that provide pathways to our adult education program and our short-term skilled trades certifications, leading to more employment opportunities and greater financial stability. Farming 4 Hunger serves those in need of fresh food in Southern Maryland.

Momentum Pillar: Monitoring and Evaluation

Momentum is the strategic pillar that reminds us that we take persistence seriously, examining our culture, policies, and practice. This pillar addresses **Monitoring and Evaluation**.

As previously mentioned, CSM assesses the efficacy of our efforts to improve the student experience around cultural diversity and more using a variety of methods. More specifically, the **Community College Survey of Student Engagement (CCSSE)** is administered every other year to CSM students and provides information on student engagement, a key indicator of learning and, therefore, of the quality of community colleges. The survey, administered to community college students, asks questions that assess institutional practices and student behaviors that are correlated highly with student learning and student retention. The Spring 2023 survey was administered to credit students at a 6% response rate. The results of the survey are presented by gender, race/ethnicity, and other factors. A highlight from the survey is that African American students frequently rate these items higher than white students, and for some questions, African American students at CSM rated them higher than African American students at other community colleges.

In April 2023, CSM's Planning, Institutional Effectiveness, and Research Department (PIR) administered for the seventh time, a survey called the **Student Satisfaction Survey** to all credit seeking students enrolled during the spring of 2023 (3,887 students). Those under the age of 18 were not included. This survey is conducted every other year and this time yielded a 17% response rate. Worth noting is that when asked about Diversity, Equity, Inclusion, and Belonging, African American students tended to rate those items slightly lower than white students did, and students of two or more races gave the lowest ratings. CSM's plan to address this includes the previously discussed establishment of the Division of People, Culture, and Equity, as well as the creation of and implementation plan behind the CSM Belonging Statement. CSM is hopeful that as we actualize the goals of the Strategic Plan, we will see improvement in these DEIB ratings.

Lastly, CSM has acquired and begun to use the Microsoft data visualization tool, called **Power BI** to better understand equity gaps and work toward closing them. In particular, the academic outcomes report allows users to see course success and withdrawal rates by race, gender, age, and part-time/full-time status.

Mobility Pillar: Community Engagement

Mobility is the strategic pillar that reminds us that we offer educational pathways to improve lives. This pillar addresses **Community Engagement.**

CSM's Kids' & Teen College offers a vibrant array of courses for ages 5-17, spanning from music, theater, and dance to science, technology, engineering, art, and math (STEAM). This year, CSM will be providing an assorted array of course to 1,187 students which is an increase of 53 percent over last year's enrollment.

Additionally, CSM's Veterans Affairs team hosted their first **Veterans' Resource Day** at our Center for Health Sciences. During this event, CSM provided our region's military-connected community members pertinent information and on-the-spot resources to help them navigate their education, careers, and military benefits. CSM has also supported students and families by providing essential resources to smooth the transition and decision-making process. CSM stocked **Hawk Food Pantries** on three of the campuses, increased **counseling and mental health services**, and ramped up **mentoring opportunities** for any students who needs support.

APPENDIX

College of Southern Maryland
Plan for Cultural Diversity and Institutional Equity 2023-2024

Approved by the Board of Trustees

College of Southern Maryland
Plan for Cultural Diversity and Institutional Equity 2023-2024

The College of Southern Maryland (CSM) is an open-admissions, comprehensive regional community college and strives to enhance the lives and strengthens the economic vitality of a diverse and changing region by providing affordable postsecondary education, workforce development, and cultural and personal enrichment opportunities. Recognized once again in 2023 as one of the top online colleges in Maryland by Intelligent.com, a trusted resource for program rankings and higher education planning. CSM ranked 15th out of 18 college and universities and was the only community college on the list. CSM stands ready to support its diverse population of students, employees, and community members in achieving their academic and career goals. CSM's core institutional values - diversity, equity, respect, and integrity – are woven into the work of every division, department, and program.

CSM has integrated into its Board-approved 2021-2024 Institutional Strategic Plan (ISP) four strategic goals, heavily focused at promoting cultural diversity and institutional equity. These four strategic goals form the basis of CSM's Plan for Cultural Diversity and Institutional Equity (CDIE). These goals are supplemented by strategies and action items that form the essence of the CDIE. In addition, the CDIE plan specifies which of the three areas of success are affected based on the new president's theme, Building Success Together – Student Success, Employee Success, and Community Success.

In this plan, cultural diversity means the inclusion of racial, ethnic, and other groups that have been underrepresented in higher education (Code of Maryland, Education Article 11-406). Institutional equity refers to the intentional design of the CSM experience to treat each student, employee, and visitor with respect, consideration, appropriate support, and fairness.

CSM STRATEGIC PLAN GOAL 1: Improve student progress and completion.

CSM recognizes that, while many things affect students' abilities to complete their programs in a timely manner, we must reduce all barriers within our control to ensure the best student outcomes possible.

STUDENT SUCCESS		
Strategy 1.1: Clarify the paths: ensure students have the information and resources they need to achieve their academic and career goals. **Strategy 1.2:** Systemize the supports; each student will have appropriate and timely support to achieve their educational goals. **Strategy 1.3:** Demystify the finances; ensure students fully understand the cost of attending college and payment/financial aid options available to them.		
Action Items	**Offices Responsible**	**Deadline**
1.1: Gauge the effectiveness of Hawk Hubs, Hawk Food Pantry, and other similar programs designed to ensure students have the information and resources they need to succeed via the PACE Survey	SES, CWD, DOL, HRO/PCE, PIER	December 1, 2023
1.2: Gauge the effectiveness of ATD work, including Gateway Courses, such as the First Year Experience via IDEA Center's Student Ratings of Instruction (SRI) survey system, annual assessments of at least one student learning objective in every course, and a five-year cycle of full course reviews	SES, CWD, DOL, HRO/PCE, PIER	December 1, 2023
1.3: Gauge the effectiveness of culturally diverse, student-led clubs and programs for increasing equity in student access to support, inclusion, and belonging	SES, DOL, CWD, HRO/PCE, PIER	December 1, 2023

CSM STRATEGIC PLAN GOAL 2: Ensure Equity in All Programs and Services

CSM is committed to fostering an environment that is welcoming, inclusive, and respectful of all students, staff, faculty, and visitors. Equity is at the core of such an environment. Equity is grounded in the principle of fairness and is achieved by providing each individual with the opportunity, resources, and access needed to be successful.

STUDENT SUCCESS EMPLOYEE SUCCESS COMMUNITY SUCCESS		
Strategy 2.1: Improve hiring practices to ensure equity for all. **Strategy 2.2**: Use disaggregated data to close equity gaps. **Strategy 2.3:** Expand digital access and technology to ensure equity for all learners. **Strategy 2.4:** Strengthen cultural competency among all employees.		
Actions	**Offices Responsible**	**Deadline**
2.1: Analyze and evaluate recruitment pipelines for workforce areas and applicant pools in which groups are underrepresented	HRO/PCE, DOL, CWD, PIER	December 31, 2023
2.1: Review and revise hiring processes (including search committee training) to improve consistency of practice across workforce areas and to increase hiring of employees from underrepresented groups in workforce areas with underrepresentation	HRO/PCE, DOL, CWD, PIER	December 31, 2023
2.2: Implement annually CSM's Affirmative Action Program, identifying workforce areas in which groups are underrepresented by gender or race	HRO/PCE, PIER	June 30, 2024
2.3: Develop and implement strategies to address barriers to the effective retention of employees from underrepresented groups, including limited access to technology and other resources required for tele-working during remote operations	HRO/PCE, DOL, CWD, PIER	June 30, 2024
2.4: Gauge the frequency of use and mastery of diversity courses offered through NEOED Learn, both mandatory and voluntary	HRO/PCE	June 30, 2024

CSM STRATEGIC PLAN GOAL 3: Build and sustain the regional workforce pipeline

CSM understands its role in the community and will engage new and existing partners in government, economic development, education, and business to develop and sustain the regional workforce pipeline to advance the vitality of the college and the region.

COMMUNITY SUCCESS		
Strategy 3.1: Establish the college as the training provider of choice for Southern Maryland. **Strategy 3.2:** Collaborate with regional and state partners on workforce development initiatives. **Strategy 3.3:** Provide accelerated learning opportunities that align with regional workforce needs as well as global industry needs.		
Actions	**Offices Responsible**	**Deadline**
3.1: Gauge the effectiveness of strategies implemented to achieve a more equitable demographic representation in targeted programs addressing county workforce needs	SES, DOL, CWD, HRO/PCE, MAR	December 31, 2024
3.2: Begin and continue conversations with strategic regional and state entities on workforce development initiatives to discuss mutually beneficial partnerships	SES, DOL, CWD, HRO/PCE, MAR	December 31, 2024
3.3: Gauge frequency of visits to the Culture and Heritage Challenge housed on CSM's public website	SES, DOL, CWD, HRO/PCE, MAR	December 31, 2024
3.3: Chronicle ways CWD engages the regional workforce in accelerated learning opportunities	CWD, HRO/PCE, MAR	December 31, 2024

CSM STRATEGIC PLAN GOAL 4: Foster and sustain a high-performing employee culture

CSM believes that fostering a culture of employee engagement, work-life balance, life-long learning, and high performance is critical to the success of the college's mission and our ability to serve our students and our community.

EMPLOYEE SUCCESS		
Strategy 4.1: Expand professional development to ensure a high caliber workforce. **Strategy 4.2:** Reconceptualize where and how we work. **Strategy 4.3:** Strengthen a culture that incorporates our institutional values in all we do. **Strategy 4.4:** Ensure a workplace environment that is inclusive, participatory, and encourages employee engagement at all levels.		
Actions	**Offices Responsible**	**Deadline**
4.1: Increase the use of NEOED Learn for professional learning among CSM employees	HRO/PCE	June 30, 2024
4.2: Develop more flexible strategies regarding work modes and environments	HRO/PCE, PRE, OPP	June 30, 2024
4.2: Design and implement a DEI training curriculum that promotes employee attainment of CSM core values, ATD capacity areas, and AACC competencies	HRO/PCE	December 31, 2024
4.3: Gauge workplace culture by examining the PACE Campus Climate results for employees	HRO/PCE, PIER	December 31, 2024

Key:

CWD	Continuing Education and Workforce Development DOL Division of Learning
HRO/PCE	Human Resources Department/People, Culture, and Equity
MAR	Marketing Department
PIER	Planning, Institutional Effectiveness, and Research PRE Office of the President
SES	Division of Student Equity and Success
OPP	Operations and Planning

Cultural Diversity Report – FY 2024
Community College of Baltimore County

Summary of 2023-2024 Cultural Diversity Plan and Progress

In Fiscal Year 2024, the Community College of Baltimore County planned to address cultural diversity by working towards achieving six major goals:

1. Identifying academic and non-academic barriers to student success (e.g., course success, retention, completion) and responding proactively/rapidly to students in need.
2. Closing outcome gaps for students (e.g., course success, retention, completion).
3. Achieving higher student ratings on the 2024 Support for Learning Benchmark of the Community College Survey of Student Engagement (CCSSE) than on the prior survey administration in 2021.
4. Increasing employee diversity.
5. Ensuring equitable hiring and promotion across a broad range of diversity facets.
6. Providing cultural programming and training to increase knowledge about diverse groups and promote positive intercultural interactions.

Strategies for achieving these goals and the progress achieved during the year are as follows:

Goal 1: Identify academic and non-academic barriers to student success (e.g., course success, retention, completion) and respond proactively/rapidly to students in need.

Strategy for Implementation

- Develop data dashboards for course success, retention, and completion that allow disaggregation by demographic characteristics.
- Deploy survey tools that identify students struggling with non-academic obstacles to achievement and retention such as unreliable transportation, housing insecurity, food insecurity, illness, caregiving demands, and work demands.
- Provide students with a team of advisors to regularly check their status and connect them with any academic and non-academic student services they need.
- Implement a customer relationship management (CRM) solution that allows for monitoring and alerts of success-related predictors, progress, and outcomes.
- Reduce the negative impact on progression often associated with non-credit bearing courses for degree-seeking students.

Progress on Goals and Best Practices Identified

- CCBC has dashboards for course success and retention. A completion dashboard is under development. A student progress dashboard that tracks achievement of momentum metrics is in the design phase. All dashboards allow for disaggregation by student characteristics.
- CCBC conducts two surveys biennially that assess students' needs and challenges. The student satisfaction survey assesses enrolled students' current and anticipated academic and non-academic challenges and the non-returning student survey examines the extent to which these challenges contributed to the student stopping out of their education. The

Student Achievement and Success Steering Committee has a workgroup on holistic student support that is piloting a needs assessment tool for administration at intake and at various point throughout the student lifecycle for use in advising.

- Students who are new to CCBC as first-time students or transfers have been inducted into a new advising model where they are assigned advisors in accordance with their academic pathway. These advisors proactively track students' early momentum and connect them with resources. As students accumulate academic credits, they engage with additional advisors such as faculty advisors and advisors related to special academic programs such as Honors and the Male Student Success Initiative (for men of color).
- CCBC purchased the Element 451 CRM and is working on data mapping between the CRM and our student information system. This will allow for student progress tracking and early alerts.

Evaluation Criteria and Process

To evaluate success related to Goal 1, we look for progress toward 100% placement testing rates in each entering cohort, the progress toward 40% enrollment in co-requisite developmental math over standalone courses for students who place in developmental math, progress towards 75% retention to the next semester and 65% retention to the next year, and a 5% increase in completion rate.

Goal 2: Close outcome gaps for students (e.g., course success, retention, completion).

Strategy for Implementation

- Use existing dashboards to identify outcome gaps and develop a new dashboard specifically for monitoring gap size and gap closure over time.
- Make changes to individual courses that can help improve pass rates for all students.
- Deploy various instructional models, based on research and best practices by discipline, to maximize student success rates across the curriculum.
- Expand use of high-impact practices (HIPs) which have been shown to reduce retention and course success outcomes gaps between racial/ethnic groups at CCBC.
- Include Culturally Responsive Teaching and Learning (CRT-L) strategies and Just-in-Time interventions to ensure forward momentum toward program completion for students in minoritized racial and ethnic groups.

Progress on Goals and Best Practices Identified

- CCBC uses the Return Rate dashboard and the Grade Report dashboard to identify gaps over the last 10 years between racial/ethnic groups, genders, and age groups for the general population and by developmental education status. We are gathering requirements for developing the Student Progress dashboard mentioned above. This Outcome Gaps dashboard will refocus content from the student progress dashboard on gap analysis and trends in gap closure.
- As part of their regular assessment activity, general education courses and selected program courses review disaggregated student performance data, identify outcome gaps, and develop interventions designed to close them. This year, the general education courses were in Biological and Physical Sciences and in Arts and Humanities. The Learning Outcome Assessment Project for this year was in Management (MNGT 105).

- Faculty received training from the Association of College and University Educators (ACUE) to earn a certificate in effective teaching practices.
- HIPs have been deployed in seven highly enrolled general education courses. A dashboard has been developed that allows for disaggregation by race/ethnicity and monitoring of outcome gaps and gap closure.
- CRT-L program alumni engaged in course implementation projects.
- Early alerts and additional support were provided in English 101 (Composition) and in online sections of Accelerated Learning Program (ALP) courses for students placed in developmental education.

Evaluation Criteria and Process
To evaluate success related to Goal 2, we look for progressive reduction in outcome gaps between our two largest racial/ethnic groups (African American/Black and White), for the retention rates and course success rates of African/American males to no longer be significantly lower than the outcomes for males of other races/ethnicities, for males of color to account for at least 10% of the Honors College population, and for the completion rate for each race/ethnicity to be at least 28%.

Goal 3: Achieve higher student ratings on the 2024 Support for Learning Benchmark of the Community College Survey of Student Engagement (CCSSE) than on the prior survey administration in 2021.

Strategy for Implementation
- Provide Holistic Student Support that includes proactive advising.

Progress on Goals and Best Practices Identified
- CCBC has a new advising model described above.
- The Spring 2024 CCSSE survey administration is in progress. Results will be available in July.

Evaluation Criteria and Process
To evaluate success related to Goal 3, we will look for a 2024 CCSSE Support for Learners benchmark score higher than 46.1 (the 2018 value) and item averages at least as high as the 2018 values and not significantly lower than the mean scores for extra-large colleges.

Goal 4: Increase employee diversity.

Strategy for Implementation
- Implementing, through Human Resources, an annual meeting with each CCBC department to review the current data on diversity for that department.
- Establishing Employee Resource Groups (ERGs) based on gender, minorities in leadership, challenges for black females, minority males, etc., to create an environment of support for employees facing challenges or feeling isolated.
- Implementing policies that ensure participation by various races, religions, ages, sexual orientations, physical abilities, etc., on planning committees for student and employee events.

Progress on Goals and Best Practices Identified

- The Annual Affirmative Action (AAP) plans are completed each year by June 30. Meetings with departments to generate and implement action plans in support of employee diversity are scheduled to begin in Fall 2024.
- The blueprint for CCBC Resource Groups (CRGs) has been developed, including forms and other resources, and is currently under review. We are in the process of developing a launch plan for CRGs to be executed by the end of the fiscal year.
- Participation on event planning committees is driven by employee and student interest. All interested parties are welcome and diverse participation is encouraged. If the number of volunteers exceeds membership capacity, an effort is made to ensure the seated committee is diverse. Student volunteers are often from Student Engagement's Leadership Cohort, which is a diverse group of students recruited from our most underserved communities to ensure that they are able to work at CCBC while going through a leadership development program. Tuition reimbursement stipends are provided to ensure that international students can participate within their visa regulations. These practices typically result in diverse representation on planning committees.

Evaluation Criteria and Process

To evaluate success related to Goal 4, we look for evidence that annual meetings between human resources and the departments are taking place, that at least two ERGs have been established, that policies for planning committees ensure active recruitment of diverse participants, and that all members of search committees have had diversity training.

Goal 5: Ensure equitable hiring and promotion across a broad range of diversity facets.

Strategy for Implementation

- Engage the Diversity in Hiring Roundtable of the President's Diversity, Equity, and Inclusion Advisory Council (DEAIC) to identify barriers to hiring diverse employees and propose remedies.
- Continue to use the President's Leadership Academy (PLA) as a springboard opportunity to advancement to leadership positions in the college.
- Review current employee classifications to create more career ladders for people to move up on a non-competitive basis.

Progress on Goals and Best Practices Identified

- Hiring processes were reviewed by the roundtable and subsequent recommendations were made to college administration. Administration approved several recommendations and implementation is in progress.
- Going back to the 2014-2015 academic year, 154 CCBC employees have completed the President's Leadership Academy. As of this year, 116 (75%) have advanced to leadership positions in the college. Acceptance into the program is merit-based, however, diversity is considered and may influence whether candidates are selected to enter the current class versus a future class.
- The employee classification study was completed in June 2023. In FY 2024, two existing career ladders were reviewed and revised, a new career ladder was created, and another is

pending review in January 2025. Human Resources is not recommending noncompetitive career ladders as a strategy moving forward. They instead recommend reviewing career pathways employees could take for horizontal and vertical growth.

Evaluation Criteria and Process
To evaluate success related to Goal 5, we look for evidence that scheduled events took place, that a majority of employees who complete the President's Leadership Academy advance to leadership positions, and that there are opportunities for advancement that are available to diverse employees and those who have been underrepresented in the role.

Goal 6: Providing cultural programming and training to increase knowledge about diverse groups and promote positive intercultural interactions.

Strategy for Implementation
- Continue to provide existing training programs for employees and students such as:
  - Culturally Responsive Teaching and Learning program (CRT-L)
  - Simulation Events
  - Courageous Conversations About Race
  - Indigenous People's Day events
  - Restorative Practices Training
  - Respectful Workplace and Civility Training
  - Diversity, Equity, and Inclusion Training
- Expand our current diversity training into a multi-course program with modules facilitated by the Human Resources Employee Relations and Equity Administration to address Title VII and other non-discrimination requirements.

Progress on Goals and Best Practices Identified
- CCBC held its ninth Annual Culturally Responsive Teaching and Learning Conference in April 2024. Participants engaged in activities designed to augment their cultural awareness, help to change attitudes, add to their knowledge of others, and strengthen their skills at interacting effectively in the field with clients, patients, customers, co-workers, colleagues, students, and others.
- The Poverty Simulation event took place in November 2023. Approximately 90 participants participated in this event designed to promote awareness of the struggles of low-income persons and increase sensitivity between socioeconomic groups.
- The Reentry Simulation event took place in March 2024 also with approximately 90 participants. This event was designed to illustrate the challenges of re-integrating into society after incarceration.
- CCBC Celebrated its fourth Indigenous People Ceremony on October 9, 2023 with over 100 participants. This Community Connection event was co-sponsored by the Office of the President. This ceremony acknowledged and honored Native American traditions and cultures.
- CCBC also held an Indigenous Poetry Session titled "Visuals and Language, Longing for Home and Restorative Justice." This interactive exercise focused on questioning our assumptions about indigenous peoples and conceptions of indigeneity. Professor Tomas Yin Ernesto Montoya mixed visual art and poetry to open dialogue that moved

participants through contradictory notions of belonging, stereotypes, deviance and criminality, violence, and justice. His work with incarcerated youth, disproportionately of color and of indigenous descent, seeks to challenge our notion of punishment and push it toward that of restorative justice.

- Human Resources provided at least one session in spring and fall addressing civility and a respectful workplace, and diversity, equity, inclusion, and belonging.
- CCBC faculty provided training for peers on topics such as "intercultural communication in the classroom" and "LGBTQIA+ Inclusivity in Biology Courses." Other offerings included two CRTL workshops and Safe Zone Training for allies of the LGBTQ+ community.

Evaluation Criteria and Process

To evaluate success related to Goal 6, we determine which events took place and, if possible, the number of participants. We determine whether offerings address multiple facets of diversity as reflected in CCBC's broad definition of diversity.

Effects of 2023 Supreme Court Decision on Race-Conscious Admissions

As an open-access institution, CCBC's admission policies or practices were not affected by the Supreme Court's decision to strike down race-conscious admissions. CCBC continues to engage in outreach and support programs and activities that enhance access to higher education and success in higher education for students in minoritized racial and ethnic groups, as well as communities historically marginalized due to socioeconomic status, gender identity, sexual orientation, and other facets of diversity. CCBC continues to provide student support services to address academic and non-academic barriers to attendance and retention. These include:

- A revised marketing and advertising plan that targets increased promotions toward underserved markets such as racially/ethnically diverse areas, areas where the population has lower degree attainment, areas with high unemployment and/or lower income, etc.
- Initiatives to reduce the cost of college, such as expanded fee-waivers for Prior Learning Assessment which grants credits for prior education and training, such as from our continuing education programs to our credit programs.
- Financial support initiatives such as assistance completing the Free Application for Federal Student Aid (FAFSA) completion support and strong advocacy for expanding the Maryland College Promise and Baltimore County College Promise Programs.
- Implementation of a Holistic Student Support model of advising.
- Initiatives such as Success Navigators which help to address non-academic needs related to housing insecurity, food insecurity, transportation, and financial emergencies.
- Academic success initiatives such as Success Coaches and free tutoring.
- Targeted initiatives offer mentoring and support to promote achievement and retention such as the Male Student Success Initiative (MSSI) which serves Black/African American and Hispanic/Latino males at CCBC.

Diversity, Equity, and Inclusion Plan – FY 2024
Community College of Baltimore County

CCBC is committed to providing an environment supportive of our diverse population of students, faculty, and staff. Achieving and maintaining a diverse, equitable, and inclusive environment is a priority of the college president which is reflected in her creation of the Diversity, Equity and Inclusion Advisory Council. Since its inception in 2020, this council has become the major driver of new initiatives that address cultural diversity among students and employees.

At CCBC, the facets of diversity on which we focus include, but are not limited to race, ethnicity, gender, age, mental and physical ability, religion, socioeconomic status, sexual orientation, gender identity, national origin, and opinion. Over the past decade the college has developed multiple initiatives reflective of the diverse communities we serve. Our efforts have culminated in a student body and staff that is largely racially/ethnically representative of the Baltimore County, with some additional work to be done to increase the representativeness of employees, specifically faculty, and their reflectiveness of CCBC's student body.

Table 1: Fiscal Year 2022 Demographic Representation

Race/Ethnicity	Baltimore County*	CCBC Students	CCBC Employees
African American/Black	29%	39%	26%
Asian	6%	5%	4%
American Indian/Alaska Native	0.2%	0.4%	0.2%
Hispanic/Latino	6%	7%	3%
Native Hawaiian or Other Pacific Islander	0.04%	0.1%	0.04%
Multiple Races	3%	3%	2%
% Traditionally Underrepresented	44%	55%**	35%

*Baltimore County data is from the 2020 Census.
**CCBC has been a majority minority institution since 2017.

Section 1: How CCBC Addresses Diversity among Students and Employees

Events over the last several years, both local and national, have prompted the college to re-energize our efforts to promote diversity, equity, and inclusion in all aspects of CCBC. This includes increasing representation of underrepresented groups, promoting a sense of belonging and empowerment for all groups, and facilitating positive interactions between groups.

CCBC has infrastructure in place to support data informed decision-making regarding representation, the experiences and needs of specific groups, and the allocation of resources to initiatives that enhance the diversity climate. This infrastructure includes:

- The President's Diversity, Equity and Inclusion Advisory Council (DEIAC)
- The Office of Intercultural Engagement (OIE)

- The Office of Planning, Research and Evaluation (PRE)
- Campus Organizations
- Special Services for Diverse or Unique Student Populations, and
- Entities that provide cultural education and training

The President's Diversity, Equity and Inclusion Advisory Council was established to examine the diversity climate at CCBC and facilitate the implementation of "actions that matter" for enhancing diversity, equity, and inclusion (DEI) across the broad spectrum of CCBC's diverse communities. The council has roundtables that focus specifically on diversity in hiring, promotion, and retention; tackling incidents of bias; accessibility for individuals with disabilities, equity/outcome gaps for students, assessing the diversity climate, and engaging students in DEI work.

The mission of the Office of Intercultural Engagement (OIE) is to promote and support access and equity for persons of every race and ethnic heritage, gender, religion, ability, linguistic diversity, and sexual orientation. In collaboration with existing college programs and offices, OIE promotes and facilitates the academic, professional, and personal development of members of the CCBC community with an emphasis on underrepresented groups. This is accomplished through advocacy, direct service, and cultural programming.

Across the college, belonging, support, advocacy, services, programming, and training are offered by:

Campus Organizations
African Student Union
American Sign Language Club
Christian Fellowship
Gender and Sexuality Acceptance Club
International Club
Multicultural Student Association
Muslim Student Association
Proudly Rallying behind the Intersectionality of Social Minorities (PRISM)
Committee for LGBTQ+ Advocacy, Support and Inclusion (CLASI)
Student Veterans Associations

Special Services for Diverse or Unique Student Populations
Disability Support Services
International Student Services
Male Student Success Initiative (MSSI)
Lesbian, Gay, Bisexual, Transgender, Questioning + (LGBTQ+) Online Resource Center

Curricular and Extracurricular Initiatives Promoting Cultural Diversity
The Global Education Program
The Diversity Requirement in General Education
Community Book Connection (CBC)
Alternative Spring Break

Cultural Diversity and Campus Life Programs at CCBC

Mosaic Talks
The Civility Campaign
The Spotlight Speaker Series
Campaign Against Hate and Bias

Training Programs

Culturally Responsive Teaching and Learning program (CRT-L)
Courageous Conversations About Race
Respectful Workplace & Civility Training
Restorative Practices Training
Safe Zone training
Brave & Safe Space training
Sexual Misconduct Prevention

To assess the status of diversity, equity, and inclusion, CCBC directs the Office of Planning-Research and Evaluation to analyze population data and conduct college-wide surveys. Each source provides insights on who our people are and how they are experiencing the environment at CCBC. Results are used to enhance the provision of services and to support the development of policies that promote a welcoming and sustaining environment where broadly diverse people can enter, belong, remain, and thrive.

In FY 2023, the DEIAC used the results from the Diversity Climate Survey for employees to develop actions plans to address areas of need or concern. The threshold for identifying areas in need of attention was less than 80% positive ratings / higher than 20% negative ratings. The full council and members of each roundtable reviewed the results, and developed plans and recommendations related to the results and other information gathered through their roundtable work. These recommendations went to the college administration for consideration and implementation approval.

For the coming year areas of focus for the college include:

- Identifying academic and non-academic barriers to student success (e.g., course success, retention, completion) and responding proactively/rapidly to students in need.
- Closing outcome gaps on success metrics between student groups.
- Achieving higher student ratings on the 2024 Support for Learning Benchmark of the Community College Survey of Student Engagement (CCSSE) than on the prior survey administration in 2021.
- Increasing employee diversity to more closely match student diversity.
- Fully implementing at least one approved item from DEIAC Action Plans for each roundtable.
- Providing cultural programming and training to increase knowledge about diverse groups and promote positive intercultural interactions.

Section 2: How CCBC Plans to Enhance Diversity, Equity, and Inclusion

Identifying academic and non-academic barriers to student success (e.g., course success, retention, completion) and responding proactively/rapidly to students in need.

CCBC will implement a Holistic Student Support model that includes a needs assessment at intake and caseload advising.

We will implement a Customer Relationship Management (CRM) solution that allows for monitoring and alerts of success-related predictors, progress, and outcomes

We will leverage funding available through the Baltimore County College Promise and Maryland College Promise programs to reduce financial barriers to attendance and success for students from lower- and middle-income groups.

Closing outcome gaps for students (e.g., course success, retention, completion).

CCBC will monitor our progress towards a more diverse, equitable and inclusive college for all through a committed approach to disaggregating and analyzing data for diverse groups and populations. We will:

- Develop data dashboards for course success that will allow program leaders and faculty to analyze their courses by race, gender, and other student characteristics
- Focus on changes to individual courses that can help improve pass rates for all students
- Deploy High-Impact Practices (HIPs) and other evidence-based pedagogies and co-curricular programming that emphasize success across all population groups
- Include Culturally Responsive Teaching and Learning (CRT-L) strategies and Just-in-Time interventions to ensure forward momentum across students' programs of study
- Deploy various instructional models, based on research and best practices by discipline, to maximize student success rates across the curriculum
- Reduce the negative impact on progression often associated with non-credit bearing courses for degree-seeking students

We will create dashboards to allow interaction and exploration of the data for faculty and staff at all levels of the college. The specific requirements will be identified by college stakeholders and will incorporate best practices for visualizations and extracting meaning from institutional data to advance diversity, equity, and inclusion at CCBC.

Achieving higher student ratings on the 2024 Support for Learning Benchmark of the Community College Survey of Student Engagement (CCSSE) than on the prior survey administration in 2021.

In 2021, CCBC's Support for Learners score was 43.8, the lowest value since 2006 when CCBC began participating in CCSSE. At the same time, CCBC's Academic Challenge and Student Effort scores were the highest they have been since 2006 at 51.4 and 51.9, respectively. When examining the seven items that contribute to the Support for Learners score, we see declines in

students' average rating on every items except for the provision of financial support needed to afford college. The items on which ratings need to increase to achieve a higher benchmark score relate to:

- Providing support needed to succeed in college
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping students cope with non-academic responsibilities.
- The frequency of academic advising/planning, and
- The frequency of career counseling.

For the 2024 CCSSE survey we plan to achieve a Support for Learners benchmark score higher than 46.1 (the 2018 value) and item averages at least as high as the 2018 values and not significantly lower than the mean scores for extra-large colleges.

We will do this by furthering the work of the Student Achievement and Success Steering Committee, which include continuing to scale up the Holistic Student Support model and implementing the Element 451 CRM and using its features to increase outreach, engagement, and actionable insights.

Increasing employee diversity

We will implement, through Human Resources, an annual meeting with each CCBC department to review the current data on diversity for that department. During the 2023 fiscal year, Talent Acquisition and Recruitment was restructured to a business partner model mirroring the model in place in Employee Relations and Equity. A goal in FY24 will include both teams working collaboratively with each of the four administrative units to ensure the action plans objectives are met and to track ongoing progress.

We will establish Employee Resource Groups (ERGs) based on gender, minorities in leadership, challenges for black females, minority males, etc., to create an environment of support for employees facing challenges or feeling isolated.

We will also implement policies that ensure participation by various races, religions, ages, sexual orientations, physical abilities, etc., on planning committees for student and employee events.

Ensuring equitable hiring and promotion across a broad range of diversity facets.

To enhance equity CCBC will review and potentially revise the diversity training that search committee participants receive.

We will also review job descriptions for barriers such as unnecessary license requirements, degrees, or certifications to ensure that we are not excluding competent candidates

To enhance equity in promotion we will continue to use the President's Leadership Academy (PLA) as a springboard opportunity to advancement to leadership positions in the college.

We will also review our current employee classifications to create more career ladders for people to move up on a non-competitive basis.

Providing cultural programming and training to increase knowledge about diverse groups and promote positive intercultural interactions.

We will continue to support organizations and entities that provide events, advocacy, services, and training to CCBC students and employees. These include all areas listed in Section 1, with specific emphasis on:

- Culturally Responsive Teaching and Learning (CRT-L)
  - The Meanings of Culture and Race
  - Overcoming Stereotype Threat
  - Culture and Mindsets of Intelligence
  - Social Capital, Learning, and Caring
  - Attribution Theory
  - Productive Persistence
  - Micro-aggression
  - Inter-subjectivity
  - Identity Contingencies
  - Privilege and Power
  - The Politics of Language Variation
- Courageous Conversations About Race
- Candid Conversations About Race and Culture Workshop for Public Safety Cadets
- Simulation Events
  - Roots of Injustice, Seeds for Change - Toward Right Relationship with Native Peoples
  - Poverty simulation event
  - Re-entry simulation
- Restorative Practices Training
- Safe Zone training
- Sexual Misconduct Prevention
- Managing with Equity Training for Supervisors
- Respectful Workplace & Civility Training
- Diversity, Equity, and Inclusion Training

We will also expand our current diversity training into a multi-course program with modules facilitated by the Human Resources Employee Relations and Equity Administration to address Title VII and other non-discrimination requirements.

Section 3: Process for Reporting Campus-Based Hate Crimes

Reporting incidences of hate crimes are addressed under the Jeanne Cleary Disclosure of Campus Crime Statistics Act (Cleary Act) as amended by the Higher Education Opportunity Act (HEOA). At CCBC, the Department of Public Safety (DPS) works to create and maintain a secure campus climate and to protect personal and college assets. All public safety information required by the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act may be found on the Public Safety website at http://www.ccbcmd.edu/Campus-Life-and-Activities/Public-Safety.aspx.

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.

Each Public Safety officer receives 16 hours of in-service training annually, which is four times the number of hours mandated by the State of Maryland. Officers are trained in offense definition, report classification and criminal investigation. Officers are routinely updated on changes to county, state and federal law, and receive periodic training on sexual assault, hate and bias crimes, dating and domestic violence, stalking and harassment.

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 college provides timely security alerts to the college community regarding offenses or incidents that are reported to campus Public Safety offices, 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 automatically placed in the alert database when they register for a course or receive a paycheck from the college. Family and community members may opt-in to Campus Alert.

College policy dictates that all crimes or emergencies be reported directly to the Department of Public Safety by calling 443-840-1111. A report may also be made to any college employee (known as a Campus Security Authority) who has a significant interest in student safety, such as a faculty member, dean or director, coach, advisor or other campus official. 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.

Frederick Community College

Annual Progress Report on Cultural Diversity Plan
July 2024

As required by §11-406 of the Education Article, this document is the Frederick Community College (FCC) annual progress report for its programs related to cultural diversity. This report summarizes institutional progress toward implementing FCC's Diversity, Equity & Inclusion (DEI) Strategic Plan. The Plan is a multi-year action plan that the College has implemented over a period of five fiscal years from 2019 through 2024. Following Maryland Higher Education Commission (MHEC) requirements for the 2023-2024 fiscal year, FCC's annual progress report responds to the following questions.

1. **A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406. Include all major goals, areas of emphasis, strategy for implementation and progress on those goals. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and some best practices identified that aided the institution in making progress. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2025.**

Introduction

Frederick Community College (FCC), located in Frederick, Maryland, is dedicated to preparing an increasingly diverse student body for workforce preparation, transfer education, career development, and personal enrichment. FCC prides itself on its core values of learning, innovation, diversity, excellence, community, and integrity. The College's mission statement reflects its commitment to diversity: "Focused on teaching and learning, Frederick Community College provides affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community."

Major Goals

FCC's commitment to diversity, equity, inclusion, and belonging (DEIB) is grounded in the *2019-2024 Diversity, Equity, and Inclusion (DEI) Strategic Plan* (see Appendix I). This framework for continuous improvement in DEIB reflects the College's commitment to fostering an inclusive environment and promoting a sense of belonging across multiple dimensions of difference. The plan is divided into four domains with the following major goals: (1) to increase access and success for traditionally underrepresented students; (2) to increase recruitment and retention of a diverse workforce; (3) to prepare students for an increasingly diverse community, workforce, and world; and (4) to ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors. Within each domain, specific goals are outlined, such as increasing the representation of students, faculty, staff, and administration from underrepresented groups, enhancing support services for diverse populations, and promoting a campus culture of inclusivity and respect which all aim to achieve equitable success outcomes for all learners.

Strategy for Implementation

As a mechanism for implementing the DEIB Plan, a Racial Equity Strategic Advisory Team (RESAT) was established in 2021. The focus of RESAT was on operationalizing the recommendations of the DEI Strategic Plan. Specifically, the RESAT worked to address sixteen board-approved Key Performance Indicators related to racial equity gaps in success, persistence, graduation, and course success. The RESAT developed targeted interventions and assigned specific tasks to individuals to make progress toward benchmarks related to high-impact teaching practices, access to dual enrollment, student experience, human resources and professional development. One

outcome and deliverable that emerged from the work of the RESAT group was the development and implementation of a Culturally Responsive syllabus that includes an equity statement (see Appendix II).

Tracking Progress

To measure progress, FCC employs a variety of data metrics, including enrollment and retention rates of diverse student populations, diversity representation among faculty and staff accessible via Power BI Data dashboards. The College also gathers qualitative data through surveys and focus groups to capture the experiences and perceptions of its community members. These key performance indicators are inclusive of all students and disaggregated by race, gender, and age.

The use of disaggregated student data as well as student climate surveys has informed the need for and supported the development of multiple equity initiatives (described below). While there has been great enthusiasm among faculty and staff for implementing DEIB initiatives, to date, there is limited evidence demonstrating the impact of these efforts on addressing the opportunity gap. As the College continues its equity work through its relationship with Achieving the Dream (a national organization focused on achieving equitable student outcomes), we will build our capacity to track and use data to inform activities and decisions.

Areas of Emphasis and Success

Professional Development. The plan includes robust professional development facilitated by FCC's Center for Teaching and Learning (CTL), including training for faculty and staff on equity, inclusion, and culturally responsive teaching and assessment (see Appendix III). An Equity Scholar Program was developed to build capacity among faculty. Equity Scholars participated in cohort professional learning workshops aligned with the DEIB Strategic Plan and implemented equity practices. In addition to implementing equity practices in their own courses, Equity Scholars were charged with supporting departmental equity initiatives.

For example, an Equity Scholar from the English department developed an English 101 online course shell using equity principles, first deployed in Fall 2023. Faculty utilizing this shell reported that it appeared to have had a positive effect on student success, and as of Fall 2024 this course shell will now be mandated for use in all English 101 courses. Once this occurs, a deeper longitudinal study will be used to determine if the impact of using this shell is, in fact, significant. While there have been pockets of course success (student receiving A, B, or C) and great energy, FCC has not yet achieved its equity benchmark of 74% for all students.

Faculty also undergo training in instructional and universal design, ensuring a consistent and accessible learning experience for all students. Key departments now benefit from dedicated student success coaches who offer proactive student outreach. These efforts collectively aim to cultivate a more supportive and inclusive environment where every member of our community can thrive.

In FY 2025, FCC will launch a new certification course for online teaching practices. This training aims to equip instructors with skills in creating inclusive online learning environments through best practices, instructional strategies, and technology. These efforts reflect FCC's commitment to DEIB, ensuring an enhanced educational experience for all stakeholders.

Student Support. The College has enhanced initiatives to help all learners succeed through efforts such as (1) EAB Navigate, which provides comprehensive student support through an early alert system; (2) success coordinators; (3) faculty advising training; (4) case management advising; (5) online tutoring via the ThinkingStorm platform; and (6) enhanced tutoring for English and math

gateway courses. To maintain a consistent student experience, FCC provides faculty training on using the Blackboard learning management system. Additionally, student clubs such as African Students Association, All Things Asian Affinity, Black Student Union, Gender Sexuality Alliance, ASL Club, Muslim Student Association, and Spanish Club serve as a safe space and as a source of cultural education to the larger community.

Other initiatives that enhance a culture of belonging for students include the Partnership for Achieving Student Success (PASS), Parents Lead, and Students of Excellence, which all focus on supporting underrepresented students and fostering inclusivity. The Adult Education and ESOL Program offers rigorous instruction to immigrants and refugees, facilitating their transition into credit courses. Continuing Education and Workforce Development also collaborates with local employers and community organizations to serve diverse populations.

FCC's Student Affairs team has begun using the Loss Momentum Framework (a national tool to support educators in designing every step of a student's pathway with the end goal of completion at the forefront) to address barriers to student success, while the Language Access Plan ensures effective communication for non-English-speaking populations. Additionally, FCC has established essential resources like Cougar Mart (a food pantry) and food lockers so students can access food at their convenience without having to make an in-person contact.

Student experiences are also being improved through curriculum reviews, co-curricular programming, and racial climate assessments. Additional efforts to address biases in teaching and the equitable distribution of institutional aid are ongoing.

Inclusive Spaces. Physical spaces are being updated to better reflect the cultural diversity of students, and efforts are underway to celebrate student cultures more visibly in collaboration with the community. The MOSAIC (Making Our Spaces an Inclusive Community) Center at FCC serves as a physical space and vital hub for promoting cultural understanding and inclusivity through diverse programming. Events like *Courageous Conversations* tackle significant topics including cannabis, intimate partner violence, and issues impacting trans, intersex, and drag communities. Discussions on the Israel/Palestine conflict, writing campaigns for Hispanic Heritage Month, and Banned Books Week celebrations further enrich campus life.

Additionally, initiatives like Beyond Strangers, Interfaith Dinners, and festivities such as Hispanic Heritage Month and Lunar New Year celebrations foster empathy and community cohesion across varied backgrounds. Collaborations with the Maryland School for the Blind, including Goal Ball games (a team sport designed specifically for athletes with a vision impairment), aim to deepen these connections.

Following up on findings from the National Assessment of Collegiate Campus Climates (NACCC) survey (a survey that assesses racial climate on campus), efforts are underway to improve accessibility of buildings and promote representation through art across campus. To support the mental health and wellbeing of students, FCC has Zen Den spaces where students can meditate and decompress, as well as a labyrinth for meditative walks.

Employee Recruitment and Evaluation. Employee performance reviews now include criteria for assessing the ability to interact with diverse populations, reflecting our commitment to fostering a truly inclusive campus culture. Additionally, hiring committees must now be comprised of a minimum of 25% diverse representation, bolstered by rigorous unconscious bias training for all hiring committee members. Professional development workshops such as "How inclusive are you, really?" and "Benevolent Prejudice," are designed to deepen awareness and understanding.

Efforts are also underway to improve diversity in staffing through an assessment of recruitment and hiring practices and over time, an informal employee network comprised of faculty and staff of color has emerged. Collectively, these efforts emphasize the College's commitment to creating an inclusive environment that embraces diversity at all levels.

Cultural Competency General Education Review. FCC is assessing and expanding courses to build capacity for interacting across differences. The College's General Education Committee evaluated and revised the definition of cultural competency and is facilitating a course audit to strengthen the Cultural Competency general education requirement and set high-impact goals for global engagement with support from the Global Learning Committee. Plans to enhance global engagement in classrooms are also underway, assessing interest and capacity to integrate global content effectively.

Policy Review. The College is reviewing its International Travel Policy to further support these goals. Moreover, FCC has introduced policies addressing pregnancy and parenting, and updated its Religious Accommodations Policy and Title IX Policies, ensuring equitable opportunities for all students. Additionally, since FCC recently became an Achieving the Dream (ATD) institution, there has been a commitment to review student focused policies using ATD's Equity Toolkit that focuses on principles to assess institutional policies, practices, and structures with a common focus on equitable student success. To date, the Code of Student Conduct policy has been reviewed using this process.

Focus on the Future

As FCC reaches the end of its current DEIB plan and anticipates identifying a new leader for DEIB, the National Assessment of Collegiate Campus Climates (NACCC) survey was conducted and provided the College with useful insights about strategies to advance a more inclusive campus environment. Additionally, an external consultant was engaged to lead an assessment of current attitudes, mindset, and progress on DEIB initiatives to support a transition in leadership. The consultant facilitated focus groups with students, faculty, staff, and administration, alongside other data collection methods, to gather critical insights. This assessment sought to understand the strategic efforts required to maintain and enhance momentum around DEIB, with a particular focus on racial equity and justice during a pivotal period of transition for the institution.

Faculty, staff, and students alike embraced the potential to contribute to a more equitable campus culture, ensuring that DEIB principles permeated every facet of academic and administrative life at FCC, signaling a commitment to enhance DEIB across the College's infrastructure. As themes emerged from the consultant's assessment, a diagram was developed to support the next phase of the College's DEIB efforts (see Appendix IV).

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following (no more than three pages): a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities? b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity? c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education? d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?**

Summary of Impact of Supreme Court's Decision to Strike Down Race-Conscious Admissions

As an open-enrollment institution, Frederick Community College accepts all students who meet the minimum admission criteria. The Supreme Court decision did not impact the admission process, outreach to the community, or require any changes to policy. FCC enrolls more students of color (43%) than the population of Frederick County (35%). Hence, the Supreme Court's decision in 2023 has no measurable impact on our policy and practices as a college.

Appendix I:

Frederick Community College's Diversity, Equity, and Inclusion Strategic Plan 2019-2024

Appendix II:

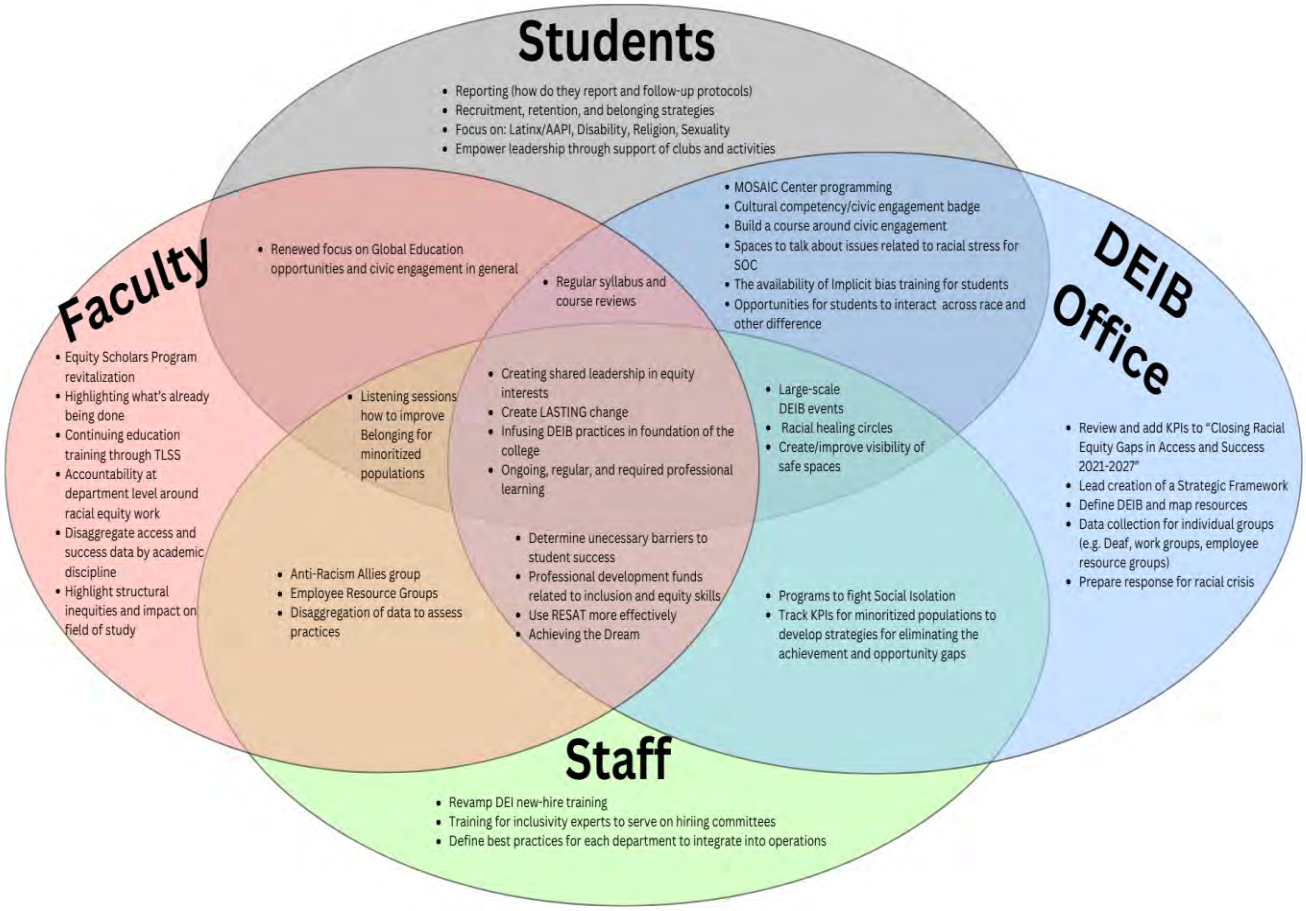
Culturally Responsive Syllabi Embedded in All Syllabi

> ***About FCC's Commitment to Equity:***
> *It's FCC's mission to serve students from all diverse backgrounds and perspectives; to address students' learning needs; and to respect students' identities, inclusive of sexuality, gender identity and expression, disability, age, religion, socio-economic status, ethnicity, race, and culture.*
>
> *While I will do my part to ensure that all students are seen, heard, and valued, your suggestions of how to make this class an inclusive space are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements.*

From: Culturally Responsive Syllabus Example

Appendix III: Professional Learning Assessment Plan CTL & DEIB

Appendix IV: Emergent Themes for Future DEIB Planning



DIVERSITY, EQUITY & INCLUSION STRATEGIC PLAN

2019-2024

Approved by the Board of Trustees of Frederick Community College on June 19, 2019.

7932 Opossumtown Pike ■ Frederick, Maryland 21702 ■ 301.846.2400 ■ Fax 301.846.2498 ■ www.frederick.edu

STRATEGIC DOMAIN 1. Addressing access and success gaps for traditionally underrepresented* students.

GOAL: Increase access and success for traditionally underrepresented* students.

** The term "traditionally underrepresented students" indicates students who, historically, have been given less access to higher education based on de jure or de facto practices, including members of the following student groups: lower income students, racial/ethnic minority students, students with disabilities, LGBTQIA+ students, veterans, immigrants, non-traditionally aged students, parents, and first-generation students, among other groups.*

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* INDICATED CHAIR/S)	METRICS OF SUCCESS
FY 20-23	1. Develop a College-wide plan to close the opportunity and achievement gap in course success, retention, and completion rates for racial/ethnic minority students.	Provost EVP AACEWD*; VP Learning Support; Executive Director of Diversity, Equity, and Inclusion; AVP/Dean of Arts & Sciences; AVP/Dean of Career Programs; AVP of CEWD; Assistant Vice President for Enrollment Services; Director of Multicultural Student Services ; Executive Director of Planning and Institutional Effectiveness	Assess access and success rates for Credit students. Assess access and success rates for CE students. Develop an action plan by FY 2020, implement the plan between FY 21-23, to close the achievement gap by 2024.
FY 21-22	2. Assess the success rates of traditionally underrepresented students (including veterans, student parents, immigrant students, students with disabilities, gender minorities, non-traditionally aged students, etc.) and develop a plan to address when a success gap exists.	Executive Director of Planning and Institutional Effectiveness* & TBD	Report to AACEWD Leadership (2020). Develop a plan to collect key demographics as needed for each group (Dec 2020). Develop an action plan (December 2021). Assess access rates (June 2022).
FY 20	3. Strengthen access for immigrant students by addressing gaps in policies, practices, and success pathways.	Assistant Vice President for Enrollment Services, Executive Director, Welcome Center/Registrar, & Director of Admissions	Application review & adjustments (May 2020). Document and address issues in access (August 2020). Two or more focus group(s) with students and frontline staff (December 2020). 3-5 Recommendations to VPLS and EVP of AACEWD (Jan 2021).
FY 20-21	4. Expand student, faculty, and staff awareness of the student support resources at the College, including the food pantry, scholarships, emergency funds, and population specific supports.	Director of Adult Services Janice Brown* & Professor Anne Hofmann*	Develop a communication plan and easy reference guide (FY 20-21).
FY 20-22	5. Expand and strengthen culturally responsive practices of faculty and staff in classrooms and beyond. • Assess the climate of our face-to-face and online courses using a validated student climate assessment such as UCLA's DLE measures. • Refine and expand faculty and staff professional development with a focus on being responsive to traditionally underrepresented students. • Offer professional development around being culturally responsive in virtual online course environments.	Executive Director of Diversity, Equity, and Inclusion, AVP Center for Teaching & Learning	Develop metrics for assessing progress (FY 20). Develop a list of key competencies for DEI success (FY 20). Develop checklists to build more inclusive courses (FY 21). Develop a DEI professional development plan (FY 21).
FY 20-21	6. Develop two protocols and/or policies to support classroom inclusion for students: 1) religious accommodations for students, and 2) disability accommodations.	Dr. Kate Kramer-Jefferson & Dr. Bruce Thompson	Submit proposals with suggestions for next steps to the EVP AACEWD, VPLS, Dean of Students, & ED of DEI (March 2020).

STRATEGIC DOMAIN 2. Increasing the diversity of FCC faculty and staff to reflect our students and Frederick County.

GOAL: Increase recruitment and retention of a diverse workforce.

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* indicates chair)	METRICS OF SUCCESS
FY 20	1. Assess the strength and weaknesses of the current recruitment processes by race/ethnicity and job group (recruitment, screening, interviewing, hiring) and address the challenges.	AVP HR	Document review and adjustments to the process to meet current and future benchmarks. Recommendations to SLT, HR, & ED DEI (June 2020)
FY 20	2. Assess the effectiveness of the mandatory Unconscious Bias training for Search Chairs and Search Committee Members.	VP HR & ED DEI	Summary of evaluations. Evaluations after searches are completed; Review of outcomes of searches pre/post-trainings.
FY 20	3. Assess how diversity is represented on search committees. Address racial minority faculty/staff disproportionate labor associated with serving on search committees. Develop practical guidelines or system for the formation of diverse search committees.	VP HR * & ED DEI	Develop recommendations for Hiring Officials in developing search committees. Develop a system to formulate diverse search committees.
FY 20	4. Develop goals to strengthen the diversity climate for faculty/staff using Personal Assessment of the College Environment (PACE) 2019 Climate Survey Results.	VP HR & ED DEI	Develop goals and next steps by June 2020.
FY 20-21	5. Develop Faculty and Staff opportunities (such as groups or associations) to support retention of minority faculty and staff populations for People of Color and members of the LGBTQIA+ communities.	VP HR & ED DEI	One meeting/semester in FY 2021.
FY 21-22	6. Collect optional data from employees about veteran and disability status and discuss possible benchmarks. • Review language for job postings around inclusiveness. • Develop guidelines and training around assessing military experience for job readiness.	AVP HR	Develop recommendations to SLT, HR, & ED DEI (December 2020).
FY 21-24	7. Implement two or more additional best practices to increase underrepresented racial/ethnic minority and multilingual faculty and staff recruitment and retention (e.g., possibly specific minority recruiters, pipeline programs, mentoring, cluster hires, etc.)	AVP HR*; AVP/Dean of Liberal Arts; AVP/Dean HSBT; AVP Enrollment Services	Develop recommendation of possible practices (December 2020) Exploration of CEWD needs.
FY 20-24	8. Offer professional development for employees on building an inclusive workplace.	VP HR & ED DEI	Continue to offer a minimum of three trainings *per year* with a focus on workplace inclusion for all staff and for supervisors.

STRATEGIC DOMAIN 3. Strengthening FCC's Mission of "transforming individuals and communities through learning" focused on diversity and inclusion.

GOAL: Prepare students for an increasingly diverse community, workforce, and world.

TIMELINE	ACTION ITEM	OUTCOME LEADER(S) (* indicates chair/s)	METRICS OF SUCCESS
FY 20-24	1. Assess, strengthen, and expand credit courses that explicitly seek to build awareness and skills for interacting across difference. Strengthen the Cultural Competency (CC) General Education requirement for credit courses.	AVP/Dean Liberal Arts*, AVP/Dean HBST, ED DEI, Assistant Dean HBST, Assistant Dean Assessment, & Assistant Dean Liberal Arts	Review courses that meet the Cultural Competency General Education requirement (FY 20) Review CC Student Rubric (FY 20) Discussions with Department Chairs/Curriculum Committee about opportunities and struggles (FY 20-22) Focus groups to determine how to support the CC faculty in assessing and building their content, curriculum, and pedagogy. Support General Education Committee in reviewing courses for CC requirement & update rubric for review (FY 21) Develop recommendations & implement (FY 23-24)
FY 20-24	2. Assess the possibility of expanding CEWD programs and courses that explicitly seek to build awareness and skills for interacting across difference.	AVP CEWD	Discussions with the CEWD team about opportunities and struggles (FY 20-22) Develop recommendations & implement (FY 23-24)
FY 20-24	3. Strengthen global engagement in the classroom by determining curricular capacity and interest(s) of faculty to offer global content and global learning and support the expansion of global teaching & learning.	Co-Chairs of the Global Learning Committee (GLC) & AVP CTL	Survey all faculty to determine global engagement & barriers to global engagement in the classroom (FY 20). Expand global engagement through 3 course transformations per year (FY 20-22). Expand six professional development opportunities per year (FY 20-22).
FY 20-22	4. Build the capacity of the Global Learning Committee to expand global engagement at the College by creating high impact goals around curriculum, co-curricular offerings, and faculty professional development.	GLC & AVP CTL	Bi-Monthly PD opportunities for the GLC CEWD engagement plan (FY 21). Develop goals and document progress for each year (FY 20-22).
FY 20-21	5. Establish institutional expectations for cultural and global programming at the College.	EVP/Provost & VP Learning Support & ED DEI	TBD
FY 21	6. Strengthen understanding of how to evaluate and build capacity for DEI through the Employee Development Process.	EVP/Provost; VP Learning Support & ED DEI	Develop ways for supervisors to explain, evaluate, and build employees' DEI capacity (FY 21).

STRATEGIC DOMAIN 4. Embodying FCC's values of diversity, equity, and inclusion.

GOAL: Ensure a more welcoming and inclusive learning and workplace environment for students, faculty, staff, and visitors.

TIMELINE	TASK	OUTCOME LEADER(S)	METRICS OF SUCCESS
FY 20	1. Create a historical timeline/archive of diversity efforts and supports at FCC.	President's Diversity Advisory Council (PDAC)	Post the historical timeline/archive on website and in institutional documentation (June 2020).
FY 21	2. Inventory/document all resources to strengthen inclusion for all populations and create communications which make these resources apparent across campus.	ED DEI & TBD	Inventory by December 2020. Materials by June 2021.
FY 20-24	3. Strengthen active, informed, apparent, and accountable leadership around diversity, equity, and inclusion throughout the College.	President's Diversity Advisory Council (PDAC)	
FY 20-24	4. Strengthen culturally responsive service of staff and faculty.	ED DEI & VP HR	Trainings to develop skills of staff. Develop FCC-specific LGBTQIA+ inclusive zone training (FY 21). Strengthen religious pluralism and linguistic responsiveness at the College through education, awareness, programming
FY 21-23	5. Design and develop physical spaces to reflect the diversity of the student body through universal design principles, art, photography, and other methods.	Facilities Planning & Learning Support	Suggestions to VPs for high impact spaces (October 2020)
FY 20	6. Develop an accessibility map of the College, including single user restrooms, single user restrooms that are ADA compliant, lactation rooms, prayer rooms, accessible parking, accessible doors, and spaces for specific populations.	FPAC Accessibility	Map online & in print (Feb 2020); Plan for distribution (July 2020).
FY 20-21	7. Develop a "best practices" checklist for new buildings and renovations with a focus on parking, restrooms, and doors.	FPAC Accessibility	Checklist (July 2020). Checklist Piloted (June 2021).
FY 20-23	8. Strengthen our ability as a community to have difficult conversations across difference, specifically race and belief system. Expand engagement on the histories of Frederick and Frederick Community College and the diversity that exists today.	ED DEI & TBD	TBD
FY 20-24	9. Develop more awareness, knowledge, and skills in terms of the policies and protocols (for example, Hate-Bias Response Protocol, Non-Discrimination Policy, Title IX, ADA) that provide the foundation for inclusive excellence.	EVP/Provost & VP Learning Support	TBD

2024 Garrett College Equity, Diversity, and Inclusion Narrative

Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406. Include all major goals, areas of emphasis, strategy for implementation and progress on those goals. Also provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved, and some best practices identified that aided the institution in making progress.

In 2018, Garrett identified five (5) goals that directly impact equity, diversity, and inclusion (EDI) on campus. The goals, are accompanied by strategies and objectives that have driven actions each year to make improvements for the campus community in relation to EDI. The five goals are as follows:

1. To coordinate initiatives for equity, diversity, and inclusion.
2. To increase opportunities for campus engagement around the topics of equity, diversity, and inclusion.
3. To identify obstacles to student success and establish a network of support services that will help students to overcome them.
4. To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students.
5. To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.

To address efforts under Goal 1, the Director of Institutional Compliance serves as the College's Diversity Officer, and has the responsibility to cultivate a work and learning environment that encourages and supports equity, diversity, and inclusion. The Director also has oversight of the College's EDI Committee which is comprised of key campus stakeholders with responsibilities related to the identified goals, strategies, and objectives. The College had attempted through past plans to establish a student council to ensure active engagement; however, this has proved a challenge on a community college campus. For the 2024-2025 school year, the Committee will work to hold listening sessions with key student representatives to gain the perspectives and feedback that were initially going to be collected through the student council. The third strategy under this goal is to continue to collaborate with community partners. Garrett has grown partnerships with local NAACP chapters, as well as the county AAUW committee. The Director serves as a Western Maryland representative for the Maryland Commission on Civil Rights and the County's newly formed Diversity & Inclusion Advisory Committee. All of these collaborations have connected the College to valuable resources to effect change on campus and within the local community.

Goal 2's focus includes an on-going development and delivery of workplace cultural competency among employees. An introductory course was delivered in the Spring of 2019, but the College continues to explore additional course development. Training isn't the only focus of goal 2. Engagement opportunities that involve employees, students, and the greater community have also been a focus. The Joan Crawford Lecture Series has provided a great opportunity to invite speakers to campus to share their knowledge and experience with the campus community. Topics that have been covered include autism, Black History, Appalachian history, Indigenous history, Women's history, and more. Additionally, through community partnerships, Garrett has held, or been involved in, listening sessions with underserved populations, providing valuable feedback to help make improvements in services, resources, and supports. Most recently, the College, in collaboration with the Maryland Commission on Civil Rights (MCCR) hosted a training on the *Dimensions of Diversity*, and later a community listening session with the local NAACP chapter as an additional sponsor.

Strategies for Goal 3 were identified to address needs or provide supports for traditional and emerging underrepresented groups. In the last several years, the LGBTQ+ population has increased on campus. In a society that isn't always accepting of this community, the college felt it was important to provide students with a safe community. The College continues its Safe Space program and training on campus, and is also in the process of developing a "Campus Name" policy. From engaging with the LGBTQ+ community and other student populations, access to physical and mental health services was identified as a critical need. The College continues to provide on-campus access to mental health counseling, and an on-campus health clinic. Most recently, the

College is working with the local health department to restore family planning/reproductive health services. Socioeconomic status was another indicator that the college focused on. The Students in Need Group (SING) continues to grow its funding sources, which allows Garrett to address things such as food insecurity, and other student needs. Many of these actions also aid in supporting our non-traditional student population. Under this goal, Garrett continues to improve access and accommodations for students with disabilities, with a specific focus this school year on education and supports to Continuing Education and Workforce Development students. The College continues to improve its digital accessibility and compliance in response to the Department of Education Office of Civil Rights "Dear Colleague Letter".

Goal 4 is focused on fostering an actively engaged and relevant college experience for our diverse student population. Once strategy focuses directly to Academics and providing and assessing global and cultural competency. Curriculum mapping, and new course development are all areas working toward meeting this strategy; however, the college still struggles with an effective assessment process and continues to explore other options. The Study Abroad program, which provides students with the opportunity to visit other countries and gain the global/cultural experience, continues to grow with a minimum of one trip per year and scholarships being made available. Under this goal, supporting our residential student population and acclimating them to the area is a large focus. Providing the necessary supports in housing is important to student success, but also providing opportunities to make connections with commuter students and the community is critical to engagement, success, and retention. Programming has been the best action to help build those relationships. Partnering with the Chamber of Commerce, the College has held a New Student Welcome Reception for the last five years, which has increased to over 100 students, both new and returning, involved. Increasing international student recruitment and providing them with the opportunity to gain a different cultural experience continues to provide a great benefit to our campus community and beyond. Activities have been held on campus that highlight our international students and their personal experiences. Additionally, the college continues to grow its partnership with the local school system where international college students visit elementary school students, which provides the local community with a global/cultural experience that is very limited in this rural area.

The final goal focuses on attracting and retaining a diverse workforce. Strategies under this goal include various types of employee trainings, such as interpersonal communication skills, and Emotional Intelligence. Under this goal, a Hiring Committee Packet was developed and implemented that helps individuals recognize and manage bias and ask appropriate questions during the hiring process. Additionally, it is known that one of the best ways to attract and retain a qualified, diverse workforce is by offering competitive wages/salary. To address this, the College conducted a compensation and salary equity study and implemented funding to keep Garrett at market standards. The College regularly monitors the changing compensation landscape to remain competitive.

Moving forward, when reviewing 2023-2024 goals and strategies, the EDI Committee determined that its goals needed to be updated to eliminate redundancies and create efficiency in the College's efforts. With that in mind, for the 2024-2025 school year, the College's EDI goals have been reduced from five to three, which include:

1. Build infrastructure and develop capacity to advance EDI initiatives.
2. Identify obstacles to student success and establish a network of support services that will help students overcome them.
3. Foster a culture of inclusion and belonging for the campus community and beyond.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following (no more than three pages):

Garrett College is an open admissions institution, and all individuals are encouraged to apply. Garrett College prohibits discrimination against any person on the basis of race, religion, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability (including perceived disability), age, marital status, family responsibilities, sexual orientation, gender, gender identity, gender expression, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, state or federal law in its activities, admissions, educational programs, and employment.

a. *Outreach and Support Programs:* Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

Garrett College is exploring and/or implementing several initiatives to benefit and support students from all populations. One initiative that has been implemented is utilizing incoming students' GPAs as the main indicator for placement, rather than standardized test scores or placement testing, which was utilized in the past, and studies have shown can increase inequities among underrepresented groups. Developmental Education was another area identified as an equity gap for traditionally underserved populations. These courses pose financial implications to many students already struggling with the cost of attending school, and is not earning students college credit. Developmental courses at Garrett were transitioned, starting in the Fall 2023 semester, to an Accelerated Learning Program (ALP) model to address those existing equity gaps and provide a more successful experience for students. Additionally, our Advising and Academic Success Center organizes the College's tutoring offerings and have worked hard to ensure a variety of flexible methods are available. The College's GED courses, offered through our Continuing Education and Workforce Development department, will be offered again in the local detention center. This offering was paused during COVID. The GED courses will also be offered to residents of the "Reflection House", a local recovery support facility for women with a substance abuse disorder. College Faculty also have plans to implement some engagement initiatives to supports students. Starting in fall 2024, Faculty will have more of a presence at New Student Orientation. Additionally, faculty will start holding some dedicated office hours in the College's Library/Learning Commons, increasing accessibility to supports for students.

b. *Community Engagement:* How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

As stated above, Garrett College is an open admissions institution, so there has been no policy change on campus. The College continues, through its messaging and activities, to stress its dedication to equity, diversity, and inclusion on campus and within the community. On-campus activities and awareness education opportunities continue to grow, and are open to not only students and employees, but the public. The College strongly encourages engagement opportunities around EDI through activities such as the Joan Crawford Lecture Series, international student event and public school program, and community listening sessions. Garrett College is often referred to by individuals in underrepresented populations as a "safe place" within the county. The College continues to explore and expand upon its initial EDI goals and strategies, assessing on a regular basis, to maintain its commitment to fostering an environment that not only embraces and celebrates equity and diversity, but also one that ensures that all are made to feel welcome and supported while on campus.

c. *Equity and Access:* In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

As an open admissions institution, all individuals are encouraged to apply. The College has many avenues that examine and ensure continuity of access and equity for underrepresented groups. Annually, an Enrollment Management Framework is developed for the academic year and takes into consideration potential barriers to

access. Tuition costs have always been a barrier and the College continues to increase scholarship offerings and tuition assistance grants (TAG). The use of GPA for placement is another way to ensure continued access and equity for underrepresented populations. The College continues to offer its STARS program, which is available to all new, entering students, but we focus our intrusive efforts within the program on students that are identified by the predictive retention model as AT RISK. The model uses criteria such as unmet financial need amount, high school GPA, late FAFSA, first generation student, registration date, home location, and more to categorize students into three categories: safe, at risk, and high risk.

d. *Monitoring and Evaluation:* What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

The College does not explicitly have a mechanism to monitor or assess the impact of admissions processes since the College is an open admissions institution. The College has several mechanisms to assess and evaluate campus climate, academic programs, student services, educational outcomes, and College policy impacts. The Strategic Plan and related processes offer opportunities for feedback through surveys, listening sessions, and SWOT analyses. The Enrollment Management Team is comprised of departments that have direct impact on admissions and operations, and they annually develop a Framework that sets goals and assesses outcomes. The EDI Committee also creates an annual framework which directly establishes goals and strategies around equity, diversity, and inclusion initiatives, and assesses outcomes.

Garrett College
Cultural Diversity Plan

FY2023 Update and Progress Report

Approved: August 15, 2023
by the
Garrett College Board of Trustees

I. INTRODUCTION:

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." *The 2013-2017 Maryland State Plan for Postsecondary Education* subsequently broadened the definition of diversity to also include age, cultural identity, disability, family educational history, gender identity and expression, nationality, sexual orientation, religious affiliation, sex, and socio-economic status. *The 2017-2021 Maryland State Plan for Postsecondary Education: Student Success with Less Debt* focuses on three primary goals: "access, success, and innovation", while the *2022 Plan* update highlights those goals with a focus on the importance of equity. Garrett College is committed to achieving a culturally diverse student body, faculty, and staff, and a campus environment that values and actively supports equity, diversity, and inclusion. 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 equity, diversity, and inclusion is evidenced in a variety of ways, including the College's Mission Statement and Institutional Goals, its Strategic Plan, its recruitment practices, and its goals for general education, student development, and the campus environment.

II. CULTURAL DIVERSITY IMPROVEMENT PLAN:

As this report will show, Garrett College continues to make progress toward achieving equity, diversity, and inclusion among its student body, infusing diversity into the curriculum, and creating a campus climate that respects differences and values diversity. At the January 2018 All-College Forum, Garrett College added a new concluding sentence to its mission statement, "*The College respects and cares for students as individuals and as members of diverse groups, and supports their aspirations for a better life",* to illustrate the College's dedication to making improvements as it relates to equity and inclusion at the institution. Additionally, in the spring of 2021, the College issued an official equity, diversity, and inclusion statement, which was shared with the campus community and posted on the College's EDI webpage.

Key personnel developed a consensus regarding priorities, as well as suggested strategies to implement priorities identified through on-site assessments. Most recently it has been decided to shift from "diversity, equity, and inclusion" to "equity, diversity, and inclusion". The reasoning behind this is that an emphasis on equity illustrates the importance of prioritizing and providing just and fair access to opportunities and resources, and take meaningful actions for sustainable change, and aligns the College with the State's *2022 Plan for Higher Education*. The College's FY21-FY25 Strategic Plan has been restructured and removed the initiatives that had previously closely aligned with previous College plans. Despite the changes, addressing the needs and experiences of a diverse student population is still the driving force of the Strategic Plan and the College's Diversity plan will continue to support more efficient and effective practices toward equity, diversity, and inclusion at Garrett College. The College is utilizing Taskstream to monitor plan implementation, responsibility, development, and effectiveness. Additionally, in the 2022-2023 school year, the College created an Equity, Diversity, and Inclusion Committee, comprised of key stakeholders within the College, responsible for the identified EDI goals and strategies. The Committee meets on a regular basis and regularly tracks steps that have been taken.

Goals and Strategies for Improving Cultural Diversity:

Goal 1: To coordinate initiatives for equity, diversity, and inclusion.

Strategy 1: Create a Council for Equity, Diversity, and Inclusion (EDI) to ensure active engagement.

1. *Responsibility:* President; Dean of Academic Affairs; Director of Institutional Compliance & Safety
2. *Timeline:* Summer 2019- Research best practices for recruiting student participants and council guidance; Fall 2019- Advertise and recruit; Fall 2019-ongoing- Develop council goals, plan activities/events, assess plan outcomes.
3. *Desired Outcome:* Create a Council for Equity, Diversity, and Inclusion (EDI) that includes students, along with faculty and staff, to help guide efforts for active student engagement around the initiatives developed from the College's EDI plan.
4. *Measures:* Student surveys; post-activity/event feedback; membership numbers
5. *FY23 Objective:* Recruit a minimum of three (3) students.
6. *Status Update:* 2022-2023: The College promoted during New Student Advising and throughout the school year with no student interest. We also investigating the potential of receiving a grant that would award small scholarships to students who are members of the EDI Student Advisory Council that meet specific requirements; however, we did not receive approval for the funding. 2023-2024: Efficacy of this strategy was assessed and it was determined that the College would ask for representatives from a variety of existing student groups such as Athletics, Res Hall, AAUW, GSA, and Dungeons & Dragons.

Strategy 2: Collaborate with community partners to assess community issues and concerns related to equity, diversity, and inclusion.

1. *Responsibility:* Senior Leadership; Director of Institutional Compliance & Safety
2. *Timeline:* Fall 2021-ongoing
3. *Desired Outcome:* Create partnerships with government and non-profit organizations that expand equity, diversity, and inclusion efforts beyond the college and connect the students and communities in Garrett County.
4. *Measures:* Student surveys; post-activity/event feedback
5. *FY23 Objective:* Hold 1-2 collaborative listening sessions with community partner(s).
6. *Status:* 2022-2023: The College continued collaboration with GCNAACP, GCAAUW, and county entities to work to support college and county EDI initiatives and the campus and surrounding communities. The College has a representative on the County's Diversity & Inclusion Advisory Committee. As part of that membership, a series of listening sessions were held with underserved populations, including students of colors, LGBTQ+, and individuals with disabilities. Feedback provided was beneficial and will be used to develop goals, strategies, and objective for the upcoming school year. 2023-2024: The FY24 Objective is to hold/participate in 1-2 additional listening sessions in partnership with the County's Diversity & Inclusion Advisory Committee.

Goal 2: To increase opportunities for campus engagement around the topics of equity, diversity, and inclusion.

Strategy 1: Develop/acquire/deliver continued workplace cultural competency and humility education.

1. *Responsibility:* Director of Institutional Compliance & Safety
2. *Timeline:* July 2020-ongoing
3. *Desired Outcome:* Faculty and staff will be able to demonstrate intercultural communication skills by articulating a respect for cultural differences and similarities and demonstrate the ability to respond appropriately in dealing with problem situations.
4. *Measures: Employee completion numbers, quiz statistics*
5. *FY23 Objectives:* Develop and implement at least one new training for employees by June 1.

6. *Status:* 2022-2023: No actions have been taken regarding training development other than research on topics. Conversations were had with CEWD to develop a series of presentations/trainings for be open to the campus community and public. There has been discussion with the Maryland Commission on Civil Rights' Education & Outreach office to assist in the training. 2023-2024: FY24 Objective is to implement a training for all employees on microaggressions, with all full-time employees having completed the training by June 30, 2024. The College is in discussions with Frostburg State University to see if Garrett can be part of their National Coalition Building Institute (NCBI) activities.

Strategy 2: Bring faculty, staff, students, and guest lecturers together for cultural diversity discussions, employing local and regional resources.

1. *Responsibility:* Dean of Academic Affairs, Dean of Student Affairs, Library/Learning Commons, Student Activities
2. *Timeline:* Develop as part of the activities calendar; will be ongoing as these types of events should be held (or attended if held at another institution) on a regular basis.
3. *Desired Outcome:* Two events and/or discussions held on an annual basis.
4. *Measures:* Number of events and/ or discussions held; attendance numbers and feedback.
5. *FY23 Objective:* Hold 1-2 activities/events for campus community around EDI initiatives.
6. *Status:* 2022-2023: The College had the opportunity to offer a variety of different engagement activities. The Library and Learning Commons had several displays through the school year highlighting Native American Heritage Month, Black History Month, Women's History Month, and more. Additionally, they hosted several sessions of the Joan Crawford Lecture Series with a few that related to EDI initiatives. Former student and artist, Eric Jordan, was one of the speakers in the series, and his presentation on "embracing his journey" as a hip-hop artist in Appalachia was well attended by over 40 people. The Performing Arts Center hosted a variety of performances sponsored by the Garrett Lakes Arts Festival (GLAF). Performances included August Wilson's *Fences*; *Makin'Cake*, an educational storytelling of the history of race, class, and equity in America; and the Morgan State University Choir. 2023-2024: FY24 Objective is to utilize the Joan Crawford Lecture Series to host a minimum of two (2) events that have an EDI component or focus. Planning is already underway to develop the schedule.

Strategy 3: Host roundtable discussions on equity, diversity, and inclusion.

1. *Responsibility:* Dean of Student Affairs; Dean of Academic Affairs; Director of Institutional Compliance & Safety
2. *Timeline:* **Closed out**
3. *Desired Outcome:* At least one roundtable, either external as part of the MD Community College Diversity Roundtable group or an internal event, held annually.
4. *Measures:* Number of roundtable discussions held; feedback from participants
5. *FY23 Objectives:* Host one (1) roundtable discussion.
6. *Status:* 2022-2023: The College wanted to have its Student Advisory Council on Equity, Diversity, & Inclusion created and running so these individuals could participate in these conversations in the future. The College did host a listening session as part of the county's Diversity, Equity, and Inclusion Committee. Based upon EDI Committee conversations, it was determined that this strategy was covered in various capacities through other goals and strategies and due to this overlap, this strategy was closed out.

Goal 3: To identify obstacles to student success and establish a network of support services that will help students to overcome them.

Strategy 1: Create and sustain a "safe space" program. (Note: "safe spaces" refer to places created for individuals who feel marginalized to come together, and may also indicate a faculty member who does not tolerate violence, harassment or hate speech, thereby creating a safe place for all people (Waldman, Katy-2015)).

1. *Responsibility:* Dean of Academic Affairs; Director of Institutional Compliance & Safety; certified employee trainers
2. *Timeline:* Summer 2019- Plan development. Spring 2020-ongoing- hold at least one training, if possible, annually.
3. *Desired Outcome:* Identify and train five to ten college employees and advertise the "safe spaces" across campus.
4. *Measures:* Biannual Student Opinion Survey; collect statistics on designated "safe spaces" and if they are utilized.
5. *FY23 Objective:* Recertify employee trainer(s).
6. *Status:* 2022-2023: The Learning Commons submitted a grant proposal entitled "Embracing Diversity at Garrett College" through the Gamma Mu Foundation, but did not receive approval. The certified employee trainer identified a free, open-source training program to plan future trainings. 2023-2024: The certified employee trainer's previous certification has expired; however, they are willing to utilize the free, open-source training to help assist in establishing a base of 'trained' employees. The Learning Commons has also applied for Foundation funding to establish an "Embracing Diversity" special collection room.

Strategy 2: Clearly articulated processes and procedures with respect to mental health support.

1. *Responsibility:* Dean of Student Affairs, Director of Student Development
2. *Timeline:* 2018-2019 school year and ongoing
3. *Desired Outcome:* Employ a mental health counselor to provide support to students in need.
4. *Measures:* Student survey, demographics/statistics provided by counselor (meeting hours, students served, etc.)
5. *FY23 Objective:* Hire a mental health counselor for 2023-2024, if not sooner
6. *Status:* 2022-2023: Fall 2021 and spring 2022 statistics for individuals seen and total contacts increased last year, as did email inquiries. Anxiety and depression continued to be the dominant issues that students were presenting. Given the slight increase in contacts and continued issues, the College focused on expanding mental health services where possible and find targeted programming around anxiety and depression. Unfortunately, the College's part-time counselor passed away before the fall semester, leaving a gap in services. Individuals explored alternative options, including tele-mental health services and partnering with other community resources, but none panned out. Feedback from one of the community listening sessions highlighted the dire need for mental health services for college students. The College was able to secure a part-time counselor late in the Spring 2023 semester to provide coverage. 2023-2024: A Special Budget Request was submitted for FY24 to hire a part-time counselor to have regular support for students available.

Strategy 3: Explore additional opportunities to increase physical and mental health services on campus.

1. *Responsibility:* Dean of Student Affairs; Director of Institutional Compliance & Safety; Director of Student Development
2. *Timeline:* Long-term; continuous
3. *Desired Outcome:* One-to-two new physical/mental health service partnerships formed or 1-2 existing partnerships expanded for the Spring 2020 semester or later.

4. *Measures:* Student surveys, medical transport data, statistics from the Health Department and Mountain Laurel
5. *FY23 Objective:* Increase marketing for the on-campus clinic.
6. *Status:* 2022-2023: Focus for this school year was marketing the on-campus clinic services and increasing use, in addition to continued partnership building. Flyers were updated and other communication tools were utilized to raise awareness of the service. Additionally, feedback was collected from the listening sessions involving college students to determine areas of improvement. Based on commentary from the on-campus clinic, the College worked with the Health Department to provide both male and female condoms in various locations on campus. 2023-2024: FY24 Objective is to collaborate with the Health Department to investigate opportunities to resume reproductive health/family planning services. A Foundation Board member is very interested in this support service and is working with the College and Health Department to investigate options.

Strategy 4: Identify general ways to reduce costs and increase services to meet the needs of students in poverty.

1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Coordinator of Distance Learning; Director of Institutional Compliance & Safety
2. *Timeline:* Long-term; continuous
3. *Desired Outcome:* This particular strategy incorporates several actions in an effort to reduce barriers to success and address financial concerns of students in poverty. These actions include reduced textbook costs or increased OER use, establishing a "one stop shop" on campus, and food insecurity.
4. *Measures:* Reduction in course material costs, increased access to offices, SING Food Pantry use, Student Opinion survey
5. *FY23 Objective:* Increase the number of Open Educational Resources (OER) used in credit courses.
6. *Status:* 2022-2023: Before the fall semester, 21 courses had either adopted, adapted, or created OER materials. Grant funding is being utilized to convert high enrolled courses offered as dual enrollment courses in the public-school system to OER, which include BUS 101 and ENG 102. SING updated protocols allowing students to take from the pantry without limits, but most students only take the items that are needed. Additionally, access to the pantry was made available to students outside of the regularly scheduled hours, healthier food options were increased, and a healthy cooking demo was held in the residence halls. Student Life worked with the Foundation to help in assisting with costs for students that cannot afford meal cards, housing application fees, etc. The Foundation raised $15,000, which will be replenished every year for students struggling with poverty. The one stop shop is being considered as part of the 600-building renovation project in the Facilities Master Plan. A variety of scholarships are being pursued, such as a business scholarship for CEWD and an institutional scholarship the College implemented to help support rising tuition costs. 2023-2024: FY24 Objective is to continue to increase OER opportunities with a focus on high school dual enrollment courses.

Strategy 5: Identify ways to support non-traditional students.

1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Dean of Continuing Education and Workforce Development
2. *Timeline:* Start the 2021-2022 school year; long-term
3. *Desired Outcome:* Increased partnerships with local resources, such as Community Action and Social Services, to better serve our non-traditional student population.
4. *Measures:* Increased access to offices/services; Student Opinion Survey
5. *FY23 Objective:* Expand online offerings and convert more courses to the tri-modal (hyflex) model.
6. *Status:* 2022-2023: The Garrett "STARS" Scholarship was established in Fall 2022 as phase III of the County Scholarship Program. The scholarship, $45,000, was fully expended in FY23, serving individual

students as well as incumbent workers. An Addictions Counseling Certificate Program was designed that will be offered entirely online to support non-traditional students interested in the certification; it is projected to be sent through Governance in August. 2023-2024: FY24 Objective is to increase access and education regarding Disability Support Services to workforce students.

Strategy 6: Improve access and accommodations for students with disabilities.

1. *Responsibility:* Dean of Academic Affairs; Dean of Student Affairs; Director of Institutional Compliance & Safety; Disability Support Services (DSS)
2. *Timeline:* Starting 2018; continuous
3. *Desired Outcome:* Reduce barriers to success and increase access to education of students with disabilities.
4. *Measures:* Student surveys, reported grievances, listening session feedback, Disability Support Service contacts
5. *FY23 Objective:* Expand DSS access to CEWD and cross-train more employees
6. *Status:* 2022-2023: Reviewed Facility Master Plan suggestions and developed a plan to address areas where improvement may be required as buildings are renovated or funding becomes available. Members of the Disability Support Services team attended a training during the summer of 2022. DSS team has become a collaborative effort between Academics and Student Affairs, which has increased efficiency. Additional staffing from the Academic and Advising Success Center (AASC) will attend Postsecondary Disability Training and internal training in the summer of 2023 to increase support to CEWD and workforce development students. 2023-2024: FY24 Objective is to assess digital accessibility and establish a plan to address areas of improvement. The Department of Education Office for Civil Rights released a "Dear Colleague" Letter in May 2023 highlighting the importance of digital access and compliance.

Strategy 7: Implement a "Campus Name" (not legal name) Policy to support the LGBTQ+ community.

1. *Responsibility:* Records & Registration; Director of Institutional Compliance & Safety; Academics; IT
2. *Timeline:* Draft and approve a policy by June 2023
3. *Desired Outcome:* Establish the ability for a person to identify in non-legal settings using their "preferred" name.
4. *Measures:* Number of requests; Student Satisfaction Survey responses
5. *FY23 Objective:* Draft policy through governance and approved by June 2023.
6. *Status:* 2022-2023: A meeting of key stakeholders was held during the summer of 2022 to address implementation issues and review the draft policy. The plan was to have the policy through the governance process and Board approved no later than June 2023; however, based upon discussions, various departments needed to investigate current actions to document processes and test options. Temporary resolutions have been put into place until a final policy and process is established. 2023-2024: FY24 Objective is to have an approved policy in place by June 2024.

Goal 4: To provide an actively engaged and relevant college experience for our diverse student population to include credit and non-credit students.

Strategy 1: Development of a broader range of coursework, as needed.

1. *Responsibility:* Dean of Academic Affairs
2. *Timeline:* Fall 2019 and ongoing
3. *Desired Outcome:* 70% of students meet objectives of the Global and Cultural Competency Assessment
4. *Measures:* Student course assessments
5. *FY23 Objective:* Develop a plan of action regarding Competency VI.

6. *Status:* 2022-2023: With the hiring of the new Social and Behavioral Science Faculty, 2022-2023 was spent working on evaluating Competency VI for General Education and determining a path forward for assessment and what would be the best for our students. In September 2022, a new Social and Behavioral Sciences course, ANTH 230: Cultural Anthropology, was taught as a tri-modal (hyflex) course to college and high school dual enrolled students. During the May 2023 assessment workshop, three courses were identified that directly address Competency VI, ANTH 230, GEO 201, and SOC 101. It is planned to use exams and assignments from these courses and focus on exploring and assessing Cultural and Global Perspective amongst our students. Additionally, the College was able to renew its Study Abroad program, with the first trip in May taking six students to London and Wales. 2023-2024: FY24 Objectives include implementing the plan developed regarding Competency VI, as well as continue to expand the Study Abroad program.

Strategy 2: Build relationships between commuter and residential students.

1. *Responsibility:* Dean of Student Affairs; Student Activities Manager
2. *Timeline:* Ongoing
3. *Desired Outcome:* Increase the sense of community and understanding between the commuter and residential student populations.
4. *Measures:* Attendance data, student surveys
5. *FY23 Objective:* Fill the Student Activities Manager vacancy.
6. *Status:* 2022-2023: The College held an in-person orientation for residential students only this fall so there was no opportunity for collaborative activities between the two groups. In December 2022, the Student Activities Manager vacancy was filled and they began to make plans for the Spring semester. Several events were held in the Spring that provided the opportunity for commuter and residential students to make connections including but not limited to the Souper Bowl, Consent Revolution, Exam Jam, cookout, and Spring Fling events. 2023-2024: FY24 Objective is to hold more activities/events that attract both commuter and residential students. The Fall New Student Orientation is returning to all in-person which will serve as the initial opportunity to start the relationship building. There are also plans to hold an event around the multi-purpose turf field that will be online in September.

Strategy 3: Increase student engagement activities with regard to equity, diversity, and inclusion that would involve engagement with employees and the external community.

1. *Responsibility:* Student Affairs; Academic Affairs; Institutional Compliance, & Safety
2. *Timeline:* Ongoing, long-term
3. *Desired Outcome:* Two events/activities per school year
4. *Measures:* Number of events held; post-event feedback
5. *FY23 Objective:* Plan/hold one event for the campus and local community
6. *Status:* 2022-2023: The Joan Crawford Lecture Series provided the opportunity to connect the campus and county community around topics related to EDI. Topics in the 2022-2023 school year included “Appalachian Folklore and Expressive Culture”, “Indigenous lives during the Colonial period”, and “Research and Protected Populations”. Eric Jordan’s “Embracing the Journey” JCLS presentation was highly regarded and attracted 43 attendees from students, employees, and community members. Students requested that the College bring Jordan back for future presentations. A listening session was held with students of color in April. The session was moderated by Daryl Anthony, the Executive Director of Outdoor Recreation for the Maryland Department of Natural Resources, and the College’s Diversity Officer. Feedback from the session provided valuable information on areas of improvement regarding EDI activities on campus and within the community. 2023-2024: FY24 Objective is to research and begin planning stage to hold a Heritage Festival or event that would be open to all. This was one of the biggest suggestions by students of color in the listening session.

Strategy 4: Improve the residential student experience.

1. *Responsibility:* Dean of Student Affairs; Director of Student Development; Residence Life Staff
2. *Timeline:* Ongoing, long-term
3. *Desired Outcome:* Increased residential student retention and success
4. *Measures:* Student retention rates, student opinion surveys
5. *FY23 Objective:* Hold 1-2 activities per semester in the halls; resume the "Tutor in Residence" program
6. *Status:* 2022-2023: The "Tutor in Residence" program and advising in the residence halls resumed in September 2022. Multiple activities and programs were held throughout the school year to keep student engaged. 2023-2024: FY24 Objective is to increase activities and residential student supports in the halls.

Strategy 5: Connect out-of-town students with the Garrett County community.

1. *Responsibility:* Student Affairs; Academic Affairs
2. *Timeline:* Ongoing, long-term
3. *Desired Outcome:* Provide students with the opportunity to connect with resources in the county to gain experience and expose the Garrett County community to diverse populations and provide learning opportunities for all involved.
4. *Measures:* Attendance numbers; student surveys
5. *FY23 Objective:* Offer a minimum of two (2) activities
6. *Status:* 2022-2023: The Garrett County Chamber of Commerce and Wisp Resort partnered with the College to host the 2022 Student Welcome Reception at the start of the fall semester. Over 100 new and returning students attended the activities and had the opportunity to learn more about businesses and opportunities in Garrett County. In Spring 2023, the College renewed the Diversity Program with the Garrett County Public Schools, where international college students go to local elementary schools to educate about their countries and experiences. 2023-2024: Look to expand the New Student Welcome Reception activities, including investigating if local businesses would be interested in sponsoring activities. Continue to build partnership with Garrett County NAACP and AAUW chapters. Renew campus activities that brought community members to campus, such as Trick or Treating in the residence halls.

Strategy 6: Create formal relationship with international student organizations to expand international student population.

1. *Responsibility*: Dean of Student Affairs; Director of Admissions
2. *Timeline:* Recruitment is currently taking place for a small cohort to begin the start of the fall 2019 semester.
3. *Desired Outcome:* Target of 1-3 additional international students in Fall 2019. Work toward a plan to double international students successfully recruited for Fall 2020.
4. *Measures:* Track cohort success; focus groups with the student cohort
5. *FY23 Objective:* Recruit 2-5 international students
6. *Status:* 2022-2023: International students play a positive role in bringing diversity and cultural awareness to Garrett College, however, the COVID-19 pandemic had all but devastated Garrett's traditional international student enrollment. While we saw an increase in applications for the 2022-23 academic year, many students were looking for full scholarships in order to pay for college. Out of the 36 applications for the Fall 2023 semester, only 6 have begun to submit documents. Many of the others have determined that we were not an option due to costs. A total of 4 students were recruited and retained during the 2022-2023 school year. One additional student attended in the Spring 2023 semester; however, they left within the first week of classes. Garrett College continues to be a member of the Maryland International Education Consortium (MIEC), with the Director of Admissions

being an active board member, in addition to a recruitment committee member for the organization. It was verified that workers on different types of visas can take classes at the college, so the College focused outreach to that population, which included international employees at the Wisp. 2023-2024: FY24 Objective is to continue working on rebuilding international student recruitment to pre-COVID numbers, with the hope of recruiting an additional 2-5 new international students.

Goal 5: To ensure the College is able to attract and retain a diverse, well-qualified, and competent workforce.

Strategy 1: Develop training for hiring committees.

1. *Responsibility:* Director of Human Resources; Director of Institutional Compliance & Safety
2. *Timeline:* Training development begins fall 2021 with implementation no later than summer of 2022.
3. *Desired Outcome:* Individuals who participate on hiring committees and in the interview process gain a better understanding of the barriers for diverse job seekers and diversity hiring nuances to make the hiring process inclusive and welcoming.
4. *Measures:* Training assessment and feedback; job applicant feedback
5. *FY23 Objective:* Develop training to implement summer 2023.
6. *Status:* 2022- 2023: The Directors of Human Resources and Institutional Compliance & Safety attended a webinar entitled, "Strategies to Attract and Retain Diverse Talent in Higher Education" in October of 2021. The presenter, Ciera Parks, an HR Consultant and DEI Trainer, shared information about the barriers for diverse job seekers and diversity hiring nuances, topics of which our employees may be unfamiliar with. In Spring 2023, the College developed a hiring committee packet that includes information about appropriate interview questions and recognizing and managing bias. Those individuals who participate on hiring committees will be provided the packets to improve the College's hiring practices to ensure they are inclusive and welcoming. 2023-2024: Hiring Committee Packet will be implemented for hiring actions effective in FY24. Assessment tools are being researched to help determine the effectiveness of the packet's use.

Strategy 2: Develop Emotional Intelligence training for employees.

1. *Responsibility:* Director of Human Resources; Director of Institutional Compliance & Safety
2. *Timeline:* Research and gather information to develop employee training that will be implemented in the 2022-2023 school year.
3. *Desired Outcome:* Improved customer service and experience.
4. *Measures:* Student feedback, employee satisfaction, job applicant feedback
5. *FY23 Objective:* Develop training to implement summer 2023.
6. *Status:* 2022- 2023: Ciera Parks noted in the webinar, "Strategies to Attract and Retain Diverse Talent in Higher Education", about the importance of "emotional intelligence" in the hiring process. Emotional intelligence (EI) is one's ability to recognize and understand emotions in oneself and others to better manage interactions and relationships. Part of EI that is critically important in the hiring process, especially when looking to attract and retain diverse talent, is recognizing when you make someone uncomfortable. A training for employees will be developed and included in the "Employee Compliance Training". While the goal was to have this training available by June 2023, limited action was taken on the course development, so its implementation is being moved to 2023-2024. 2023-2024: Develop training to implement by summer 2024.

III. RECRUITMENT OF NUMERICALLY UNDERREPRESENTED STUDENTS, FACULTY, AND STAFF:

Garrett College believes in the importance of making its educational and employment opportunities accessible to underrepresented groups. Since Garrett County's population is about 97% white, the College has had to look to other geographic areas in order to recruit minority students, faculty, and staff, and it has been very successful with respect to attracting and enrolling minority students. In fall 2022, non-white, full-time student enrollment was 27.6% (total non-white enrollment was 19.0%), which far exceeds the minority representation of Garrett County, which is less than 3%. The College will seek to maintain a minority population of at least 20% of its total student body.

The College continues to focus its efforts on improving minority students' retention and completion rates, which tend to lag behind those of the College's overall student population, especially for Black/African American students. As indicated in the table below, the average number of African American completers remains consistent with the average number of minority completers throughout the year. The goals and strategies indicated in the sections above with regard to international student recruitment efforts will help address minority student enrollment, while the other goals and strategies will aid in retention and completion rates.

Minority Student Retention Rates and Number of Completers (IPEDS Data) *

Fall to Fall	Fall-Fall Retention Rate 1st time cohort**	% increase over FY 13	Fiscal Year Minority Completers	Fiscal Year African American Completers
2012-13	31.2%	Baseline	10	7
2013-14	39.8%	8.6%	13	9
2014-15	50%	18.8%	10	8
2015-16	48.4%	17.2%	28	18
2016-17	34.6%	3.4%	23	18
2017-2018	26.5%	-4.7%	9	5
2018-2019	44.3%	13.1%	18	15
2019-2020	43.3%	12.1%	8	6
2020-2021	32.65%	1.4%	9	3
2021-2022	41.5%	10.3%	14	8
2022-2023	35.5%***	4.2%	20	10

*Retention will not capture Allied Health ACM transfer students, so this does not necessarily mean the students are not retained or successful. It just means it is hard to track those students as retained at GC because that is not the purpose of the Allied Health Transfer program.

**Minority does not include white or non-resident alien

***Fall 2023 students are still registering- number likely to increase.

Garrett College has been much less successful with respect to attracting and hiring minority faculty and professional staff. While the percentages of minorities among Garrett College's full-time faculty and professional staff exceed the representation of minorities within its service area, the actual number of individuals represented by those percentages is very small, due to the College's small size. For this reason, a personnel change involving a single individual can significantly alter the College's minority composition. Of additional concern is the fact that while 19.0% of total student population identify as non-white, only 4.5% of employees self-identified as non-white (fall 2022 data). Moreover, due to its location and the demographics of its service area, Garrett College faces some significant challenges in trying to recruit and retain minority faculty and staff. Nevertheless, by using targeted recruitment strategies, the College hopes

to be more successful in attracting minority faculty and professional staff. The Director of Human Resources posts job openings on Diversity.com and, Higher Ed Jobs with the diversity and inclusion boost, as one strategy to address this concern. Some of the impediments to minority recruitment and retention are: (Please note that these are not limited to the minority experience.)

•Financial – limited recruitment budget, inability to offer nationally competitive faculty and professional staff salaries, lack of monies ear-marked for diversity initiatives.

• Typically small applicant pool of qualified minority candidates combined with intense competition for those candidates.

• Location – relatively isolated, small, rural college town.

• Demographics – small, rural minority population. Surrounding area is predominately white.

• Lack of employment opportunities for spouse or partner.

• Lack of formal mentoring and retention efforts.

Despite these challenges, Garrett College remains committed to increasing the minority representation among its full-time faculty and professional staff and continues to have this a priority goal.

IV. INITIATIVES TO INCREASE CULTURAL AWARENESS AMONG STUDENTS, FACULTY, STAFF, and COMMUNITY:

Garrett College is fully committed to fostering an environment that not only embraces and celebrates cultural diversity, but also one that ensures that all students are made to feel welcome and supported in their journey towards academic success. However, certain cultural and ethnic differences may not always be recognized or fully understood, nor do faculty and staff always know how to respond appropriately to such differences. In addition, the College recognizes that it must provide faculty and staff with the information and ongoing training, as well as other learning opportunities such as open forums with diverse student populations, necessary to ensure they are adequately equipped to assist all students in achieving success. As evidenced in the section above, increasing cultural awareness with the campus community and beyond has become a primary initiative in the College's efforts.

College leadership continues to build upon established community partnerships. The College continues discussions with the recently establish Garrett County chapter of the NAACP, as well as the Allegany County chapter representatives. Additionally, the College serves as the host for the County's Diversity and Inclusion Advisory Committee, which the Director of Institutional Compliance & Safety is a member.

The 2022-2023 school year had a continued focus on student engagement in EDI-related activities. The was Genders & Sexualities Alliance (GSA), the American Association of University Women (AAUW) chapter, and the Campus Activities and Advisory Board (CAAB) held several EDI-related activities for the campus community. Additionally, listening sessions were held throughout the county where college students participated and provided valuable feedback on actionable items around LGBTQ+, disability, and students of color supports and services.

V. PROCCESS FOR REPORTING CAMPUS-BASED HATE CRIMES:

Garrett College values its sense of community and expects students and employees to abide by specific regulations that dictate appropriate behavior. Any evidence of prejudice based on religion, sexual orientation, gender, disability, or ethnicity/national origin can be viewed as a hate crime. The process for reporting crime statistics on a college campus is defined under Title 10, Subtitle 3 of the Criminal Law Article and is 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 to be collected and the format in which they are to be published.

In September of 2018, Garrett College created the Office of Equity and Compliance (changed to Office of Equity, Compliance, and Risk Management in April 2022, and the Office of Institutional Compliance & Safety in December 2022) and adopted an Equity Grievance Policy (updated in July 2020 and now titled *Policy on Equal Opportunity, Harassment, Nondiscrimination for all Faculty, Students, Employees, and Third-Parties)*. The Office of Equity and Compliance oversees the College's compliance with Title IX, Title VI, Title VII, Clery Act, and other federal and state laws, regulations and requirements. The Office of Equity and Compliance serves as a method of recourse to those, be they student, faculty, or staff, who believe that a particular action on the part of a College member has violated accepted or stated institutional practices and standards. Garrett College affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies regarding Equal Opportunity, Harassment and Nondiscrimination are subject to resolution using the applicable processes outlined in the College's policy. When the responding party is a member of the College community, the grievance process is applicable regardless of the status of the reporting party who may be a member or non-member of the campus community, including students, student organizations, faculty, administrators, staff, guests, visitors, campers, etc.

Any individual who feels they have been a victim of a hate crime or violation of the College's Equal Opportunity, Harassment, and Nondiscrimination policy can file a report with the Office of Equity and Compliance or anonymously by using the *Reasonable Concern* reporting form online.

Hagerstown Community College (HCC)
Cultural Diversity Report for 2023 – 2024

Section I:

A summary of the institution's plan to improve cultural diversity. Include all major goals, areas of emphasis, and strategy for implementation. Provide an explanation of how progress is being evaluated. Indicate where progress has been achieved, and areas where continued improvement is needed. If there is no formal plan approved by the governing board, describe how the institution intends to come into compliance.

Overview of Cultural Diversity at HCC:

For the purpose of this document, "diversity" is defined 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.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively. HCC's strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. 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 underrepresented students. Comprehensive institutional change and integrated efforts are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

Hagerstown Community College's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC provides updates annually through its unit planning process, revising and adding objectives and action plans as institutional priorities change or are added. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty, and staff.

Consistent with previous plans, initiatives to improve cultural diversity are an essential part of the strategic commitments in HCC's 2026 Strategic Plan approved by the Board of Trustees on December 21, 2021. When HCC engaged in a new strategic planning process in 2021, diversity, equity, and inclusion discussions served as a foundation for the steering committee's work. The process involved gathering substantial input from faculty, staff, administrators, and students. An important step in developing the strategic plan was a review and complete revision of the mission, vision, and values of the College. The newly adopted mission and values incorporate the importance of equity and diversity, and inclusion.

The College believes in and teaches the ideals and values of culture and diversity. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-

direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

The College's Mission, Vision, Values, and Institutional Learning Outcomes

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, vision, values, and institutional learning outcomes encourage and support diversity in the personal, professional, and scholastic development and enrichment of all in the College community.

Mission

HCC ensures equitable access to affordable, high-quality educational programs, while fostering workforce development and cultural vitality in the region.

Vision

HCC will be the college of choice through demonstration of inclusive educational excellence, transformative growth, and community enrichment.

Values

- Excellence
- Integrity
- Diversity and Inclusion
- Stewardship
- Civic Engagement
- Student-Centered

Institutional Learning Outcomes

The following attributes are goals of the full HCC experience, designed to impart students with knowledge, skills, and attitudes that go beyond the classroom and equip them with tools for lifelong success.

- Personal and Social Responsibility
- Globalization and Diversity
- Critical Thinking and Communication
- Scientific and Quantitative Reasoning
- Information Literacy and Technology
- Professionalism

Strategic Commitments

- Enrollment
- Assessment
- Retention
- Integration
- Partnerships
- Community

At HCC, cultural vitality and ensuring continued access and equity is a fundamental aspect of the mission. Several strategies are employed to maintain accessibility and promote equity for all individuals:

Affordable Education: HCC is committed to providing affordable education by offering competitive tuition, financial aid, scholarships, and grants. HCC is committed to reducing financial barriers to students.

Support Services: A range of support services are provided to ensure that all students have the resources they need to succeed academically and personally. These services include tutoring, academic advising, and disability support.

Diverse Course Offerings: HCC offers a wide range of courses and programs to accommodate diverse interests and career goals. Whether students are pursuing transfer degrees, workforce training, or personal enrichment, HCC strives to offer options that meet their needs.

Flexible Learning Options: Recognizing that students have different schedules and commitments, HCC provides flexible learning options such as online courses, classes at different times, and hybrid programs. This flexibility enables students to access education in a way that fits their individual circumstances.

Equity Initiatives: HCC actively promotes equity through various initiatives aimed at addressing disparities and fostering inclusivity. Policies, practices, and curriculum are regularly reviewed to identify and eliminate barriers to access and success for underrepresented groups.

Community Outreach: HCC engages with the community to raise awareness about the importance of education and to connect individuals with resources and opportunities. HCC collaborates with local schools, organizations, and businesses to expand access to education and support community development.

Through these efforts, HCC remains dedicated to ensuring that all individuals, regardless of background or circumstances, have equitable access to education and the opportunity to achieve their academic and career goals.

The Office of Planning and Institutional Effectiveness regularly reports data that supports the achievement of the mission, ILOs, and elements of the strategic commitments. A portion of this information is provided to campus leadership in the annual Fact Book. Review of this data by campus leaders informs discussions around success in achieving institutional goals and identifying potential barriers, particularly for students of color. In order to address the State Plan for Postsecondary Education, performance indicators from the Performance Accountability Report (PAR) are used to measure progress on retention and completion metrics.

HCC's credit minority enrollment consistently exceeds that of the county's underrepresented population. Though Washington County has become more racially and ethnically diverse over the last decade, it is still predominantly white and non-Hispanic. Black or African American residents comprise

the largest minority group. Hispanic residents comprise the fastest-growing ethnic group in Washington County. HCC continues to monitor the retention and persistence of diverse students.

Data collection and analysis of general education diversity courses and the ILOs tied to globalization and diversity is an important aspect of assessing HCC's student learning outcomes. The results are used to improve student learning and the quality of the courses offered at HCC. Assessment data is regularly reviewed and discussed by faculty and administrators as part of the assessment process at HCC.

In the fall 2021 semester, HCC participated in the PACE survey, a campus climate instrument designed to help community college leaders understand the institutional culture and how employees perceive and experience their work. Several questions were embedded in the survey to examine DEI data. This DEI climate data provided a measure of the real or perceived quality of interactions on campus as well as the level of respect for others. The results of the PACE survey are used to design programs and initiatives for the campus community intended to nurture a positive, healthy campus climate for all. A climate survey is planned to collect similar data on the experiences of HCC students.

Section II:

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campus policies and practices.

HCC, as an open-access institution, was not directly impacted by the Supreme Court's decision to strike down race-conscious admissions practices. Open-access institutions such as HCC, do not utilize selective admission criteria that could include race as a factor. HCC's mission is to provide educational opportunities to all individuals, regardless of their background or academic history, ensuring that higher education remains accessible to everyone. This inclusive approach inherently aligns with the goal of expanding educational access and opportunity, making the Supreme Court's ruling on race-conscious admissions largely irrelevant to the admissions processes. Moreover, HCC stands ready to welcome and support students who might be adversely affected by the Supreme Court's decision at other institutions, offering them a robust and inclusive environment where they can pursue their educational journeys without barriers imposed by selective admissions policies.

Outreach and Support Programs (new initiatives or programs being implemented to support URM groups or enhance access to higher education for historically marginalized communities)

HCC can showcase numerous outreach and support programs but has chosen just a few to include in this report. The college began implementing the Title III grant this year. While not specific to historically marginalized communities, this grant's focus on retention will directly impact those students through improved orientation, quality online courses, and a new first-year experience course.

The Office of Student Activities continues to offer exciting cultural diversity programming as well as culturally-based clubs. Events in FY24 that highlighted cultural diversity included: Hispanic Heritage Month Celebration, Transgender Day of Remembrance Vigil, Lunar New Year Celebration, Mardi Gras Celebration, Conversations for the Soul Black History Month Celebration, Women's History Month

Trivia Event, Irish American Heritage Month Tour of Antietam Battlefield highlighting the impact of the Irish Brigade, Holi Celebration, Anime Trivia Contest and a monthly series of Transgender Discussions that were student-led.

Cultural-based clubs that were active for the 2023-24 school year included: African Dance Club, Anime Club, Asian Student Association, Black Student Union, K-Pop Club, and Muslim Student Association. Though we didn't have an active LGBT+ club this year, students in HCC's Psychology Club organized the Transgender Discussion monthly series.

HCC's library is committed to a number of relevant outreach initiatives including monthly Cultural awareness newsletters, regular book displays highlighting cultural heritages, identities and student resources, and resource guides about cultural heritage recognitions. Annually the library staff extend invitations to the campus community to participate in the Douglass Day event.

Community Engagement (ways the institution engages stakeholders, including students, faculty, alumni, and community partners to ensure ongoing commitment to diversity and equity)

HCC is committed to fostering diversity and equity throughout the campus and beyond. Stakeholders are engaged through various initiatives aimed at promoting inclusivity and ensuring ongoing commitment to diversity. The HCC Diversity and Inclusion Committee serves as a coordinating body for many of these efforts.

Student involvement- HCC actively involves students in diversity and equity efforts through student-led organizations, diversity-focused events, and inclusive programming. The Student Government Association (SGA) works with the administration to advocate for diversity initiatives that reflect the needs and voices of the diverse student body.

HCC offers diversity in the curriculum through its Diversity General Education category, thereby requiring that all degree-seeking students take at least one three-credit course pertaining to multiculturalism and diversity.

Examples of relevant course titles include: Cultural Anthropology, Latin American History, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, Diversity in Sports and Athletics, Diversity in a Tech Society, and Race and Ethnic Relations

Diversity in academic offerings is found outside of the general education requirement as well. Enrollments in both credit and non-credit courses designed for English Language Learners, have increased over time. The Workforce Solutions and Continuing Education division of the College offers a number of courses that appeal to this population.

Faculty engagement- HCC values the perspectives and expertise of the faculty in advancing diversity and equity. Faculty are involved in curriculum development that integrates diverse perspectives, as well as workshops and training sessions on inclusive teaching practices. The Fletcher Faculty

Development Center offered a number of diversity-focused programs for faculty members during FY24.

Alumni participation- HCC maintains connections with alumni through various channels, including the alumni association and networking events. Alumni are invited to participate in discussions and initiatives related to diversity and equity, providing valuable insights and support for ongoing efforts.

Community partnerships- HCC collaborates with community organizations, businesses, and leaders to promote diversity and equity both on campus and in the broader community. Through partnerships with local nonprofits, government agencies, and advocacy groups, campus leaders engage stakeholders across the board – from students and faculty to alumni and community partners. This year the annual Martin Luther King Celebration provided weeklong campus events (lunch & learns, community walk).

Equity and Access (ways the institution ensures continued access and equity)

Efforts to increase representation of traditionally underrepresented students

A position in the Admissions office is dedicated to outreach and recruitment of underrepresented populations. This recruiter visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective underrepresented students at local venues.

The Financial Aid department offers workshops for low-income, at-risk students to encourage participation in higher education by covering information regarding federal and state financial aid programs, borrowing, and important deadlines. Additionally, HCC has sources of aid for those who do not qualify for Pell grants or who require financial assistance beyond what is already provided.

HCC has other programs that work closely with at-risk students to help them persist, complete their courses, and graduate. These programs serve high-risk populations, of which over 30 percent fall into an underrepresented group.

Efforts to increase representation of traditionally underrepresented staff and faculty

The HR Recruiting Specialist is committed to practices that encourage the hiring and retention of traditionally underrepresented faculty, staff, and administrators. Each year this person utilizes a number of recruiting resources and initiatives with the goal of attracting a diverse applicant pool that will convert to quality employees who are retained at the institution.

Examples of these recruiting initiatives include: attending relevant job fairs, utilizing new recruiting sources, and working with Public Relations to post regarding positions available on HCC's Facebook page. Examples of relevant retention initiatives include: streamlining HR processes by utilizing Kronos, updating the employee handbook, coordinating a Staff Professional Development Workshop week, and engaging in Wellness Challenges with health & wellness resources, lunch & learns, and group activities. HR also hosts a number of employee appreciation events and fun events to encourage employee participation.

Monitoring and Evaluation (mechanisms to monitor impact of policy changes on student demographics, campus climate, and educational outcomes. Evaluate the effectiveness over time)

HCC regularly monitors the impact of policy changes on student demographics, campus climate, and educational outcomes to ensure continuous improvement and equity. Highlighted below are several mechanisms and evaluation processes that have been implemented:

Data Collection and Analysis: HCC collects comprehensive data on student demographics, including but not limited to race, ethnicity, gender, age, socioeconomic status, and academic performance. This data is regularly reviewed to identify trends, patterns, and disparities across different student populations.

Surveys and Feedback Mechanisms: Surveys and feedback mechanisms are utilized to gather input from students, faculty, staff, and other stakeholders on their experiences, perceptions, and needs related to campus climate and educational outcomes. These surveys include questions designed to assess the impact of policy changes on various aspects of campus life.

Assessment of Educational Outcomes: HCC conducts ongoing assessments of educational outcomes, including retention rates, graduation rates, transfer rates, and academic achievement. These outcomes are compared across different demographic groups to identify any disparities and assess the effectiveness of policy and procedure changes in promoting equitable outcomes for all students.

Engagement with Stakeholders: Stakeholders, including student organizations, faculty committees, administrative departments, and community partners, are engaged to gather qualitative insights and perspectives on the impact of policy changes. This engagement fosters collaboration, transparency, and accountability in the evaluation process.

Longitudinal Studies: HCC conducts longitudinal studies to track the impact of policy changes over time. By examining data trends and outcomes longitudinally, HCC can assess the sustained effectiveness of policies and interventions in promoting diversity, equity, and inclusion on campus.

Continuous Improvement Process: Based on the findings from data analysis, surveys, feedback, and assessments, HCC implements targeted interventions and adjustments to policies and practices as needed. This iterative process of continuous improvement ensures that responses to emerging issues are proactive and the college is striving to achieve the equity goals effectively over time.

In evaluating the effectiveness of policy changes, HCC considers both quantitative metrics and qualitative feedback to provide a comprehensive understanding of their impact on student demographics, campus climate, and educational outcomes. Through these mechanisms, HCC is committed to fostering a campus environment that is inclusive, equitable, and conducive to student success.

HAGERSTOWN COMMUNITY COLLEGE

CULTURAL DIVERSITY PLAN

June 2020

INTRODUCTION

Diversity can be defined in a wide variety of ways. For the purpose of this document, "diversity" is defined 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.

Issues of diversity permeate many aspects of a campus environment and each is connected with the others. Unless incorporated into core structures of the College through strategic planning efforts, little will change substantively. HCC's strategic goals and action plans help guide achievement and changes in policies and procedures, with the overarching values of equal access and treatment as the foundations. 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 are critical to provide positive educational outcomes within a climate of acceptance and respect for cultural diversity and equal opportunities for education, training and employment.

The College's Mission, Values and Policy

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. The mission, values and policy statements encourage and support diversity in the personal, professional and scholastic development and enrichment of all in the College community.

Mission

Hagerstown Community College ensures equitable access to affordable high quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

Values

The College believes in and teaches the ideals and values of cultural and racial diversity and a democratic way of life. HCC also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, strength through diversity, and the value of continuing education and life-long learning.

Diversity Policy

Beyond its Equal Employment Opportunity Policy, HCC's Board of Trustees approved in 2010 the Anti-Discrimination Policy. Committed to a policy of cultural diversity and openness in preventing any form of discrimination, the College proactively through this policy is committed to preventing harassment and providing a genuine learning environment that is receptive to all views and backgrounds. Also addressed in the Code of Student Conduct, the College does not tolerate any language, action or behavior that is hostile to others. All students have the right to be free from unlawful intimidation or coercion, negative stereotyping and racial, gender or cultural slurs.

The College's Service Area

Being a leader in the community, HCC takes seriously its commitment to recruit students and employees of diverse backgrounds. HCC's credit minority enrollment of 27.7 percent in FY20 exceeded that of the county's minority population (approximately 21.8 percent). Though Washington County became more racially and ethnically diverse over the last decade, it is still predominantly white and non-Hispanic. Black or African American residents comprise the largest minority group, as seen in Table One. Hispanic residents comprise the fastest growing ethnic/racial group in Washington County.

Table One
Washington County, MD Population by Race and Hispanic Origin 2017-19

	V2017		V2018		V2019		
	Population	% of Total	Population	% of Total	Population	% of Total	% Change V2017 to V2019
Total Population (estimates)	**150578**	**100%**	**150926**	**100%**	**151049**	**100%**	**0.3%**
Race							
American Indian/Alaskan Native	452	0.3%	453	0.3%	453	0.3%	0.3%
Asian	2861	1.9%	2868	1.9%	2870	1.9%	0.3%
Black or African American	17,166	11.4%	17,658	11.7%	18,277	12.1%	6.5%
Native Hawaiian/Pacific Islander	151	0.1%	151	0.1%	151	0.1%	0.3%
White	125,733	83.5%	125,269	83.0%	124,766	82.6%	-0.8%
Two or More Races	4216	2.8%	4377	2.9%	4531	3.0%	7.5%
Ethnicity							
Hispanic/Latino	7077	4.7%	7546	5.0%	8157	5.4%	15.3%
Minority Status							
White alone, not Hispanic or Latino	120,161	79.8%	119,232	79.0%	118,120	78.2%	-1.7%
Minority	30,417	20.2%	31,694	21.0%	32,929	21.8%	8.3%

Source: https://www.census.gov/quickfacts/fact/table/washingtoncountymaryland/PST045218

SUMMARY OF HCC'S PLAN AND PROGRESS TO IMPROVE CULTURAL DIVERSITY

HCC's strategic plans have always incorporated goals and action plans for a diverse student body and workforce. HCC annually updates through its unit planning process the strategic plan, revising and adding objectives and action plans as institutional priorities change or are added. The College, through its 2022 Strategic Plan, addresses the importance of diversity and multiculturalism by establishing specific goals (2, 3, 4, and 6), objectives and action plans. In doing so, HCC continues to improve its planning/evaluation model and bring about positive change related to improving cultural diversity among students, faculty and staff. Bulleted below each relevant goal of the 2022 Strategic Plan are updates regarding progress with impact on cultural diversity made since FY19.

Institutional policy statements provide the overarching foundation for these plans. The Board of Trustees established policies to address issues of diversity, integrity and respect across campus. These policies include: Anti-Discrimination (Policy #4042); Academic Integrity (Policy #4045); Discrimination and Harassment (Policy #5032); Expressive Activity (Policy #8068); Sexual Harassment (Policy #8070A) and the Equal Employment Opportunity (Policy #5003). Recognizing the importance of this topic, the Human Resources (HR) Department implemented an electronic version of annual recertification training on discrimination and harassment for all employees.

2022 Strategic Goal 2 – Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism

Action Plans:

- 2.8a Structure professional development activities for all employees that focus on multicultural awareness and responsiveness, including teaching employees "best practices" in serving a multicultural student body (FY18-FY22)
- 2.8b Promote multicultural sensitivity in the classroom among faculty and students (FY18-FY22)
- 2.8c Develop interactive teaching and learning models that expand student knowledge of and appreciation for multiculturalism, including faculty and student panel discussions, and other College and community events (FY18-FY22)
- 2.8d Develop new courses and update curricula to reflect a diversified worldview (FY19)
- 2.8e Exhibit a diverse representation of student and employee images in all advertising (FY18-FY22)

Accomplishments in FY20 related to Cultural Diversity:

- Recognizing the importance of embracing diverse cultures in instruction, HCC offers diversity to its Emerging Issues and Interdisciplinary General Education category, thereby requiring that all degree-seeking students take at least one three-credit course pertaining to multiculturalism and diversity. Examples of relevant course titles include Cultural Anthropology, Latin American History, World Regional Geography, World Religions, Understanding Diversity in the Helping Profession, Diversity and Cultural Issues in Sports and Athletics, and Race and Ethnic Relations in the United States.
- Student organizations oriented toward increasing awareness of diversity, races and cultures include the Black Student Union, International Club, Pride Alliance, Anime Club and Christian Fellowship Club. Other student organizations are encouraged and supported as student leadership arises.
- The Continuing Education and Business Services division of the College offers a Spanish Drivers Education course.
- ELL-101, English Composition for English Language Learners has continued.

2022 Strategic Goal 3 – Strengthen Sustainable Enrollment Management Systems to Improve Student Retention, Program Completion and Student Success

3.2 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments

Action Plans:

- 3.2d Develop strategies to continue the growth of minority student enrollments (FY18-FY22)
- 3.2e Develop and maintain ESL curricula in ABE, developmental, and college-level courses (FY19-FY22)
- 3.2l Continue to provide financial literacy as part of loan counseling and present workshops to selected student groups (FY18-FY22)
- 3.2r Partner with local and regional veterans' organizations to encourage use of credits and benefits earned while in service to complete an associate degree (FY18-FY19)

3.4 Provide special services to reach out to underserved populations

Action Plans:

- 3.4a Monitor the effectiveness and make improvements to student services programs that assist at-risk students (FY19)
- 3.4e Implement marketing initiatives specifically targeted at underserved populations (FY18-FY20)
- 3.4g Strengthen the ABE / GED / EDP programs (FY18-FY22)
- 3.4h Expand credit and credit-free short term training programs for those entering the job market or making a career change (FY18-FY-22)
- 3.4j Continue to serve the prison populations at the five Western Maryland prisons by providing computer and vocational training (FY18-FY22)
- 3.4k Enhance Library and Learning Support Center support for adult literacy programs and ESOL (FY18-FY19)

Accomplishments in FY20 related to Cultural Diversity:

- The College's minority student enrollment in FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent).
- The full-time Multicultural Recruiter position encourages prospective minority students to enroll in either adult education courses, credit courses, or non-credit courses; additionally, the Multicultural Recruiter visits area businesses lead by diverse owners and/or employing a diverse workforce to encourage enrollment.
- The Continuing Education division continues to serve traditionally underserved populations through training (e.g., forklift safety at the Washington County Family Center, Spanish Drivers Education course, etc.).
- The Director of Financial Aid hosts workshops for low income, at-risk students to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. HCC has an additional source of student financial assistance via the Opportunity Fund (college funded) and Alumni Angel Fund (HCC Foundation funded) for those who do not qualify for Pell grants or who require additional financial assistance.
- Events sponsored by HCC to promote cultural diversity and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Black History Month Celebration and information table, Women's History Month Celebration and information table, Hispanic Heritage Month Celebration and information table, and Irish-American Heritage Celebration and information table. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union, International Club, Pride Alliance, Anime Club and Christian Fellowship Club. The SGA Program Board sponsored LGBT speaker Cory Wade, who spoke on Gender Fluidity in Today's Society as well as Race Relations speaker Aaron Jenkins; both speakers were well received by students, faculty and staff. The Student Activities Office sponsored student participation in the national KatusCon convention (anime) at Washington, D.C.'s National Harbor, a day trip to Philadelphia, a trip to a local Renaissance Faire. Finally, HCC's Library hosted National Frederick Douglass Day
- Two of the College's programs use a case management approach to help remove barriers and providing support for learning. Both the Career Program Achievers (formerly known as Job Training Student Resources, college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which over 30 percent fall into a minority group.

2022 Strategic Goal 4 – Expand Community and Workforce Development, Strategic Partnerships and Alliances

4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region

Action Plans:

4.5c Plan and sponsor community information forums on issues facing the HCC service area (FY19-FY22)

4.5d Continue to provide regional leadership for the annual Martin Luther King/Diversity Celebration on the HCC campus, and plan activities throughout the year that promote multiculturalism (FY18-FY22)

4.5e Expand credit-free arts and cultural programs that meet the needs of the community (FY18-FY22)

***Accomplishments in FY20 related to Cultural Diversity*:**

- HCC provides county leadership for the annual Martin Luther King, Jr. / Diversity Celebration, which has been held annually on campus since 2004.
- The College has been the co-sponsor of annual Hispanic festival since 2008. The Hispanic organization that co-sponsors the event uses funding from the event to support scholarships for Hispanic students attending HCC.
- HCC's adult education GED program enrolls approximately 50 percent minority students.
- The College participated in the Maryland Males Students of Color Summit, hosted by the Maryland Association of Community College, with both students and employee participants.

2022 Strategic Goal 6 – Improve Human Resource Development Systems, Practices, and Procedures

6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners

Action Plans:

6.1a Develop policy recommendations as needed through the Human Resources Committee for improved employee recruitment, selection, and orientation (FY18-FY22)

6.3 Promote and provide professional development opportunities to enhance employee performance

Action Plans:

6.3h Develop and promote civility and multicultural awareness for all employee and volunteer groups (FY18-FY22)

6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions

Action Plans:

6.5b Audit approved policies and procedures to ensure the language is compliant with current federal and state mandates (FY18-FY22)

Accomplishments in FY20 related to Cultural Diversity:

- In fall 2019, six (7.7 percent) full-time faculty identified themselves as minorities, compared to one a decade ago. Of all full-time non-faculty employees, 9.8 percent identified themselves as minorities in fall 2019, which is a slight increase from previous years.
- The Human Resources Department offers an electronic version of annual recertification training on discrimination and harassment for all employees.

FOSTERING AND INCREASING A DIVERSE STUDENT BODY AND WORKFORCE

Student Recruitment and Enrollment

The College's minority student enrollment in FY20 was 27.7 percent, reflecting a higher degree of ethnic and racial diversity than found in the county (approximately 21.8 percent). Black/African American students, the largest minority group on campus, comprised 10.9 percent of all FY20 enrollments. Additionally, Hispanics/Latinos comprised 7.7 percent of enrollment, which is over two percent higher than their proportion in Washington County. Table Two depicts unduplicated headcount enrollment in credit programs by race and ethnicity for FY16 through FY 2020.

Table Two
Unduplicated Credit Enrollment by Race, Ethnicity and Minority Status
FY16 – FY 20

	FY 2016		FY 2017		FY 2018		FY 2019		FY 2020* To Date		% Change FY 16 to FY 20
	#	%	#	%	#	%	#	%	#	%	
Total Unduplicated Head Count	**6022**	**100%**	**5827**	**100%**	**5761**	**100%**	**5749**	**100%**	**5188**	**100%**	**-13.8%**
Race/Ethnicity											
Hispanic/Latino	328	5.4%	350	6.0%	364	6.3%	371	6.5%	398	7.7%	21.3%
American Indian or Alaska Native	15	0.2%	14	0.2%	13	0.2%	15	0.3%	10	0.2%	-33.3%
Asian	115	1.9%	119	2.0%	120	2.1%	122	2.1%	126	2.4%	9.6%
Black or African American	581	9.6%	652	11.2%	666	11.6%	722	12.6%	568	10.9%	-2.2%
Native Hawaiian or Other Pacific Islander	9	0.1%	6	0.1%	6	0.1%	9	0.2%	4	0.1%	-55.6%
White (non-Hispanic)	4525	75.1%	4271	73.3%	4171	72.4%	4039	70.3%	3626	69.9%	-19.9%
Two or more races	269	4.5%	251	4.3%	253	4.4%	290	5.0%	329	6.3%	22.3%
Race and ethnicity unknown	120	2.0%	106	1.8%	113	2.0%	125	2.2%	107	2.1%	-10.8%
International	60	1.0%	58	1.0%	55	1.0%	56	1.0%	20	0.4%	-66.7%
*Minority^*	*1317*	*21.9%*	*1392*	*23.9%*	*1422*	*24.7%*	*1529*	*26.6%*	*1435*	*27.7%*	*9.0%*

*Preliminary 12 Month Unduplicated Enrollment as of 5-18-2020

^Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.

Source: IPEDS 12 Month Enrollment, Office of Planning & Institutional Effectiveness

Increasing the number and diversity of student enrollments remains critical to HCC's success. In accordance with federal regulations under the Higher Education Opportunity Act, institution-wide assessment information, which includes diversity, is available to current and prospective students through the public disclosure site of HCC's Web page. A position in Student Services is dedicated to outreach and recruitment of minority populations. The Multicultural Recruiter, who is Hispanic, visits all local high schools, including English Language Learner (ELL) classes, and hosts information sessions targeting prospective minority students at the local public library and other venues. Information shared includes credit and non-credit education and adult education and literacy. Events sponsored by HCC to promote multiculturalism and understanding throughout the year included the Martin Luther King, Jr. Celebration of Diversity, co-sponsoring the annual Hispanic Festival, Chinese New Year Celebration, and Irish-American Heritage Celebration. Support for student diversity is also evidenced by the range of extra-curricular student clubs and organizations offered through the Student Activities Office, which include the Black Student Union and International Club. The

SGA Program Board sponsored activities for Hispanic Heritage Month, Black History Month, Chinese New Year and Irish-American Heritage Month.

Two of the College's programs use a case management approach to help remove barriers and provide support for learning. Both the Job Training Student Resources (college funded) and TRiO Student Support Services (grant funded) programs work closely with at-risk students to help them persist, complete their courses and graduate. Both programs serve high-risk populations, of which over 30 percent fall into a minority group.

The Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. This outreach effort is designed to encourage participation in higher education by covering federal and state financial aid programs, concerns about borrowing and important deadlines. The results of these efforts are demonstrated by an increase in minority students receiving financial aid as seen in Table Three. In FY20, 67.9 percent of enrolled minorities received financial aid.

Table Three
Students Receiving Financial Aid by Race, Ethnicity and Minority Status: FY 2015 – FY 2019

	FY 2015		FY 2016		FY 2017		FY 2018		FY 2019	
	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid	Headcount	% Receiving Financial Aid
Total Students Receiving Financial Aid	**6491**	**60.4%**	**6022**	**59.6%**	**5827**	**60.4%**	**5761**	**63.1%**	**5749**	**58.9%**
Race/Ethnicity										
Hispanic/Latino	354	65.0%	328	59.5%	350	62.0%	364	66.5%	371	67.4%
American Indian or Alaska Native	17	64.7%	15	53.3%	14	71.4%	13	76.9%	15	73.3%
Asian	122	50.8%	115	48.7%	119	52.1%	120	57.5%	122	62.3%
Black or African American	689	68.2%	581	66.8%	652	62.9%	666	68.8%	722	68.8%
Native Hawaiian or Other Pacific Islander	11	27.3%	9	55.6%	6	66.7%	6	50.0%	9	33.3%
White (non-Hispanic)	4871	59.4%	4525	58.9%	4271	59.6%	4171	61.8%	4039	56.5%
Two or more races	247	64.8%	269	66.9%	251	72.1%	253	68.4%	290	69.3%
Race and ethnicity unknown	130	58.5%	120	57.5%	106	63.2%	113	71.7%	125	50.4%
International	50	36.0%	60	38.3%	58	34.5%	55	41.8%	56	8.9%
Total with Racial/Ethnic Minority^ Status	*1440*	*65.0%*	*1317*	*63.2%*	*1392*	*63.5%*	*1422*	*67.2%*	*1529*	*67.9%*
Average rate of Students Receiving Financial Aid* by Race/Ethnicity Category (excludes international students)		57.3%		58.4%		63.8%		65.2%		60.2%

Source: IPEDS 12-Month Enrollment; MHEC FAIS Reports, FY 2015 - 2019

**Removed all loans and work-study self-help aid*

^Minority count excludes categories of white (non-Hispanic), international, and students whose race and/or ethnicity is unknown.

Office of Planning and Institutional Effectiveness, 6/5/2020

The HCC Work Force

The strategic value of diversity among the students, faculty, and local community, is recognized as the College strives to be a leader and catalyst for diverse social, ethnic, and educational experiences. HCC utilizes the HigherEdJobs diversity and inclusion email package which helps to recruit for diverse applicants and demonstrates HCC's commitment to diversity and inclusion. The HR Recruitment Specialist attends local and career fairs in the Hagerstown, Frederick, and Baltimore areas, and also at the Martinsburg VA Medical Center. Positions are posted to the career centers of universities such as Bowie State University, Morgan State University, University of Maryland, Notre Dame of Maryland University and American University. Additionally, positions are posted to the Maryland Workforce Exchange, Pennsylvania Job Gateway and Workforce West Virginia. Job flyers are sent to regional local veteran's employment representatives for distribution as well.

The College is benefiting from the aforementioned recruitment efforts to increase diversity in hiring faculty to provide role models for the increasingly diverse student population. According to the fall 2019 EDS report, 9.2 percent of all full-time employees identified themselves as a minority. Of full-time faculty, there were six minorities (7.7 percent), which is an improvement from previous years. Of all non-faculty full-time employees in fall 2019, 20, or 9.8 percent, were minorities, a percentage that has remained relatively flat over the previous year. Facing the challenge to recruit full-time faculty and administrators of color to provide positive role models and to help create a culturally diverse environment is an institutional priority. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas.

Along with employee recruitment, the HR Office is responsible for new hire orientation and employee training and professional development; and legal compliance with all federal, state and local regulations. One aspect of training for all employees focuses on prevention of discrimination and harassment via completion of an electronic module for annual recertification.

Table Four
Full-time Faculty & Staff by Race, Ethnicity and Minority Status: Fall 2015 – Fall 2019

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019	
	#	%	#	%	#	%	#	%	#	%
Full-time Employees, Total	**288**	**100%**	**290**	**100%**	**285**	**100%**	**287**	**100%**	**283**	**100%**
Demographics, Full-time Faculty										
Full-time Faculty, Total	80	27.8%	80	27.6%	78	27.4%	80	27.9%	78	27.6%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	1	1.3%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
American Indian/Alaskan Native	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian	0	0.0%	0	0.0%	0	0.0%	1	1.3%	1	1.3%
Black or African American	3	3.8%	1	1.3%	3	3.8%	4	5.0%	4	5.1%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	75	93.8%	76	95.0%	73	93.6%	73	91.3%	71	91.0%
Two or more races	1	1.3%	1	1.3%	0	0.0%	0	0.0%	0	0.0%
Race and ethnicity unknown	0	0.0%	1	1.3%	1	1.3%	1	1.3%	1	1.3%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Minority^*	*5*	*6.3%*	*3*	*3.8%*	*4*	*5.1%*	*6*	*7.5%*	*6*	*7.7%*
Demographics, Full-time Staff, Non-Instuctional										
Full-Time Staff, Total	208	72.2%	210	72.4%	207	72.6%	207	72.1%	205	72.4%
Race/Ethnicity (Full-time)										
Hispanic/Latino, any race	4	1.9%	4	1.9%	4	1.9%	6	2.9%	6	2.9%
American Indian/Alaskan Native	2	1.0%	1	0.5%	1	0.5%	1	0.5%	1	0.5%
Asian	1	0.5%	2	1.0%	1	0.5%	2	1.0%	1	0.5%
Black or African American	10	4.8%	11	5.2%	12	5.8%	11	5.3%	11	5.4%
Native Hawaiian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
White (non-hispanic)	191	91.8%	189	90.0%	187	90.3%	184	88.9%	184	89.8%
Two or more races	0	0.0%	1	0.5%	1	0.5%	0	0.0%	1	0.5%
Race and ethnicity unknown	0	0.0%	2	1.0%	1	0.5%	3	1.4%	1	0.5%
International	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Minority^*	*17*	*8.2%*	*19*	*9.0%*	*19*	*9.2%*	*20*	*9.7%*	*20*	*9.8%*
^Minority count excludes white (non-Hispanic), international and unknown race/ethnicity categories.										
Source: IPEDS Human Resources Annual Report, based on November 1 Employee Census										

PROCESS FOR REPORTING CAMPUS-BASED HATE CRIMES

The safety and security of the College community are of vital concern to Hagerstown Community College. Hate crimes manifest evidence of prejudice based on race, religion, sexual orientation, gender, gender identity, disability, ethnicity, or national origin. As part of the efforts to control crime on the campus and to assure a safe environment for students, faculty and staff, the HCC Police Department prepares an Annual Security Report in compliance with 20 United

States Code section 1092 (f), the "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act." The report reflects policies and services designed to provide a safe environment and set a standard of conduct which is most conducive for a safe college campus. The Campus Crime Statistics Act mandates the manner in which statistics are collected and the format in which statistics are published. The categories related to hate crimes on campus include race, gender, religion, sexual orientation, ethnicity and disability. Since the implementation of the Jeanne Clery Disclosure Act, HCC has had no reportable incidents of any hate crimes.

In the event that a hate crime occurs on campus, Campus Police will investigate all reported incidents occurring within their jurisdiction. All reported information will be treated as confidential and security over all police reports and files will be maintained. The Campus Police will assist victims of crimes occurring in other jurisdictions to the limit allowed by law.

Progress Report on the Plan for a Program of Cultural Diversity
Submitted to the Maryland Higher Education Commission

HARFORD COMMUNITY COLLEGE

Report for Academic Year 2023-2024

Background

Harford Community College (HCC) is a two-year community college that believes in providing an open and inclusive environment to all students and employees.

Diversity at Harford Community College

At the institutional level, HCC has championed diversity, which has been included in the College's Mission Statement and its Strategic Plans. Equity and inclusion are part of HCC's current list of values, which states: "*Our shared purpose unites us, and our diversity strengthens our actions. We intentionally engage many voices and seek to understand existing inequities before taking action. We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation.*" (https://www.harford.edu/about-harford/get-to-know-harford/). Diversity is woven into the everyday work of the college. For example, many courses at HCC incorporate diversity as a learning objective, and most programs require one diversity-designated class for graduation. Supervisors/managers are strongly encouraged to evaluate diversity and equity as a factor for their direct reports' performance reviews. The campus regularly offers training in equitable and inclusive work practices, as well as in diversity and cultural awareness.

HCC has had a Diversity, Inclusion, Culture, and Equity (DICE) Committee (originally known as the Cultural Diversity Committee) since 2012. In 2021, DICE was elevated to one of the College's All-College Committees to give its work higher visibility and embed its work more deeply in all aspects of campus life and operations, making it a part of the College's refreshed governance structure. Beginning in 2021, DICE was given a standing budget to conduct its programming.

This report complies with the 2024 report requirements, as outlined in MHEC's memorandum of February 28, 2024, and includes the required sections: 1) Summary of Plan; and 2) Summary of impact of the Supreme Court's decision regarding race-conscious admissions practices (including information on its impact on Outreach and Support; Community Engagement; Equity and Access; and Monitoring and Evaluation).

Summary of HCC's Plan for Program of Cultural Diversity

In 2023, DICE, with input from a variety of campus constituencies, crafted a new Plan for a Program of Cultural Diversity for the HCC Campus.

The Plan aligns with HCC's new FY20 – FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

Below are the major goals that comprise the HCC Plan for a Program of Cultural Diversity, 2023-2026. In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, HCC, upon the recommendation of DICE, adopted the following three goals and supporting strategies.

GOAL 1: **Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.**

Strategies	Target Groups
In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity.	Faculty and staff
Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.	Faculty, staff, and students

Strategies	Target Groups
Organize and host a biannual Equity and Inclusion Summit to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.	Faculty, staff and students (from within HCC, Harford County, and other community colleges)
Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students.	Faculty and staff
Work with Center for Excellence in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion	Faculty and staff

GOAL 2: **Employ a variety of assessment methods to understand the campus cultural diversity climate.**

Strategies	Target Group
Investigate the feasibility of an "Equity Audit" on campus, across academic departments and processes, administrative policies, and building and campus accessibility.	All campus affiliates
Analyze results of other surveys conducted by HCC, including campus climate surveys, the Student Satisfaction Inventory, and PACE surveys, to ascertain trends in diversity, equity, and inclusion.	Faculty, staff and students
Maintain a process for capturing and responding to information on campus cultural diversity climate incidents	Faculty, staff and students

GOAL 3: **Promote Diversity, Equity and Inclusion values in all aspects of campus work and life.**

Strategies	Target Group
Restructure DICE's role as an All-College Committee	Campus employees
Establish an Equity Council that will include all DEI-related committees and groups on campus	All campus affiliates
Collaborate with Human Resources and explore the feasibility of making DEI a required factor in annual goals	Campus employees

The work of the DICE Committee will be carried out by several subcommittees that will be responsible for implementing the strategies that support the three goals. DICE will also continue to work with its liaison with the President's Cabinet and use its position as an All-College Committee to implement these strategies effectively.

Summary of the Impact of the 2023 Supreme Court Decision on Race-Conscious Admissions Practices

On June 29, 2023, the U.S. Supreme Court settled a decade-long case with a decision addressing the legality of race-conscious affirmative action in college admissions programs. In *Students for Fair Admissions, Inc.* (SFFA) *v. President & Fellows of Harvard College (Harvard)* and *SFFA v. University of North Carolina (UNC)*, the Court held, in a 6-3 ruling, that Harvard and UNC's race-conscious admissions programs violate the Fourteenth Amendment's Equal Protection Clause. Many articles have been written and many analyses produced about this decision and its impact on the college admissions process; specifically, there have been efforts made to minimize its impact on minority students, who are already underrepresented in higher education.

Harford Community College is an open-admissions institution, and thus, the decision made by the Supreme Court does not affect our admissions process. The impact was felt more by four-year institutions rather than community colleges.

Nevertheless, we want to emphasize that we are more focused than ever on enhancing our efforts to recruit and retain African American and minority students, part-time, and adult students (age 26 and older) to improve completion. We recognize that it is with these populations that equity gaps remain the widest.

Below is a summary of our efforts in the past year in the following areas:

A. Outreach and Support Programs

HCC continues to operate the very successful My College Success Network (MCSN) Program. The My College Success Network combines campus resources with programs and services designed to highlight the African American student experience in an effort to empower, support, and encourage completion and success. While the MCSN was created to address achievement gaps in graduation and retention between students of color and Caucasian students, all students, regardless of ethnicity, are welcome to participate. In the fall of 2023, nine HCC students received mentoring services. Out of those 9 students, 8 of them had a successful semester. That same semester, 24 students registered to receive academic coaching, and 21 of them successfully completed the course. Additionally, 17 successfully completed the semester.

The spring of 2024 also displayed the strength of the MCSN program and its hands-on work with students. In that semester, nine students registered for academic coaching, and eight successfully completed the course. Seven successfully completed the semester. However, 37 students (not registered for academic coaching) also received support from an academic coach. Of those, 33 successfully completed their semester.

In addition, HCC is currently pursuing a TRIO Student Support Services grant with the Department of Education to assist underrepresented students.

B. Community Engagement

HCC continues to conduct activities that promote diversity, equity, and inclusion for the campus and the wider community. These include, among many others:

1. A screening of the film, *The Neo African Americans*, and a discussion with filmmaker Kobina Adoo
2. The Latin Heritage Luncheon, featuring music by Sol y Rumba

3. The Black Heritage Month Luncheon, “Forty Years of Tragedy, Forty Years of Triumph,” featuring music by Benny Russell’s Big Band and a narrated journey through historic milestones
4. “80 Years Later,” a generational conversation with survivors of the internment of Japanese Americans during World War II and their descendants

We also promote work across campus constituencies to foster a deeper embedding of these values in our collective work. For example, the DICE Committee worked with the Multicultural Students Association Club (MSA) to host the MSA’s Diversity Block Party in November of 2023 (see appendix). Likewise, the HCC Library created a LibGuide for DICE’s Country of Focus this year (indigenous tribes of the Susquehanna), which was used in a "Harford History and Culture" program for the Harford County sheriff recruits.

C. Equity and Access

HCC continues to uphold the values of equity and to advocate for access for all students. This year, we sponsored our second-ever Equity Summit, focused on the theme “*Standing Together: The Value and Culture of Allyship*.” The well-attended day of discussion, reflection and action featured keynote speeches by Dr. Mejdulene Bernard Shomali, a queer Palestinian poet and associate professor in Gender, Women’s, and Sexuality Studies at the University of Maryland Baltimore County and a published author, as well as Jeannie Gainsburg, an award-winning educational trainer and consultant in the field of LGBTQ+ inclusion and effective allyship and author of *The Savvy Ally: A Guide for Becoming a Skilled LGBTQ+ Advocate*. (Gainsburg’s book was the DICE Book Club selection for 2023-2024). In addition to the presentations, there was a faculty/staff panel from Harford that included Dimetrios Jelen-Joy, Manager for Athletic Compliance & Eligibility and Men’s Head Basketball Coach; Jennifer Myers-Smith, Academic Success Coach; Dr. Kurt Doan, Special Assistant to the President and Board of Trustees, President of the Upper Chesapeake Bay Pride Foundation, who also serves on the Governor’s Commission for LGBTQIA+ Affairs; and Dr. Olivia Rines, Associate Vice President for Academic Affairs, a member of the SafeZone Committee and an advisor to the Rainbow Alliance student club. There was also a Harford Student Panel, moderated by Suzanne Gallihue, which included students talking directly to faculty, staff, and administrators about what they sought in their campus allies and what they felt they needed to succeed at HCC. The Equity Summit is held every two years on the campus of Harford Community College and is open to the campus and to the wider public.

D. Monitoring and Evaluation

HCC tracks student enrollment according to a variety of factors, including age, race, and ethnicity. The most recent numbers are from 2023:

HARFORD COMMUNITY COLLEGE

Harford Community College
2023 Quick Facts

Harford Community College was founded in 1957. The main campus occupies 352 acres near Bel Air, Maryland, and has 24 buildings totaling approximately 372,525 assignable square feet. The college also operates several off-site facilities containing another 41,156 assignable square feet.

Credit Enrollment

	FY 2022	FY 2023	Fall 2022	Fall 2023
Number of Students	6,344	6,301	4,612	5,123
Full-Time	1,047	1,049	1,618	1,674
Part-Time	5,297	5,252	2,994	3,449
Female	3,808	3,773	2,771	3,002
Male	2,535	2,524	1,839	2,111
Full-Time Equivalent Enrollment*	2,687.14	2,812.11	2679.1	2,862
First-Time	2,062	2,307	1,031	1,025
Average Age	24.6	24.2	22.2	22.1
Median Age	20.9	20.7	19.0	19.0
% Minority and Other				
African American	17.8%	17.8%	17.3%	17.8%
Asian	4.2%	4.6%	4.4%	4.4%
Hispanic/Latino	6.4%	7.5%	7.7%	7.9%
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.4%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.2%
Multiracial Non Hispanic/Latino	4.2%	4.3%	4.2%	4.5%
Other	1.1%	0.6%	0.7%	0.6%
% Minority and Other, Total	33.9%	35.3%	34.7%	35.8%

HCC has implemented one positive way of emphasizing diversity work: the awarding of the Harford Community College Equity Awards. In 2024, Equity Awards were presented to two Harford Community College employees, Melissa Bodrick, Student Development Specialist, and John Donahue, Associate Professor of Sociology; and community member DeLane Lewis. The Awards spotlight advocacy work that is done among faculty, staff, and members of the Harford County wider region and community.

APPENDICES

Appendix A: A Plan for Cultural Diversity, 2023-2026

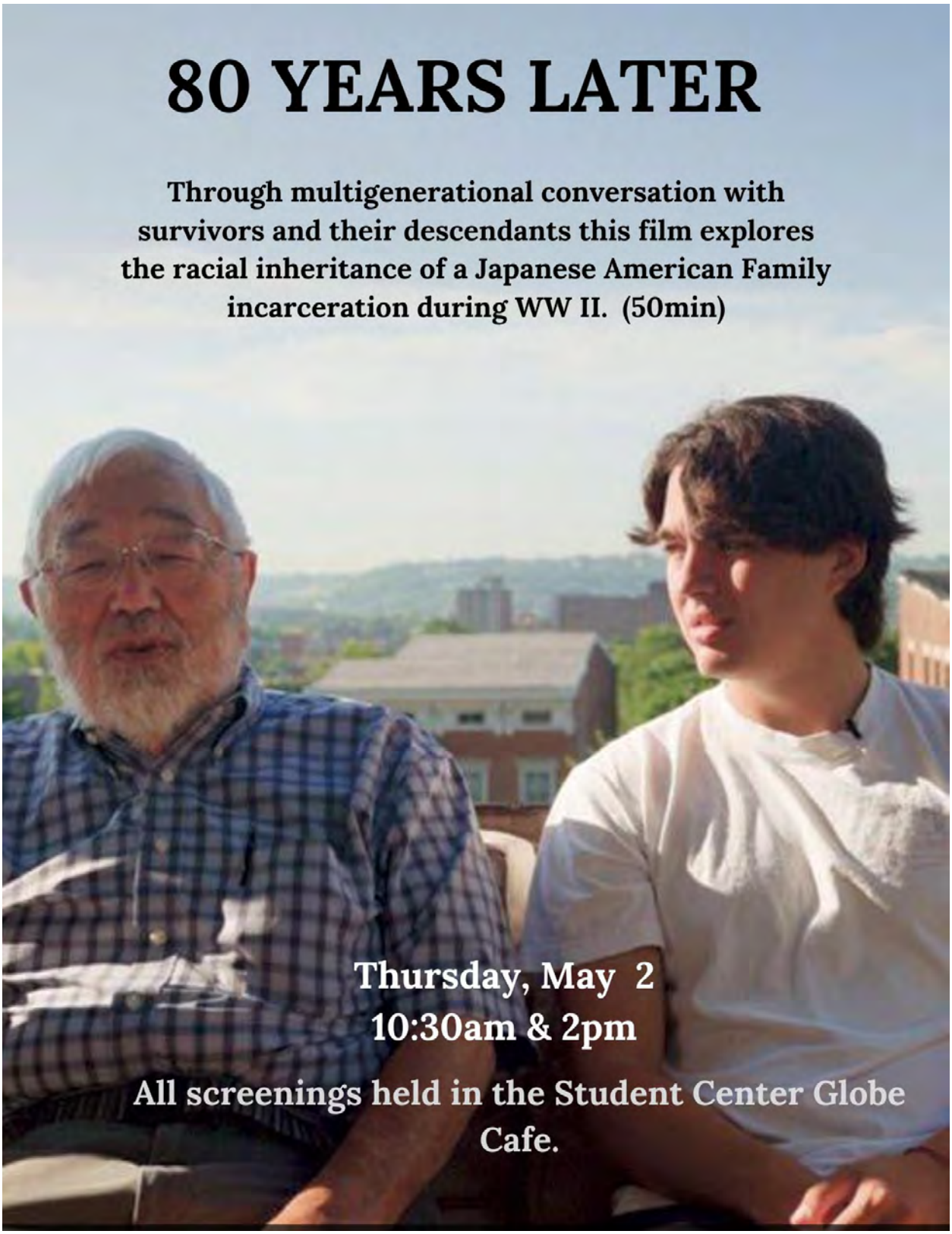
[include here]

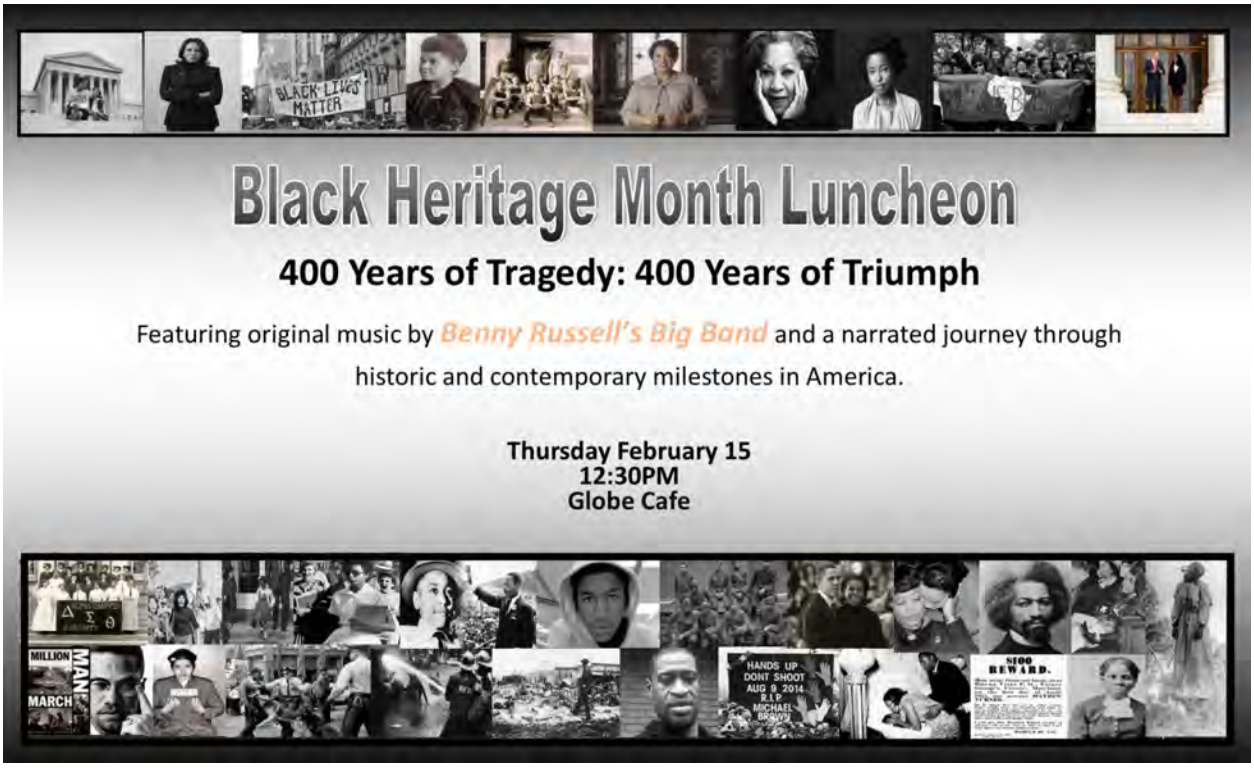
Appendix B: Community Engagement (flyers and advertisements)

The Multicultural Student Association
invites you to its annual
DIVERSITY
BLOCK PARTY
November 13, 2023
12pm–2pm
Globe Cafe
Wearing your traditional/cultural heritage attire is welcomed!
*Diversity Booths: Diversity Rocks, Diversity Tree, Wheel of Diversity *GeoGuessr Tournament *Sing A Long Cultural Showcase * Cultural Food and Music* Cultural Preview (the Susquehannocks)
Event sponsored by the HCC–Diversity, Inclusion, Culture and Equity (DICE) Committee

WATCH PARTY & DISCUSSION
THE NEO-AFRICAN-AMERICANS
BLACK
?
IMMIGRANT
Thursday, November 30
Reception & Lunch 12-12:30pm
Film Discussion 12:30-2pm
Student Center 243
Join us for a film screening followed by thoughtful discussion with filmmaker Kobina Aidoo to explore the reshaping of identity and community.
We are eager to ensure full participation for all. Please contact the Office of Student Life for disability accommodations at 443-412-2628 or studentlife@harford.edu at least 10 days prior to the event.
HARFORD
COMMUNITY COLLEGE
harford.edu

LATIN HERITAGE LUNCHEON
THURSDAY SEPTEMBER 28
12 PM - 1:30 PM
GLOBE CAFÉ
MUSIC BY SOL Y RUMBA
WE ARE EAGER TO ENSURE FULL PARTICIPATION FOR ALL. PLEASE CONTACT THE OFFICE OF STUDENT LIFE FOR DISABILITY ACCOMMODATIONS AT 443-412-2628 OR STUDENTLIFE@HARFORD.EDU AT LEAST 10 DAYS PRIOR TO THE EVENT.
HARFORD


80 YEARS LATER
Through multigenerational conversation with survivors and their descendants this film explores the racial inheritance of a Japanese American Family incarceration during WW II. (50min)
Thursday, May 2
10:30am & 2pm
All screenings held in the Student Center Globe Cafe.


BLACK LIVES MATTER
Black Heritage Month Luncheon
400 Years of Tragedy: 400 Years of Triumph
Featuring original music by Benny Russell's Big Band and a narrated journey through historic and contemporary milestones in America.
Thursday February 15
12:30PM
Globe Cafe
MILLION MAN MARCH
HANDS UP - DONT SHOOT
AUG 9 2014
R.I.P
MICHAEL BROWN
$100 REWARD.

Harford Community College
Plan for a Program of Cultural Diversity 2023-2026

Harford Community College (HCC) is a two-year college that believes in providing an open and inclusive environment to all students and employees. Harford Community College expects to sustain an atmosphere where individuals and groups can maintain a sense of cultural identity while supporting a strong, integrated campus community. For purposes of this plan, "cultural diversity" means the inclusion of those racial and ethnic groups and individuals that are or have been underrepresented in higher education. (Article 11-406)

Background:
For the past several years, diversity has been an HCC value at the institutional level as demonstrated by its inclusion in the College's values and the Strategic Plan. Many courses at HCC incorporate diversity as a learning objective, and students must take one diversity-designated class in most programs in order to graduate with an Associate's degree. In an effort to attract and retain diverse candidates, a Talent Management Committee was formed; it updated the HCC application portal and began advertising vacant positions in more diverse academic journals, sites, and conferences.

To further advance the College's commitment to cultural diversity, in October 2012, the Vice President for Academic Affairs and the Vice President for Student Affairs and Institutional Effectiveness established a *Cultural Diversity Committee*, with the following purposes:

1. Review and update the College's Plan for a Program of Cultural Diversity, as required by MHEC;
2. Assess the College's progress toward achieving the goals and implementing the plan;
3. Complete required annual reporting by stated due dates for Board of Trustees approval (MHEC progress report);
4. Identify those programs/services/activities that can have the greatest possible impacts on campus cultural diversity and recommend how our resources might best be utilized and coordinated to fulfill the campus cultural diversity plan;
5. Identify barriers to achieving greater success in fulfilling the cultural diversity plan and provide recommendations on how the College can overcome those barriers;
6. Assist in the preparation of funding requests to support cultural diversity activities;
7. Work with governance committees/councils, departments, and offices on promulgating positive cultural diversity practices;
8. Serve as a clearinghouse and communications center for activities relating to cultural diversity on- and off-campus.

In 2019, the Committee for Cultural Diversity voted to change its name to the Diversity, Inclusion, Culture, and Equity (DICE) Committee. This name change reflects the broader, expanded mission of the Committee to consider issues of diversity and their intersection with issues of equity and inclusion. It also widened the scope of the Committee's work to embrace the way that diverse viewpoints must be included and welcomed in mainstream campus life to be effectively heard and considered. Moreover, the name change was a deliberate reflection of our college values which currently include Equity and Inclusion. In 2021, DICE received an operating budget for the first time to implement its goals and initiatives; in 2022, DICE became a standing committee in HCC's new collegial governance structure.

The DICE Committee includes members from across the HCC campus, including from all academic divisions, Human Resources, and from departments that interface with students such as Advising, Career, and Transfers Services, and Disability and Student Intervention Services.

The DICE Committee has worked to create a new Plan for a Program of Cultural Diversity, for the academic years 2023-2026.

Alignments with HCC Strategic Plan and MHEC Plan:

The Plan for a Program of Cultural Diversity aligns with HCC's FY20 - FY24 Strategic Plan. Specifically, the Plan's goals, which center on diversity and equity, support the following strategies and their objectives:

Strategy 2: Create an engaging and inclusive learning experience so ALL students can achieve their goals.

Objectives:

1. Identify and implement structures and resources to foster an inclusive and equitable learning experience for all students.
2. Customize onboarding and guided pathways for students to facilitate goal attainment.
3. Develop a college-wide, systematic process that is designed to support students at all levels of academic readiness to promote efficient college level credit attainment in Mathematics, English, and Reading.
4. Implement best practices around SEM practices for each phase of the student life cycle, entry, connection, progress, completion and transition to maintain and grow enrollment and maximize student success.
5. Maintain a Facilities Master Plan that adequately supports the needs of students, faculty, and staff.

Strategy 3: Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

Objectives:

1. Cultivate a workplace culture where HCC employees feel valued and tangibly recognized for their contributions.
2. Develop a workplace culture that encourages continuous learning and professional growth for all HCC employees.
3. Develop talent (or employee) acquisition practices that work to proactively attract high-quality candidates, representative of a wide variety of backgrounds and cultures.
4. Develop processes and procedures that create efficiencies in daily activities to make effective use of college resources, position employees to be successful, and positively impact the student experience.
5. Create an Administrative Procedures Manual to clarify structures and methods for performing various campus operations and activities.

Strategy 5: Prepare students to distinguish themselves as compassionate contributors and leaders in the global community. During the COVID-19 Pandemic, it was decided that much of the work of Strategy 5 would move to our future strategic plan. Despite that, we've included some of the associated objectives as they relate to the cultural diversity work on campus.

Objectives:

1. Design multidisciplinary content and develop multiple delivery mechanisms to integrate global learning across the curriculum to prepare students for life, work, and citizenship.
2. Create opportunities for students, staff and faculty to hone leadership skills and utilize them in community service at the local, state, national and global levels to promote active lifelong learning through engagement.
3. Institutionalize comprehensive globalization at HCC to ensure that our initiatives are dynamic, leading edge and enduring.
4. Build and maintain connections that provide a vital community resource so that global understanding and stewardship thrives in Harford County.

The Maryland Higher Education Commission's new *2022 State Plan for Higher Education* is a revision to the *2017-2021 State Plan for Post-Secondary Education: Student Success with Less Debt* and outlines three primary goals for the state's higher education institutions. The three primary goals for Maryland's higher education institutions are the same goals from the previous state plan:

- **Access:** Ensure equitable access to affordable and high-quality postsecondary education for all Maryland residents.
- **Success:** Promote and implement practices and policies that will ensure student success.
- **Innovation:** Foster innovation in all aspects of Maryland higher education to improve access and student success.

The 2022 State Plan for Higher Education was also created with two important contexts. The first is the importance of **equity**, noting that Maryland is one of the most diverse states in the nation and that many of our institutions have student populations that hold a majority of minority students. The state plan highlights the fact that equity gaps still exist in degree-attainment, persistence, and other indicators of access and success in our higher education institutions. Although Equity and Inclusion statements have been regarded as positive in regard to promoting an institutional commitment to equity, the state plan emphasizes that it is critical that we "do the work," which includes evaluating policies and practices, measuring equity gaps, and evaluating specific initiatives with an "equity lens."

The second context is that Maryland higher education institutions responded immediately and successfully to the **Covid-19 pandemic**. However, it will be important for higher education institutions to remain "agile and responsive" to the fluctuating workforce needs and acknowledge the pandemic's mental health impact within our communities which includes students, faculty, and staff. The state plan encourages institutions to consider these two factors of equity and the impact of the pandemic in our communities to meet the three goals of student access, student success, and innovation. The new Plan for a Program of Cultural Diversity 2023-2026 also aligns with the MHEC goals of Access, Success, and Innovation and also emphasizes the importance of doing the work needed to support student success post-pandemic, with an intentional emphasis on equity.

The Plan for a Program of Cultural Diversity, 2023-2026

Goals:

In keeping with the Strategic Plan, previous Plans for Cultural Diversity, and current demographics, the DICE Committee proposes the following three goals and supporting strategies.

GOAL 1: Increase campus dialogue on and engagement in critical cultural diversity issues, with an emphasis on equity and inclusion.

Strategies	Target Groups
In coordination, whenever possible, with the Center for Excellence in Teaching and Learning (CETL), offer regular professional development for faculty and staff, including DICE training, Safe Zone training, cultural awareness and diversity, equity and inclusion for new employees, and instructional methods with an emphasis on cultural responsiveness and equity.	Faculty and staff
Increase opportunities for dialogue on critical cultural diversity issues through a variety of programming, including an annual spring semester Country of Focus event that highlights a selected speaker. Continue to offer rich co-curricular opportunities that enrich the cultural diversity of our campus.	Faculty, staff, and students
Organize and host a biannual Equity and Inclusion Summit to discuss best practices and strategies for implementing equity and inclusion in the classroom and through our service to students.	Faculty, staff and students (from within HCC, Harford County, and other community colleges)
Sponsor a recognition award (one each for faculty, staff, and community members), to be handed out at the annual Equity and Inclusion Summit (see above). The purpose of the recognition would be to highlight HCC employees who have had a measurable impact on promoting the goals of equity and inclusion in their classrooms, programs, services, and interactions with students.	Faculty and staff
Work with the Center for Excellence in Teaching and Learning (CETL), Achieving the Dream, and other programs on campus to assess current barriers and collaborate to promote diversity, equity, and inclusion	Faculty and staff

GOAL 2: Employ a variety of assessment methods to understand the campus cultural diversity climate.

Strategies	Target Group
Investigate the feasibility of an "Equity Audit" on campus, across academic departments and processes, administrative policies, and building and campus accessibility.	All campus affiliates
Analyze results of other surveys conducted by HCC, including campus climate surveys, the Student Satisfaction Inventory, and PACE surveys, to ascertain trends in diversity, equity, and inclusion.	Faculty, staff, and students
Maintain a process for capturing and responding to information on campus cultural diversity climate incidents	Faculty, staff, and students

GOAL 3: Promote Diversity, Equity, and Inclusion values in all aspects of campus work and life.

Strategies	Target Group
Restructure DICE's role as an All-College Committee	Campus employees
Establish an Equity Council that will include all DEI-related committees and groups on campus	All campus affiliates
Collaborate with Human Resources and explore the feasibility of making DEI a required factor in annual goals	Campus employees

The work of the DICE Committee will be carried out by several subcommittees that will be responsible for implementing the strategies that support the three goals.

APPENDIX A:

Revised Equity and Inclusion Statement

In June 2022, the DICE Committee revised its Equity and Inclusion Statement to better reflect its goals.

"As the anchor institution for higher education in Harford County, Harford Community College embraces equity and inclusion as guiding principles in our mission to best serve ALL of our students and ALL Harford County residents. Collectively, we benefit from the collaborative learning environment that is fostered when everyone's unique voices and life experiences are welcomed, shared, and valued.

Our policies, practices, and pedagogies are designed to create a pluralistic environment that is free from intolerance, that honors our college's values, and that includes all voices and viewpoints. We believe that such a diverse, inclusive environment contributes to student success by providing equitable access to education and learning opportunities.

It is our goal and responsibility to eradicate barriers to student success to ultimately ensure our students' needs are addressed and positioned at the forefront of all that we do. Through education, awareness, and equity-mindedness, we empower members of our community to contribute to the advancement of social justice in our global society."

APPENDIX B:

HCC 2020-2025 Strategic Plan and the Seven Achieving the Dream (ATD) Capacities

Strategic Plan

On Tuesday, June 11, the Board of Trustees of Harford Community College voted unanimously to approve a new strategic plan for fiscal years 2020 through 2025. The strategic planning process was led by a team of over 50 employees representing various units of the College and was inclusive of both the campus and the external community.

The new strategic plan is comprised of four distinct parts: a mission statement, a vision statement, values, and strategies. All four of these components are outlined briefly below. In late summer 2019, the campus will come together to collaborate on action plans that will enable us to implement these new strategies and will incorporate the spirit of the College's new mission, vision, and values.

<u>Mission</u>
Grow. Achieve. Inspire. Contribute.

Strategic Vision

Strive for:

Satisfaction: Demonstrate excellence in all we do as measured by those we serve.
Completion: Do what it takes for students to achieve their individual goals.
Success: Prepare all constituents to make a positive impact and inspire change in the world.

Values

1. Agency
   - We trust the capacity of individuals to act both independently and collaboratively in carrying out their job responsibilities and to make informed decisions based on diverse perspectives and data.
   - We are courageous in our decision-making.
   - We are accountable for the decisions we make and appreciate that self-reflection is a learning opportunity.
2. Equity and Inclusion
   - Our shared purpose unites us, and our diversity strengthens our actions.
   - We intentionally engage many voices and seek to understand existing inequities before taking action.
   - We bring open minds and appreciation of backgrounds, expertise, talents, and experiences to every conversation.
3. Communication and Collaboration
   - Honesty, integrity, and clarity are the foundation of our communications.
   - We practice civil discourse: we listen more, talk less, and say what we mean.
   - We work toward common understanding.
   - We lead by example, appreciating that our actions are more powerful than our words.
   - We work in and across teams to accomplish our shared goal of student success.
4. Respect
   - We act in the best interest of our students.
   - We consider the perspectives, feelings, wishes, rights, and traditions of others.
   - We are kind and courteous in our interactions and engage in courageous conversations for the betterment of our students, our College, and ourselves.
   - Our expertise and contributions are valued and as such we are happy and productive.
5. Innovation
   - We encourage creative thinking and taking chances in the pursuit of excellence.
   - We let our curiosity propel us toward new, smarter ways of working and serving our students.
   - Our agility enables us to be responsive to each other, our students, and the competitive environment.

Strategies

1. Establish relevant, flexible options for learning that respond to community needs for growth and prosperity.
2. Create an engaging and inclusive learning experience so ALL students can achieve their goals.
3. Foster a participative culture that encourages success by hiring, developing, and retaining diverse employees that share the College's values.

4. Develop ways to fund educational opportunities to ensure student success.
5. Prepare students to distinguish themselves as compassionate contributors and leaders in the global community.
6. Build, strengthen, and sustain partnerships that drive intellectual, social, and economic development and vitality.

Seven ATD Capacities

Harford Community College joined the Achieving the Dream consortium in 2018, and has committed to a three-year program aimed at maximizing and capitalizing on the following institutional capacities to promote increased retention and completion rates for students of color and low-income students.

1. Leadership & Vision
2. Data & Technology
3. Equity
4. Teaching & Learning
5. Engagement & Communication
6. Strategy & Planning
7. Policies & Practices

APPENDIX C:

Campus Process for Reporting of Hate-Based Crimes
STANDARD OPERATING PROCEDURE

Hate Crime Investigations
for Racial, Religious, Ethnic, Gender, Sexual Orientation, and Disability-Related Incidences

Updated July 8, 2016

I. Policy

It is the policy of the Department of Public Safety to promptly and fully investigate all reported incidents of hate crimes that occur on property owned or controlled by Harford Community College. Recognizing the potential trauma associated with hate crimes, members of the Department of Public Safety will take special care to assist the victims.

II. Directives

34 CFR 668.46, promulgated under the Jeanne Clery Disclosure of Campus Security Policy & Campus Crime Statistics Act and amended by Section 488(e) of the Higher Education Opportunity Act.

III. Definitions

A hate crime is broadly defined as crime for which evidence exists that the victim was intentionally selected because of the victim's actual or perceived race, gender, religion, sexual

orientation, ethnicity, or disability.[1]

Before an incident can be classified as a hate crime under Clery reporting, sufficient 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 perpetrator's bias. These crimes include any crime which the victim is intentionally selected because of any of the above designations. These crimes can also include larceny-theft, common assault, intimidation, and destruction, damage or vandalism of property and other crimes involving bodily injury.

IV. Procedures

In order to complete a thorough investigation into an alleged hate crime while remaining sensitive to the needs of the victim, the following procedures will be followed by members of Public Safety staff.

A. Respond in a sensitive manner to the feelings and needs of victim(s), and commence the preliminary interview with the victim in private.
B. Promptly secure the area to preserve the crime scene and all available evidence.
C. Contact the Director of Public Safety.
D. If needed, contact 911 to request investigative assistance and crime scene processing by the assigned police agency.
E. Photograph the scene.
F. Gather all available pertinent information and witness statements.
G. Follow all applicable directives from the Director of Public Safety.
H. Prepare a complete, clear, concise, and accurate report and ensure that it is forwarded to Director of Public Safety as soon as practically possible.
I. Post-Incident: Conduct a follow-up inquiry as appropriate and prepare a supplement report containing any additional facts.
J. The Director of Public Safety will ensure that copies of reports are promptly forwarded to appropriate members of administration to include AVP for Student Development, and VP of Finance and Operations.

The Director of Public Safety will work in concert with college administration, the investigating police agency, and the State's Attorney's Office to facilitate the prosecution of all criminal suspects related to the hate crime.

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[1] 34 CFR 668.46 (c)(3)

2024 Institutional Report on Plan of Cultural Diversity
Howard Community College

Summary of Institution's Plan to Improve Cultural Diversity

Howard Community College (HCC) has had a plan for diversity, equity, and inclusion in place for over 30 years. The plan sets forth goals for ensuring equity and improving cultural diversity in recruitment, employment, academics, retention of students, and the overall experience at the college. It mandates that HCC's diversity programs provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/disability, as well as the values of equitable rights, access, and treatment. To oversee diversity activity, the college maintains a Diversity, Equity, and Inclusion (DEI) committee with membership approved by the president. The committee is required to annually review and update the plan for diversity, equity, and inclusion, as appropriate.

HCC is proud of its plan for diversity, equity, inclusion, and ongoing campus diversity programming. In 2018, the college's efforts to promote diversity, equity, and inclusion were recognized by the Association of Community College Trustees with the Charles Kennedy Equity Award. In 2019, the college was awarded the Malcolm Baldrige National Quality Award in the category of education, highlighting efforts by the college to triple its graduation rates for Black/African American and Hispanic/Latino first-time-to-college students within two years of entry. Strategies for implementation include:

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, podcasts, talking circles, book colloquiums, and discussions.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.
- Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non- discrimination. Search committees are created to ensure that one member represents the DEI Committee and its mission as much as possible.
- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to race, gender, ethnicity, social class, abilities/disabilities, wellness, and cultural proficiency. The college's general education options include ethics and global competency.
- The Parent Scholars Program is an institutionally funded program that currently serves students who are displaced homemakers over age 35, single parents (male or

female), or single pregnant women who are unemployed/under-employed and committed to earning a college degree or certificate leading to a career.

- Project Access is a program designed to facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.

- Turning Point is a program that meets once a week for 12-week sessions to facilitate evidence informed programing related to empowering students with disabilities that have a desire to enhance their executive function skills.

- Howard (Purpose Respect Initiative Determination & Excellence) P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer.

- HCC's Hispanic/Latino student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic/Latino students and implementing initiatives to focus on retention of these students. The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion.

- The Women of Color Initiative, facilitated by student life and college partners, welcomes women of color to the HCC community. This includes a series of monthly programs that aid in both social and academic development.

- HCC maintains representation on County Commissions as ex-officio members - LGBTQIA+ Commission, La Alianza Latina, and Asian American and Pacific Islander Commission.

- To support the college's internationalization efforts, the office of international education offers HCC faculty and staff the opportunity to pursue institutional travel grant opportunities for research and/or material collection to support internationalization of a course, exposure to a country or world region with strong representation among the HCC student body, and/or study of a student success initiative or work process at a foreign institution of higher education.

- The learning engagement division is home to several teaching and learning high-impact practices such as capstone projects, diversity and global learning, learning communities, and service and community-based learning. Examples of innovative academic programs offered include the Silas Craft Collegians Program, a linked-course learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.

- The center for civic and community engagement offered a variety of service and placement-based learning opportunities to facilitate curricular and co-curricular experiences that encourage civic engagement, community awareness, and personal development.

- The Center for Learning Excellence (CLE) made concerted efforts to promote diversity, equity, and inclusion (DEI) through various faculty development sessions and resources. CLE offered sessions specifically designated to equip faculty with strategies and best practices for culturally responsive teaching. CLE also placed a strong emphasis on accessibility and inclusive course design by offering sessions that guide faculty in creating accessible course materials, designing inclusive assignments and syllabi, and fostering an equitable learning environment for all students. Also, CLE spearheaded and implemented pronouns in Canvas (LMS), letting users share their pronouns and promoting an inclusive learning environment. By providing faculty with in- depth resources, training, and opportunities for dialogue across various areas, as well as implementing initiatives like the use of pronouns in Canvas and closed captioning, CLE plays a crucial role in supporting the institution's DEI efforts and fostering an inclusive and equitable learning environment for all students.

- HCC opened chapter membership for the American Association for Women in Community Colleges (AAWCC) in June 2023. The American Association for Women in Community Colleges is the leading national organization that champions women and maximizes their potential at community colleges. Founded in 1973, AAWCC provides education, career development, and advancement to women educators and students at community colleges. As a council of the American Association of Community Colleges, AAWCC and its members are committed to equity and education of all women students at community colleges across the nation.

- Additionally, the HCC library maintains a current collection of easily accessible literature on DEI, which supports teaching, research, and professional development.

Several recommendations were made in last year's report to the board of trustees. The following are some outcomes:

- Soft-launched Anti-Bias Training for a search committee and the human resources staff.
- Sponsored book colloquium series: Modern African and Middle Eastern Literature, Asian Literature, one colloquium on anti-racism, and one colloquium on justice, equity, diversity, and inclusion.
- Continued partnership with the community partnership with The 3rd and the Women of Color Committee.
- Expanded the annual diversity week program to include co-curricular offerings by faculty and staff members with deeper and diverse topics related to anti- racism. Enhanced advertisement methods were developed such as interactive website,

updates on diversity calendar, advertisement to students through Canvas, and a daily announcement from the president. Volunteerism from DEI Committee members to help with each event demonstrates commitment, engagement, generosity, and passion.

- Continued the development of DEI Resources for college-wide use.
- Coordinated programming on campus with topics including campus climate, cultural competency, world languages, LGBTQIA+ concerns, immigration, implicit bias, international education, structural racism, and working with differently abled students.
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Hate and Bias subcommittee continued conversations with Student Success regarding educational responses to incidents and hate and bias on-campus.
- The college has developed a plan to bring teaching and learning high-impact practices to scale by embedding them into the general education core curriculum for more students to engage and benefit. Additionally, the learning engagement division is developing a proposal to redesign the enrollment model for honors programs to further increase and promote diversity, equity, and inclusion among student participants.
- Co-hosted the Drag[ON] Extravaganza on October 5, 2023, during LGBTQIA+ History Month. The evening opened with a resource fair and included performances by regional celebrity drag artists, followed by a panel discussion and Q&A, in addition to a meet-and-greet with the performers.
- Presented in partnership with HCC's Ambiciones program and the HCC Social Justice and Equity Center, "Nuestra Herencia" is a group exhibition featuring the work of Hispanic and Latinx students, faculty, and professional artists. "Nuestra Herencia" (translated to "Our Heritage") encompasses the diversity, inherent traditions, and emotional expression of the Latinx artists in various mediums. The exhibition was an opportunity for invited artists of Hispanic and Latinx descent to celebrate Hispanic Heritage Month by exploring their journey through artistic reflection, demonstrating a range of ages and experiences through the work of HCC faculty, staff, students, and alumni.
- Expanded recruitment of committee members by participating in new faculty orientation and receiving recommendations from members of the committee.
- HCC Campus Crime Report can be found at
  Howard Community College Annual Security Report (howardcc.edu)
  The report shows the previous three years of data, during which time there were no reported hate crimes on campus.

Impact of the 2023 Supreme Court's decision to strike down race-conscious admissions practices

As an open-admission institution, HCC continues to serve as a gateway to post-secondary education and training for individuals; many of whom represent first-generation and historically underrepresented communities.

Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

This fall, HCC will host the first cohort of Middle College students on campus. The Middle College program, which is designed to provide pathways to a post-secondary education for Howard County Public School System (HCPSS) 11th and 12th grade students from historically underrepresented or marginalized communities, will kick off with a Summer Bridge program in August. During the program, students will attend sessions that focus on:

- Acclimating to college campus
- Learning HCC Systems
- Understanding Academic Expectations
- Student Success and Healthy Academic Habits
- Course Overview and Faculty Engagement
- Student Organizations and Support Programs
- HCC Student Resources (Advising, Tutoring, Mental Health Services).

HCC is reopening its Children's Learning Center for Fall 2024. Howard Community College, in partnership with the Community Action Council of Howard County (CAC), is utilizing a two-generational approach that addresses prevalent needs of families and leverage community partnerships, significant institutional resources, and other funding sources to bring campus-based childcare back to HCC to meet the needs of low-income students and provide prospective students opportunities to reach their educational goals.

Other initiatives under consideration are:

- Science, technology, engineering, and math (STEM) and critical language opportunities: programs and scholarships that increase opportunities for under- represented students in STEM and critical language programs.
- Assistive technology: seeking additional 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: HCC provides support to many 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 people with disabilities. Additional funding would support

the expansion of these programs as space is currently limited and the demand is rising consistently each year.

Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

The college just completed a two-year outreach to all the students, faculty, alumni, and community partners to consider our mission, vision, values, and strategic goals. The board of trustees approved the FY 2026-2030 Strategic Plan on August 28, 2024.

Within that plan is the continued commitment to HCC's Values (INSPIRED): Innovation, Nurturing, Service and Sustainability, Partnerships, Integrity, Respect, Excellence, Diversity, Equity, and Inclusion.

It contains the stated strategic goal: **Student Success, Completion and Lifelong Learning** and the strategic objective to "improve credit and noncredit student retention and completion by identifying gaps in performance and student support services. Examples of improvement projects include building the Howard Hub, onboarding new students, case management, embedded tutoring, customized support for student groups with demonstrated vulnerability in access or success, etc."

The HCC offices of admissions and recruitment have close working relationships with the Howard County Public School System (HCPSS), community organizations, and other institutions enhance the college's ability to attract diverse populations. The college works with groups such as Hispanic Achievement Liaisons in HCPSS; high school clubs for Hispanic/Latino students; the Black Student Achievement Program; Alpha Achievers, a HCPSS support group for African American males; and the Luminus Network for New Americans (formerly FIRN, the Foreign-born Information and Referral Network), a Howard County non-profit that helps immigrants and refugees.

HCC's English Department has developed an innovative plan for supporting Multilingual English Learners (MEL). Over the past year, HCC English faculty and leadership have been working to reform developmental education through co-requisite instruction by providing credit courses for MEL students and their learning needs. This plan was developed in response to legislation (The Call ACT, SB395) which called for community colleges to provide more alternative credit options for English learners. Based on the multilingual skills and diverse educational backgrounds of the students, the team framed the plan using an asset-based approach. A few examples include:

1. Offer English for academic purposes as language courses for MEL students
2. Link Info 100 course to the second level of the language course
3. Create MEL sections of co-requisite courses

Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

As noted earlier in the report HCC has designed and deployed effective performance gap closing learning communities (Howard P.R.I.D.E., Ambiciones, Silas Craft, Student Parents, Disability Support Services) for pockets of historically underrepresented groups in higher education. In addition to the cohort-based learning communities, HCC has committed to the use of institutional data to identify areas of opportunity for improving access and student success using an equity lens. In June 2024, HCC joined the Achieving the Dream Network, which is an organization focused on helping participating colleges "catalyze equitable, antiracist, and economically vibrant communities through institutional transformation that advances community colleges as profoundly accessible hubs of learning, credentialing, and economic mobility" (Achieving the Dream, Vision Statement, 2024).

And through its faculty and staff professional development centers it supports DEI training, e.g., the Center for Learning Excellence (CLE) made concerted efforts to promote diversity, equity, and inclusion (DEI) through various faculty development sessions and resources. CLE offered sessions specifically designated to equip faculty with strategies and best practices for culturally responsive teaching.

Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

The college has metrics to monitor student demographics that are transparently posted to the whole college. Campus climate studies are conducted annually and shared via the college portal to all employees. The senior leadership team reviews all data. The senior leaders then develop action plans. Educational outcomes are addressed via the board of trustees key performance indicators (aligned with the MHEC performance accountability system and the college strategic plan) which are posted to the community and discussed at monthly board meetings. These results are used by all areas of the college to develop performance improvement plans and guide their individual work plans.

APPENDIX
Report to the Board of Trustees
Howard Community College
Plan for Diversity, Equity, and Inclusion
April 2024

Howard Community College (HCC) has had a plan for diversity, equity, and inclusion in place for over 30 years. The plan for diversity, equity, and inclusion sets forth guidelines for ensuring equity and improving cultural diversity in recruitment, employment, academics, retention of students, and the overall experience at the college. It mandates that HCC's diversity programs provide opportunities for the college community to engage in understanding, awareness, and respect of differences in age, gender, sexual orientation, race, religion, ethnic background, and ability/ disability, as well as the values of equitable rights, access, and treatment. To oversee diversity activity, the plan calls for the college to continuously maintain a Diversity, Equity, and Inclusion (DEI) committee with membership approved by the president. The committee is required to annually review and update the plan for diversity, equity, and inclusion, as appropriate.

HCC is proud of its plan for diversity, equity, inclusion, and ongoing campus diversity programming. In 2018, the college's efforts to promote diversity, equity, and inclusion were recognized by the Association of Community College Trustees with the Charles Kennedy Equity Award. In 2019, the college was awarded the Malcolm Baldrige National Quality Award in the category of education, highlighting efforts by the college to triple its graduation rates for Black/African American and Hispanic/Latino first-time-to-college students within two years of entry. Cultural diversity continues to be addressed in several ways, including the following:

- A multitude of diversity, educational, and awareness events are offered to employees and students throughout each year, including films, musical performances, lectures, podcasts, talking circles, book colloquiums, and discussions.
- Each budgeted staff member and full-time faculty member is required to participate in at least two diversity educational sessions per year.
- All employees are required to take periodic anti-harassment training that addresses all forms of harassment. New employees must take the training immediately, and existing employees retake the training every two years.
- Recruitment efforts actively target minority candidates, and recruitment efforts and personnel actions are monitored to ensure equal opportunity and non-discrimination. Search committees are created to ensure that one member represents the DEI Committee and its mission as much as possible.
- Academic options are offered to provide students with an interdisciplinary framework to address topics including, but not limited to race, gender, ethnicity, social class, abilities/disabilities, wellness, and cultural proficiency. The college's general education options include ethics and global competency.
- The offices of admissions and recruitment have close working relationships with the

Howard County Public School System (HCPSS), community organizations, and other institutions enhance the college's ability to attract diverse populations. The college works with groups such as Hispanic Achievement Liaisons in HCPSS; high school clubs for Hispanic/Latino students; the Black Student Achievement Program; Alpha Achievers, a HCPSS support group for African American males; and the Luminus Network for New Americans (formerly FIRN, the Foreign-born Information and Referral Network), a Howard County non-profit that helps immigrants and refugees. The office of admissions and advising works with the college's English Institute and noncredit English as a Second Language (ESL) programs to enhance student access to HCC. The Admissions and Recruitment offices participate in fairs for diverse populations, conduct their own fairs, and forms partnerships with a broad range of colleges and universities to incorporate access to the next steps following HCC.

- The Parent Scholars Program is an institutionally funded program that currently serves students who are displaced homemakers over age 35, single parents (male or female), or single pregnant women who are unemployed/under-employed and committed to earning a college degree or certificate leading to a career. The program provides counseling, a support group, advising, and financial literacy education for its participants.
- Project Access is a program designed to facilitate the transition of high school students with disabilities into postsecondary education, to increase the success rate and retention of freshman students with disabilities at HCC, and to improve career counseling and job placement services for students with disabilities.
- Turning Point is a program that meets once a week for 12-week sessions to facilitate evidence informed programing related to empowering students with disabilities that have a desire to enhance their executive function skills. In addition to the group's weekly meetings the students receive one-to-one executive functioning coaching each week by their Disability Support Services Counselor. The program's strategies help students explore both the emotional and practical elements of learning which creates amazing retention results through the reduction of missed assignments.
- Howard (Purpose Respect Initiative Determination & Excellence) P.R.I.D.E. is a leadership program that supports the academic, professional, and personal development of black and minority male students, with an emphasis on improving educational outcomes such as academic standing, graduation, and transfer. The participants of Howard P.R.I.D.E. have the following resources available: tutoring, mentoring, service learning, leadership seminars, individualized academic advising, academic monitoring, and personalized career and academic plans.
- HCC's Hispanic/Latino student success completion program, Ambiciones, promotes Hispanic/Latino student success by recruiting Hispanic/Latino students and implementing initiatives to focus on retention of these students.

The project links Hispanic/Latino students to the academic support services to foster student success, retention, and completion. Currently, the project serves 131 students, and is focusing on scaling up the program again for the 2024-2025 academic year.

- The Women of Color Initiative, facilitated by student life and college partners, welcome women of color to the HCC community. This includes a series of monthly programs that aid in both social and academic development.
- HCC representation on County Commissions as ex-officio members - LGBTQIA+ Commission, La Alianza Latina, and Asian American and Pacific Islander Commission.
- The office of international education provides a variety of opportunities for the college community to engage in international activities both on and off campus. Students can participate in short-term faculty-led travel study abroad programs, virtual study abroad programs, COIL (Collaborative Online International Learning) courses, the global distinction program, and International Education Week. These programs and events help the college community explore diverse perspectives, gain international experience, and global skills. To support the college's internationalization efforts, the office of international education also offers HCC faculty and staff the opportunity to pursue institutional travel grant opportunities for research and/or material collection to support internationalization of a course, exposure to a country or world region with strong representation among the HCC student body, and/or study of a student success initiative or work process at a foreign institution of higher education.
- The learning engagement division is home to several teaching and learning high-impact practices such as capstone projects, diversity and global learning, learning communities, and service and community-based learning. These practices are deemed high-impact due to their proven benefits for students who engage in them, particularly students from minoritized populations. Examples of innovative academic programs include the Silas Craft Collegians Program, a linked-course learning community for students whose past academic performance in high school does not reflect their true academic potential, and Step UP, a program that pairs students with faculty/staff coaches who provide one-on-one support for managing the challenges of college. Many students in these programs are from underrepresented groups, often first-generation college students.
- The center for civic and community engagement offers a variety of service and placement-based learning opportunities to facilitate curricular and co-curricular experiences that encourage civic engagement, community awareness, and personal development. In addition to educational programs, the center for civic and community engagement offers bi-annual alternative break trips aimed at a variety of social justice themes such as civil rights and the criminal justice system, and environmental justice and conservation.
- The Center for Learning Excellence (CLE) made concerted efforts to promote diversity, equity, and inclusion (DEI) through various faculty development

sessions and resources. CLE offered sessions specifically designated to equip faculty with strategies and best practices for culturally responsive teaching. CLE also placed a strong emphasis on accessibility and inclusive course design by offering sessions that guide faculty in creating accessible course materials, designing inclusive assignments and syllabi, and fostering an equitable learning environment for all students. Also, CLE spearheaded and implemented pronouns in Canvas (LMS), letting users share their pronouns and promoting an inclusive learning environment. By providing faculty with in-depth resources, training, and opportunities for dialogue across various areas, as well as implementing initiatives like the use of pronouns in Canvas and closed captioning, CLE plays a crucial role in supporting the institution's DEI efforts and fostering an inclusive and equitable learning environment for all students.

- HCC opened chapter membership for the American Association for Women in Community Colleges (AAWCC) in June 2023. The American Association for Women in Community Colleges is the leading national organization that champions women and maximizes their potential at community colleges. Founded in 1973, AAWCC provides education, career development, and advancement to women educators and students at community colleges. As a council of the American Association of Community Colleges, AAWCC and its members are committed to equity and education of all women students at community colleges across the nation.
- Additionally, the HCC library maintains a current collection of easily accessible literature on DEI, that supports teaching, research, and professional development.

According to Education Article §11-406 of the Annotated Code of Maryland, an institution that already has a program of cultural diversity must develop and implement a plan for improving the program. Several recommendations were made in last year's report to the board of trustees. The following are some outcomes:

- Soft-launched Anti-Bias Training for a search committee and the human resources staff.
- Sponsored book colloquium series: Modern African and Middle Eastern Literature, Asian Literature, one colloquium on anti-racism, and one colloquium on justice, equity, diversity, and inclusion.
- Continued partnership with the community partnership with The 3rd and the Women of Color Committee.
- Expanded the annual diversity week program to include co-curricular offerings by faculty and staff members with deeper and diverse topics related to anti-racism. Enhanced advertisement methods were developed such as interactive website, updates on diversity calendar, advertisement to students through Canvas, and a daily announcement from the president. Volunteerism from DEI Committee members to help with each event demonstrates commitment, engagement, generosity, and passion.

- Continuing the development of DEI Resources for college-wide use.
- Coordinated programming on campus with topics including campus climate, cultural competency, world languages, LGBTQIA+ concerns, immigration, implicit bias, international education, structural racism, and working with differently abled students.
- Participated in statewide diversity roundtable meetings that have provided a strong platform for networking, as well as learning about other diversity programs.
- Hate and Bias subcommittee continued conversations with Student Success regarding educational responses to incidents and hate and bias on-campus.
- The college has developed a plan to bring teaching and learning high-impact practices to scale by embedding them into the general education core curriculum for more students to engage and benefit. Additionally, the learning engagement division is developing a proposal to redesign the enrollment model for honors programs to further increase and promote diversity, equity, and inclusion among student participants.
- Co-hosted the Drag[ON] Extravaganza on October 5, 2023 during LGBTQIA+ History Month. The evening opened with a resource fair and included performances by regional celebrity drag artists, followed by a panel discussion and Q&A, in addition to a meet-and-greet with the performers.
- Presented in partnership with HCC's Ambiciones program and the HCC Social Justice and Equity Center, "Nuestra Herencia" is a group exhibition featuring the work of Hispanic and Latinx students, faculty, and professional artists. "Nuestra Herencia" (translated to "Our Heritage") encompasses the diversity, inherent traditions, and emotional expression of the Latinx artists in various mediums. The exhibition was an opportunity for invited artists of Hispanic and Latinx descent to celebrate Hispanic Heritage Month by exploring their journey through artistic reflection, demonstrating a range of ages and experiences through the work of HCC faculty, staff, students, and alumni.
- Expanded recruitment of committee members by participating in new faculty orientation and receiving recommendations from members of the committee.
- While the HCC plan for diversity, equity, and inclusion is very comprehensive, and is enhanced each year, there are some additional improvements that can be explored. The following are recommendations for improving HCC's plan for diversity, equity, and inclusion by May 1, 2024:

    1. Implement the revised plan for diversity, equity, and inclusion and committee policies to effectively position the committee as campus thought leaders in promoting a culture of diversity, equity, and inclusion.
    2. Increase outreach to areas and individuals in the college to promote future diversity training and workshops. Suggested topics in the upcoming academic year include immigration, cultural competency, drug use and abuse, diversity in the workplace, free-speech, intellectual

discourse, and shared idea of DEI as a community.

3. Increase online diversity training and programs to expand diversity training opportunities to a larger group of the college community.
4. Revive the HCC Safe Zone program.
5. Continue to seek additional meeting times, locations, and partnerships for diversity events to accommodate the growing needs of the college. Staff meetings are a possible time to hold a diversity activity, particularly for smaller offices where coverage may be an issue.
6. Continue supporting the office of student life on “Food for Thought,” a monthly discussion series on diversity related topics for the campus community.
7. Continue the expansion of programming and outreach to increase students’ exposure to historically black and minority serving institutions to include increased promotion of articulation agreements between Maryland’s four Historically Black Colleges and Universities (HBCUs), additional college tours, and on-campus exposure.
8. Expand opportunities for employee discussions on diversity-related topics, including sponsoring faculty-led reading circles and events on topics of immigration, multicultural awareness, at-promise students, and privilege.
9. Implement key recommendations from interviews and surveys of minority employees by the human resources office and the DEI committee.
10. Pursue and increase resources for the DEI Committee to fulfill one of its goals, to assess and approve diversity events, and to implement proper processes.
11. Continue training and conversation opportunities to empower DEI Committee members as DEI representatives in searches and create a sustainable plan to minimize burnout and support equitable searches.
12. Put in a process to review and recommend changes for both student and employee reporting structures when harm/harassment occurs.
13. Continue to make progress on process and quality programming by awarding dual diversity and professional development credit to provide meaningful and skill-related programming to staff and faculty. 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/services-support/public-safety/. The report shows the previous three years of data, during which time there were no

reported hate crimes on campus.

Finally, the statute 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. The following is a list of possible uses for grant money, which would assist the college in its diversity initiatives:

- Science, technology, engineering, and math (STEM) and critical language opportunities: programs and scholarships that increase opportunities for under- represented students in 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: HCC provides support to many 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 people with disabilities. Additional funding would support the expansion of these programs as space is currently limited and the demand is rising consistently each year.
- Childcare: Howard Community College, in partnership with the Community Action Council of Howard County (CAC), is utilizing a two-generational approach that addresses prevalent needs of families and leverage community partnerships, significant institutional resources, and other funding sources to bring campus-based childcare back to HCC to meet the needs of low-income students and provide prospective students opportunities to reach their educational goals.
- Early college awareness and preparedness programs: The college would like to build upon its outreach efforts to include students in the younger grades, including upper elementary through ninth grade. Funds including grant funding to expand this effort would be helpful particularly for youth who will be first-generation college students, those from low-income homes, foster children, Title I schools, and others who may be disadvantaged from an early age to recognize that college is a possibility for them. There are many possibilities that these programs could take including, but not limited to, on-campus summer programs, partnering with county health and nutrition programs, cohort groups beginning in 4th or 5th grade, tutoring and mentoring, parental and parent-child educational programs, camp scholarships, and transportation. Programs that promote persistence to postsecondary education are critical.

A progress report on implementation of the recommendations in this report will be prepared for submission to the Maryland Higher Education Commission by September 1, 2024.

MONTGOMERY COLLEGE

2024 Annual Progress Report on Programs of the Cultural Diversity Plan

1. **A summary of the institution's Diversity, Equity, and Inclusion (DEI) goals, areas of emphasis, and strategy for implementation. Explain how progress is being evaluated. Indicate where progress has been achieved and areas where continued improvement is needed. If there is a continued improvement needed, describe how we intend to comply by July 1st, 2024.**

Montgomery College has outlined its Diversity, Equity, and Inclusion objectives, areas of focus, and implementation strategies in two key documents: the Equity and Inclusion Roadmap to Success (the "Roadmap") and the Roadmap to Success Addendum (see Appendix). In the fourth year of the five-year Roadmap, the College is adapting its approach to address the evolving needs of students, faculty, and staff in a changing environment. The College assesses its progress against the Roadmap, with its values of equity and inclusion, excellence, integrity, respect, innovation, adaptability, and sustainability as benchmarks for its success. Montgomery College demonstrates its institutional commitment by integrating these values into its operational, tactical, and strategic plans, allowing it to assess its progress, evaluate success, and plan for the future. Equity and inclusion are embedded in each area of emphasis of the Roadmap, which includes: (1) student equity; (2) college workforce; (3) college culture; (4) multicultural teaching/learning experiences; (5) community-wide opportunities; and (6) an antiracism strategy. The College's Roadmap centers around these six overarching goals.

Goal One – Improve persistence, retention, and completion/graduation/transfer of all students, particularly African American male and Latinx students.

Montgomery College is dedicated to achieving seamless access, completion, and post-completion for all students. The College seeks to remove systemic barriers and integrate classroom experiences and holistic support systems that are key to student success. The College's data (using IPEDS) indicate that Black males graduate at the lowest rate, reflected in their 8.1-8.4% graduation rates. Latinx students' graduation rates are between 16.4 and 17.4%, versus 22-23% graduation rates for all students overall. The College seeks to raise the graduation rates for all students through strong student support and has seen some indications of progress. For instance, the number of completers continues to rise even while enrollment dipped.

Writing/Reading Learning Centers Offer Affinity-focused and Social-justice-oriented Writing Groups

Affinity-focused and social-justice-oriented groups focused on the themes of Latinx, Asian-American, African-American, and LGBTQ+ identity and literature in fall 2023. Alongside the Alliance to Accelerate Latinx Representation in STEM Education (ALRISE), the College's Decolonizing Community of Practice collaborated with Indigenous leaders to organize numerous workshops and events centered on local and global Indigenous cultures. During the 2023-2024 academic year, the Presidential Scholars Program (PSP), a program that works to increase the representation of African American men in high-wage, high-demand careers, experienced a rise in applications and acceptance of scholars thanks to enhanced summer recruitment initiatives. The Presidential Scholars Program served 40 students during the academic year. This year marked the debut of PSP's inaugural newsletter, showcasing stories about our scholars authored by the students. The program is gearing up to launch its Summer Leadership Institute later this year.

Goal Two – Improve employee recruitment, hiring, onboarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.

Montgomery College is committed to fostering a culture of continuous professional growth, particularly in equity, inclusion, and a sense of belonging. Cultivating a culture of equity and inclusion, continuous learning, civility, and mutual respect is key to institutional success. The College's goal is to create opportunities for all employees' professional growth and retain the intellectual capital necessary to achieve our commitment to student success. One of the emphases of this goal in the current year is to train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and advancement processes.

The Professional Development team in the Office of E-Learning, Innovation, and Teaching Excellence (ELITE), supports faculty and staff in achieving student success. ELITE has offered workshops to enhance personal and professional development throughout the year. These workshops equip faculty for on-campus and online teaching, providing essential pedagogical and technological tools and knowledge. ELITE also provides learning pathway certificates to all employees, covering various topics from leadership and career development to communication and interpersonal skills. One of these certificates is an antiracist badge training program developed by the College.

Goal Three – Foster a college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.

Building a positive, welcoming, compassionate culture helps improve morale, increase productivity, create a sense of belonging, and facilitate success for all. MC aims to create an environment free of bullying, retaliation, and negative biases that impede student success, morale, productivity, and community building. All goals and areas of focus within this goal are centered on prioritizing our population with disabilities.

Ensure Inclusion of Disability in College DEI Efforts

The College dedicated itself to selecting high-quality speakers for Equity Week, an annual event held each spring semester, ensuring representation from the disability community. Equity Weeks in 2023 and 2024 included powerful speakers with disabilities who could speak to the importance of full inclusion for individuals with disabilities.

Improve the College IT Systems' Recognition of Chosen Names

Montgomery College has improved its systems to recognize and acknowledge chosen names consistently. Working closely with the Office of Information Technology has led to expanded recognition of chosen names across the College's IT systems, ensuring they are reflected in more areas and minimizing instances where students are referred to by names other than their chosen ones. The inclusion of an ADA module will be required in the selection of a new employee training library.

ADA Self-Evaluation

The College's ADA Self-Evaluation, launched in 2020, has concluded. The findings and resulting transition plan will serve as a roadmap for addressing facilities issues and include recommendations to support disability inclusion through a social justice lens.

Marketing to Include Population with Disabilities

Multiple offices worked together to develop and execute various strategies to increase the representation of individuals with disabilities in the College's marketing and webpage. One of these strategies involved expanding the range of events to include more individuals with disabilities, such as panels and keynote speakers during Equity Week. Over the past year, Equity Week has actively included individuals with disabilities as part of its initiatives, demonstrating a dedicated focus on this specific population.

"You Belong Here" Campaign

The College's dynamic You Belong Here initiative has produced and published 40 videos showcasing the stories of students, faculty, staff, alumni, and donors, emphasizing their sense of belonging at MC and their positive experiences of acceptance. Additionally, a video was created featuring the phrase, "You Belong Here," in 10 languages, affirming the College's commitment to inclusivity and welcoming everyone in our diverse community. These videos are prominently displayed on 160 screens across all campuses through digital signage networks and are accessible on MCTV and various social media platforms.

Goal Four – Integrate relevant and equitable multicultural teaching practices that infuse international/multicultural awareness into the educational experience, classrooms, and curriculum.

Faculty interactions with students are crucial to student success. The fourth goal centers on expanding successful, culturally relevant teaching pedagogies to provide students with the strongest foundation of knowledge and global awareness. This goal keeps students engaged and prepares them for completion, transfer, and careers.

Alternative Languages Offerings

Due to the needs of our diverse population, the College provides introductory-level language learning opportunities for faculty and staff, including Amharic language training and informal Spanish learning sessions that provide cultural information and pair Spanish-speaking employees with those seeking to learn Spanish.

Multilingual biology faculty have provided special review sessions in students' preferred languages, including Amharic, French, and Spanish. These review sessions have focused on general biology, anatomy and physiology, and microbiology. This learning opportunity allows multilingual students to explore content areas in both English and their preferred languages, building science knowledge and English language skills.

Goal Five – Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment.

Education and market-relevant skills are critical to individual and county economic success. MC's goal is to mobilize local and regional partnerships that effectively respond to labor market needs and to expand economic opportunities for our students and all county residents.

The college has developed informational programs that connect the community with the business and employer communities to build a deeper awareness of equity and inclusion opportunities. In the Innovate to Drive Equitable Access and Success (IDEAS) series, MC President Jermaine F. Williams welcomes thought leaders in business, politics, and education for a conversation about education, workforce skills, and transforming

communities. Speakers this year have included the CEO of the region's United Way and the CEO of the National Skills Coalition. Conversations with these speakers examined how access, completion, and post-completion success empower communities to transform and the vital roles that community partners play in these dynamics.

The Next Gen Talent series features President Williams in conversations with industry leaders, elected officials, and CEOs to discuss Montgomery County's and the region's workforce needs. The series focuses on ways to open doors to careers for residents and close skill gaps for employers.

Goal Six—Develop a strategy and roadmap for Montgomery College's intention to embrace a journey towards antiracism in policy, practice, and promise.

Antiracist Training and Micro-credential Badge

The College has made significant strides towards becoming an antiracist institution by training over 300 employees this year, totaling more than 1,660 faculty and staff since its inception in the fall of 2022. Additionally, MC introduced an antiracist micro-credential badge program for employees and students eager to delve deeper into the antiracist movement, with over 50 individuals completing the badge thus far this year. Furthermore, efforts are underway to develop an antiracism asynchronous training program, including one in Spanish.

Search Advocate Training

The College has adopted a program of search advocates, individuals who serve on search committees as neutral process advisors, promoting a focus on equity, inclusion, and integrity throughout the search process. The College has developed and updated a search advocate training curriculum to expand the number of search advocates who can serve on search committees.

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campus's policies and practices. Specifically, provide information on the following (no more than three pages):**

The 2023 decisions by the Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's 16 Community Colleges will continue to be institutions where all students are

welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

3. **The plan shall include (a) A description of the way the institution addresses cultural diversity among its student, faculty, and staff populations; (b) A description of how the institution plans to enhance cultural diversity if the improvement is needed; (c) A 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; and (d) A summary of any resources, including State grants, needed by the institution to effectively recruit and retain a culturally diverse student body.**

(a) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

(b) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

(c) The College's 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 is contained below. Our listed policies focus on hate-based crime reporting, which may have a direct impact on retention and recruiting.

Reporting Hate-Based Crimes

This section contains information concerning the process for reporting hate-based crimes, consistent with federal requirements as under Title 10, Subtitle 3 of the Criminal Law Article and consistent with 20 USC §1092(f) known as the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act ("the Clery Act"). All students and employees are encouraged to report if they are the victim of a crime, observe a crime in progress, or believe a crime may be in progress. If a life-threatening emergency is taking place, call 9-1-1 first, then call the Office of Public Safety and Emergency Management at the appropriate campus. Officers are required to record any crime information reported to them and do not have the authority to maintain complete confidentiality. However, complainants and victims who prefer to remain anonymous are given special consideration. Personal identifying information will not be published and only shared with college officials on a need-to-know basis."[1]

All hate-based crimes reported to Public Safety staff, typically via telephone, in-person, walk-up, or written correspondence, will be assessed to determine if a timely warning or advisory needs to be issued. The report is then forwarded to appropriate personnel such as the dean(s) of student affairs, the Title IX Coordinator, and/or the director of employee and labor relations, and the chief equity and inclusion officer. External law enforcement will be notified of the report and coordinate an investigation when deemed appropriate. Public Safety will record and retain the report, and the resulting statistics will be printed in the College's Annual

[1] Montgomery College Annual Security Report, January 1–December 31, 2022, prepared by The Office of Public Safety and Emergency Management.

Security Report. The College's commitment to compliance with these federal requirements is reinforced by several college policies, including College Policy 31002–Hate/Violence Activity and its corresponding College Procedure, 31002CP–Hate/Violence Activity. Adoption of policies and implementation of corresponding procedures is a collaborative effort involving input from the College Offices of General Counsel, Planning and Policy; Public Safety; Office of Compliance, Risk, and Ethics; Human Resources and Strategic Talent Management; under the leadership of the Office of the President. Policies are reviewed and adopted by the Board of Trustees and implemented through corresponding procedures, which are adopted by the President.

Montgomery College has taken several actions to ensure compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, as amended by the Higher Education Opportunity Act (HEOA), and all implementing regulations issued by the U.S. Department of Education (34 CFR Part 668.46). The College's Annual Security Report is prepared and distributed by the Office of Public Safety and Emergency Management based on crimes reported to its staff, as well as crimes reported to campus officials designated as Campus Security Authorities under the Clery Act and crimes reported to local law enforcement authorities. By October 1 of each year, the college's report is posted online with a link on the college's homepage and made available to each college community member via email. The Office of Compliance, Risk, and Ethics routinely monitors the College's efforts to fulfill the law's requirements.

In addition, articles, trends, and safety tips are regularly publicized through college media, public service announcements, student newspapers, and targeted messages on radio and television. Crime prevention programs, including reporting procedures and related materials, are made available to students, staff, and faculty by the College's Office of Public Safety and Emergency Management. For example, such information is delivered at both new-student and new-hire orientations, as well as being made available through student resource and compliance fairs. In summary, the College's strategy for information dissemination concerning processes and procedures for hate-based crime reporting is multifaceted and designed to provide critical information to various audiences using several methods and employing available technology.

(d) Please see the College's 2020-2025 Equity and Inclusion Roadmap for Success and the Roadmap Addendum in the Appendix

EQUITY AND INCLUSION ROADMAP FOR SUCCESS

JULY 1, 2020

2020–2025

MONTGOMERY COLLEGE

Office of Equity and Inclusion, Office of the President

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OFFICE OF EQUITY AND INCLUSION ROADMAP FOR SUCCESS

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Message from Sharon R. Bland Chief Equity and Inclusion Officer

Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap.* Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan,* where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such:

We empower our students *(in an equitable and inclusive manner)* to change their lives, and we enrich the life of our community *(in an equitable and inclusive manner).* We are accountable for our results *(in an equitable and inclusive manner).*

Sincerely,
Sharon R. Bland, JD, CPM

sharon.bland@montgomerycollege.edu

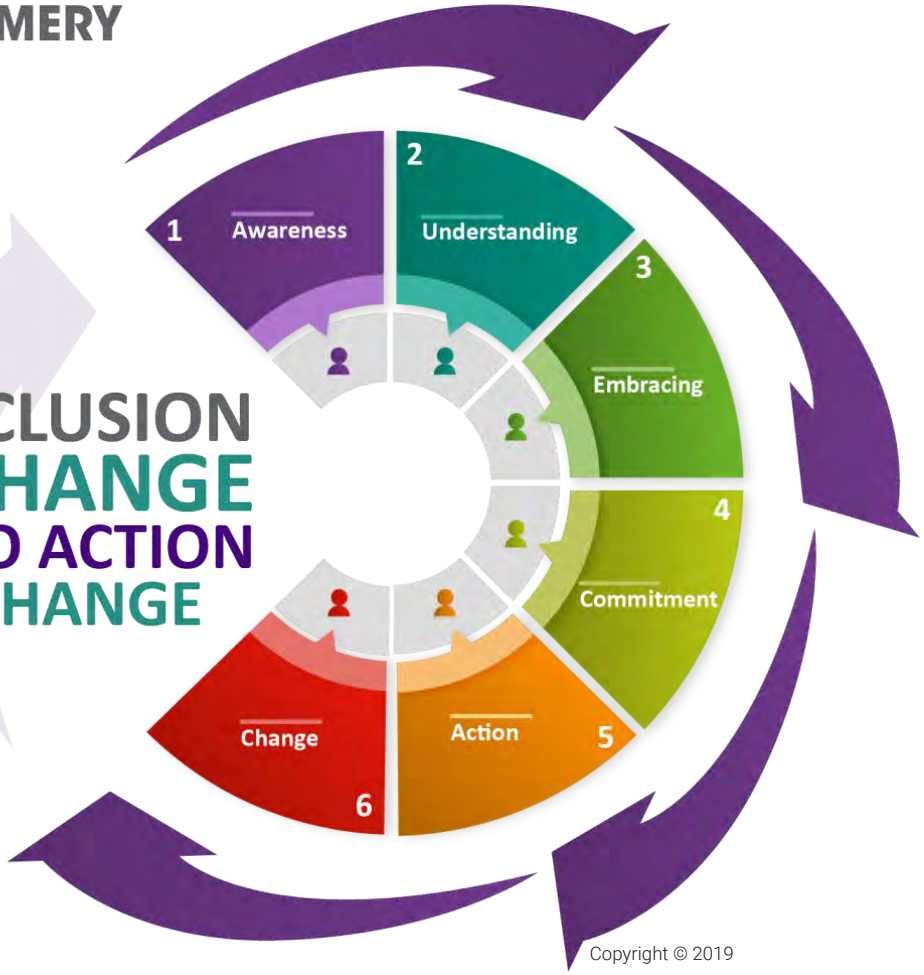
"'As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students." —Dr. DeRionne Pollard, *Montgomery College 2020-2025 Strategic Plan*

Montgomery College, 9221 Corporate Boulevard, Rockville, Maryland 20850

“Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College’s commitment to student success and institutional cultural competency.” —Sharon Bland, CEIO, November 2017

MONTGOMERY COLLEGE

EQUITY & INCLUSION CYCLE OF CHANGE AWARENESS TO ACTION TO CHANGE



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AWARENESS

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

UNDERSTANDING

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

EMBRACING

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

COMMITMENT

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

ACTION

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

CHANGE

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

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OFFICE OF EQUITY AND INCLUSION

For more information, visit montgomerycollege.edu/about-mc/equity-and-inclusion, or call 240-567-3080
Sharon Bland, Chief Equity and Inclusion Officer
PACEI 2019

I. Montgomery College Mission, Vision, and Core Values

As stated on the Montgomery College homepage, MC has grown into an institution where radical inclusion—that is, deeply rooted values of welcoming all individuals who seek higher education or continuing education—is an essential element of our identity. By intentionally cultivating our campuses as places where equal education and employment opportunity flourish, we have advanced our own educational mission, contributed to the aspirations of Montgomery County, and added to the vision of our nation.

We are here to ensure that every student—regardless of ability, background, economic status, race, or age—has access to higher education. One of our main challenges is to focus on equity in successful outcomes. This means that we provide all students, including those from disadvantaged backgrounds who typically don't perform as well in college, with the assistance, opportunities, and tools not just to attend college but to effectively reach their goals. Our job is to ensure that everyone has the ability to achieve success by redesigning our institutions to achieve those outcomes.

Montgomery College faculty and staff have gone to great lengths to create robust learning environments in which all persons feel safe voicing their perspectives and where intellectual rigor is the basis for engaging across difference. The College will continue to affirm the rights of all persons to study and pursue opportunity through education free from fear and distraction. Our institution will continue to be a place where inclusion and diversity thrives, and where difference is celebrated.

II. Introduction

Creating equitable and inclusive experiences starts with each of us. Advancing social justice, creating a sense of belonging, and addressing systemic inequities are bedrocks of Montgomery College's commitment to student success and institutional cultural competency. Institutional Cultural Competency is a best practice for valuing diversity, practicing inclusion, and creating equity. MC boasts 55,000 students from more than 160 countries. Our employees are also diverse. As such, we are committed to both cultural competency and racial equity for all. Cultural competency enables our organization to acquire the wisdom and develop capabilities for critically examining our institutional and social policies and how cultural worldviews influence perceptions of power, dominance, and inequality. Studies show that investing time and resources to organization-wide cultural competency efforts is positively related to greater innovation, performance, success, problem solving, talent acquisition, and market share.

The College defines cultural competency as the state of having and applying knowledge and skill in five areas: awareness of one's own cultural worldview; recognition of one's attitudes toward cultural differences; realization of different cultural practices and worldviews; reflective practices and improvement; and thoughtfulness in cross-cultural interaction.

Racial equity is defined as the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes, and cultural messages that reinforce differential outcomes by rail or fail to eliminate them.[1]

The National Center for Cultural Competence and the seminal works of Terry Cross *(The Cross Model of Cultural Competence, 1988)* and others identify five essential elements contributing to an institution's ability to become more culturally competent:

- Valuing diversity.
- Having the capacity for cultural self-assessment.
- Being conscious of the dynamics inherent when cultures interact.
- Having institutionalized cultural knowledge.
- Having developed adaptations to service delivery reflecting an understanding of cultural diversity.

This *Roadmap for Success* has been written to guide the College through its work in advancing and embedding equity and inclusion throughout teaching and learning and in each of our divisions, departments, and administrative units. The Office of Equity and Inclusion will be tracking its progress and providing annual updates to the College community. We invite each member of the College community to partner with us to insure implementation.

III. Office of Equity and Inclusion

> *We live in a world of complex tensions that can have significant impact on our communities. But when we come to work—the place where we spend the majority of our time—we often don't openly address these topics.*
>
> —Excerpt from CEO Action for Diversity and Inclusion, ceoaction.com

In 2013, Dr. Michelle T. Scott, deputy chief of staff/chief strategy officer, created a report that described a "reimagined office of equity and diversity." While some of Dr. Scott's recommendations were implemented, others are being incorporated into this new model. In 2016, the Office of Equity and Inclusion (OEI) was approved by the Board of Trustees. In 2017, the inaugural chief equity and inclusion officer was hired to report directly to the president.

While steps to address inequity have been taken at the College, differences in opportunities and rights still exist. We seek pro-active approaches to uplifting Montgomery College's welcoming community, which is open to all students, faculty, and staff—regardless of race, gender, disability, religion, or sexual orientation. We each bring unique experiences and perspectives to the College that are valued; diminishing the rights of any group harms our community. Likewise, while exclusion persists, we strive to challenge its every occurrence.

The Office of Equity and Inclusion's many goals and strategies outlined in this document include educating and enhancing student, staff, and faculty awareness of personal bias through inclusion training, which has been added for all onboarding and training programs. In collaboration with offices throughout the College, we will continue to create forums that provide education, dialogue, community engagement, and celebration for all to enjoy through: 1) dialogue sessions, 2) an annual Equity Summit, 3) the annual Excellence in Equity awards, 4) "One MC" Book Club, 5) MCTV equity and inclusion programming, 6) student professional development panels, and 7) E&I Pop-ups, which are either virtual or campus-based events occurring in small groups and more.

We work to improve Montgomery College's culture of civility and collaboration and people stewardship by enriching human working relationships, peer coaching, and in-house consulting and faciliation services. Research shows that diversity increases creativity and innovation, promotes higher quality decisions, and enhances economic growth.

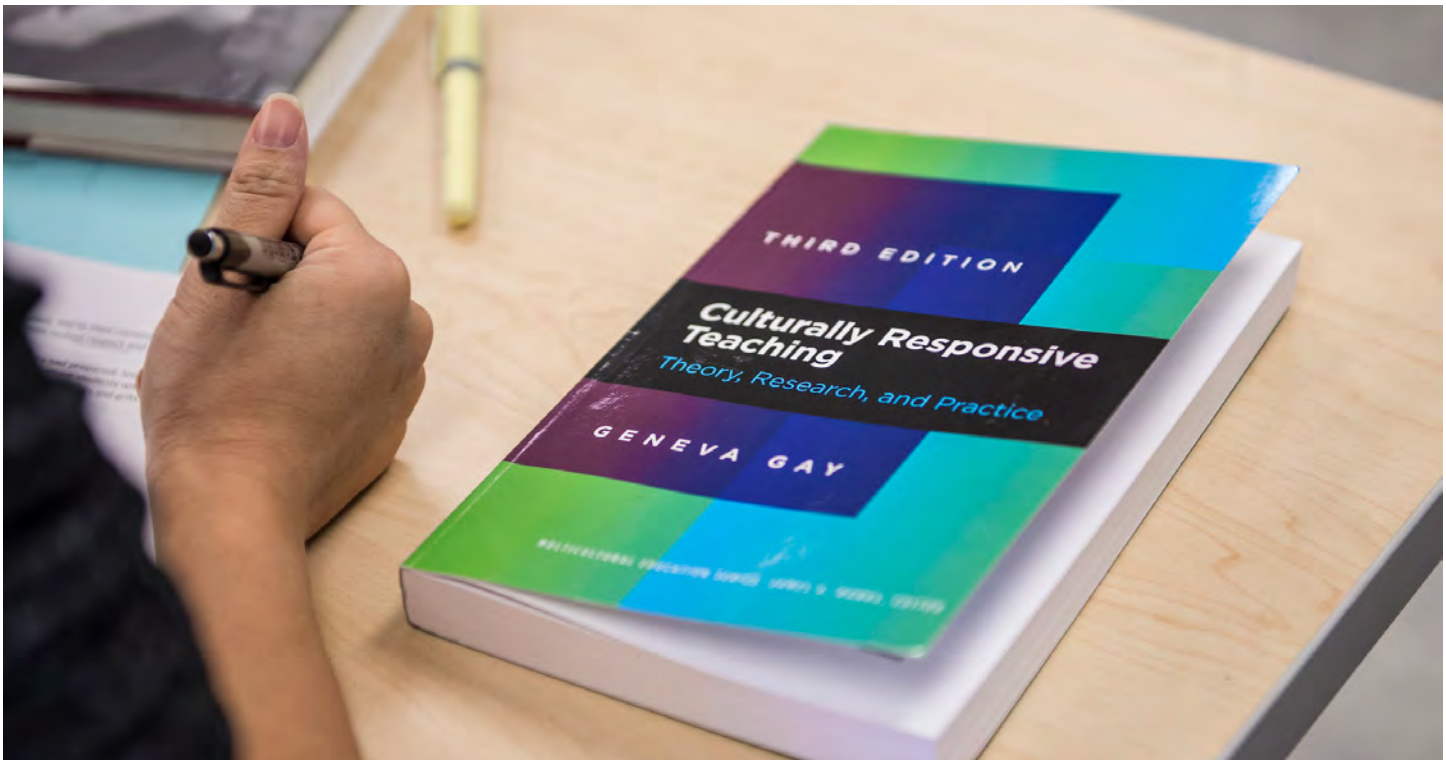
"You can't talk your way into equity, something actually has to be done… It takes action." —Dr. Eric Benjamin, collegewide dean of education and social sciences, July 9, 2019

[1] Center for Assessment and Policy Development. racialequitytools.org

IV. Equity and Inclusion Goals, Philosophy, and Purpose

GOALS	PHILOSOPHY AND PURPOSE
GOAL ONE Improve persistence, retention, and completion/ graduation/transfer of all students, particularly African American male and Latinx students.	Student success is at the heart of our mission. MC's data indicates that Black males graduate at the lowest rate: the 2014 and 2015 Integrated Post-Secondary Data System (IPEDS) student cohorts at Montgomery College reflected 8.1% and 8.4% graduation rates, respectively, and for Latinx students 16.4% and 17.4%, respectively, versus 23% and 22% graduation rates for the College overall. For the fall 2018 cohort, more than half (53.4%) of the 352 American-born Black males had a grade point average of less than 2.0; almost a quarter of the group had a grade point average of 0.0; for Latinx, it was 40.4% of the 1,189 students with a grade point average of less than 2.0; 16.4% of the group had a grade point average of 0.0. The IPEDS cohort is the number of first-time, full-time, degree-seeking students. According to the Student Success Score Card for fall 2014 by the Office of Institutional Research and Effectiveness, overall the Black student population, 490 students, graduated at 14.9%, and 513 Latinx students graduated at 18.1%. MC's goal is to achieve seamless access, completion, and transfer for all students by removing systemic barriers and integrating classroom experiences and holistic support systems that are key to student success.
GOAL TWO Improve employee recruitment, hiring, on-boarding, development, and training procedures and practices to attract and retain a diverse workforce that includes leaders, managers, faculty, and staff reflective of the College's diverse student population.	Cultivating a culture of equity and inclusion, continuous learning, civility, and mutual respect is key to institutional success. MC's goal is to create opportunities for all employees to grow professionally and to retain the intellectual capital necessary to achieve our commitment to student success.
GOAL THREE Foster college culture of equity, inclusion, civility, accessibility, kindness, trust, and respect for human dignity through targeted programs, activities, and educational opportunities.	Building a positive, welcoming, and compassionate culture helps improve morale, increases productivity, creates a sense of belonging, and facilitates success for all. MC's goal is to create an environment free of bullying, retaliation, and negative biases that impede student success, overall morale, productivity, and community building.

GOALS	PHILOSOPHY AND PURPOSE
GOAL FOUR Integrate relevant and equitable multicultural teaching practices that infuse international/ multicultural awareness into the educational experience, classrooms, and curriculum.	Faculty interactions with students are crucial to student success. MC's goal is to expand successful, culturally relevant teaching pedagogies to provide students with the strongest foundation of knowledge and global awareness. The purpose of this goal is to keep students engaged and prepare them for completion, transfer, and careers.
GOAL FIVE Support diversity and inclusion in our staff, faculty, students, community, and business populations. Provide increased opportunities for the College's communities to foster equity and economic empowerment.	Education and market-relevant skills are key to individual and county economic success. MC's goal is to mobilize local and regional partnerships that effectively respond to labor market needs and to expand economic opportunity for our students and to all county residents. Building and sustaining academic, industry, and broad-based community partnerships are key to advancing educational opportunities for chronically underserved and under-engaged populations. MC's goal is to deepen connections among College employees and students and the broader diverse communities we serve through organized, strategic, and culturally responsive efforts.



V. MC Equity and Inclusion Roadmap Purpose and Institutional Framework

The College's philosophical and operational framework guiding the *Roadmap* is IDEEALS[1]

Inclusion
Diversity
Equity for students and employees
Equity for business and community partners
Access and achievement
Leadership
Social justice

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within (and change) systems and institutions.

Diversity: Individual differences (e.g., personality, language, learning styles, and life experiences) and group-social differences (e.g., race, ethnicity, class, gender, gender identity, sexual orientation, sexual identity, disability, country of origin, and ability status as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning. Historically underserved or underrepresented populations include but are not limited to: first generation; low income; students of color; adult students; marginalized orientations; gender identities and intersex students; students with second-language backgrounds; undocumented students; veterans; students with disabilities; students with dependents; foster care youth; and formerly and currently incarcerated students.

Equity (student focus): The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.

Equity (employee focus): The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.

Equity (business focus): The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Access: Convenience, affordable, proximity, provide equal opportunities for persons with disabilities to all aspects of campus life, non-selective, local postsecondary, multiple pathways to the College.

Leadership: Motivating a group of people to act toward achieving common goals and developing and implementing strategies to meet the College's mission.

Social Justice: Social justice is a concept of fair and just relations between the individual and society, as measured by the distribution of wealth, opportunities for personal activity, and social privileges. The concept of social justice has often referred to the process of ensuring that individuals fulfill their societal roles and receive what was their due from society. In the current movements for social justice, the emphasis has been on the breaking of barriers for social mobility, the creation of safety nets, and economic justice. Social justice assigns rights and duties in the institutions of society, (i.e., education, in efforts for gender, ethnic, and social equality, for advocating justice for migrants, prisoners, the environment, and the physically and developmentally disabled, which enables people

[1] montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

to receive the basic benefits and burdens of cooperation… to ensure fair distribution of wealth and equal opportunity.

We use this framework, rooted in cultural competency, to equip Montgomery College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

IDEEALS is the lens embedded throughout the goals, objectives, and recommendations within this *Roadmap.* The purpose of this *Roadmap* is to promote and foster an engaging, equitable, and inclusive collegewide community for teaching, learning, and working. We do this work in a collaborative, culturally relevant, shared governance manner that embraces civility and mutual respect. All of this work is undergirded by a speak-up culture in a supportive environment. We will continue to address and monitor the areas of improvement identified through our analysis, which followed a process of interviews with employees, administering two equity and inclusion climate surveys, a "Start, Stop, Sustain" review of existing work, and conducting town halls and focus groups to collect feedback and suggestions that determined priorities for the *Roadmap*.

As part of the Achieving the Dream network, we are implementing system-wide strategies focused on increasing graduation, transfer, and retention rates and closing achievement gaps among our diverse student populations, including students of color and low-income populations. Our work has focused on comprehensive advising, scheduling for student success, Start Smart, and Guided Pathways through an equity and inclusion lens.

Additionally, the College has ramped up our efforts in Achieving Collegiate Excellence and Success (ACES), building upon established partnerships with Montgomery County Public Schools and the Universities at Shady Grove, K–12 students generally, and community-based organizations aimed at getting students in the door early and increasing enrollment through programs such as Early College and Middle College. The College has also expanded the Achieving the Promise Academy (ATPA) academic coaching program to facilitate student success; the program currently includes more than 5,500 students and 40 coaches in 193 embedded sections, and 825 students with one-on-one coaches.

Areas of improvement include: closing our achievement gap and incoming student graduation rates, as well as intentionally implementing programs that foster an awareness and appreciation for individuals from diverse backgrounds; recognizing the intersectionality of diversity; diversifying our workforce by hiring employees who reflect our student demographics; building highly functioning teams; embracing an ethical culture that observes, measures, and rewards successes and fosters trust in leadership and among colleagues; providing employees with opportunities to be heard in spaces that are safe for sharing; sustaining and ramping up initiatives that continue to establish an equitable environment; and better communicating our work and successes.

Montgomery College is moving along in our journey to achieve our desired equity and inclusion outcomes over the next six years. Our *Montgomery College 2020–2025 Strategic Plan* focuses on the following goals:

I. Empower students to start smart and succeed.
II. Enhance transformational teaching practices and learning environments.
III. Fuel the economy and drive economic mobility.
IV. Build, engage, strengthen, and tend to community partnerships.
V. Invest in our employees.
VI. Protect affordability.

As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society.

VI. PACEI Overview

The President's Advisory Committee on Equity and Inclusion (PACEI) is a multicultural, multi-generational team of faculty, staff, and administrators whose membership represents all facets of the College. PACEI seeks input from various collegewide student organizations. PACEI is led by Sharon Bland, chief equity and inclusion officer, and Dr. Debra Bright, chair. It was created in November 2017 at the behest of Dr. Pollard, as a 50-person committee. PACEI's purpose is as an advisory group to the president and her Senior Administrative Leadership Team (SALT) in the areas of equity, inclusion, social justice, and diversity. PACEI serves to:

- Promote cross-cultural understanding, communication, and cultural competence among students and employees.
- Gather, analyze, and monitor relevant information and data concerning equity and inclusion and recommend specific actions and proposals for achieving and enhancing equity and inclusion.
- Recognize excellence in equity, inclusive excellence, and awareness and promotion of equitable and inclusive outcomes.
- Facilitate timely dialogue and communication about equity and inclusion issues affecting students, faculty, administrators, and staff.
- Advise the president on internal concerns that emerge at Montgomery College.

Each committee member was chosen by Dr. Pollard after an application process, which was motivated by previous criticism that the same people were chosen again and again to serve on collegewide committees. The committee divided into the following eight subcommittees to undertake its work:

- Student Experience and College Culture
- Business Practices and Procurement combined with Workforce Development and Community Engagement
- Disability Inclusion
- Faculty, Teaching, and Curriculum
- Human Resources/Recruiting, Hiring, Retention, Succession Planning
- Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources
- Reports and Communication
- Training, Dialogue, Events, and Celebrations

In 2019, Dr. Pollard appointed senior vice president (SVP) liaisons from each area overseen by a senior vice president. Their responsibility is to work directly with each division senior vice president on matters relating to equity and inclusion. SVP liaisons endeavor to ensure barriers to equal access are identified and addressed, and inclusiveness is represented in all aspects of life and study throughout Montgomery College, in every academic discipline, administrative unit, and community partnership.

The chairs/co-chairs of the subcommittees, as well as the liaisons to each senior vice president, constitute the PACEI Leadership Team. The chair of PACEI has ably guided the leadership team's and larger committee's work to help ensure our initiatives are moving forward.

Since its inception, PACEI has made many noteworthy accomplishments. Committee members have:

- Analyzed data from various collegewide surveys and student focus groups and used these data to develop a list of proposed activities the College should "Start, Stop, and Sustain."
- Participated in and/or facilitated a wide variety of diversity trainings on topics such as civility, unconscious bias, and microaggressions.
- Planned and executed the College's inaugural Equity Summit and Equity Dialogue events.
- Established and educated the college community on new MC Civility Norms.
- Initiated a #YouAreWelcomeHere campaign.
- Created a "Strength in Diversity" statement for inclusion on the collegewide syllabus template.
- Established an Excellence in Equity awards program to recognize faculty, staff, administrators, and students who have demonstrated exemplary accomplishments in advancing equity, inclusion, and diversity at Montgomery College.

Additionally, the committee submitted 82 recommendations to Dr. Pollard and SALT for implementation, and those recommendations have either been accomplished or are moving forward. *(See Appendix A).*

In the coming years, PACEI members will help shepherd the implementation of the goals and objectives outlined in this *Roadmap for Success.* The committee will also continue to serve as an ongoing advisory body to the president on critical E&I issues.

VII. Institutional Assessment and Surveys, PACEI Subcommittees' Research and Data

Since PACEI's first meeting in November 2017, members have participated in a variety of trainings on topics such as: courageous conversations, unconscious bias, mastering civility, and interrupting microaggressions. Additionally, we have been working diligently to review existing data and to determine ways in which we can make our community more equitable and inclusive. Over the past two years, PACEI analyzed the results of various surveys, including both the 2017 and 2018 *Equity and Inclusion Survey* and results of the 2017 and 2019 Pizza for Your Thoughts student focus groups.

In both surveys, we learned that MC has clear strengths that benefit our students and our workplace. This is a testament to the spirit and energy our employees bring to work each day. We also learned that we face challenges that we need to overcome and we must work together to do so. Pizza for Your Thoughts showed us that students juggle various responsibilities that require time management, prioritizing, and support. Students thought MC was diverse and understanding but also thought that there could be more opportunities for non-traditional students, such as seminars on how to balance work and school.

We have learned that we need to strengthen parts of our culture, processes, policies, and leadership effectiveness at all levels of our organization. Some employees told us they are working at an outstanding college and that they love their jobs and work environment. Others described various barriers that frustrate them and their efforts to perform their jobs effectively. For some employees, it depends on to whom they report. We have several top-notch managers and others who can become more effective as managers and even leaders. For many employees, cumbersome and ineffective processes and practices or technology get in the way. Unfortunately, other employees said they fear possible retribution from their managers for speaking out and recommending improvements. Such behavior is never acceptable at MC.

The transformation will require many changes, hard work, and the hands-on involvement of everyone at MC. Working together, we can and will enhance equity and inclusion for all employees and students.

Based on a review of the College's previous *Diversity Plan 2013–2020,* we successfully completed over 80% of the action items identified. Moreover, we have been deliberate about becoming laser focused on equitable student outcomes and have implemented policies and practices to not only remove barriers to success but to strengthen and amplify solutions we know are working. Since that diversity plan was written, we have become a part of the Achieving the Dream (ATD) network. ATD is a national reform network that serves as a catalyst for improvement by helping colleges to build their capacity to close achievement gaps and ensure that more students complete college and have more opportunity for economic success (www.achievingthedream.org). It is important that we communicate to the college community how each employee can affect the success of our students.

To date, one of our most significant accomplishments has been the Achieving Collegiate Excellence and Success (ACES) collaboration with Montgomery County Public Schools and the Universities at Shady Grove. Now serving more than 2,300 students, ACES provides a pathway to college completion for local students from minority, low-income, and first-generation-to-college segments, resulting in improved high school and college graduation rates, higher retention in college, and better grade point averages, compared to their peers.

Despite the College's work to create an environment of racial inclusion, equity, and access, we have encountered obstacles that have slowed our progress in improving the outcomes of our Black, Latinx, and other students of color. PACEI reviewed several data management tools, including Office of Institutional Research and Performance Accountability Report (PAR) data, as well as IPEDS data. For example, many of these students have needed to take developmental courses in English and mathematics before they can earn college credits, thus increasing their costs and lengthening their time to degree completion. English and math faculty worked diligently to redesign the developmental course sequence to not just improve student completion but to help close any gaps that existed between some historically underserved populations. Over the past three years we have seen substantial improvement in the gateway math and English courses. Using IPEDS race/ethnicity definitions, early indications show that we will have more students completing gateway courses in general. In the first semester of the academic year 2019–2020, 15% of the first-time ever in college (FTEIC) Black/African American students completed gateway math, whereas in the entire academic year 2016–2017 only 15% Black/African

American students completed gateway math. There are similar positive results for Hispanic students, in that 19% of the first-time ever in college (FTEIC) Hispanic students completed gateway math in the first semester, whereas in the entire academic year 2016–2017 only 19% of Hispanic students completed gateway math. Additionally, by focusing on PAR cohort data for the same years, we expect to see similar increases in students' performance using both the tools we have implemented, outlined in Academic Affairs and Student Affairs, coupled with recommendations listed in this Roadmap.

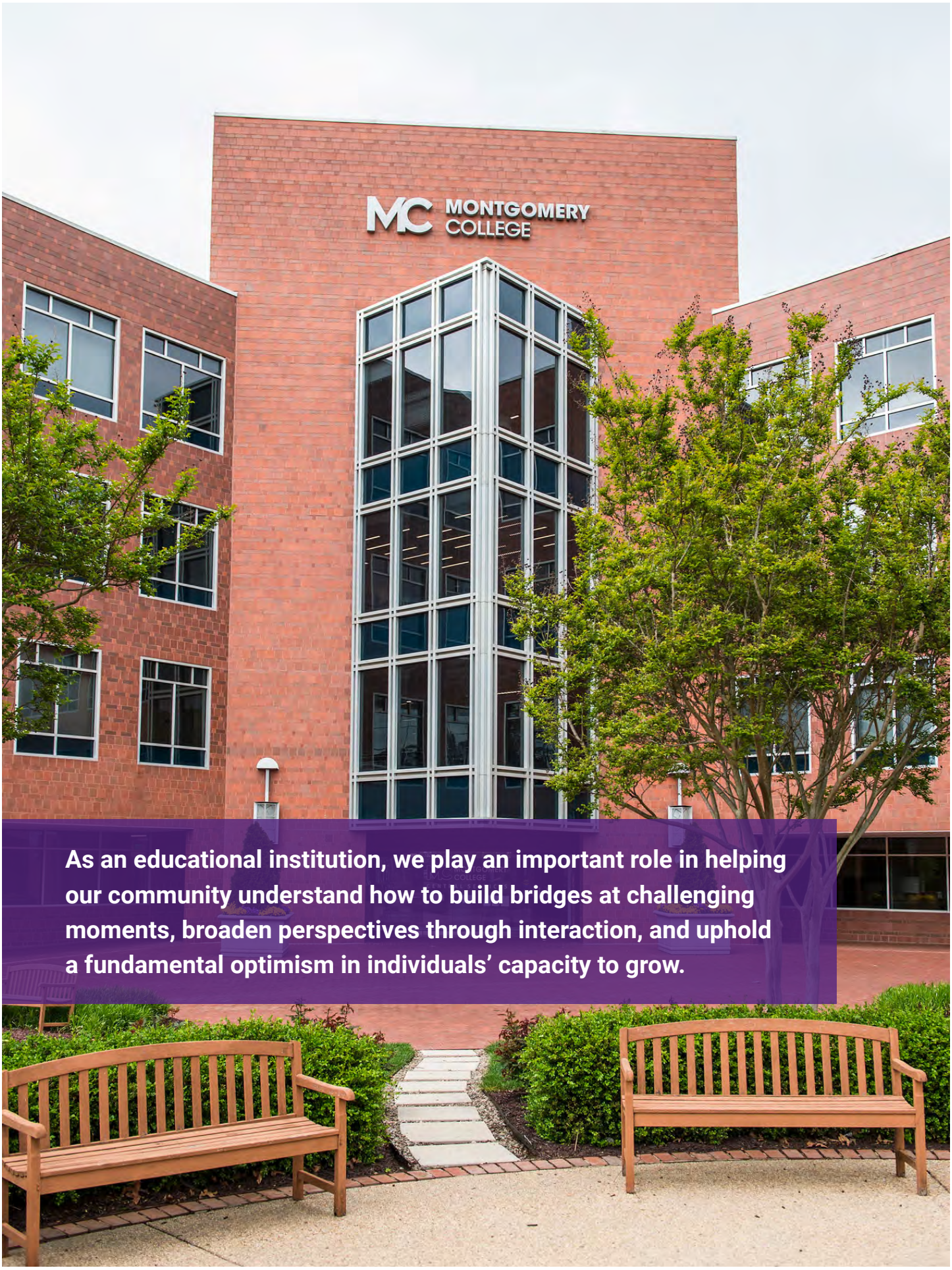
In addition, we have learned that students still face obstacles related to basic needs, such as food and housing security, and other needs such as childcare and transportation. To foster success by supporting students' mental and physical health wellness that can impact students' academic success, the Student Health and Wellness Center for Success, established in 2017 (SHaW), identifies, provides, and connects students to resources that support student success.

Furthermore, over the last few years, the College's investment in Early College, Middle College, and Dual Enrollment has provided more opportunities for Montgomery County Public School students to obtain college credit while in high school and even simultaneously complete an associate's degree and earn a high school diploma. Additionally, we have learned the importance of collaborating with our county public school district on targeted college-readiness activities designed to engage students and families as early as high school (For more information: https://montgomerycollege.edu/documents/offices/student-affairs/student-affairs-master-plan.pdf). As a result, MC's college success programs offer tutoring, college visits, and assistance with navigating college admission and financial aid applications.

We know we have room to improve. Based on a series of SWOT (strengths-weaknesses-opportunity-threats) analyses of Montgomery College's equity and inclusion efforts collected in 2017–2019 through the College's data sources using surveys and focus groups with various College constituencies, PACEI and the Office of Equity and Inclusion (OEI) was provided an opportunity to identify gaps and appropriate action items which have been included in this *2020–2025 Equity and Inclusion Roadmap for Success*.

According to the SWOT analyses, MC's strengths included: strong leadership; employees who are genuinely dedicated to the College's mission; a diverse student body; the creation of PACEI to champion diversity, equity, and inclusion efforts; multicultural programming, events, and presentations; film series, etc., geared towards students, employees, and the surrounding communities; and well-established partnerships with MCPS and other nonprofits and local businesses. After reviewing the data, each subcommittee also developed a list of proposed activities that the College should "Start, Stop, and Sustain."

The next section provides an overview of each PACEI subcommittee's mission, vision, objectives, outcomes, and indicators followed by PACEI general recommendations.



As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow.

VIII. PACEI SUBCOMMITTEE OBJECTIVES, OUTCOMES, AND INDICATORS

Student Experience and College Culture

Disability Inclusion

Faculty, Teaching, and Curriculum

Human Resources/Recruiting, Hiring, Retention, Succession Planning

Nationwide Peer Institution Best Practices/Assessment and Evaluation/ Resources

Reports and Communications

Training, Dialogue, Events, and Celebrations

Workforce Development and Community Engagement/Business Practices and Procurement

SUBCOMMITTEE REVIEW – MEMBERS, MISSION, VISION, OBJECTIVES

Subcommittee: Student Experience and College Culture

Co-chairs: Denise Simmons Graves, Stacey Gustavson
Resource Person: Marjorie Davis
Committee Members: Rachel Bonaparte, Katie Mount, Nancy Newton, Amy Tutt

Mission: The overarching mission of the student-centered Student Experience and College Culture subcommittee is to be agile as well as to remove barriers, seen and unseen, from the path of all students and employees affected by the culture, climate, and expectations at Montgomery College. This mission coincides with the Seven Truths and is supported in the Student Affairs Master Plan (StAMP) and the Academic Master Plan (AMP).

Vision: Our vision for an equity-minded college culture is rooted in the College's philosophical and operational frameworks for cultural competency, which is inclusion, diversity, and equity for all students; equity for all employees; access; leadership; and social justice. This framework equips the College to successfully navigate the dynamics of difference, authentically partner with others, maximize creative potential, and align our intent with our outcomes.

The work of the Student Experience and College Culture subcommittee is undergirded by the Seven Truths for a Common Student Experience, outlined in the *Student Affairs Master Plan (StAMP),* as well as the operational definitions of equity and inclusion. The seven truths are: 1) Start Smart; 2) Maintain a Foundation of Support Opportunities; 3) Get Connected; 4) Build Community; 5) Enhance the Classroom Experience; 6) Encourage Student Success Every Step of the Way; and 7) Plan to Cross the Finish Line. The student focus of equity centers on the creation of opportunities for historically underserved populations to have equal access to and participation in educational programs that are capable of closing the achievement gaps in student success and improving retention and completion. Inclusion incorporates the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum, and in the communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathetic understanding of complex ways that individuals interact within (and change) systems and institutions. It is important to note that although students are at the heart of our efforts at Montgomery College, the role of the President's Advisory Committee on Equity and Inclusion is structured to focus on the broader Montgomery College community to include employees and our business partners.

The overarching goal is to remove barriers, seen and unseen, from the path of students new to the culture, climate, and expectations at Montgomery College.

We recognize and appreciate the direct connection between our students and our employees' experiences and that MC's college culture overall directly impacts the quality of those experiences.

Additionally, we must continue to spotlight the mental health needs of our students and employees. Learning can be compromised without this awareness. Suicide is the 2nd leading cause of death amongst young adults between 15-24 (Suicide Statistics and Facts. Suicide Awareness Voices of Education (SAVE) website. Published 2019). Inequities that are being experienced throughout the COVID 19 pandemic, increased violence towards people of color, and increased unemployment for millions of Americans have helped to create multiple barriers for students to receive assistance for anxiety and depression, the two leading mental health illnesses in the United States.

OBJECTIVE 1	Increase the number of African American male and Latinx students who graduate, transfer, and/or complete year over year. Hiring, retention, and promotion of African American male and Latinx full- and part-time faculty. **Outcome:** Supported the development of significant new programs targeting the success of African American men and Latinx students at Montgomery College. **Indicator:** African American male and Latinx students will increase persistence and/or associate degree completion rates annually through 2025.
OBJECTIVE 2	Increase access to technology and the technology supports to work remotely. **Outcomes:** • Created strategy to increase access of laptops to students. • Developed feasibility study to expand College's Wi-Fi capacity to a "Wi-Fi everywhere on campus" capacity. • Increased number of laptops provided to first-year students. • Increased College services to be delivered seamlessly between in-person setting and a remote setting for employees. **Indicators:** • Developed technology plan to eliminate barriers stemming from lack of technology including a plan to provide laptops to students and employees and, if needed, Wi-Fi access to use anytime anywhere at the College. • Decreased technology barriers to student success.
OBJECTIVE 3	Ensure effective use of academic credit in support of graduation, completion, and transfer. **Outcome:** Increased the number of graduates per term (fall to fall, spring to spring). **Indicator:** Redesigned graduation clearance process (by the Graduation Review committee).
OBJECTIVE 4	Make MC more welcoming, hospitable, receptive, and responsive to all students, colleagues, faculty, staff, and community members and to acknowledge and support all members of our community including evening and night shift employees as well as evening, online students, and those students and employees working remotely. **Outcomes:** • Increase in engagement as measured by the SENSE and comprehensive Equity/inclusion/Ethics/ Employee Engagement survey. • Demonstrated annual increase in number of attendees at evening events. **Indicators:** • Created baseline data documenting the number and types of scheduled evening events, meetings, activities and experiences, beyond courses that are currently available. • Established dynamic engagement mechanisms outside of the classroom building upon established dialogue sessions, forums, town halls, Popcorn with Pollard, Pizza For Your Thoughts and other such events.
OBJECTIVE 5	Enhance collaborative efforts between credit and non-credit in and amongst academic and student affairs. **Outcome:** Create and ease educational pathways for WDCE learners. **Indicator:** Collected data demonstrating number and types of collaboration between Workforce Development and Continuing Education, credit programs, and student affairs.

Subcommittee: Disability Inclusion

Co-chairs: Sue Haddad, Christopher Moy
Resource Person: Rowena D'Souza
Committee Members: Teri Hurst, Stacy Keller, Eric Koh, Karla Nabors, Ben Nicholson, Jillian Pfau

Mission: In acknowledgement of the opportunities identified in the *2018 Montgomery College Middle States Self-Study Report* and Montgomery College's commitment to the full implementation of the Americans with Disabilities Act, the Disability Inclusion subcommittee will work toward the full inclusion of people with disabilities, creating a pathway toward inclusion and equity from a social justice perspective for persons with disabilities at Montgomery College. The recommended prioritized goals and strategies target five areas: Academic Access (A), Program and Electronic Information Technology Access (P), Architectural Access (R), Employment Access (E), and Campus Climate for Persons with Disabilities (C).

Vision: Lead in creating a welcoming, barrier free, inclusive learning and working environment for all members of MC, and one in which disability is recognized and valued as a distinct aspect of our diverse culture.

In 2019, PACEI recommended the creation of the Disability Inclusion subcommittee to address specific suggestions made in the *2018 Montgomery College Middle States Self-Study Report.* The report recognized and identified opportunities to model national best practices by the Association on Higher Education and Disability[1] (AHEAD) in reframing disability from a medical model to a social justice model. "This can be accomplished by expanding discussions of disability as a distinct aspect of diversity at the College and providing increased educational programming on disability history and culture. There are opportunities to include disability in training related to culture and identity, education on bias and microaggressions, and focused programming during Disability Awareness Month."[2] The fundamental vision is to create a culture that inspires inclusion and considers access for persons living with disabilities in all decision-making throughout the College. Therefore, it is critical to integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.

1 https://www.ahead.org/home
2 *2018 Montgomery College Middle States Self-Study Report*

OBJECTIVE 1	Create a culture that engages all administrators, faculty, staff, and students as leaders in the work of disability inclusion and accessibility. **Outcome:** Individuals in decision-making positions will actively incorporate the voices and experiences of persons with disabilities to promote a welcoming and inclusive College community. (A, P, R, E, C) **Indicators:** • Proactively seek and obtain input from people with disabilities, ADA/504 Compliance, Student Disability Support Services (DSS), employee accommodations coordinator, and accessible technology coordinator in assessing, influencing, and affecting policies, practices, and planning throughout the College. • Integrate disability and inclusion into all of the decision-making and College's master planning process.
OBJECTIVE 2	Identify and incorporate collegewide assessment tools that will measure progress toward the full inclusion of persons with disabilities and accessibility of Montgomery College. **Outcome:** Conducted a collegewide ADA/504 self-evaluation of programs, services, activities, and facilities. (A, P, R, E, C) **Indicators:** • Establish baseline data regarding physical environments, services, and policies and procedures throughout the College, as defined by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. • Prioritize and develop a transition plan to correct and remove barriers. • Establish a process for ongoing evaluation and document progress. • Develop specific disability inclusion and accessibility questions for employee and student surveys. The feedback will be a prime measure for assessing the College's work of inclusion and accessibility. • Develop and use a disability, accessibility, and inclusion benchmarking tool to assess strengths and needs.

OBJECTIVE 3

Create a culture where disability is recognized and celebrated as a part of MC's diversity. Disability will be seen and communicated as part of the commitment to radical inclusion.

Outcome: Diversified the MC workforce to be reflective of people with all abilities who desire to be employees of MC. (E, C)

Indicator: Implement a recruitment and incentive program focused on the hiring, promotion, and retaining people with disabilities.

Outcome: Developed an intentional awareness plan to educate and promote the work of disability inclusion and accessibility in the College's outreach, marketing, and promotional material. (C)

Indicators:

- Intentionally highlight disability issues in dialogues and trainings, in which radical inclusion is celebrated.
- Ensure clear procedures and increase awareness and communication for students, faculty, staff, and community members to request and access accommodations.
- Deliver ongoing training and programs to the College related to disability, inclusion, and accessibility.

Outcomes: Encouraged, engaged, educated, and empowered all College community members to embrace the emerging social justice paradigm for the work of disability inclusion and accessibility. (A, P, E, C)

Indicators:

- Collaborate with ELITE to integrate disability inclusion within a social justice learning pathway.
- Recognize the intersectionality of disability oppression and incorporate into social justice and racial inequities dialogues.

Outcome: Expanded retention practices to support the academic and personal success of students with disabilities. (A, P, C)

Indicators:

- Establish baseline data on current retention and persistence of students with disabilities.
- Continue collaboration among College support services for students with disabilities.

OBJECTIVE 4

Integrate Universal Design* principles and accessible information technology as fundamental components of all planning and delivery aspects associated with College operations so that the College experience is equitable for persons of all abilities.

Outcome: Infused Universal Design principles into all program planning, physical planning, design, and service delivery. (A, P, R, E, C)

Indicators:

- Incorporate Universal Design principles into new construction and renovation of existing facilities.
- Employ Universal Design concepts to provide a seamless experience for persons of all abilities to travel to and around all campuses.
- Design the interior spaces within buildings to fully support the access and inclusion of people with disabilities in academic and non-academic settings.
- Empower employees to incorporate concepts of Universal Design and inclusion within their scope of work by encouraging flexible and innovative alternatives which remove barriers to access.
- Standardize assistive technology applications for students across the College.

Outcome: Ensured accessibility requirements are met in market research and the evaluation process in acquiring, procuring, and using information communication technology (ICT). (P, C)

Indicators:

- Review, evaluate, and test information communication technology for accessibility prior to procurement and/or acquisition.
- Acquire ICT that meets accessibility standards.

Outcome: Applied Universal Design for Learning (UDL) principles to curriculum design, instruction, and co-curricular activities. (A, C)

Indicators:

- Provide awareness and training around UDL for curriculum and instruction.
- Incentivize integration of UDL into academic and applicable co-curricular activities.
- Promote and support faculty in innovative and accessible instructional design through consultation, tools, and resources.

**Universal Design* – The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Copyright © 1997 NC State University, The Center for Universal Design. https://projects.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm

Universal Design Principles – The seven principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers, and environmental design researchers, led by the late Ronald Mace at the North Carolina State University. The purpose of the principles is to guide the design of environments, products, and communications. According to the Center for Universal Design at NCSU, the principles "may be applied to evaluate existing designs, guide the design process and educate both designers and consumers about the characteristics of more usable products and environments." The seven principles are: 1) equitable use, 2) flexible in use, 3) simple and intuitive use, 4) perceptible information, 5) tolerance for error, 6) low physical effort, and 7) size and space for approach and use. North Carolina State University, The Center for Universal Design, https://projects.ncsu.edu/ncsu/design/cud/about_ud/udprinciplestext.htm

Universal Design for Learning – Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework is grounded in three principles: 1) multiple means of representation, 2) multiple means of engagement, and 3) multiple means of demonstration. (Developed by Anne Meyer and David Rose, who first laid out the principles of UDL in the 1990's. www.cast.org)

Subcommittee: Faculty, Teaching, and Curriculum

Co-chairs: Linwood Ferguson, Mary Robinson, Emily Rosado (former chair)
Resource Person: Andrea Foster
Committee Members: Eric Benjamin, Akhtar Chowdhury, Angela Nissing

Mission: The Faculty, Teaching, and Curriculum subcommitee strives to improve pedagogical and related practices carried out by faculty. It delivers instructional training advice, focused on meeting the learning needs of the College's diverse students. The subcommittee guides curricula enhancement to ensure that culture and thought differences are addressed.

Vision: Recognize and grow the exemplary relationships between students and faculty established from their commitment to learning and teaching grounded in respecting/embracing differences in each other.

The Faculty, Teaching, and Curriculum subcommittee endeavors to advance integrity within the student learning experience. The subcommittee is charged with developing proposals to improve instructional practices that enhance student equity in the classroom, along with academic and student support centers. Accordingly, the subcommittee pursues initiatives to augment the effectiveness of faculty and their contributions in achieving these principles.

Informed by the recent Middle States accreditation process, PACEI infused its goals around the mission established at Montgomery College. The College's mission and the goals supporting it are driven by a commitment to social justice. According to Montgomery College President Dr. DeRionne Pollard:

"Most definitions of social justice relate to fairness. At MC, we are committed to creating strategies that minimize the impact of continuing structural inequities on students' ability to afford college, their preparation for academics, and their success at proceeding to graduation or transfer."

There are multiple factors affecting the performance of Black male and Latinx students, as well as that of students with disabilities. Focusing on the element of fairness, some of the factors that have influenced grading relate to race, disability, and gender. (Malouf and Thorsteinsson). It has been shown that the use of rubrics has reduced this bias (Gerritson). As an integral part of PACEI, the subcommittee endeavors to improve best practices carried out by faculty who meet students where they are. One such best practice relates to the development of rubrics that conform to discipline standards and standards to reduce instructor bias toward students. These standards would use qualitative or quantitative language appropriate to the discipline that is clear, not vague or open ended.

The creation of a system that reduces this bias so that students are being graded on the content of their work rather than by some other factor is paramount. A more specific and clear (rather than open-ended) rubric is a highly effective method used to ensure more consistency in grading. More consistency in grading means less room for bias because the standards will be less open to interpretation (Colburn, et. al). Conversely, less consistency in grading can mean more room for bias because the same instructor may interpret the same rubric differently depending on the student they are grading.

Another important part of improving best practices is to insure rubrics exclude terminology based in a deficit model. A deficit model is one whose language or structure implies that the student will not improve. One possible route is that point categories may be named according to scores ("three points," "two points," "one point") rather than achievement labels ("excellent," "mediocre," "novice"). The next section highlights objectives for important pedagogical and administrative activities within MC's methodology for educating students.

OBJECTIVE 1	Add a question to student course evaluations to reflect faculty's attention to diversity. The recommended new question is: "Instructor acknowledges and respects student diversity." **Outcome:** Enhanced course evaluations such that students' assessments regarding faculty's attention to diversity are expressed. **Indicators:** • The added question on the course evaluation results in 80% agree or strongly agree response rate from students. • Students' course evaluations consistently include comments on instructors' inclusive teaching practices.
OBJECTIVE 2	Include a bullet point on faculty evaluation Form A for full-time faculty to reflect on their inclusive and equitable teaching practices. **Outcome:** Improved faculty self-evaluation procedure, which communicates information on equitable and inclusive teaching practices. **Indicators:** • Language concerning teaching performance garners a positive response rate from faculty. • Faculty's self-evaluation descriptions consistently address their instruction practices, which cover equitable and inclusive methods to impart student learning.
OBJECTIVE 3	Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity." **Outcome:** Advanced classroom observation reviews that consider the instructor's acknowledgement and respect for diversity. **Indicators:** • Description of actions to be observed support the assessment of part-time faculty's incorporation of diversity in their instruction. • The addition of diversity considerations into the classroom observation process influences improvement in part-time instructors' practices concerning student differences.
OBJECTIVE 4	Include a "Strength in Diversity" statement on the collegewide syllabus template. It would read as follows: "Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course; that students' learning needs be addressed; and that sexuality, disability, age, socio- economic status, ethnicity, race, and culture are respected. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements" (adapted from the University of Iowa School of Education). **Outcome:** Redesigned syllabus template, which conveys respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy. **Indicators:** • The addition of diversity considerations visible on the course syllabus will increase awareness about diversity for students. • The addition of diversity considerations visible on the course syllabus will demonstrate faculty's commitment to design lessons that convey respect for differences (e.g., race, gender, religion, etc.) as a teaching philosophy.

OBJECTIVE 5

Ensure that rubrics conform to discipline standards and standards to reduce bias. These standards would include excluding terminology based in a deficit model and using qualitative or quantitative language appropriate to the discipline that is clear and specific, not vague or open ended.

Outcomes:

- Formed an inter-disciplinary college wide discipline-wide committee on rubrics and implicit bias to create model rubrics with annotations.
- Each academic year, offer a three-part professional development workshops on reducing implicit bias through the use of rubrics, to be offered each academic year. These workshops can be divided into multiple sections for example Part I: Implicit Bias; Part II: Examples of Rubrics with Annotations; Part III: Effectively Using or Implementing Rubrics.
- Modeled rubrics with annotations available to faculty.
- Created and administered a student survey assessing fairness and clarity of rubrics.

Indicators:

- By 2021, a collegewide committee on rubrics and implicit bias is formed.
- By 2022, administer a survey regarding whether MC students find rubrics effective in reducing bias.
- By 2022, model rubrics with annotations created by the above committee are provided on the E-LITE hub or on Blackboard course hubs.
- By 2023, the College begins offering an annual professional development workshop on using rubrics to mitigate implicit bias.
- By 2025, the professional development workshop is incorporated into required training for new full-time faculty.
- By 2026, readminister survey regarding whether MC students find rubrics effective in reducing bias and assess results.

Subcommittee: Human Resources/Recruiting, Hiring, Retention, Succession Planning

Chair: Karen Penn de Martinez
Resource People: Elaine Doong, Lauren Landau, Krista Walker
Committee Members: Nicolle Brazil, Tiffany Copeland, John Day, Sherry Randolph, Karla Silvestre

Mission: The Human Resources/Recruiting, Hiring, Retention and Succession Planning subcommittee (HR) affirms that the ability to welcome, teach, and serve our diverse students must be a fundamental requirement for hiring and promotion at Montgomery College and a crucial qualification for all personnel.

With a diverse student body, Montgomery College requires a diverse and culturally sensitive faculty and staff. Diversification of the MC workforce presents numerous opportunities for faculty, staff, and administrators to serve as role models, mentors, and advocates for equity and inclusion.

Vision: To recruit, develop, and retain highly qualified faculty and staff who embrace MC's vision of multiculturalism, radical inclusion, and racial equity, and who reflect the diversity of the student body and the Montgomery County population.

The HR subcommittee affirms that diversity, equity, and inclusion in Montgomery College's workforce is more than a goal or aspiration: it is an essential component of academic and career success for the student body at the most diverse community college in the continental United States *(Chronicle of Higher Education)*. MC workforce diversity is also a key element of partnership, community engagement, and economic development for a Montgomery County population that is 56.7% non-white, 32% foreign-born, and 40.6% speakers of languages other than English *(Data USA)*. We value the skills, knowledge, and cultural competency that diverse employees bring to our educational environment.

Montgomery College has a student body that is approximately one-quarter each Black, Latinx, and White, and with substantial numbers of Asian, multi-racial, and international students. Employee groups that would benefit from greater representation, such as Hispanics/Latinx, should more closely reflect the diversity of our students. The Fall 2019 Enrollment Summary indicates that Latinx individuals are 25.2% of students (Montgomery College OIRE, 2019) but only 6.5% of faculty and 3.9% of administrators (Montgomery College Office of Human Resources and Strategic Talent Management, 2020). Additionally, with 5.1% of MC students using Disability Support Services accommodations in 2018 (Haddad, 2019), increased inclusion and visibility of employees with disabilities would be of value.

Recruiting efforts, professional development, and career advancement paths should position Montgomery College as a destination employer for diverse county residents, current MC students and alumni, traditionally underrepresented graduate interns, and equity-focused professionals. Thus, the College's Human Resources and Strategic Talent Management department should expand outreach activities and should incorporate guidance and assistance from current employees serving as "diversity ambassadors" to their own communities, external organizations, events, conferences, and local graduate programs.

Training on the value of diverse workforces and on avoiding unconscious bias should be developed and provided to all search committees and all hiring interviews should incorporate questions regarding the applicants' abilities to successfully work with and serve our diverse community.

While Montgomery College has made noteworthy progress towards workforce diversity, equity, and inclusion over the past five years, the recommendations of the subcommittee address some of the remaining work that is critically important for the next few years.

OBJECTIVE 1	Train administrators, hiring managers, and search committee chairs on the importance and benefits of diversity, equity, and inclusion in all phases of the hiring and promotion processes. Hold ourselves accountable for ensuring diverse pools of applicants, interviewees, and recommended candidates and be willing to reopen searches that fail to attract adequately diverse pools of candidates. **Outcomes:** • By January 2021, the College will have implemented Search Advocate training and appoint a coordinator of the Search Advocate training and administration process. • Applicant and interview pools and hires will have reflected the diversity of the county population (the 2018 county population estimates are 19.9% Hispanic/Latino, 19.9% Black/African-American, 15.6% Asian, and 3.4% two or more races, according to *www.census.gov/quickfacts/montgomerycountymaryland*). • Created a chart that describes reasons for failed searches. **Indicators:** • Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires. • Number of searches reopened or cancelled due to objective not being met.
OBJECTIVE 2	Train and appoint equity-focused Search Advocates who will serve on search committees to help write inclusive position descriptions, job qualifications, and interview questions; raise awareness of unconscious bias; and promote the hiring of culturally competent employees. **Outcome:** • Applicant and interview pools and hires will better reflect the diversity of the county population. **Indicators:** • By July 2022, 50% of search committees will include a trained/certified search advocate who will work on the process from creating the position description through the hiring/onboarding phase. • By July 2025, 75% of searches will include a trained/certified search advocate.
OBJECTIVE 3	Train, fund, and appoint current employees to serve as Diversity Recruitment Ambassadors to conduct outreach support and promote MC as a destination employer to underrepresented groups in the community, graduate schools, minority professional associations, and conferences. At the end of the pilot period, the CEIO and HRSTM, will evaluate the impact of the diversity recruitment ambassadors on MC's visibility in the community, applicant pools, and hiring. The CEIO in collaboration with HRSTM will issue a written report to SALT including the findings and recommendations to continue, modify, or discontinue the Diversity Recruitment Ambassador program. **Outcome:** • Two diversity recruitment ambassadors will be funded for a one-year pilot program in AY 21/22 and will conduct outreach, dedicating 100–120 hours per semester each. This should include 5–8 events or outreach activities, as well as the necessary preparation and communication time. **Indicators:** • Number of Diversity Recruitment Ambassadors funded and appointed. • Enhanced annual Personnel Profile showing demographic percentages of applicants, interviewees, and hires.

OBJECTIVE 4	Updated and utilized the Minority Faculty Internship policy (P&P #32201) to allow departments to provide temporary teaching positions to less experienced prospects or current graduate students from traditionally underrepresented minority groups or those with disabilities. **Outcome:** • Multiple departments will have created temporary positions for minority faculty interns, allowing these individuals to become familiar with College practices and to become more competitive candidates for permanent positions, while exposing MC students to instructors and mentors of color or with disabilities.. **Indicators:** • Increased number of minority faculty intern positions created and filled. • Number of minority faculty interns who were converted to MC employees.

Subcommittee: Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources

Chair: Maria Davidson, Brad Pabian (former chair)
Resource Person: Bo Chan
Committee Members: Diana Benson, Frances Nolen, Julie Weber, Laura White

Mission: Montgomery College is strong in its commitment to equity and inclusion best practices, which inform us to create a common framework for our service that is innovative, data-driven, replicable, and impactful.

Vision: Committed to using data to support equity and growth for both the student and employee experience.

The Nationwide Peer Institution Best Practices/Assessment and Evaluation/Resources subcommittee has engaged in analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results, and then conducting research on E&I best practices at community college peer institutions. We identified and reviewed more than 50 institutions' approaches to E&I services and practices, including site visits and virtual visits to Frederick Community College, Pierce Community College, Portland Community College, Oregon State University, Northern Virginia Community College, Howard Community College, the University of Maryland at College Park, the Community College of Baltimore County, and the University of Southern California's Race & Equity Center. We created a common framework for our research that qualified as an "E&I best practice," any IDEEALS service or practice that is innovative, data-driven, replicable, and impactful.

While MC is strong in its commitment to E&I practices, as cited in the College's values statement, this subcommittee also noted specific areas for growth for both students and employees. Employee survey results showed discrepancies in what the College's E&I culture is and what it should be. These findings influenced not only our subcommittee's recommendations, but also the *Roadmap for Success* as a whole. Common employee-related themes included: enhance the MC culture, climate, and community; diversity programming and policies; recruitment and hiring practices; and promote and retain diverse employee groups. In addition, while MC is strong in its commitment to student success, we also found gaps in explicitly stating E&I practices. Although the "Equity" functional area scoring in the Institutional Capacity Assessment Tool (ICAT) would lead us to believe the College is at a strong level of capacity with regard to equity practices, our research and E&I survey results show we still have strides to make.

OBJECTIVE 1	Assess and measure student experience and sense of belonging at the College. **Outcome:** Selection of a tool, determine sample population, and achieve 40% response rate. **Indicator:** Administered a Student Climate and Culture Survey to establish baseline data and schedule ongoing assessment to share with College stakeholders. (www.montgomerycollege.edu/about-mc/euity-and-inclusion/index.html).
OBJECTIVE 2	Foster empowerment and a sense of belonging among specific diverse populations at the College. **Outcome:** Developed an employee resource framework to establish affinity groups and determine each affinity group's purpose, goals, and objectives. **Indicators:** • Ten-percent improved employee engagement survey responses biannually. • Number of affinity groups established.
OBJECTIVE 3	Ensure a data-driven accountability measurement system of all E&I goals and objectives. **Outcome:** Designated OIRE staff for E&I needs to create dimension-mapping analytic tool to track PACEI recommendations and monitor progress on recommendations. **Indicator:** Subcommittees finalize the measurements for each goal and objective, identify the communication tool, and develop the schedule of reporting.
OBJECTIVE 4	Finalize and roll out a one pager on the student complaint process to enhance student awareness of the complaint process. **Outcome:** Created a communication strategy for student roadmap for resolving complaints, and develop an assessment questionnaire. **Indicator:** Increased student usage of appropriate process as evidenced by questionnaire.
OBJECTIVE 5	Improve Montgomery College leadership's knowledge, skills, and awareness of racial and cultural issues. **Outcome:** MC leadership, including SALT, PEC members, and other managers will continue and complete comprehensive training in race equity, courageous conversations, and white fragility, etc. taught by nationally recognized facilitators/speakers. **Indicators:** • Each leadership member shall complete a minimum of one relevant workshop/activity listed and facilitate discussions with their teams. • Improved ratings on identified questions on employee E&I survey.

Subcommittee: Reports and Communications

Co-chairs: Mohibullah Durrani, James Sniezek
Resource Person: Michelle Scott
Committee Members: Erica Bailey, Christine Tracey, Farah Vivas

Mission: Montgomery College is committed to equity and inclusion by leveraging our technology, multimedia, and human resources to bridge the communication gap between the College, its employees, its students, and the global community.

Vision: With developed relationships, we strive to strengthen and affirm our contribution and participation in keeping the College and the global community informed and alleviating communication barriers.

Similar to other PACEI subcommittees, the Reports and Communications subcommittee commenced its work by analyzing and assessing Montgomery College's employee Equity and Inclusion (E&I) Survey results and then conducting research on E&I best practices at community college peer institutions.

Several key themes became apparent. These include:

1. The general belief that opportunities for professional and personal development are not being communicated. Betterment of this practice could improve employee retention.
2. Although a good percentage of MC employees are non-English or limited-English speakers, most key documents are in English only and presentations (e.g., celebrations, professional development workshops, opening meetings) are often given in English only. They are also translated in real time by ASL interpreters when requested. Communication in languages other than English would bring additional inclusion to the MC community.
3. The perception that discrimination and verbal/mental/physical abuse goes largely unreported at MC owing to lack of recognition that there are reporting methods other than "English-only" reporting methods must be addressed. Efforts to communicate procedures for reporting instances of abuse need to be improved.
4. The perceived loss of trust within the MC community must be regained to optimally forward our mission. Increased efforts and improved methods of communication will signal the rebuilding of a lasting trust. A communication plan where inclusivity is apparent via multiple, woven communication strategies will provide the fabric that binds the MC community.

To work towards resolving the identified weaknesses listed above, the Reports and Communications subcommittee first crafted three goals. Implementation of these goals has already begun with the translation into Spanish of the document *Benefits and Opportunities for MC Employees* and the availability of the College landing (home) page in seven primary languages. The publication of the *President's Advisory Committee on Equity and Inclusion (PACEI) Newsletter* also signals a commitment to the dissemination and subsequent discussion of subjects that need attention. Topics such as Culturally Responsive Teaching and Learning; The Importance of Understanding Unconscious Bias; Creating Inclusive Environments; and Civility Norms were boldly printed to inform and educate our employees.

PACEI has learned through extensive Pizza for Your Thoughts sessions with students that many students/prospective students would be more comfortable with their contemporaries translating from English to the language they need to interact in student service areas and outreach/community events.

The subcommittee also observed that certain courses at MC are skills-based, as are most laboratory courses. As such, the subcommittee also worked with the Office of Institutional Research and Effectiveness to analyze Drop Fail Withdraw (DFW) rate data from FY 2014–FY 2018 through the lens of communications and potential language barriers. Data looked at percentages by gender/race/ethnicity and by number of credits attained. Broad analysis of these data show:

1. Men tend to have higher DFW rates.
2. Students with more credits earned have lower DFW rates.
3. Multi-race and Black students have higher DFW rates (men and women).
4. Asian men and women tend to have the lowest DFW rates.

Overall, DFW rates have declined for all subgroups over the FY14 to FY18 time period. Many college employees are now aware of these trends, and many others do not see how getting to the causative factors that perpetuate these differences becomes our collective equity challenge.

One of the causative factors could be language/comprehension barriers. In addition to studying these DFW rates, the subcommittee observed that certain courses at MC are skills-based, as are most laboratory courses. Many of the first courses that count toward a program requirement are heavy on foundation concepts (theory-rich) in that area (e.g., BIOL 150, CHEM 131, and MATH 181 fit this description). Professors spend much time discussing foundation topics, and the textbooks are generally complex and very detailed. The lecture and text in these courses are difficult for all students but some students, for which English may not be their primary language, may experience greater struggle with comprehension.

Note: Additional resources (personnel and financial) are required for accomplishing these objectives.

OBJECTIVE 1	Publish fall and spring PACEI newsletter and an Office of Equity and Inclusion Annual Report utilizing the translation services already contracted with the College in a minimum of two languages and in accessible formats. **Outcome:** The newsletter is published each semester and the Annual Report is published simultaneously in the languages selected and in an accessible format. **Indicator:** The newsletter and report will initially be in two languages, English and Spanish. Additional languages can be added later depending on the requirements of students, staff, and the community.
OBJECTIVE 2	Finalize and formally publish the draft version of the *Brochure for Benefits* offered to MC employees in a minimum of two languages. **Outcome:** A benefits brochure will be available to the staff and faculty of MC. The draft benefits brochure (on the OneDrive) may need additional benefits to be listed that are available, and a final version has to be seen by the HRSTM benefits personnel. **Indicator:** Once HRSTM has approved the brochure, it will be printed and distributed, as well as uploaded to the MC website.
OBJECTIVE 3	Add an E&I update to monthly "Communications" reports, and translate it and other key College documents, such as: • President's Message • Inside MC Online • Policy and Procedure (P&P) • MC events open to the community for graduation **Outcome:** Other key documents will initially be available in English and Spanish languages. Additional languages can be added later depending on requirements of students, staff, and the community. **Indicator:** The identified key documents will be available in print for distribution, as well as uploaded to the MC website.
OBJECTIVE 4	Develop partnerships with CASA of Maryland and create Translation Student Diversity Ambassadors to offer students opportunities to provide interpretation services at all College community events, such as orientation, honor ceremonies, graduation, and Presidential Dialogues. **Outcome:** Translation/interpretation from English to Spanish will be possible by student ambassadors to help students navigate registration, etc. The student ambassadors will also offer verbal translation/ interpretation services during orientation, honor ceremonies, graduation, and Presidential Dialogues. Additional languages can be added later depending on requirements of students, staff, and the community. **Indicator:** Translation/interpretation services will be expanded for the above-mentioned services.
OBJECTIVE 5	Expand MCTV coverage to include broadcasting more shows and global College offerings in languages other than English and some Spanish. **Outcomes:** • MCTV provides additional broadcast offerings in languages other than English. • Monitor effectiveness of programming. **Indicator:** Increase in number of programs delivered in other languages.

OBJECTIVE 6	Investigate the possibility of offering theory-rich courses in alternate languages for areas with high DFW's, for example, math, science, humanities, and behavioral social sciences. Identify these courses through available College data sources. **Outcomes:** Using student success data measures to identify suitable theory rich courses, offer at least one section of each course in an alternative language by the fall 2021 semester. **Indicators:** • Offer a minimum of one section of identified courses in an alternative language by fall 2021. • Gauge effectiveness of such offerings in decreasing DFW rates through student surveys.

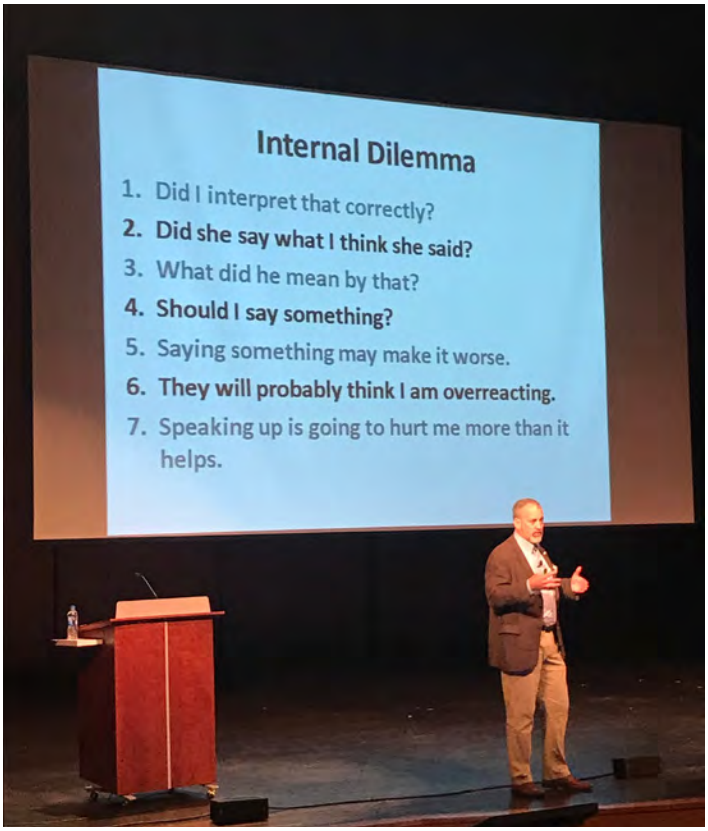
Subcommittee: Training, Dialogue, Events, and Celebrations

Chair: Ramon De La Cruz
Resource Person: Richard Forrest
Committee Members: Kimberly Bloch-Rincan, Matthew Colburn, Enas Elhanafi

Mission: Enhance MC culture, climate, and community through education, awareness-building, and community engagement (e.g., by breaking down implicit and explicit bias).

Vision: Realize equity and inclusion at the College through trainings, dialogue forums, events, and celebrations.

The Training, Dialogue, Events, and Celebrations subcommittee seeks to create a safe and inclusive college community by deepening and enhancing the level of discussion and training around diversity and inclusion issues; expanding cultural program offerings that reflect our values; creating a space for differing viewpoints regarding political ideology; and celebrating the diversity of the college community and the richness that our diverse identities bring to education. This committee's recommendations were informed by the results of the Equity and Inclusion Survey, the Climate Survey, and the Employment Engagement Survey, among others. Our goal is to change the culture at MC in such a way that outcomes of future surveys reflect greater engagement, stronger morale, and increased inclusion among the MC community at large.



OBJECTIVE 1	Increase training around the topics of ethics, equity, and inclusion, using surveys from annual Equity Dialogues, the Equity Summit, and Equity and Inclusion/Ethics/Employee Engagement surveys to determine topics to implement. **Outcome:** Greater employee and student engagement in equity and compliance events and sessions. **Indicators:** • Decreased visits to Employee and Labor Relations Office and decreased Ethics Office complaints. • The responses to survey questions about "the Equity Dialogues and Equity Summit helping to foster stronger college and institutional relationships" leads to 70% saying "Agree" or "Strongly Agree."
OBJECTIVE 2	Support training of part-time employees through incentives. **Outcome:** Part-time faculty will be more engaged with the college community **Indicators:** • Funds are budgeted annually, allocated to provide stipends for part-time faculty to attend training. • Up to 150 part-time faculty attended relevant training on culturally-relevant and racial equity pedagogy each year.
OBJECTIVE 3	Increase equity at the College by being transparent about hiring practices (when a job is open, when applications are no longer being accepted, when it has been closed). Ensure the interview practice is transparent. **Outcomes:** • Increased the number of employees at all levels of the College who are people of color, have disabilities, or identify as LGBTQ by: 1) Posting jobs on different job boards and keeping application windows open longer. 2) Creating a diversity internship for both faculty and staff to include race, disability, and LGBTQ as defining of diversity. 3) Surveying staff to increase self-identification for disability, LGBTQ, etc. 4) Responding to internal candidates about the status of their application and notification that they were unsuccessful within 60 days. • Held workshops for Montgomery College employees seeking upward mobility on enhancing resumes, interview skills, and transferable job skills. Workshop will emphasize that internal candidates are judged by interview answers and requested application materials. **Indicators:** • HR provides monthly KPI report and sends to Chief Equity and Inclusion Officer detailing outcomes #1 and #4. • Annual budget will be allocated per year to host one Diversity Intern with the internship rotating between different departments based on highest need. • Update current MC Policy and Procedure on the Minority Internship Program to include internal candidates. • Surveys show an increase year-to-year for those who identify as having a disability, etc. • Interview Rubrics and Questions are posted on Montgomery College's Job Board for applicants to be better prepared. • Two career and resume workshops are held bi-annually, including one for faculty and one for staff.
OBJECTIVE 4	Build a culture of respect and inclusivity through restorative justice.* **Outcome:** Created a process for addressing instances of discrimination that follows a restorative-justice-based resolution framework. **Indicator:** The offices of Ombuds and Employee and Labor Relations reports the increased number of times a restorative justice model was used in the resolution.

OBJECTIVE 5

Provide training for student success: improve persistence, retention, and graduation/transfer of all students, especially those of African-American male and Latinx students through developing an academy for Latinx and Black male students for tutoring, mentoring, etc., and creating/supporting multicultural inclusion center spaces to serve as hubs for training, dialogue, events, and celebrations on each campus.

Outcomes:

- Increase in graduation/transfer/persistence rate for African-American male and Latinx students is increased by 2% annually.
- Number of students reporting increased sense of belonging on student climate survey.
- By 2025, there is a "multicultural/inclusion" space (office/center) on each campus.

Indicators:

- Increased graduation/transfer/persistence rate for African American male and Latinx students.
- Multicultural centers created on each campus (www.montgomerycollege.edu/about-mc/equity-andinclusion/index.html).
- Increased the number of Black and Latinx faculty.

"Restorative justice is a collaborative process involving those most directly affected by an offense, called the 'primary stakeholders,' in determining how best to repair the harm caused by the offense"

[1] Justice requires the healing of the harm as much as possible. The restorative approach has high control and high support and the essence of restorative justice is collaborative problem-solving. Restorative practices provide an opportunity for those who have been most affected by an incident to come together to share their feelings, describe how they were affected and develop a plan to repair the harm done or prevent a reoccurrence. The restorative approach is reintegrative, allowing the "bad" actor to make amends and shed the bad actor label. www.iirp.edu/pdf/paradigm.pdf

Subcommittee: Workforce Development and Community Engagement/Business Practices and Procurement

Co-chairs: Shakenna Adams-Gormley, David Torain
Resource People: Ken Nelson, Patrick Johnson
Committee Members: Shayla Atkins, Steve Greenfield, Sharon Kauffman, Eniola Olowofoyeku, Donna Pina

Mission: The Workforce Development and Community Engagement/Business Practices and Procurement subcommittee acknowledges the importance of diversity and inclusion in our faculty, staff, student, community, and business populations. We seek to include and integrate individuals from various backgrounds and with varied characteristics for opportunities to work, learn, and develop our community for those that embrace the diversity of individuals and ideas of equity and social justice.

Vision: We are committed to improving the diversity and inclusion on Montgomery College campuses by making students feel like they belong and can identify with something or someone while on campus, and working with the community and businesses to enhance our minority and women-owned business partnerships.

Additionally, we serve as a resource for a cadre of experts to conduct collegewide training in response to equity and inclusion trends and current trends impacting our communities. Moving forward with our mission and vision, we are committed to the following objectives:

OBJECTIVE 1	Create awareness of MC's welcoming environment for individuals and for businesses. **Outcome:** Increased social media and marketing campaigns. Make sure all campuses have proper signage throughout. Track engagement and impressions, and widely publicize results. **Indicators:** • Increase in student participation in events around campus. Create more cultural events for students to participate in, including having school dances. • Conduct surveys to track welcoming perception of MC environment.
OBJECTIVE 2	Improve and increase adult student learners' enrollment and graduation rates. **Outcome:** Performed a study/analysis on adult student learners' enrollment, graduation rates, and recruitment. **Indicator:** Increased adult student enrollment and graduates.
OBJECTIVE 3	Determine the viability of a minority and woman-owned business vendor program through a disparity study. **Outcome:** Established a minority and woman-owned business vendor program. **Indicator:** An increase in minority and woman owned contract spending over the next five years.
OBJECTIVE 4	Encourage minority participation in the Germantown incubator or other potential space located on MC property. **Outcome:** An increase in traditionally underserved tenants. **Indicator:** Established outreach program to women-owned and minority startups.
OBJECTIVE 5	Enhance collegewide culture relative to inclusion and acceptance with intentional, purposeful programs and activities. **Outcomes:** Established equity training programs/workshops for students and employees. Collected data on how the programs and workshops have enhanced college life. Served as the "go-to" place for community engagement and workforce training. **Indicator:** Members of the College participate in more programs/workshops and become more aware of their individual actions in equity and inclusion as indicated in surveys.
OBJECTIVE 6	Enhance the College bid solicitation process by requesting all interested non-minority and woman-owned firms to develop and submit a strategy that details how they would partner with minority or woman-owned businesses in the undertaking of a solicited College project. **Outcome:** Requisite vendor strategies related to proposed minority and woman-owned business partnerships with large firms during the vendor proposal evaluation process. **Indicator:** Increase in the participation of minority and woman-owned businesses in College contract awards as noted on annual procurement report.

IX. PACEI GENERAL RECOMMENDATIONS BY AREA

A. **Cultural Competency Recommendations. Building Community and Culture.** To build an academic community that is diverse, equitable, and inclusive, we will support expansion of our institutional infrastructure, including PACEI and diversity ambassadors. We also will continue to develop impactful, compelling programming that reflects a diversity of perspectives. Our programming also amplifies and intensifies our commitment to the community through an expansion of workforce development programming, virtual/remote work and learning, and online and in-person classes provided by our community engagement centers, including GED, technology, and childcare classes. In both word and deed, our College community must uphold a commitment to the equality of all persons, inclusive of race, gender, religion, sexual orientation, and life experience. We will seek to create and foster a climate in which we understand and learn from each other and realize the extraordinary benefits of a broad range of perspectives. Our goal is to enhance our collective capacity, not merely to tolerate discussion of sensitive issues, but to foster free and open debate in and outside of our classrooms and lecture halls. As a College, our paramount focus on education requires us to constantly consider how to teach our students about the world and give them the tools to understand and navigate it—whether assessing complex principles of physics or the complicated history of race in our society. PACEI will continue to make annual recommendations regarding instructional options for cultural competency and how best to prepare students to understand and navigate an increasingly complex and multicultural world. In order to foster a community that is diverse and inclusive while maintaining the promise of free and open debate, we will create additional opportunities for students, faculty, and staff to develop cultural awareness. We will work to address complaints and incidents in a consistent and supportive manner.

B. **Student Success and Retention.** Over the past several years, Montgomery College has worked intensively to increase the graduation and retention rates for all students and to close the gap in graduation rates between black and brown students and the broader student body. Six-year degree completion rates for black and brown students have increased over the past couple of years with the emphasis in tracking the 4,033 new students who entered the College in fall 2018. PACEI will continue to learn best practices from the Achieving the Dream Network and work with the Student Success Network to make recommendations that foster and create equitable and inclusive outcomes. The College has developed programs that intervene early to provide appropriate supports for our students, including the Peer2Peer program. As a result of an extensive student campaign where students designed a model which allows them to be of support to their student peers, The Peer2Peer program was developed in response to 41000 Student Success policy, section IV. Student Commitment, A.B. that states students will be champions of their own learning and champions of their peers' learning. Peers includes Peer Advocates, Peer Educators Peer Mentors, and Peer Navigators.

- Peer Advocates facilitate weekly Peer Support Groups on campus, focusing on a variety of social and academic topics to help educate their peers on strategies for success.
- Peer Educators educate on various compliance and prevention topics, including safety, awareness, and education through workshops, social media campaigns, and discussions.
- Peer Mentors provide a reliable relationship to their peers to help navigate through MC.
- Peer Navigators provide guidance, information, and support for students, newcomers, and visitors relative to MC resources, while showing their Raptor pride.

PACEI recommends strengthening and augmenting student achievement programs such as Advocacy for Latino Students (ALAS) and the Boys To Men programs.

Boys To Men fosters long-term academic success in African American and Black male students and is dedicated to the retention of African American/Black males at Montgomery College through student activism and personal accountability. BTM provides academic, career, and personal mentoring. Members also benefit from having their academic progress

monitored each semester, and individual sessions with mentors make sure the members are meeting their personal goals. BTM hosts off-campus gatherings and activities, as well as a book reading and discussion series. ALAS seeks to empower Hispanic/Latinx students with enhanced student support services, sponsorship, fundraising, networking, and development opportunities. Its intended outcomes include:

- Increased recruitment, retention, support, and matriculation of Latinx students.
- Equitable student representation in faculty and leadership to improve the student experience.
- Partner with PACEI to promote services and equity and inclusion work at MC.
- Community fostered among MC Native American, Hispanic/Latinx, African American, and international students and employees, influencing participation in Heritage Month events and Tapestry, enhancing mentor services.

C. **Broadening Multicultural Affairs.** PACEI is recommending that the College take steps to increase collaboration and coordination of multicultural affairs efforts, LGBTQ efforts, gender equity efforts, and student life organizations in order to more effectively support the many facets of diversity, intersecting identities, and community. We recommend these areas develop new programming to support and educate students, such as meet-ups for LGBTQ students of color and dialogues on the intersections of sexual orientation, gender identity, and other dimensions of self. We also recommend instituting a Student Advisory Board for multicultural affairs in fall 2022. Serving on the advisory board, students will play an integral role in the evolution of this work (montgomerycollege.edu/about-mc/equity-and-inclusion/index.html).

D. **LGBTQ Needs Assessment.** In spring 2021, the Office of Equity and Inclusion will launch an assessment of LGBTQ affairs to identify opportunities for growth and support in this area.

E. **Pathways for Employees.** Achieving excellence in Montgomery College's mission depends on the contributions of employees at all levels throughout the College. Outstanding staff critically support the efforts of our staff, faculty, and students, and we cannot achieve the fully diverse and inclusive environment we aspire to unless we deeply embed those values in the selection, retention, training, support, and advancement of our employees, from our faculty to our building maintenance employees. Our goals in this area are to create clear pathways to employment for diverse, talented individuals; to build programs that support their growth and development; and to provide compensation and benefits that allow our staff—at all levels of the organization—to thrive. Since fall 2010, underrepresented minorities among faculty and staff have increased. This increase in diversity is not yet consistent across all departments, but it is reflected at all levels. During the same period, the administrator level also increased. The College is increasingly intentional in our efforts to build new and different talent pipelines throughout the organization, with a particular focus at present on entry-level hiring and development of faculty. We recommend working closely with outreach partners to expand the College's participation in programs that help draw entry-level talent and are exploring new opportunities for hiring through extensive community outreach.

F. **Hiring Diverse Faculty.** PACEI has identified recruitment, hiring, and retention of a diverse faculty as one of our greatest challenges and among the efforts that will have the greatest, long-term impact on our students. Progress in this area will require a concerted effort across every division of the College. Search advocates, diversity ambassadors, and the Faculty Diversity Program will serve as the cornerstone of our efforts, supplemented by efforts in strategic hiring and faculty mentoring.

G. **Hiring Diverse Staff.** Recent increases in the percentage of underrepresented minorities working at Montgomery College are reflected at all levels of employment but are not yet consistent across all departments. We will work to address the challenges of opening new pathways to jobs at Montgomery College and creating more opportunities for career development, mentoring, and advancement. We will also embed search advocates in staff hiring.

H. **Professional Development.** The College also endeavors to build better professional development programs for staff seeking to advance their careers at Montgomery College. We are recommending expanding and developing cohort-based mentorship programs, and, in response to feedback received through both the Equity and Inclusion and Employee Engagement surveys, we are simplifying the College's performance review process to facilitate honest dialogue between supervisors and staff about performance strengths and areas of opportunity.

   Building on the Employee Engagement Survey results, HRSTM has rolled out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunities.

   All of these efforts to improve the recruitment, development, and retention of a strong staff depend on support and advice from employee groups, such as the governance councils and PACEI. PACEI has urged leadership to improve hiring and promotion practices to support increased diversity across the College. The College will continue working to advance these objectives in entry-level hiring, career development mentorships, and employee benefits reform. In some cases, we are able to build on existing programs; in others, we are strongly committed to changing old programs or constructing new ones. We also recognize that these represent only a few pieces of the total program for a distinctive professional development experience for all College staff. Among our next recommended steps:

   - Increase entry-level hiring.
   - Begin an internal Diversity Mentor Program.

I. **Providing Equitable and Inclusive Experiences for Employees.** Montgomery College values its employees, and we recognize the health and safety needs that require additional supports in order to be equitable. One example of this would be ensuring continuity of operations plans that are thoughtful, well communicated, inclusive, and responsive to unexpected situations or emergencies. Operations planning helps the College prepare to maintain mission critical operations and needs to be updated and reviewed annually.

J. **The Employee and Labor Relations** Team (ELR) within HRSTM has the primary responsibility for investigating complaints and enforcing corrective action for the College's EEO, anti-discrimination, and anti-bullying policies, among others. ELR can assist both employees and supervisors with a variety tools to navigate difficult workplace issues and concerns. ELR also works closely with each of the College's three unions on collective bargaining issues. Additionally, the ELR team delivers training on a variety of HR compliance issues and best practices. ELR expects to contribute to IDEEALS through the following indicators:

   - Number of complaints will increase through 2023 due to increased comfort of reporting.
   - Number of cases maintained a time-to-close rate at an efficient level, around 60 days.
   - Number of discrimination and bullying complaints will have decreased by 2025.

TABLE 1. DEMOGRAPHIC GROUPS AT MONTGOMERY COLLEGE

Note: Two sets of data to draw from include: actual number and percentages. When examining the demographic distribution at Montgomery College through the equity lens, percentages show current status of minority and underrepresented populations clearly.

DEMOGRAPHIC GROUP	INSTITUTION PERSONNEL* (FALL 2019)	STUDENT ENROLLMENT* (FALL 2019)	MONTGOMERY COUNTY** (JULY 2019)	INSTITUTION PERSONNEL* (%) (FALL 2019)	STUDENT ENROLLMENT* (%) (FALL 2019)	MONTGOMERY COUNTY** (%) (JULY 2019)
TOTALS	**2,947**	**21,260**	**1,050,688**			
Women	1,693	11,399	542,155	57.5%	53.6%	51.6%
Men	1,252	9,733	508,533	42.5%	45.8%	48.4%
White, Non-Hispanic/ Latinx	1480	4863	455,999	50.0%	22.9%	43.4%
African-American	789	6,405	209,033	26.8%	30.1%	19.9%
Hispanic/ Latinx	273	6,350	209,087	9.3%	29.9%	19.9%
Asian	365	3,086	163,907	12.4%	14.5%	15.6%
Native Hawaiian or Other Pacific Islander	2	67	1,051	0%	0.3%	0.1%
American Indian or Alaskan Native	16	104	7,355	0.5%	0.5%	0.7%
Multi-racial or Other	22	383	35,723	0.7%	1.8%	3.4%
Foreign/ Unknown	0	2		0%	0%	n/a

* Employee information is based on 2019 fall profile.

** Student Enrollment information is based on Montgomery County Office of Legislative Oversight report data. As defined by the Montgomery County Office of Legislative Oversight: the categorizations "by race" include students who are also categorized as "foreign." The categorization reflects the true race of the students, rather than the citizenship.

*** County information source: latest U.S. Census Survey Census (Population estimates, July 1, 2019) https://www.census.gov/quickfacts/fact/table/montgomerycountymaryland/PST045219#PST045219

X. Equity Plans

In 2000, Montgomery College created the Office of Equity and Diversity, now called the Office of Equity and Inclusion. Today the office is continuing to build the IDEEALS framework of racial equality throughout MC's campuses and training locations. Montgomery College's focus on racial equity has led to the development of an annual Student Success Score Card, which tracks student academic outcomes, separated by race and gender. MC also has launched programs specifically focused on the success of students from underrepresented minority groups, including the initiatives described in this section. Over the next five years, we will work to implement the PACEI recommendations throughout this document and seek to amplify, integrate, and measure those recommendations. In 2017, the College hired its first chief equity and inclusion officer. In the spring of 2019, the Office of Equity and Inclusion created the Student Success Network to ensure institutional policies, processes, and procedures support student success and completion for all students. In July 2019, the College hired its first chief analytics and effectiveness officer to analyze student data to identify barriers and to turn that data into actionable insights.

Our intention is for each division unit at the College to develop equity plans, beginning in 2022. For example, a student equity plan may expand existing programs in a way that broadens and strengthens their impact in terms of the number of students reached, their retention and degree completion, and their sense of belonging within the Montgomery College community. As such, our chief equity and inclusion officer will work with other college leaders, faculty, and staff to incorporate these initiatives into the ongoing work of the College. Training to develop unit equity plans will be rolled out in academic year 2020–2021. These plans may will be embedded through updates to existing plans including AMP, StAMP, etc. Updates developed in academic year 2021-2022 will begin implementation by 2022.

Divisional Equity Efforts. Each of our divisions has undertaken significant efforts to advance the conversations around equity and inclusion. As an educational institution, we play an important role in helping our community understand how to build bridges at challenging moments, broaden perspectives through interaction, and uphold a fundamental optimism in individuals' capacity to grow. We want every member of the Montgomery College community to know of the importance we place on diversity and inclusion, and to be given personal and professional opportunities for growth and development through evidence-based training. Our challenge is to develop a shared understanding of the kinds of comments that are and are not conducive to the College environment we seek—whether in person, in public, or in social media forums. We will adhere to our Principles for Academic Freedom and address forthrightly remarks or actions that cross into discrimination, harassment, or other forms of prohibited conduct.

Economic Inclusion. In the *Montgomery College 2020–2025 Strategic Plan,* we launched a major expansion of our economic inclusion program by making policy changes to increase our local hiring, purchasing, and contracting and to create more opportunities for Montgomery County's small, local, minority, and women-owned businesses.

Student Success Network. The Student Success Network (SSN), based on a framework from Achieving the Dream, was created to establish the conditions necessary for the transition to college, academic success, and full engagement in campus life. PACEI recommends the SSN adopt equity plans and amplify its work to the broader college community.
Our students help to shape and define the academic, cultural, and social vibrancy of our campuses. We believe that diversity—of experience, perspective, and background—is essential to the strength and excellence of our community. We expect to recruit, retain, and support our students and ensure that the intellectual and social environment at Montgomery College allows them to flourish and transfer, graduate, or fulfill their plans. We must remain attentive to the needs of our diverse student body across all identities, affiliations, and backgrounds that are underserved in higher education and unpack the student data, regularly report the progress in this space, and make adjustments to the delivery of services as needed.

Academic Affairs. The College's academic leadership is committed to exploring options and strategies for expanding our educational offering in the realm of cultural diversity. Such options include both credit and non-credit initiatives focusing on faculty engagement, student engagement, program enhancements, and professional development.

Faculty Engagement

- Faculty are engaged in a variety of activities that contribute to increased awareness of diversity and greater understanding of inclusiveness. Many have participated in fellowships, presented at conferences (both domestic and international), participated in panel discussions, authored books and peer reviewed articles, as well as facilitated guest speakers into their classroom and to the college community to speak on topics relating to equity and inclusiveness.
- Faculty have also engaged in exchange programs, as well as taught at overseas universities and developed courses in foreign languages.

PACEI supports continued integration into the Classroom-Program and Discipline-related Initiatives where:

- Several disciplines have included cultural competencies within their curriculum as part of their course outcomes.
- There are several courses that have multi-cultural designations and focus on diversity issues such as ethnicity, race, religion, and sexual diversity (e.g., HIST211 History of Latinos in the U.S., POLI 252 Race and Ethnicity in U.S. Politics).
- Programs such as nursing have included competencies in their curriculum relating to diversity and teaching students how cultural factors can influence nursing care, and how to respect the healthcare beliefs and practices of a diverse patient population.
- Faculty work in these areas have resulted in the development of a wide range of classroom activities to engage, increase understanding, and educate students on embracing inclusiveness.
- Students have participated in study abroad programs.
- Participated in field trips with students at museums such as the National Museum of African American History and Culture.
- Students in KORA 102 have engaged in e-pal correspondence with undergraduate students in Korea.
- The American Sign language discipline joined the ASL Honor Society.
- Viewing and discussion of documentaries relating to race, ethnicity, and gender.

Several noncredit programs focus on serving the diverse community. These programs focus on their immediate learning and career aspirations, or enabled connection to degree programs to continue their studies. Programs include Adult ESL and GED, the Hispanic Business Training Institute, the Refugee Training Program serving newly arriving immigrants through language skill development, acculturation of community norms, career development, and other skills.

Professional Development: The Office of E-Learning, Innovation and Teaching Excellence (ELITE) is dedicated to promoting diversity programs for both faculty and staff. In addition to creating and developing its own diversity programs, ELITE partners with other units and departments to form rich collaborations in diversity awareness for staff and faculty. Some of these programs include: Creating an Inclusive Classroom, creating radically inclusive course materials with Universal Design and Going Global, and Growing Global: Fostering international education and exchange at community colleges. (Taken from Academic Affairs responses report.)

Student Affairs. Montgomery College students regularly provided service hours to our neighbors in Montgomery County through our Service-Learning Program. Our student life service coordinators work with leaders from community-based organizations to create opportunities for volunteers.

- **SHaW.** The Student Health and Wellness Center for Success (SHaW) Center, focuses on Mental Health Wellness, Health, Human Services and Nutrition, Health and Safety Education and Physical Wellness. The goal is to identify, provide and connect students to resources that support success. Some common challenges students face are food and housing security, access to health care and mental health support, among others. Montgomery College's network of community resources that includes internal and external partnerships and relationships, help remove those obstacles to support their academic success. Nourishing the mind, body and spirit to support students mental and physical well-being, the SHaW Centers offers the following resources to support and strengthen equity and inclusion:
  - **Diversity and Inclusion Online Course.** As part of the Compliance and Prevention Educational Suite catalog, a Diversity and Inclusion online course is available. This is a 40-minute online course designed to equip students with information and skills to foster a culture of inclusion excellence.
  - **Identity-Related Trauma Workshops.** Through the Mind-Body Medicine Skills Program: One-hour workshops to support identity-related trauma. The SHaW Center for Success' advanced trainers of the Center for Mind-Body Medicine use imagery, drawings, concentrative, and expressive meditation, and other skills' exercises to support students, faculty, and staff who have experienced trauma.

- **Raptor Central.** In order to create a common student experience as outlined in the StAMP and to foster more equitable practices for students to navigate, the Response Center (phone center) and the three campus Welcome Centers merged together to create a new department called Raptor Central. Specifically, Raptor Central will maintain an in-person presence and a phone presence, but operate as one larger service, creating a common student experience and streamlining the enrollment process. As one department, services that were once only available either via phone or in person will now be available at all locations. At the same time, the Office of Enrollment Services became the "Office of Records and Registration," a name that is more identifiable to students and is adopted in the higher education community. Ultimately, Raptor Central will become the doorway to the College, and Records and Registration will function as a more process-oriented office.

  Looking at each service side by side, the new Raptor Central will continue to be responsible for the following: 1) providing general information to all students (prospective, returning, and current), 2) helping students with enrollment and intake of financial aid forms and questions, 3) providing troubleshooting with the web, 4) providing group tours, and 5) helping review and remove holds and update credit hours as needed. In addition to these aforementioned functions, Raptor Central will now support the following: 6) processing admissions applications (online and in-person), 7) fulfilling official transcript requests, 8) accepting and entering test scores into Banner, 9) accepting Permission to Enroll Forms, 10) completing Enrollment Verification Forms, and 11) collecting forms for academic appeals, tuition waiver, and graduation.

  As for Records and Registration, the focus will center on supporting current students who have inquiries that may impact their record or require approval from the registrar. Some of these processes may include registering special student populations or cohorts, processing appeals (e.g., tuition, residency, or academic in nature), graduation certification, transcript evaluation, veterans certification, complex enrollment verification, major changes, information changes, and academic standing. Faculty-based functions such as course scheduling, health science applications, course cancellations, course substitutions, On-Time Registration, and grade changes will remain in this office.
- **Student Orientation.** Starting in 2021, PACEI recommends that all new students attend a large lecture either in person or online on diversity and inclusion followed by small-group meetings for facilitated discussions of these core values and how to apply them on and off campus. At that time, OEI will collaborate with Safe Zones to revamp Safe Zone training and pilot a workshop through which first-year students participate in hour-long discussions led by Peer2Peer program students on topics such as the impact of identity and heritage on communication and social interactions.
- **Student Participation and Leadership.** Stewardship of our campus climate is a shared responsibility. Students play a central role in shaping the environment and academic experience and should be actively engaged in wrestling with the difficulties of combating harmful bias while protecting free expression. As a part of our efforts to strengthen the climate at Montgomery College, the College hopes to find new ways to empower and call upon our students—and others—to participate and play leadership roles.
- **Cultural Competency Workshops for Incoming Students.** Based on student feedback regarding cultural competency, the College will provide cultural competency workshops to incoming fall 2021 students. These workshops will be designed to deepen understandings; forge relationships across racial, ethnic, religious, and other lines; and increase the capacity of our community to engage with challenging issues in an open and constructive manner.
- **Training.** Enhanced cultural competency trainings. Based on the feedback from diverse student, faculty, and staff groups from across the College, it is clear that we need to offer—and in some cases require—additional training in diversity, inclusion, and cultural awareness. We thus recommend the continuation of the Professional Development Workgroup to undertake two key tasks: 1) To seek out and evaluate the most effective and impactful trainings available across higher education and beyond, and 2) to make recommendations for a suite of cultural competency and racial equity training modules that meet the current needs of our community. These trainings may range in focus from how to respond to harassment and discrimination, to how to create a positive and inclusive climate in a particular unit or department, or how to lead academic discussions on sensitive or provocative topics or events. Building on the Employee Engagement Survey results, HRSTM is rolling out a streamlined performance feedback program in 2020 and beyond into the next academic year starting with 360 feedback surveys in spring 2020. The goal is to ensure that supervisors and their staff across the College are having two direct conversations per year regarding areas of performance strength and professional development opportunity.
- **Training Modules.** The College has implemented new training modules to help our community better understand

the principles of diversity and inclusion and to illustrate how day-to-day interactions can help build a community of shared values. Implemented or expanded trainings will include:

- **Cultural Competency and Racial Equity Training.** Phase 1 is for embedded coaches, student assistants, peer mentors and other designated personnel. In fall 2020, all such personnel and students will commence participation in enhanced cultural competency and racial equity training with staff from the Office of Equity and Inclusion, ELITE, and/or the Office of Student Life. Topics range from how to be an effective advocate/ally to how to confront questionable behavior.
- **Unconscious Bias Training.** Unconscious bias can undermine even the most fervent commitment to a diversity and inclusion agenda. MC's Unconscious Bias Training program covers an online unconscious bias assessment tool called the implicit association test. It also offers practical research-based examples of unconscious bias in hiring and other selections and strategies for combatting unconscious bias in the search process. Search committees, departments, and College leadership are using the unconscious bias training course as part of our efforts to raise awareness, particularly in the hiring process. The course will be facilitated online or in person in consultation with the Office of Equity and Inclusion.
- **Discrimination and Harassment Prevention Training.** Unwelcome conduct based on sex, race, sexual orientation, religion, or other protected classes can violate College policies by creating an intimidating or hostile environment. In addition to being unlawful and morally reprehensible, harassment can severely undermine an institution's efforts to fulfill its objectives in the area of diversity, equity, and inclusion. This training program is available to all faculty and staff. It helps participants understand our anti-discrimination policies; explore key legal authority on harassment and discrimination in the workplace and in academic settings; and consider examples of inappropriate and unlawful conduct.
- **Public Safety Staff Training.** Public Safety personnel play a pivotal role in keeping our students safe and our campuses secure. All new Public Safety staff members receive training on issues of discrimination and harassment at the time of hire and all security staff receive annual refresher instruction.
- **Learning Catalog Courses.** Many courses offered to MC employees through the College Learning Catalog, LinkedIn Learning, address topics related to diversity and inclusion. These include classroom courses (e.g., Managing Workplace Diversity) and online offerings (e.g., Diversity on the Job and Managing Workforce Generations). In 2020, the College will launch a new learning pathway, Civility and Collegiality, and are recommending each manager with supervisory responsibility take at least two of the sessions each year.

- **The Office of Compliance, Risk, and Ethics (OCRE).** The Office of Compliance, Risk, and Ethics (OCRE) is responsible for investigating complaints of discrimination and harassment for students. Employee and Labor Relation in HRSTM addresses complaints of discrimination and harassment for employees.

  Although we will not censor or curtail an individual's freedom of expression, we encourage students, faculty, and staff to report hostile posts on social media and elsewhere to OCRE. OCRE reviews each incident; works with students or community members who bring forward their concerns; and works with relevant agencies, such as law enforcement or social media companies, when it finds illegal threats or harassment.

  - **Addressing Complaints.** College employees have the EthicsPoint confidential reporting line available for escalating concerns of any type, providing an opportunity for anonymous reports. Employees also can utilize the *Roadmap for Employees to Address Concerns* to gain guidance about the appropriate office to bring their concerns. Students can consult the Student Complaint Resolution website for guidance about assistance to address their concerns.

    The College implemented policy 39003–Protection Against Retaliation to protect employees and students from retaliation who report concerns in good faith.

    Montgomery College is committed to protecting the right of faculty and students to engage in free and vigorous debate and to create an environment that is open to the expression of views that may be provocative or uncomfortable. That openness relies on respect for others in the community. Yet we know that our community is not immune from prejudice and bigotry. Our students, particularly, have shared that they are sometimes subject to bias incidents and remarks inside and outside the classroom. Education and training cannot wholly prevent discrimination, harassment, or other forms of impermissible conduct that fall outside the bounds of academic freedom and demonstrate a fundamental disrespect for others. The College takes any complaint of such activity seriously and is working to expand the

availability of responsive channels through which to file complaints and seek action, intervention, or support.

- **Other Student Complaints and Incidents.** The College is exploring new ways to support our student community when incidents of bias occur. These acts, which include expressing hostility on the basis of perceived or actual identities, may not rise to the level of punishable activity or official misconduct, but they nonetheless affect our community and may contribute to an unwelcome or disrespectful environment for the targeted person or group and undermine the sense of community on campus.

  It is important for our students to know the avenues available to raise concerns, register complaints, and report serious incidents. In some cases, a response may include support for a targeted student, an opportunity to air grievances with the affected parties, or the pursuit of positive counter-expressions. In others—for example, when community members are threatened or hate symbols are scrawled in shared spaces—a direct and coordinated College intervention will be required. Further, a search is currently underway for a newly created position of student ombudsman.

Advancement and Community Engagement (OACE) Support. OACE has been at the forefront of expanding equity and inclusion. Specifically, OACE has:

- Provided enhanced consistent communication to underserved communities in Montgomery County through the strategic use of all possible media (e.g., email blasts to community contacts, monthly e-newsletter, four Facebook accounts, MCTV), promoting MC information produced by the Office of Communications, Academic Affairs, and Student Affairs, in addition to the Office of Community Engagement.
- Increased in-person community outreach, especially to those who may not see themselves as college students and in additional areas of the county (i.e., Germantown, Aspen Hill, Gaithersburg, Wheaton, Takoma Park, East County, White Oak).
- Strengthened services offered to students and prospective students at the Community Engagement Centers and Pop-up Centers (i.e., classes, workshops, advising, scholarship support, FAFSA and enrollment help, and Career Coach Assistance).
- Cultivated mutually beneficial partnerships with nonprofit, government, and business partners that have measurable outcomes for both organizations and supported the collegewide effort for Community Engaged Teaching and Learning.
- Increased the number of community members who come to the campuses through events that facilitate intercultural understanding/neutral public dialogues, campus tours for middle school students, and other events such Summer R.I.S.E. and Take Your Child to Work Day in coordination with the Office of Compliance, Risk, and Ethics.

Increase Grant Opportunities. OEI will support OACE in seeking additional grant opportunities, for example, through the Bringing Theory to Practice initiative at the Association of American Colleges and Universities and Achieving the Dream racial equity institutions. The purpose will be either to extend the programming or to launch new elements that advance student equity and close achievement gaps among our "at-promise" students from minority, low-income, and immigrant communities.

Building Community and County Outreach. Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.

Over the past several years, both Workforce Development and Continuing Education and the Office of Community Engagement have worked to meet the county's needs by strengthening external partnerships and collaborations; co-locating a new hospital on the grounds of the College's Germantown Campus to offer health care to county residents; running education and workforce development; and providing training for seniors and summer camp for young people. Our commitments and partnerships with organizations across the county have grown deeper as we work together to expand opportunity.

Our commitment to our county and our neighbors is part of who we are, inherent in our work from clinic co-location and partnering with the Ethiopian Community Center at the Takoma Park/Silver Spring Campus to establishing locations in both the Wheaton and Gaithersburg libraries. We have more than 3,000 employees in Montgomery County. As Montgomery County continues to struggle with racial and multigenerational inequalities and disparities in educational opportunities and economic prospects, we must do our part to help our county realize its full potential.

For the past two years, the Montgomery County community, including more than 1,300 incoming students, have had a chance to get acquainted with the history, culture, and food of their adopted country through the World of Montgomery event. The goal of this experience is to help students understand that Montgomery College is not only in Montgomery County, but is truly a partner of the larger world.

Alumni Communities. The Montgomery College alumni community is diverse in all senses of the word. The Office of Alumni Relations works to develop and strengthen groups that foster relationships within diverse alumni populations and among alumni and students. Each group organizes activities and programs, including providing internships, jobs, training, and mentoring for alumni and students. New groups in formation will focus on Latinx and Ethiopian alumni, and those of South Asian heritage.

Administrative and Fiscal Services. Future outreach efforts include:

- Human Resources and Strategic Talent Management will work to increase the advertising budget targeted at recruiting diverse faculty.
- Facilities will work to expand gender-neutral restrooms, nursing stations, and produce an updated ADA Facilities Assessment.
- Office of Information Technology will update and implement the Information Technology Assisted/ Integrative Technology Plan.

Ongoing/General Collegewide. This academic year, the Office of Equity and Inclusion has continued signature programming with Pizza for Your Thoughts for students; the launch of Equity Dialogues; and an annual Equity Summit, where we had themes such as *From Awareness to Action; Microaggressions; Racial Equity and Unpacking the MC Equity and Inclusion Surveys; Speak Up, Speak Out;* and *Changing Ourselves, Changing the Culture.*

Conclusion.

> "The passing the baton symbolizes that we are in this work for the long run." —Ramon de la Cruz, March 2019, PACEI committee member.

When one person's race concludes, another one takes the baton further down the road. For most students, Montgomery College represents hope for a better life and more opportunities. Each member of the MC community is aware that each day that we walk into our classrooms, office, building, library, board room, and/or campus, we are there because we believe that education is a force that empowers. The work getting to equitable and inclusive practices does not magically happen because we are aware or somehow enlightened. The Cycle of Change Model is a process, a methodology (page 5). It does not happen overnight; nor do we get to a place where we can wrap up our work in a pretty bow and say, "We are done here." No, this work is ongoing, continual, day by day. Prior to the completion of this Roadmap, the COVID-19 pandemic caused unexpected and unprecedented changes to normal College operations. As a direct result of the pandemic, inequities have derailed dreams, goals, and lives. Now, more than ever, we need to step up to the plate and take action. What we seek is radical inclusion. What it will take is all of us committing to using this *Roadmap for Success* as a guide. This guide will help our Montgomery College community get further down that road toward equitable outcomes and radical inclusion, and the implementation of the objectives herein will help move us further towards being among the most equitable and inclusive community colleges in the United States. In this new era, the Roadmap is not just a guide but a testament to what the MC community is capable of accomplishing.

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Social Justice Model:

The concept of ableism is central to social justice. Implicit in the ableist perspective is the belief that disability is a negative status. However, rather than attempting to "fix" people with disabilities so that they will "fit" into an ableist society, advocates address the oppressive culture. Employs concepts such as social justice, liberation, and oppression to analyze, evaluate, and transform systems of social behavior, discriminatory institutional structures, and cultural practices (M. Adams, Bell, & Griffin, 2007). The focus is on ableism—the oppression of people with disabilities. Postulates: (a) Focus on privilege and oppression. (b) Emphasis on diversity and intersectionality of experiences, roles, and identities. (c) Goal of educating both individuals with disabilities and those who are not disabled about the existence of disability oppression. Practitioners can use the concept of ableism to analyze and assess their campus environment and departmental policies. Rather than locating the problem within the individual with a disability, practitioners can use the social justice model to change oppressive components of the broader culture, including ideas (e.g., beauty, independence, normality), policies (e.g., laws), and attitudes (e.g., paternalism, pity, sympathy).

Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

Disability Justice Model:

Disability is a political experience of oppression, understandable only in interaction with experiences of other social identities (e.g., socioeconomic status, race, gender, sexual orientation). Disability justice advocates argue that disability is a political experience of oppression that can be understood only in the context of multi-issue commitment to social justice. They argue that access is a baseline, but the goal is transforming society to function for all people and value interdependence. Disability must be addressed alongside other forms of oppression on campus, including racism, sexism, and other efforts to create more inclusive campuses. All members of the campus should recognize, value, and support interdependent, rather than independent, relationships. Accessibility should be considered a minimal standard, and what is being made accessible must function for all community members. Evans, Nancy J. Disability in Higher Education (p. 90). Wiley. Kindle Edition.

https://www.ohio.edu/accessibility/reports

Department Self-Assessment for Inclusion and Accessibility (Word doc)

https://www.ohio.edu/sites/default/files/sites/accessibility/files/2015-2016TeamsCharges.pdf

Montgomery College has forged an academic community that brings together talented individuals from across the country and around the world. Diversity is a critical component of our vibrant, innovative, and open intellectual culture. It fuels, in important ways, our efforts to build a community across a broad range of views and experiences, and to engage with the societies around us.

XII. Contributors: 2017–2019

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XIII. Appendix A

PRESIDENT'S ADVISORY COMMITTEE ON EQUITY AND INCLUSION RECOMMENDATIONS

This section outlines PACEI recommendations delivered to SALT in June 2018 and June 2019 in response to the 2017 and 2018 Equity and Inclusion surveys that were conducted. The disposition of the recommended action items are in the following charts.

JUNE 2018 · STUDENT EXPERIENCE AND COLLEGE CULTURE

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Modify Curriculum Change Form to add language about needing a new transcript evaluation.	Enrollment Management/ Registrar	Student Affairs	If student changes major, it triggers a transcript re-evaluation.	StAMP, completion transcript evaluation, Initiative one: Onboarding	In progress – due 2020
Blackboard access for all: Credit/ noncredit instructional faculty upon hire at all campuses.	ELITE	Academic Affairs	Broader access and inclusivity	StAMP - Retention	Completed
Added resource tab on all Blackboard pages.	ELITE	Academic Affairs	Embedded classroom and College support	StAMP AMP	Completed
Plan to include student disability as a part of diversity at MC from a social justice perspective.	Collegewide	SALT	Create a more diverse, equitable, and inclusive environment	StAMP AMP Middle States	Completed
Appropriate signage or notification when out of the office.	Collegewide	SALT	Consistent and effective communication	StAMP AMP Middle States	Completed
Class cancellation substitutions.	Identify presenters and topics	Academic Affairs Student Affairs	Greater exposure to range of support and educational resources. Expanding on social justice initiatives	Middle States AMP-classroom support	In progress
Sustain and expand Bystander Intervention Training into classroom instruction and extracurricular activities.	Campus coordinators to schedule trainings	Student Affairs	Increase student awareness of pro-social bystander behaviors to safely intervene in discriminatory situations	StAMP - VAWA, MHEC Climate Survey Report on Sexual Violence	2020 and ongoing

JUNE 2018 · BUSINESS PRACTICES AND PROCUREMENT

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
When utilizing other agency contracts (PTOAs) to procure goods and services for the College, use such contracts that are awarded to female- owned, disabled, and minority vendors, where available.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, a nd minority vendors.	AFS Master Plan	Annual increases to be measured at the fiscal year close
When applicable procurement opportunities become available, utilize the Montgomery County minority vendor program database (MFD) to identify and reach out to qualified female-owned, disabled, and minority vendors for proposals and pricing.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	Review annually
When issuing construction/ renovation solicitations, include a meet and greet component. During the bid process, the College will arrange a meeting to introduce prime contractors to minority businesses. The purpose of the meeting is to establish partnerships between prime contractors and female-owned, disabled, and minority businesses when responding to solicitation opportunities.	Director of Procurement	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	2020
Determine the need and feasibility of a female- owned, disabled, and minority vendor program at the College.	Additional FTEs to implement and manage program	Administrative and Fiscal Services	Increased contract spending to female-owned, disabled, and minority vendors.	AFS Master Plan	2021

JUNE 2018 · FACULTY, TEACHING, AND CURRICULUM

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Publish an E&I Fact Sheet and highlight E&I classes offered through ELITE for circulation to deans and department chairs to raise awareness about equity and inclusion.	ELITE CEIO	Academic Affairs OEI	The goal is to: 1. Raise awareness about issues of equity and inclusion in the classroom and how students are affected by non-equitable and non-inclusive practices. 2. Encourage faculty to learn more about best practices in equity and inclusion in the classroom. Develop training/workshops for faculty to implement those best practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2021
Work with the Part-Time Faculty Institute to be included in the Part-Time Faculty Conference (for a panel discussion or a workshop presentation).	Director of PTF Institute CEIO	Academic Affairs	Raise awareness of equity and inclusion issues in the classroom and how students are affected by non-equitable and non-inclusive practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2021 and ongoing
Hold a Poster Session before and after the Spring Closing Meeting to include instructional and counseling faculty.	PACEI	OEI	Encourage faculty to learn more about best practices in equity and inclusion in the classroom.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	Completed
Send out a collegewide call to identify faculty who are already implementing best practices in the area of equity and inclusion and recruit them to be "ambassadors" by speaking on panels, facilitating workshops, etc.	Equity Summit and Equity Dialogue committees CEIO	Academic Affairs OEI	Develop training/workshops for faculty to implement those best practices.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	In progress 2019–2025
Update and add to existing resources on the ELITE webpage dedicated to Equity and Inclusion resources.	ELITE CEIO	Academic Affairs OEI	Information sharing.	All of our recommendations align with the StAMP, AMP, and Middle States priorities of student success, retention, and social justice.	2020

JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Broaden recruiting outreach to diverse communities including: Hispanic, Black, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with current employee "ambassadors." Address capacity to ensure this gets done.	Chief Human Resources Officer and additional minority-focused staff recruiter	Administrative and Fiscal Services	Measurable improvement in applications and hiring from under-represented groups.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the College's Bold Next Steps."	2020–2022
Consult with General Counsel and Office of Employee and Labor Relations to set specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and Black, possibly Asian) before searches can go forward.	Chief Human Resources Officer General Counsel	Administrative and Fiscal Services and hiring managers from all divisions	Measurable improvement in applications and hiring from under-represented groups.	MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Promise: Montgomery College's Bold Next Steps."	2021 and ongoing
Comply with MC Diversity Plan commitment to have "at least one-third of search committee members representative of the College's diversity." -Set specific thresholds.	Chief Human Resources Officer CEIO	Administrative and Fiscal Services and hiring managers from all Divisions	Measurable improvement in applications and hiring from under-represented groups.	MC Diversity Plan for FY2014–2020	2021 and ongoing
Select current employee "diversity ambassadors" to suggest venues, share information about MC, and accompany HRSTM staffers at conferences or recruiting events for under-represented minority groups.	Chief Human Resources Officer, selected faculty and staff members CEIO	Administrative and Fiscal Services OEI	Measurable improvement in applications and hiring from under-represented groups.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014-2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps."	2021 and ongoing
Create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools.	Chief Human Resources Officer	Administrative and Fiscal Services	Measurable improvement in applications, hiring, and retention of under-represented groups.	MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-307	2020 and ongoing
Report and publish yearly job search applicant pool disaggregated ethnicity numbers.	Chief Human Resources Officer	Administrative and Fiscal Services	Measurable improvement in applications, hiring, and retention of under-represented groups.	MC Diversity Plan for FY2014-2020, MHEC, Accountability: Education Article, §§11-304 -11-308	2020 and ongoing
Inform new hires, and email current employees yearly the contacts for human resource issues (HRSTM internal consultant staff, ombuds, EthicsPoint, union grievance person, chair/dean).	HRSTM	Administrative and Fiscal Services	Decrease dissatisfaction and/or perceptions of inequity or disparate treatment.	MC Diversity Plan for FY2014-2020 Equity Survey	2020 and ongoing

JUNE 2018 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, PLANNING SUCCESSION

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Add a standard screening question to all searches regarding cultural competency and ability to work with diverse communities. Strongly recommend that a similar interview question be included in all searches.	Chief Human Resource Officer CEIO	Administrative and Fiscal Services OEI and hiring managers from all divisions	Incorporate a focus on cultural competency among all search committees and hiring managers and raise awareness of the importance of diversity with all prospective/new hires.	2018 Middle States Self-Study Report, MC Diversity Plan for FY2014–2020, "The President's April 2015 Report to the Board of Trustees, Achieving the Promise: Montgomery College's Bold Next Steps."	2020 and ongoing

JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Phase 1. Create a communication plan for employees and a communication plan for students to disseminate centralized and critical information regarding discrimination, abuse, and bias concern reporting and concern resolution resources. Identify best practices from peer institutions for reporting discrimination and abuse complaints. These communication plans could consider the most effective ways to be accessible to a broad spectrum of employees and students (including considering more than one language format, varied communication methods, ways to reach shift workers and evening/weekend students, and students and employees with disabilities). An existing resource for employees is the new "Reporting Concerns Roadmap for Employees" currently in development through the Compliance, Risk, and Ethics Office. An existing resource for students is the new "Student Complaint Resolution webpage (http://cms.montgomerycollege.edu/edu/depart ment.aspx-?id=95349). Phase 2. Implement communications plans and publicize Roadmaps collegewide.	Office of Compliance, Risk, and Ethics HRSTM Student Affairs Creative Services Information Technology OEI	Administrative and Fiscal Services Office of the President Compliance, Risk, and Ethics Student Affairs Advancement and Community Engagement	Employee Outcomes: 1. Employees would become more knowledgeable regarding the appropriate ways to address discrimination, abuse, and other concerns. This could be assessed through employee survey responses over time by obtaining baseline and comparative data from employee surveys, such as whether employees know how to report discrimination concerns. 2. Different employee demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report. Student Outcomes: 1. Students would become more aware of resources related to addressing various concerns, such as discrimination, sexual misconduct, and other concerns. Information could be available during critical points of the student life cycle at the College, such as at orientation and during academic advising. 2. Different student demographic groups will have accessibility to the information, such as availability of information in another language and medium format. This could be assessed by departmental self-report.	Student component aligns with the Student Affairs Master Plan: Initiatives *3: Orientation for First-Year Students and 5: Mentoring and Retention;* Academic Master Plan: Division Goal *D - Engage;* Middle States Compliance Report: *"Institutional Records of Student Complaints"* Employee component aligns with the Common Employee Experience: *Provide a Positive, Healthy Workspace and Environment*	Phase 1 Completed Phase 2 Ongoing through 2023

JUNE 2018 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ASSESSMENT AND EVALUATION/RESOURCES

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
The Title IX Office and the Office of Facilities will be asked to coordinate an inventory of MC facilities regarding accessibility, in partnership with all stakeholders. Implementation may be conducted by College personnel or by an external vendor. Accessibility focus should include: people with different abilities (e.g., mobility, hearing or visual issues); non-English speakers; people not literate in English/English language learners; those with needs for quiet, calm spaces; people requesting gender-neutral/family spaces (restrooms, dressing rooms, gym and theater changing areas).	Title IX Office Office of Facilities (long-term planning) Office of Procurement Student Affairs	Administrative and Fiscal Services Student Affairs	1. There will be an institutional department responsible to create a facility inventory on accessibility elements. a. Assessment for this outcome: i. Measurement benchmark: a department is assigned. Stakeholders are identified. Scope of project is defined. ii. Measurement tool: a memo from CEIO. Project plan is communicated. iii. Measurement timeline: June 2018 2. The inventory will be reviewed and updated periodically for relevancy with emerging accessibility issues as federal compliance, culture and society evolve. a. Assessment for this outcome: i. Measurement benchmark: a review schedule and responsibilities list is developed and implemented. Best practices and emerging accessibility issues and trends are documented, reviewed, and discussed for relevancy in MC community. ii. Measurement tool: the inventory (reviewed, updated) iii. Measurement timeline: review schedule TBD 3. The inventory will be available to the college community (including students) in multiple formats, languages, venues, and platforms. 4. The inventory will be used by other departments for their planning, including facility planning, and capital planning. 5. MC students will find MC a welcome and safe place to advance their academic pursuit.	Middle States Social Justice Values Common Employee Experience Facilities Master Plan CEIO Survey results Common Student Experiences (2,4,6)	2020–2025

JUNE 2018 · REPORTS AND COMMUNICATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Reduce DFW rate of students in top 20 enrolled courses by a detailed analysis of data followed by targeted programs: A) Breakdown of student data over past 5 years by gender, ethnicity, and race. B) Same data, breakdown by students who have taken =< 15 credits, =< 30 credits, =< 45 credits, and =< 60 credits.	Office of Institutional Research and Effectiveness (OIRE)	Academic Affairs Student Affairs	Identification of underserved students by programs and courses to build effective strategies.	MC 2020 Academic Master Plan (AMP) Middle States Self Study Student Affairs Master Plan (StAMP)	Measure in 2020 ongoing
Multiple languages included in MC webpages and MC brochures (links to other languages), similar to MCPS website. WDCE to be included.	Office of Communications HRSTM Translation Services	Advancement and Community Engagement Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group	Access larger audience in their native language.	MC 2020 Academic Master Plan (AMP) Middle States Self Study Student Affairs Master Plan (StAMP)	Completed
MC Faculty and Staff are not fully aware of the many benefits/resources that MC offers for their development in many areas. Hence, generate a comprehensive benefits/resources brochure and have it translated into the required languages.	Office of Communications HRSTM Translation Services	Office of Communications Administrative and Fiscal Services (IT/HRSTM), Language Advisory Group	Measurement tool: the inventory (reviewed, updated)	MC 2020 Academic Master Plan (AMP) Middle States Self Study	First draft of brochure is complete. Final approval and printing by 2021
Coordinate all pertinent benefits and policy information to and from Part-Time Faculty Institute.	Director of Part-Time Faculty Institute	Academic Affairs	Part-time faculty are a valuable resource to MC and need to be aware of MC's benefits/resources.	MC 2020 Academic Master Plan (AMP) Middle States Self Study	Completed

JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Ask director of Part-time Faculty Institute Institute to dedicate a block of breakout sessions on Passport Day for Student Success for equity and inclusion workshops. Ask ELITE for recommendations for workshops and facilitators.	Director of PTF Institute ELITE HRSTM Office of Equity and Inclusion	Academic Affairs	To ensure equitable professional development and inclusion of part-time faculty to be able to attend existing equity and inclusion trainings because they are scheduled at a time that allows part-time faculty to attend them AMP Article F3, G1; Employee Engagement Survey, Five Expectations for a Common Employee Experience (4,5).	Phase 1 Planning by June 2018 for FY19 PT Faculty Passport Day	Completed 2018 and periodically throughout 2020-2025
Post Code of Civility on digital screens collegewide.	CEIO Marketing	Advancement and Community Engagement	Promote a culture of civility collegewide.	AMP StAMP	Completed 2018–2019
Present Check Your Bias Mobile Tour.	CEIO	Office of the President OEI	Increase personal and community awareness of bias.	Middle States social justice theme StAMP	2021–2022, as budget permits
Include E&I speaker during opening meetings.	Chief of Staff CEIO	Office of the President	To lead the dialogue on equity and inclusion issues.	Middle States social justice theme AMP B1	Completed
Require at least one department meeting be dedicated to equity and inclusion issues annually.	ELITE VPP offices on each campus Dean's Offices	Office of the President Student Affairs Academic Affairs Advancement and Community Engagement Administrative and Fiscal Services	To increase employees personal and professional competence in equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States	Started in 2018 and is ongoing through 2025, ELITE can develop an optional presenter or workshop list for department meetings that meets college criteria.
Annually schedule two to four collegewide speaker series events (one event live on each campus and virtual event for others) and dialogue forums with follow-up led by our Council Leadership.	ELITE HRSTM CEIO PACEI	Academic Affairs ELITE Campus planners, presenters and students, dialogue leaders (from leadership team) SALT	To lead the dialogue on equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States AMP StAMP	Started in 2019 and is ongoing through 2025
Record welcome video with equity and inclusion focus by Dr. Pollard, to be used at new student and employee orientations and/or at opening meeting.	CEIO MCTV Marketing	Office of the President Advancement and Community Engagement	To lead the dialogue on equity and inclusion issues.	Five Expectations for a Common Employee Experience Middle States AMP StAMP	Completed 2018–19

JUNE 2018 · TRAINING, DIALOGUE, EVENTS, AND CELEBRATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Celebrations: Create an award for excellence in equity and inclusion issues (requires criteria). Add Excellence in Equity award to Policy and Procedure.	CEIO	OEI Office of the President	To celebrate and recognize positive E&I contributions of College employees and students.	Social Justice Theme/Middle States, Recognition (Employee Engagement Survey), Monetary Award	Completed in 2019 and ongoing

JUNE 2018 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Staff Mentorship - leverage WDCE business relationships to create opportunities for MC staff and faculty to be mentored by members of the community.	HRSTM WDCE Professional Development Taskforce, etc.	Academic Affairs Administrative and Fiscal Services	Outline logistics and coordination roles and responsibilities; provide mentor and mentee training; identify partners to mentor staff and match staff with mentors; evaluate program.	MC 2025 Goal V Common Employee Experience	2020–2025
#YouAreWelcomeHere social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions.	Student Affairs	Student Affairs Advancement and Community Engagement	Make students feel welcome through a national marketing and social media campaign.	MC 2025 Goal IV	Completed 2018–2019

PACEI LEADERSHIP TEAM RECOMMENDATIONS

1. Extend President's Advisory Committee on Equity and Inclusion assignment. Equity and Inclusion work is perpetual and faces systemic, historically documented challenges requiring that we create the space and time for people to continue an important dialogue to overcome.
2. Expand OEI and request annual budget to meet approved subcommittee recommendations.
3. Based on the Middle States Self-Study Report, we recommend creating a new subcommittee: Disability Inclusion. The purpose of the subcommittee will be to re-frame disability from a medical model to a social justice model, and integrate the social model of disability into the operating plan for the Office of Equity and Inclusion.
4. Develop and implement MCTV series on equity and inclusion.

PACEI COMMITTEE RECOMMENDATIONS

JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Modify employee and student databases to allow for insertion of preferred name.	Office of Information Technology Office of Communications	Administrative and Fiscal Services	This is a respectful gesture on the part of the College. The intended outcomes are staff and students who are appreciated, respected, and acknowledged by use of their preferred name.	MC 2025 Goal I, IV	Completed
Review the identification card policy, procedures, practice, training, and fee structure for WDCE students.	WDCE Chief Business/ Chief Financial Strategy Officer	Academic Affairs Administrative and Fiscal Services	The intended outcome is to create equity and a clear line of communication with regard to identification card cost rationale for WDCE students. WDCE students are subject to an identification card fee that seemingly credit students do not have to pay. The policy is unclear and the reason for the varying range of the fee is unclear. The accounting practices associated with this fee needs to be clear and transparent.	MC 2025 Goal I	In progress by 2021

JUNE 2019 · STUDENT EXPERIENCE AND COLLEGE CULTURE

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Celebrate "graduation champions"	College Registrars MCTV Office of Special Events	Student Affairs Advancement and Community Engagement	The intended outcome is to acknowledge the support and encouragement provided to students as they progressed through the process of learning and earning credentials. An outcome would be an increase in the number of MC employees—faculty, staff, and administrators who attend commencement and celebrate our students. Creating an opportunity for graduating students to invite their graduation champion(s) to commencement will likely lead to increased MC employee attendance. Each identified graduation champion would be invited to attend commencement by students. An identifier (a button) that says "I am an MC GC" could be ordered/worn by selected graduation champions. MCTV would be asked to interview select graduates who speak to the efforts their graduation champion expended on behalf of the student. A select few of these interviews would be played as a part of the pre-commencement video displays.	MC 2025 Goal V	2021 and ongoing
Montgomery College Day of Service	Deans in Student Affairs CEIO Chief Human Resources Officer	Administrative and Fiscal Services Office of the President Advancement and Community Engagement Student Affairs	Intended outcome is to express gratitude to Montgomery County citizens for support of MC. Additional intended outcome is to build and enhance cross departmental/division interactions.		2021 and ongoing

JUNE 2019 · FACULTY, TEACHING, AND CURRICULUM

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Add a question to student course evaluations to reflect faculty's attention to diversity. The new question will be: Instructor acknowledges and respects student diversity.	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022
Include a bullet point on Faculty Evaluation Form A for full-time faculty to reflect on inclusive and equitable teaching practices. Include a line on the part-time faculty Classroom Observation Form: "The instructor acknowledges and respects diversity." Strategies for a faculty member to demonstrate this include: Showing sensitivity to students whose first language is not English, using students' names, using teaching materials that represent diverse perspectives/opinions/ authors, ensuring that all classroom materials and technology used are accessible, implementing best practices of culturally responsive teaching.	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022
Include a "strength in diversity" statement on the collegewide syllabus template. It reads as follows: "Respect for Diversity: It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: religion, gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements." (Adapted from the University of Iowa School of Education).	Academic Affairs Student Affairs	Academic Affairs	Implement inclusive teaching environments that demonstrate respect for diversity, equity, and inclusion.	MC 2025 Goal II	2022

JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Broaden recruiting outreach to minority communities particularly Hispanic, African-American, Asian, and people with disabilities. Advertise positions with targeted publications, post in relevant social media groups, attend relevant events/conferences with diverse employee "ambassadors." Better coordinate outreach activities with workforce planning/needs and consider translating advertisement text.	HRSTM, academic deans	Academic Affairs Administrative and Fiscal Services	Interact with/gather contact information from potential candidates at suitable conferences and venues, and develop a mechanism to track the potential candidates gathered by outreach venue or academic area in order to assess impact.	MC 2025 Goal IV, V	2021 and ongoing
Update and improve training for search committees to include: 1. sharing the pie charts of student vs. employee demographics. 2. information on the importance of employee diversity for insight into the needs of our diverse students and for providing students role models and mentors. 3. content on avoiding unconscious bias in searches. Provide additional training on these topics for search committee chairs and hiring managers.	HRSTM, all hiring managers	Administrative and Fiscal Services	Increased hiring of highly qualified employees who more closely reflect the diversity of our student body.	MC 2025 Goal II, IV, V	2019 and ongoing
Have SALT help us hold ourselves accountable by setting specific thresholds for applicants from the most severely under-represented minorities (i.e., Hispanic and African American, possibly Asian) before searches can go forward.	SALT	Office of the President	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white).	MC 2025 Goal V 2013 Diversity Plan	TBD
Update and utilize the Minority Faculty Internship Policy P&P #32201 to allow departments to provide a temporary teaching position to less-experienced prospects or current graduate students from traditionally under-represented minority groups or those with disabilities.	HRSTM, academic deans	Academic Affairs	Provide teaching experiences at MC and enhance the pipeline for potential future employees from under-represented groups; provide MC students with diverse and culturally competent instructors.	MC 2025 Goal II, IV, V	Ongoing
Incorporate diverse voices and tap into their connections in their own professional and ethnic communities by selecting current employee "diversity ambassadors" who could collaborate with HRSTM to suggest venues, conferences, or recruiting events for under-represented minority groups and recruit and share information there about MC.	HRSTM, deans and directors	Administrative and Fiscal Services Academic Affairs	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non-white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal II, IV, V	2020 and ongoing

JUNE 2019 · HUMAN RESOURCES/RECRUITING, HIRING, RETENTION, SUCCESSION PLANNING

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Hold ourselves accountable for having minority voices at the table when hiring by ensuring search committees include the diversity ambassadors or have members that mirror our student demographics.	HRSTM, deans and directors	Administrative and Fiscal Services	Increased hiring of highly qualified employees who more closely reflect the diversity of our student body.	MC 2025 Goal V, 2013 Diversity Plan (which called for "at least one-third of search committee members" to be representative of the College's diversity)	2020 and ongoing
Explore mechanisms to create standard "evergreen" applicant pools that will notify prospective employees when relevant positions become available. Widely share the steps (at conferences, events, etc.) for joining these pools.	HRSTM	Administrative and Fiscal Services	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal IV, V	TBD
Add a screening question that requires all outside applicants for job searches to affirm a commitment to student success, equity and inclusion.	HRSTM	Administrative and Fiscal Services	Indicate to all applicants and search- committee members that the ability to serve our diverse students is an essential and important part of our job here at MC.	MC 2025 Goal II, V	Completed
Have all search committees select interview questions (from the list developed by the PACEI) regarding cultural competency and the ability to work with diverse communities and add an additional question that asks the candidate to discuss his or her commitment to student success, equity, and inclusion, with specific examples. Include these competencies as required job qualifications on all searches.	HRSTM Hiring Managers	Administrative and Fiscal Services SALT	Indicate to all applicants and search- committee members that the ability to serve our diverse students is an essential and important part of our job here at MC.	MC 2025 Goal II, V	2021–2025
Investigate: avenues for internal candidates to cross-train, move to other areas, or progress in a career path. Formerly CPOD Career Development Pathway provided guidance on this, but no longer available. Investigate an internal shadowing or mentoring system, internal job fairs, job shadowing or rotation and sponsoring student candidates into jobs at the College.	HRSTM	Administrative and Fiscal Services SALT	Enhanced communication about how to pursue professional development and mentoring opportunities.	MC 2025 Goal V	2021–2025
Pilot a blind résumé review (HR removes name/address from resumes) to see if more diverse pools qualify for selection/ interviews.	HRSTM	Administrative and Fiscal Services Office of the President	Applicant pools will continue to provide appropriate numbers of qualified candidates from under-represented groups (pools are currently 73% non- white). Outreach to traditionally under-represented communities will be enhanced.	MC 2025 Goal V	Completed pilot 2019

JUNE 2019 · NATIONWIDE PEER INSTITUTION BEST PRACTICES/ ASSESSMENT AND EVALUATION/ RESOURCES

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
To develop an E&I data team, or designated OIRE representative, for all E&I data needs.	OIRE	Office of the President	Develop accurate tracking systems for equity and inclusion, including disaggregating Census group categories. Provide feedback to administrators, departments, and disciplines to support ambitious plans and goals.	MC 2025 Goal II	Completed
Research becoming a federally recognized Hispanic Serving Institution (HSI).	Advancement and Community Engagement Academic Affairs	Advancement and Community Engagement Academic Affairs	Apply for grants and funding to expand outreach and services to the largest growing MCPS demographic to impart the value of continuous learning and a college education. Build MC's workforce capacity to serve this population.	MC 2025 Goal I, II, IV	Completed
Appoint a committee to identify a range of criteria for establishing recognized employee affinity groups, such as a charter which outlines roles and responsibilities. Charge the CEIO with meeting regularly with representatives of affinity groups to address equity and inclusion issues.	CEIO Chief Human Resources Officer	Office of the President Administrative and Fiscal Services	Strengthen the many ways employees find a way to belong at MC and contribute unique perspectives. Eliminate the current inequitable system of haves and have-nots regarding visibility, resources, and access to recognition and administrative support.	MC 2025 Plan Goal II, V	20202025 "White Paper" and Pilot complete 2020–2021
Clarify the needs and identify role for additional staff in OEI to meet E&I initiatives and goals. (i.e., administrative associate or program manager position).	OEI	Office of the President	Maximize workload of OEI and lead to increased output of E&I initiatives.	MC 2025 Plan V	Completed
Create an E&I Dashboard on the E&I website that communicates: 1. periodic progress reports on E&I recommendations. 2. PACEI minutes/agendas/E&I Advisory Leadership Team notes. 3. centralized E&I events calendar. 4. E&I resources at MC (i.e., civility norms, civility tool kit, Dr. Pollard's welcome video, other E&I videos, Heritage Month calendar, Excellence in Equity award info, reports, research, training videos, self-assessments).	Information Technology Office of Communications	Administrative and Fiscal Services Advancement and Community Engagement	Affirm the values of equity and inclusion for all MC stakeholders. Raise the visibility of initiatives. Centralize information and provide referrals and resources for continuous learning and expanding community partnerships.	MC 2025 Goal IV	Completed

JUNE 2019 · REPORTS AND COMMUNICATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Publish a PACEI Newsletter on a semester basis and utilize the translation services already contracted with the College (e.g., a minimum of two languages).	Office of Communications CEIO	Advancement and Community Engagement Office of the President	Effectively communicate with and keep informed the College community on the recommendations, work, and progress of the PACEI Committee. Demonstrate commitment of the College to this important work.	MC 2025	Completed and ongoing
Finalize and formally publish the draft version of the Brochure for Benefits offered to MC employees in a minimum of two languages.	HRSTM	Administrative and Fiscal Services	Many College employees do not speak or read English as their primary language. The objective is to make key employee documents (e.g., benefits manuals) formally available in alternative languages.	MC 2025 Goal V	2020 and updated annually
Consider expanding MCTV to cover additional global College offerings and delivery of those offerings in languages other than English.	Office of Communication Media Arts Department	Advancement and Community Engagement Academic Affairs	Make College events more accessible to non-English or limited English speakers. Expand community reach and inclusion.	MC 2025 Goal IV	2025
Examine available College data sources to explore the possibility of offering theory-rich courses in alternate languages for areas with high DFWs, for example: math, science, humanities and behavioral social sciences.	Academic Affairs OIRE CDAO	Academic Affairs Office of the President	Work to identify and decrease noted achievement gaps in targeted academic courses.	MC 2025 Goal II AMP Initiatives I & II	2025

JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Research the idea of rebranding MC Professional Development. "ELITE" is viewed as an insensitive word synonymous with exclusion and privacy. Seek employee/student opinions from forums and surveys and set to vote (similar to MC brand/ rebranding process). Brainstormed ideas (SOAR, Flourish, Bloom, Blossom).	OIRE Academic Affairs	Academic Affairs	Ensure that MC is designing and providing equitable deliverables and inclusive service. Close professional development gaps for employees. Improve MC morale and operational alignment with Equity and Inclusion. Expand inclusion in workshops and trainings for students and registered community members.	E&I Survey 2017	2020–2025
Research possibility of MCTV/MCPD collaboration to record new E&I training videos using MC employees, faculty, and students.	ELITE CEIO MCTV	Advancement and Community Engagement Academic Affairs		MC 2025 Goal II, V AMP Initiatives I & II EI Survey I	2020-2025
Provide train-the-trainer experience for "equity ambassadors" at CCBC weeklong workshop. • Replicate Café Conversations/ Dialogue Forums.	ELITE CEIO PACEI	Office of the President Academic Affairs	Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion. • Dialogue Forum continuation. • Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit.	MC 2025 Goal II, V	Completed and ongoing
Review mandatory Equity & Inclusion credit and training requirements. Realign with Office of Equity and Inclusion. • Plan to continue PACEI Dialogue forums and E&I trainings (Café Conversations) led by Equity Ambassadors . • Create Ambassadors of Equity and Inclusion group to attend and represent EI work at MC and community events. • Establish permanent Heritage Month Committee of ambassadors to coordinate collegewide Heritage Month events. • To support the One College practice, ensure MC "signature" events are replicated on each campus (example MC's Got Talent/ RV, Multicultural Fair/T, Community Day/G). • Create Equity Week of events (including virtual attendance options) instead of one-day Equity Summit to increase audience share and be more inclusive.	CEIO Chief Human Resources Officer PACEI Office of Student Life ELITE	General Counsel Office of the President Administrative and Fiscal Services Student Affairs Academic Affairs	Reformat E&I training credits for transparency or requirements at MC. Create Equity Ambassadors program for continuation of training and dialogues (Café Conversations) pertaining to Equity and Inclusion: • Dialogue Forum continuation. • Equity Dialogue forum sessions for all employees, students, and community to discuss survey results and Equity Summit. • Provide equity in event services, trainings, and student deliverables.	MC 2025 Goal II, V AMP Initiatives I & II	2020 and ongoing

JUNE 2019 · TRAINING, DIALOGUE, EVENTS, CELEBRATIONS

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Expand allotment (one hour/month instead of annually 12 hrs.) and align "enrichment leave" use to include OEI-approved student services initiatives (i.e., Mobile Market, manna bag lunch days, club advising, student group event support, mentoring), community service, and volunteerism opportunities. • Adopt flex-time usage to permit all employees to attend and increase enrollment in MC sponsored training and professional development opportunities.	HRSTM	Chief of Staff Administrative and Fiscal Services	Empowering employees and their manager as well as our community to include themselves in the work to support student success by volunteering for MC/OEI-approved activities and opportunities to serve our students and community.	MC 2025 Goal II, V AMP Initiatives I & II	2025
Design a virtual "Civility Toolkit" housed on the E&I site, including: Minutes, Dr. Pollard's Welcome video, Civility Norms, Heritage Month Calendar, Dialogue Forum and Civility Pathway schedule, Excellent in Equity award information, Reports/research, Training videos, Self- assessments and other MC resources.	CEIO Information Technology	Office of the President Administrative and Fiscal Services	One location to house E&I information.	E&I Surveys 2017 and 2018	Completed
Fund award for Excellence in Equity through MC 2025.	CEIO	Office of the President	Boost College culture.	E&I Surveys 2017 and 2018	Completed
Display Civility Norms on collegewide digital screens.	CEIO	Office of the President	Boost College culture.	E&I Surveys 2017 and 2018	Completed
Develop Dr. Pollard's Welcome Video in use for faculty, staff, and student orientations.	CEIO MCTV	Office of the President	Communicate collegewide intent regarding E&I.	E&I Surveys 2017 and 2018	Completed
Translate E&I newsletter into different MC student languages.	CEIO	Office of the President	Increase access.	E&I Surveys 2017 and 2018	Completed

JUNE 2019 · WORKFORCE DEVELOPMENT AND COMMUNITY ENGAGEMENT, INCLUDING BUSINESS PRACTICES AND PROCUREMENT

ACTION ITEMS	RESOURCE PERSONS NEEDED	RESPONSIBLE SVP AREA	INTENDED OUTCOMES	ALIGNMENT	COMPLETED OR DATE TO BE COMPLETED
Focus on students who are here on any type of Visa. a. Identify funding needs for additional student support services (i.e., counseling, international and multicultural, student center, helping students market and leverage their skills, job readiness, networking with local business, etc.). b. Identify additional funding sources (grants, community support, etc.). c. Establish partnerships with community businesses to address student needs such as food, housing, medical assistance. d. Outreach to faith-based organizations and other organizations (check with equity and inclusion for guidance).	WDCE Office of International and Multicultural Affairs	Student Affairs Adcademic Affairs Advancement and Community Engagement	Enhance student support services, completion rates, graduation rates, and/or transfer rates.	StAMP AMP MC 2020 MSCHE	In progress
You Are Welcome Here social media and marketing campaign (i.e., banner signage on all campuses); increased paid promotion and visibility on campus and social media; and track engagement and impressions.	CEIO Office of Communications	Advancement and Community Engagement	Make students feel welcome through a national marketing and social media campaign.	MC 2025 Goal IV	Completed and ongoing
A study/analysis on adult student learners' enrollment, graduation rates, and recruitment to identify areas of opportunities. Go to community organizations to partner with Community Engagement.	OIRE to retrieve collected data Recruitment	Chief of Staff	To determine if additional recommendations are needed and adult learner needs are met.	MC 2025	2020–2025

NOTE: The Disability Inclusion Subcommittee began its work in July 2019 and did not have recommendations formulated for this report.

XIV. Appendix B

MONTGOMERY COLLEGE

Civility Norms

"We believe the culture of civility begins with each of us."
–PACEI Leadership Team

We aspire to be welcoming, equitable, inclusive, and culturally competent.

We are polite in our interactions by:
greeting and acknowledging others; saying please and thank you; respecting others' time, space, and individuality; being direct, sensitive, and honest.

We listen for common ground.

We treat each other with respect by:
welcoming feedback with an open mind and giving others the benefit of the doubt; acknowledging the contributions of others and recognizing successes; acknowledging the impact of our behavior on others with a caring heart.

We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

For more information, contact Sharon Bland, Chief Equity and Inclusion Officer, CEIOAdvisor@montgomerycollege.edu

MONTGOMERY COLLEGE

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4/20

Montgomery College is an academic institution committed to equal opportunity and diversity of its student body, faculty, and staff.

EQUITY AND INCLUSION ROADMAP FOR SUCCESS

ADDENDUM I · JUNE 2021

On our journey to curate more equitable and inclusive ecosystems on our campuses and in our communities, there are times in which we have been challenged by something we may have said or done and for something that we didn't say or didn't do. "Cultural competence, confidence, and intelligence doesn't happen overnight, it is a journey." The moment someone may hear or read the word "ANTIRACIST," their first response is normally, "I'm not a racist." Thus, Montgomery College prioritizes being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the College through our actions, communications, policies, programs, curricula, education, and advocacy for equity and inclusion. As we learn new language and acquire more knowledge and data in equity and inclusion, we adjust to meet the moment.

The Office of Equity and Inclusion at Montgomery College (MC) has added an addendum to the institution's *2020-2025 Equity and Inclusion Roadmap for Success* stemming from MC's Board of Trustees' 2020 goal: "To develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

This new antiracism goal promotes social justice, radical inclusion, and racial equity within the College and the broader community, advancing the Board of Trustees' focus on the journey to being an antiracist institution. In addition to the ongoing programming and training opportunities that we've developed, we are creating an *Antiracist Badge* for students, faculty, and staff that will give the fundamental knowledge, skills, and expertise to understand, educate, and advocate as they evolve as learners and leaders.

Please review the addendum and feel free to reach out to the Office of Equity and Inclusion or the President's Advisory Committee on Equity and Inclusion' leadership team for further information.

Message from Sharon R. Wilder Chief Equity and Inclusion Officer

Over the past two years, our president, Dr. DeRionne Pollard, has led the College on a journey of discovery around radical inclusion. As part of the Achieving the Dream network, we are focused on student equity. To ensure that we are our best selves in the delivery of student success, we all, as a college community, want to better understand the landscape of our student population and to educate ourselves on incoming equity issues.

As Chief Equity and Inclusion Officer, I would like to thank you for your commitment to the work of building and fostering a college culture of which we can all be proud. I want to also express my appreciation for all of your work in supporting the Office of Equity and Inclusion and the efforts of the President's Advisory Committee on Equity and Inclusion (PACEI). PACEI represents employees and students at all levels of the College. Together we are working hard to ensure Montgomery College is a civil, inclusive, welcoming, safe, accessible, equitable, and affirming community. We deliberately embarked on a twenty-month strategic planning process that produced more than 80 recommendations, many of which have found residence in this *Roadmap.* Some of the recommendations are also reflected in the *Montgomery College 2020–2025 Strategic Plan,* where you will see the principles of equity and inclusion embedded therein.

The President's Advisory Committee on Equity and Inclusion is an important leadership resource in advancing such work and the *Equity and Inclusion Roadmap for Success 2020-2025* will guide our work in this space. MC is committed to becoming an equity-minded institution. We seek to AIM HIGH and commit to amplify, integrate, and measure our work. By working together, I am confident we will continue to pursue equitable student outcomes, inclusive excellence in teaching and learning, and fair and inclusive employee experiences, and we will raise our institution to a level of civility of which we can all be proud.

I also want to say thank you to all of those who have provided me the time to listen and speak to your staff regarding civility, one of the key tenets of our Code of Ethics that we are continuing to uphold this year. At every turn, the work that we do as College employees contributes to creating and sustaining a healthy and safe teaching, learning, and working environment that is inclusive and equity-minded. During this crazy time in the midst of a worldwide pandemic, the College has truly embraced and propelled our work through the delivery of services via remote teaching and work.

In uplifting our focus on equity and inclusion, I invite you to reimagine our College's mission as such:

We empower our students *(in an equitable and inclusive manner)* to change their lives, and we enrich the life of our community *(in an equitable and inclusive manner).* We are accountable for our results *(in an equitable and inclusive manner).*

Sincerely,
Sharon R. Wilder, JD, CPM

Sharon R. Wilder

sharon.bland@montgomerycollege.edu

"As we embark on the next chapter of our work, the College will continue to integrate its already radically inclusive work in multiple areas of service to students." —Dr. DeRionne Pollard, *Montgomery College 2020-2025 Strategic Plan*

Addendum I to *Roadmap for Success*: Antiracism Strategy

APRIL 2021

2020-21 Institutional Goal #6: Antiracism

Montgomery College's Institutional Goal adopted by the Board of Trustees for the FY22 Academic Year is to "Develop strategy and roadmap for Montgomery College's intent to embrace a journey towards antiracism in policy, practice, and promise."

Who will do what, how they're going to do it, and why?

- The president's Senior Academic Leadership Team (SALT), through the SVP liaisons within the President's Advisory Committee on Equity and Inclusion (PACEI), will provide leadership by assigning roles and monitoring progress.
- Guiding Principles: Montgomery College will prioritize being an antiracist institution by actively working to eliminate racism in our regular daily interactions and in every area of the College through our actions, communication, education, continuous improvement, advocacy for equity and inclusion, and being responsive to our stakeholders. We will hold ourselves accountable through analyzing previous and current data, policies, curricula, and programs.
- Our Commitment: Empowerment, vulnerability, humility, transparency, advocacy, open-mindedness, flexibility, agility, responsiveness, changing lives, inclusion and student success. Treat others the way they would want to be treated.
- SMARTIE (Specific, Measurable, Achievable, Relevant, Time-based, Inclusive, Equitable) Goal 1: Ensure stakeholders have the resources to uphold, execute, and take accountability for antiracist goals, mission, and education.
  - Strategy – Educate and train employees on racial justice and how to overcome perceived lack of ability to apply the knowledge. Create an environment of forgiving mistakes when learning about racial equity.
  - Operational Objectives/Action Steps:
    1. Collegewide racial equity professional development and antiracism educational journey.
    2. Toolbox-marketing materials, resources.
    3. Creating a culture around the College of social justice-branding on Zoom, virtual learning centers branding.
    4. Launch E&I Ambassador program.
    5. E&I Ambassador program is designed to:
       a. Support new hires. E&I advocate/ambassador to support staff/faculty.
       b. Cascading trainings from provosts to deans to vice presidents and departments. (Create yearly goals and identify activities that support the goals.)
       c. E&I and antiracist work will be integrated into the evaluation process.
       d. Ambassador will guide conversation on creating goals and objectives.
       e. Ambassadors will provide knowledge and insight on E&I. Serve as peer mentors on E&I in each department.
       f. Train the trainer model would help departments not feel like they were being 'policed.' PACEI members will take the lead.
       g. Student Affairs has launched the pilot for E&I ambassadors through developing an Equity and Inclusion Taskforce in 2021.
- SMARTIE Goal 2: Promote diverse hiring and retention at the College by becoming more successful at eliminating biases particularly those based on race and ethnicity.
  - Strategy – Review and improve talent search and search advocate process to eliminate bias.
  - Operational objectives:
    1. Create and implement a search advocate program.
    2. Gather and analyze data on staff promotions, staff retention, and exit interviews with staff promotions.
    3. Enhance search committee training with anti-bias training (intersectionality - LGBTQIA+ and disability).
    4. Office of Equity and Inclusion will receive all exit interview information as it occurs for data purposes to address any possible equity and inclusion issues.
    5. Audit and make recommendations to the HR process for providing internal candidates feedback when not hired.

- SMARTIE Goal 3: Promoting academic excellence for Black males and Latinx students (Page 19 in Office of Equity and Inclusion *Roadmap for Success*).
  - Strategy – Equitably increase multiculturalism, resources, and support that promote student enrollment, persistence, retention and completion and address the perceived stigma of meeting with a tutor or going to a learning center.
  - Operational objectives/Action steps:
    1. Create a focus group to better understand and address the stigma for Black males and Latinx students in regard to using learning centers.
       a. Office of Equity and Inclusion and PACEI will facilitate or coordinate the creation of a focus group that will help to identify Black males and Latinx participants.
    2. Create a campaign that will address the stigma regarding Black males requesting help (operational objective-will have several different action items such as time, place, participants, letter).
       a. Learning center managers will create an informational video addressing stigma.
       b. Learning center managers will actively seek Black and Brown student athletes to encourage them through the creation of the video to utilize the College resources available to them.
    3. Partner with Boys to Men, the MD Men of Color Summit, ALMA for Latinx students, ACES, ATPA, Student Senate, Affinity student groups and student clubs, Presidential Scholars Program, Southern Management Leadership Program, Black Alliance for Transformative Leadership.
    4. Recruit African American male and Latinx students as tutors.
    5. Post pictures with short biography of all tutors (especially private tutors), as well as student testimonials and multicultural pictures with students/ tutors enjoying the tutoring session on the main page.
    6. Have learning center staff present to departments and classes highlighting efforts with a short testimonial video of the benefits from tutoring. Include students from various cultures.
    7. Open Inclusion Centers on each campus with specific social justice and equity programs for faculty and students.

- SMARTIE GOAL 4: Ensure policies and procedures reflect antiracist approach or perspective.
  - Strategy – Develop an equity and inclusion/antiracist framework to adopt in policies and procedures.
  - Operational Objectives/Action Steps:
    1. Re-open and publicize public form for comments on new and already established policies.
    2. Utilize PACEI subcommittee to review policies and submit feedback to the director of policy and planning, Office of the President.
       a. A preliminary basic training will be needed, as many policies adhere to mandated government laws and cannot be adjusted.
       b. PACEI can identify areas that may need more data to understand the factors and perceptions, as well as areas that may require further advocacy due to mandated laws.
    3. Work with vice president of Human Resources and Strategic Talent Management to review operational policies that are created by and more specific to HR.
    4. Advocate for PACEI member(s) to also sit in PEC, especially as policies are also reviewed there
    5. Consider further operationalizing the guidelines/ framework that PEC uses to discuss policies and procedures

Equity and Inclusion Operational Definitions

Racism: Racism is different from racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices.

Antiracism:

Note: Racism = race prejudice + social and institutional power
Racism = a system of advantage based on race
Racism = a system of oppression based on race
Racism = a white supremacy system

Antiracism is defined as the work of actively opposing racism by advocating for changes in political, economic, and social life.

Note: Antiracism tends to be an individualized approach and set up in opposition to individual racist behaviors and impacts.

Antiracist:

An antiracist is someone who is supporting an antiracist policy through their actions or expressing antiracist ideas.

Note: This includes the expression of ideas that racial groups are equals and do not need developing and supporting policies that reduce racial inequity.

White Supremacy: The belief that the white race is inherently superior to other races and that white people should have control over people of other races; the social, economic, and political systems that collectively enable white people to maintain power over people of other races.

Note: White people benefit from white supremacy in a historical, political, and social context by generally escaping the stereotyping and generalizations that people of color experience, especially in interactions with the law, in the workplace, and in the media.

Equity: The creation of opportunities that intentionally incorporates diverse and/or traditionally underrepresented thoughts and perspectives for students, employees, and businesses/community.

Note: Equity can be further defined or viewed from different perspectives:

- Student focus: The creation of opportunities and intentional design of the College experience for each student, particularly historically underserved populations to ensure, preserve participation in, and provide equal access to educational programs that are capable of closing the achievement gaps in student success and completion.
- Employee focus: The creation of opportunities for historically underserved populations of employees (faculty and staff) to have equal access to professional growth opportunities and resource networks that are capable of closing the demographic disparities in leadership roles in all spheres of institutional functioning.
- Business focus: The creation of opportunities for historically underserved and local businesses to have equal access to the College's procurement and partner relationships.

Diversity: The presence of individual differences and group-social differences among members of a group that can be engaged for the benefit of the group.

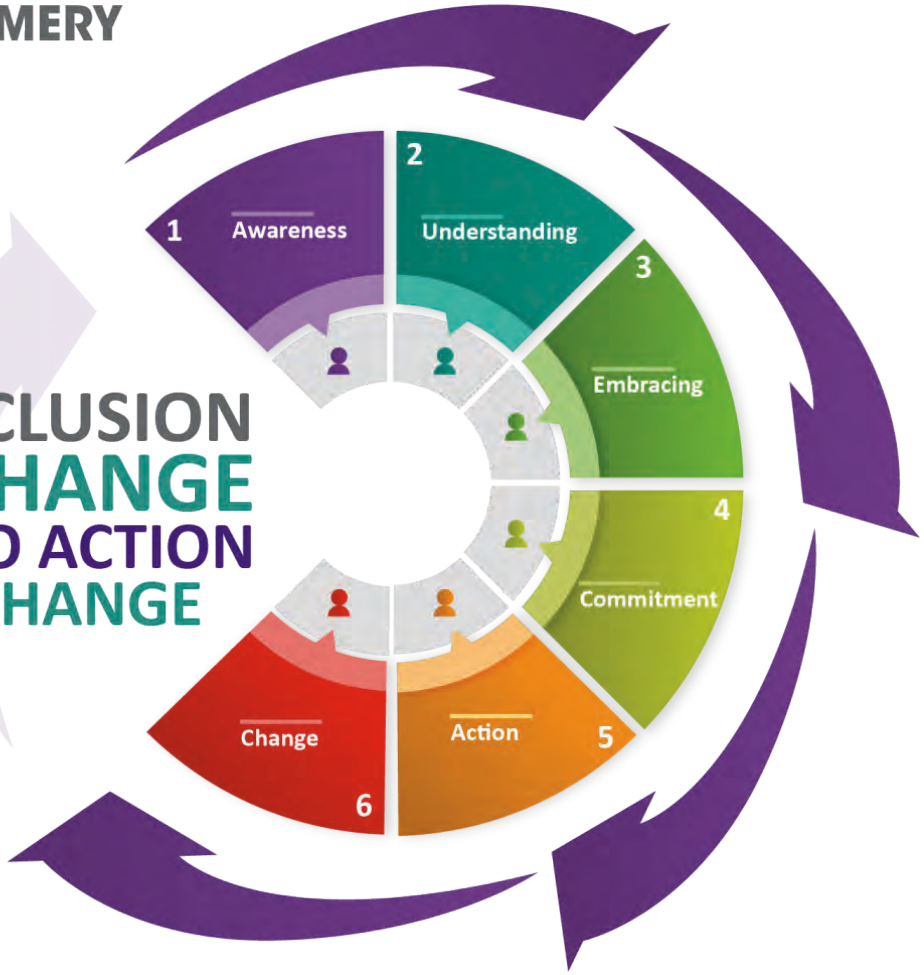
Note: Differences can include the familiar, protected-class attributes like race, religion, gender, disability, but also non-obvious ones such as culture, political affiliation, learning style, expertise, problem-solving approach, personality, language, and life experiences.

Inclusion: The actualization of diversity that draws on the collective perspectives, strengths, and backgrounds of individuals for the benefit of the endeavor.

Note: Increasing one's awareness, content knowledge, cognitive sophistication, and empathetic understanding should extend into the boardroom, curricula, committees, department meetings, classrooms, student support activities, technologies, etc.

MONTGOMERY COLLEGE

EQUITY & INCLUSION CYCLE OF CHANGE AWARENESS TO ACTION TO CHANGE



AWARENESS

Acquire knowledge of a situation and facts, listen, recognize inequities, ask questions, participate in equity and inclusion programming and events

UNDERSTANDING

Perceive the meaning of equitable and inclusive actions, practice being mindful of them; dialogue with others; seek knowledge and training; do research

EMBRACING

Acknowledge inequities and social justice issues exist and decide to adopt and wholeheartedly accept that equity and inclusion work is paramount

COMMITMENT

Get involved; do the work necessary to eradicate inequities and create inclusive environments; be accountable; be dedicated

ACTION

Identify and execute plans to continually drive equity and inclusion inside and outside of the classroom and within communities

CHANGE

Review policies, practices, and action plans to continually contribute to being a more equitable and inclusive community; document, evaluate, and strengthen outcomes

MONTGOMERY COLLEGE

9221 Corporate Boulevard · Rockville, Maryland 20850
montgomerycollege.edu

4/20

Montgomery College is an academic institution committed to equal opportunity and diversity of its student body, faculty, and staff.

2024 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: Prince George's Community College

Individual submitting report: Chanelle Whittaker

Title/Department: Vice President for Equity, Culture, and Talent

Contact phone: 301-546-0050

Contact e-mail: Whittacm@pgcc.edu

Individual certifying approval by governing board: Ms. Audrey Farley, Board Vice Chair

Signature of governing board authority:

Date of governing board approval: 7/15/2024

Please submit this cover sheet, report narrative, and 2023-2024 diversity plan in searchable PDF format at https://docs.google.com/forms/d/e/1FAIpQLSd5iFC_CrJ4-rQ-XuW1oaqH74bNh0AHdwUR4QFS_RxPr5iCA/viewform?usp=sf_link no later than September 1, 2024.

Maryland Higher Education Commission Report FY2024

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

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2023 – 2024

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Chief Diversity Officer

Derek Anderson
Associate Professor of Microbiology

Dr. Korey Brown
Chair of the Department of Social Sciences

Dr. Audrey C. Davis
Senior Director, Professional and
Organizational Development

Robert M. Fernandez
Resource Development E-Learning
Library and Learning Resources

Julie Hawk
Manager, Front of House
Center for Performing Arts

Samantha Howard
Coordinator, Recruitment and
Community Relations (Student Recruitment)

Dr. Shari Jurik
Senior Research Analyst
Research, Assessment, and Effectiveness

Ms. Fatina LaMar-Taylor
Associate Professor
Coordinator, Academic Enrichment

Leslie M. Lee
Manager of Talent Acquisitions

Mirian Machado-Luces
Senior Producer | PGCC-TV

Andre Marschalko
Creative Services Manager
Communications and Marketing

Paulett D. McIntosh
Program Director, Student Engagement
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Associate Professor, Sociology
Co-Coordinator, Social Sciences

Ava Richardson
Student
President, PGCC NAACP

Mirian L. Torain
Associate Dean, Humanities, English
and Social Sciences

Dr. Paul Van Cleef
Academic and Career Advisor

Section 1: Summary of the Institution's Plan to Improve Cultural Diversity

1A. Overview

Prince George's Community College (PGCC) opened its doors in 1958 with an ambitious mission: to make higher education and economic mobility accessible for all who desired to learn, including individuals who had historically been left out of the narrative. Our institution was founded on the principle that everyone carries value regardless of their background and has something important to contribute to society. The College has long recognized the importance of equal opportunity and diversity in education and continues to educate students to be fully engaged in a diverse global world. Prince George's Community College is committed to achieving a more diverse, equitable, accessible, and inclusive environment for all who learn, work, and live within our community. This commitment is grounded in the College's current vision and mission.

Vision

Prince George's Community College is the region's premier center for dynamic teaching and learning, strategic partnerships, and community engagement that advances knowledge, economic equity, and lifelong personal development.

Mission

Prince George's Community College provides high-quality, transformative learning experiences that enrich lives and empower students to earn credentials leading to holistic personal development, professional advancement, and economic prosperity.

1B. Key Goals/Objectives:

Prince George's Community College has undertaken several initiatives under the guidance of the Chief Diversity Officer, Vice President for Equity, Culture, and Talent, and the Diversity, Equity, and Inclusion Committee, which has been instrumental in implementing the College's Diversity Plan. This Plan includes a range of programs focused on training, awareness, and community engagement. The establishment of the Truth, Racial Healing, and Transformation Campus Center has further reinforced these efforts by promoting racial healing and educational equity.

The PGCC community has extended its Diversity Plan to Improve Cultural Diversity (FY2019-2021) for three additional years through calendar year 2024. There are four goals for promoting diversity, equity, inclusion and justice on campus associated with this document:

> **Goal 1**: Attract, recruit, retain highly qualified candidates and students to create a culturally diverse college community
>
> **Goal 2**: Train and educate faculty, staff and students to create a culturally competent college community

Goal 3: Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measurable outcome

Goal 4: Examine alignment of the College's definition of diversity within academic course offerings

The campus has sought to gather baseline data on campus community perceptions of inclusivity and belonging, and fielded its first climate survey in April of 2023. Notably, key findings indicated that 76% of Prince George's Community College (PGCC) respondents were ***Generally Satisfied*** or ***Very Satisfied*** with the overall campus climate. Additionally, 67% of respondents were ***Generally Satisfied*** or ***Very Satisfied*** with the extent that all community members experience a sense of belonging. Finally, 90% of respondents ***Agreed*** or ***Strongly Agreed*** that diversity improves campus interactions.

1C. Areas of Emphasis/Gaps Identified:

Although the campus climate survey yielded generally strong results across the community as a whole, gaps and areas of emphasis in three of the goal areas have been identified. The College noted its desire for a strategic diversity leader. At this time, the Vice President for Equity, Culture and Talent has assumed key responsibilities of the role, while the College endeavors to make a decision regarding position replacement. The role of diversity leader is key, and it is critical that it is dedicated to overseeing and integrating diversity, equity and inclusion (DEI) efforts across all strategic imperatives, ensuring that DEI is not siloed, but is a thread that runs through all College initiatives.

Goal 1: Attract, recruit, retain highly qualified candidates and students to create a culturally diverse college community

PGCC Hispanic/Latinx students rate the campus climate significantly lower than their peers at comparison 2-year institutions. Notably, representation of the Hispanic/Latinx faculty has not kept pace with the growing Hispanic student population. Additionally, Hispanic/Latinx faculty report perceptions of institutional support as significantly lower than their peers at comparison 2-year institutions. There is also a disparity between perception of campus inclusivity and belongingness between the LGBTQIA+ faculty and students. Stakeholder feedback indicates a lack of specific initiatives targeting these groups, leading to lower satisfaction levels among LGBTQIA+ faculty and staff.

Finally, a recent PGCC equity analysis on promotion and tenure found a significant equity gap in tenure status such that White faculty are significantly more represented than Nonwhite faculty in PGCC's tenured faculty, particularly for Black or African American faculty. Further, the odds of White faculty being tenured were more than five times higher than Non-white faculty, even after controlling for gender, academic rank, highest education, and years of service.

Goal 2: Train and educate faculty, staff and students to create a culturally competent College community

Over time, the College has moved away from required training of all types. As such, although diversity, equity, inclusion and justice (DEIJ) programming is happening with great frequency at Prince George's Community College (PGCC), faculty and staff believe that its operating in an echo chamber, wherein only those faculty with already high levels of cultural competency are participating. A greater ability to connect faculty and staff with skills and resources to increase DEIJ competency is a critical area of emphasis.

Goal 3: Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measurable outcome

To enhance the efficacy of DEIJ efforts, PGCC has recognized a need for better coordination of its DEIJ entities to ensure effectiveness. This includes clarifying the roles and collaboration mechanisms between the DEI committee and the Truth, Racial Healing and Transformation Campus Center, and establishing a central repository for DEIJ resources and initiatives. Restructuring DEIJ Framework: The structural coherence between the DEI committee and the Truth, Racial Healing, and Transformation Campus Center presents opportunities for optimization. There is a lack of clarity on how these bodies interlink and support each other's work, signaling a need for a comprehensive DEIJ structure.

1D. Strategies for Improvement

A full accounting for the strategies for improvement under each goal area can be found in our new 2024-2026 PGCC Diversity Plan, with revised goals moving forward. Highlights by goal area include:

Goal 1: Bolster infrastructure and long-term investments in DEIJ capacity-building

A. Identify and creatively incentivize DEIJ leadership roles
B. Restructure DEIJ focused entities to ensure better coordination and effectiveness
C. Align Diversity Plan evaluation and assessment with PGCC's overarching strategic plan

Goal 2: Create an inclusive and equitable College environment for students, faculty, staff, and the community

A. Utilize campus climate surveys to inform goals, measure and assess progress
B. Increase intentional diversity and inclusion practices for students with evidence of disparities in experience and attainment
C. Identify and address structural barriers to equity for faculty and staff

Goal 3: Recruit, retain and develop a diverse student body and workforce

Workforce:

A. Re-examine recruitment and retention trends to identify disparities and celebrate and

capitalize on successes
B. Update all open hiring calls to recruit with "bilingual" preferred in position descriptions
C. Targeted recruitment of faculty by advertising in publications and forums devoted to diverse populations in those professional fields

Student Body:

A. Work within the county to further expand recruitment capabilities to target audiences in an effort to increase diverse student recruitment, i.e. targeted marketing for identified populations (DACA, International, Undocumented), Owl scholarships, and other relevant programming
B. Expand financial literacy & accessibility programming
C. Improve accuracy of the collection of student demographic data to assist with resource allocation

Goal 4: Embed cultural competency in all academic and training programs, administrative units/programs, and workplaces to support diversity, equity and inclusion goals

A. Develop incentive structures for promoting opportunities for professional development and training in cultural competency for faculty and staff
B. Promote training, tools, and resources to create an institutional standard for an inclusive classroom environment through pedagogy, inclusive design, language, classroom policies, materials, and diverse content that is reflective of our students, and is grounded in high-impact educational practices

1E. Evaluation Plan:

The primary tools for evaluation and monitoring of progress towards diversity, equity, and inclusion goals include:

Annual HEDS Diversity and Equity Campus Climate Survey
Prince George's Community College Workforce Profile
Student enrollment reports
Program evaluations
Student evaluations

Section 2: Summary of How the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions Practices Has Affected Campuses Policies and Practices

As an open access institution, Prince George's Community College's (PGCC) admissions policies and procedures have not been impacted by the Supreme Court's ruling on race-related practices. As a student centric institution that prioritizes strategic efforts on access and affordability PGCC maintains a commitment to serving all students while consciously recognizing systemic equity gaps for marginalized populations. The College prioritizes efforts to support underrepresented groups. The narratives below detail existing initiatives and direct engagement activities designed to support students.

Outreach and Support Programs:

Prince George's Community College (PGCC) works to meet student needs beyond tuition and fees via our holistic approach to advance academic success. The Coordinated Care Model for Financial and Wellness Support is a strategic priority project that is now operational. For academic year 2023-2024, the college allocated $168,000 to assist students with expenses related to tuition, food, transportation, utilities, and housing.

Throughout the 2023-2024 academic year, the Student Financial Aid staff demonstrated proactive engagement in outreach initiatives aimed at achieving division goals. A primary focus was on preparing students for changes brought by the 2024-2025 Free Application for Federal Student Aid (FAFSA) process under the FAFSA Simplification Act. Notably, due to a delayed release of the 2024-2025 FAFSA until December, compared to the usual October 1 opening, outreach strategies were adjusted accordingly.

Virtual sessions were strategically used as preparation workshops, equipping students with essential information ahead of the FAFSA launch. In-person workshops were conducted to assist new students and families in setting up necessary FSA IDs. Collaboration with partners such as the Recruitment and Admissions team, COAST advisors, Prince George's County Public Schools Office of College Readiness, Academy of Health Sciences, and University Town Center enhanced the effectiveness of these efforts. Workshops were provided to students in special population groups such as Women of Wisdom, Diverse Male Student Initiative, Veterans, and TRiO Programs. Additionally, participation in the Spring 2024 Open House provided financial aid and scholarship information to students and parents.

Overall, these initiatives collectively reached over 1,500 new and continuing students, reinforcing the commitment to supporting student success and aligning with PGCC Area Goal 1 objectives to broaden educational access for learners.

Efforts also targeted students facing challenges with satisfactory academic progress (SAP). A Dynamic Form facilitated insights into the reasons for non-compliance with SAP standards, such as academic, financial, wellness, and other factors. Tailored communications then connected students with campus resources. During the fall 2023 semester, 670 students were on an approved appeal; of these, 430 successfully met requirements to continue receiving financial assistance into spring 2024.

Community Engagement:

Student Engagement and Leadership Partnerships

Student Engagement and Leadership (SEAL) announced a new and significant partnership with Sparrow's Inkwell, a dynamic Hispanic-owned company that specializes in curating and managing captivating author events. This partnership has resulted in the sponsorship of two inaugural events, a Book Fest in recognition of National Library Week and a Hybrid

presentation, *Amplifying Black Voices,* in honor of Black History Month. These events, featuring a total of fifteen authors, have provided a platform for our students to engage directly with Maryland authors, learn about the publishing process, and gain exposure to a diverse range of writing styles.

For the second year, Student Engagement and Leadership partnered with Teaching, Learning, and Student Success and Recruitment and Admissions to plan and host the Career and Technical Education (CTE) Day programs in the Fall and Spring. This event, provided over 350 Prince George's County Public Schools students with a unique opportunity to explore the various career and technical education program offerings at Prince George's Community College (PGCC). Through this initiative, students not only participated in a college expo and campus tour but also engaged in discussions with specialists in various fields, and PGCC students about their experiences both inside and outside the classroom. This interaction was designed to enhance their interest and increase awareness of the CTE programs and course offerings at PGCC.

1st Annual Elevation Summit

The Student Success and Engagement division with the funding support of the Primarily Black Institution (PBI) grant realized a pivotal moment in the grant's progression. A transformative event, the inaugural Elevation Summit, themed "Breaking Barriers and Empowering Change," provided male students with workshops, keynote sessions, and panel discussions offering lifelong lessons. The workshops emphasized holistic student development, covering topics such as academic success, mental health and wellness, financial empowerment, and career readiness. The Elevation Summit will now become an annual fixture, fostering partnerships and collaboration with campus and community stakeholders.

Equity and Access:

PGCC has a current enrollment of over 25,000 students. Of those seeking credit-bearing programs, 94.9% are students of color, and 63% identify as female. Notably, 23 different countries of origin are represented in the student body. PGCC's admissions practices and initiatives aim to continually increase diversity and representation among our student body. We employ targeted recruitment efforts focused on under-represented groups, that include networking through minority centers of influence and advertising in media channels where they serve under-represented groups. We engage alumni from diverse backgrounds to share success stories and serve as event volunteers as well as mentors. Our academic and extracurricular programs reflect the interests and experiences of our diverse student body, and strive to ensure our marketing materials showcase our diversity and inclusion.

Monitoring and Evaluation:

Climate surveys, workforce profiles, student enrollment reports, programs evaluations, and student evaluations will play a crucial role in monitoring and evaluating the impact of policy changes on student demographics, campus climate, and educational outcomes. By regularly collecting and analyzing this data, we can identify strengths and areas for improvement, ensuring that our initiatives effectively support the needs of our entire College community.

Additionally, establishing benchmarks through the College's Diversity Plan, will help monitor student success by providing a framework for assessing the effectiveness of our inclusion initiatives. It will establish clear goals and metrics for tracking the progress of diverse student groups, ensuring that support systems are in place to address their unique needs.

To illustrate, recent surveys and campus feedback sessions have identified differently-abled students, LGBTQIA+ and Hispanic/Latinx communities as rapidly emerging populations at Prince George's Community College (PGCC). These groups have historically been underrepresented and under supported, necessitating focused attention and resources.

The College's 2024-2026 Diversity Plan endeavors to include and support the LGBTQIA+ community adequately. Despite the presence of student organizations for this group, there is a discernible gap in faculty and staff representation and support. Survey assessments reveal that 21% of students identify as LGBTQIA+, and nearly 10% of faculty and staff align with this group.

Administrators note that faculty and staff may not be reporting at accurate numbers due to campus climate/culture issues in this arena. Stakeholders have noted that the current environment at PGCC does not sufficiently reflect or address the needs of the LGBTQIA+ community.

As stated above, student enrollment reports and program evaluations will serve as an invaluable monitoring tool. One such program of distinction is the *OWL R.I.S.E. Summer Bridge Program*. The Special Scholarships Program team collaborated with the Assistance Vice President for Student Affairs, Dean of Student Success and Engagement and the Primarily Black Institution grant team to launch an inaugural summer bridge program that targets students that applied for the Prince George's County Promise Scholarship.

The summer 2023 program outcomes have demonstrated success. The planned target for the first year provided this opportunity for 51 students. 96% of students earned an A or B in PAS 1000; 88% for SOC 1010. This cohort persisted and remained enrolled in both fall and spring semesters. For the Fall 2023, 88% maintained a GPA above 2.0, with 60% of these students above 3.0. Students also gained an instant community of peers and staff support for their first year in college. For Summer 2024, the team has worked to improve the program and expand the opportunity and is set to welcome over 100 students to the Owl R.I.S.E. program, with a dedicated cohort at University Town Center.

By regularly evaluating these metrics, we can identify areas for improvement and implement strategies to enhance the overall academic success of our students.

APPENDIX

CULTURAL DIVERSITY PLAN
FY2019-2021
(Extended to 2024)

A Roadmap for Ensuring and Sustaining
Diversity in Our Community

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Bowie

Student Trustee
Mr. Marcellus Kirkland
Fort Washington

President
Dr. Charlene M. Dukes

*Board that approved the plan.

INTRODUCTION

Prince George's Community College is one of only two community colleges in the state of Maryland that services a credit student body made up primarily of minority students. However, the College continues to focus on those areas that require attention to ensure that our diversity mirrors that of the county and continues to educate students to be fully engaged in a diverse nation and world. PGCC has long recognized the importance of equal opportunity and diversity in education and includes diversity as one of the College's core values. This means that the College promotes opportunities to expand the worldview of students and employees through exposure to and a greater understanding of all peoples, cultures, and lifestyles. This also means that members of the College community collaborate across the College while understanding that everyone brings something to the table.

MISSION STATEMENT

The college's current vision and mission are as follows.

Vision

Prince George's Community College is the region's premier center for innovations in learning, community engagement, and strategic partnerships that inspire educational, career, and personal success.

Mission

Prince George's Community College provides affordable, high-quality learning experiences that support personal, professional, and educational development for diverse populations contributing to the economic equity and cultural vibrancy of our community.

Values

- **Excellence** - We strive to ensure quality outcomes through rigorous learning experiences designed to develop the mind and build character through civic engagement and service learning.
- **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, courtesy, and civility that we expect for ourselves.
- **Professionalism** - We believe all individuals will approach their responsibilities ethically, fairly and with high standards.
- **Lifelong Learning** - We promote learning and development at all stages of life. We believe learning takes place at all times both inside and outside of the classroom. We honor and embrace all forms of learning, both formal and informal.

COMMITTEE ON CULTURAL DIVERSITY AND DEFINITION OF DIVERSITY

The Committee on Cultural Diversity oversees the institutional cultural diversity plan that coincides with the College's strategic plan and provides a framework for achieving diversity goals with specific strategies to create a climate that embraces diversity beyond culture. The plan has mission-driven goals for improving diversity with specific areas of emphasis that include diversity training and education, infusing diversity into the curriculum, recruitment and retention of underrepresented groups in the workforce and the student population, and programmatic efforts focused on creating an inclusive environment.

During the 2013-2014 academic year, the Committee on Cultural Diversity developed the following definition of diversity:

> Prince George's Community College supports and embraces cultural diversity, understood as the creation and promotion of an inclusive, non-discriminatory environment for everyone. We accept and value differences, including differences in age, race, national origin, ethnicity, religious affiliation, political beliefs, sexual orientation, gender identity, socioeconomic background, and ability/disability. We strive for growth and success for all of our students, employees, business partners, and the community.

This definition was shared with the college community in multiple venues and was ultimately approved by the Board of Trustees.

INSTITUTIONAL PLAN TO IMPROVE CULTURAL DIVERSITY FY2019-2021 (EXTENDED THROUGH FY2024)

The development of the current diversity plan was written in concert with the College's FY 2019-2021 strategic plan and falls under the Regional Impact goal. The college's strategic goals are intended to focus the institution in a manner that will facilitate its ability to leverage strengths and resources that best serve its mission for the period defined by this strategic plan. Prince George's Community College will focus on:

- Student Success: Creating and sustaining optimal conditions for students to design and achieve academic, career, and personal goals.
- Regional Impact: Driving strategic partnerships to identify and respond to the region's present and future priorities.
- Organizational Excellence: Creating and sustaining agile, effective, and efficient institutional synergies.

This Diversity Plan provides a framework for achieving our goals, focuses on specific strategies to create a climate that embraces diversity beyond culture, and builds on the goals established for

the FY2014-FY2017 Diversity Plan. The four goals with the associated objectives are detailed in this document. All of the measures will be determined in FY2020.

RECRUITMENT AND RETENTION

Goal 1: *Attract, recruit and retain highly qualified candidates and students to create a culturally diverse college community.*

Objective 1 (FY2019 – FY2024): Identify targeted outlets and forums dedicated to minority groups and underserved populations.

Action Steps:

- Analyze past recruitment numbers to identify trends and significant changes to the surrounding demographics over the last three years.
- Increase advertisement in diversity and inclusion publications, providing information on Prince George's Community College being the college and employer of choice.

Office Responsible: Human Resources and Organization Development

Objective 2 (FY2020 – FY2024): Increase the number of underrepresented groups identified in most recent demographic reports.

Action Steps:

- Work collaboratively with Communications and Marketing to increase the college's social media presence, which highlights the college's position on diversity.
- Work with suppliers and vendors who are committed to diversity and diverse work force.
- Work within the county to further expand recruitment capabilities to target audiences in an effort to increase diverse student recruitment, i.e. targeted marketing for identified populations (DACA, International, Undocumented) Owl scholarship and other relevant programming.

Offices Responsible: Human Resources and Organization Development, Communications and Marketing, Student Recruitment

Objective 3 (FY2021 and FY2024): Reexamine recruitment and retention trends to celebrate and capitalize on successes.

Action Steps:

- Work collaboratively with Research, Assessment, Effectiveness to gather data on the college's hiring trends and student enrollment related to diversity and inclusion

Offices Responsible: Human Resources and Organization Development, Research, Assessment and Effectiveness.

TRAINING AND EDUCATION

GOAL 1: *Train and educate faculty, staff and students to create a culturally competent college community.*

Objective 1 (FY2019, FY2024): Identify a series of diversity trainings and workshops for faculty, staff, and students on Cornerstone and/or in-person.

Action Steps:

- Coordinate an internal diversity stakeholder's meeting to identify diversity trainings being offered in spring 2019.
- Identify the diversity trainings offered in Cornerstone and/or in-person at PGCC.
- Work with the Professional and Organizational Development department to catalog or organize online and in-person diversity training.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

Objective 2 (FY2020-2024): Increase the number of faculty, staff, and students participating in diversity training/workshops.

Action Steps:

- Collect data on the number of faculty, staff, and students attending both online and/or in-person diversity training/workshops.
- Create a diversity training series (online and in-person).
- Promote diversity training/workshops offered in Cornerstone/and or in-person at PGCC.
- Convene and facilitate another internal diversity stakeholder's meeting to identify leaders that are committed to establishing a diversity week at PGCC.
- Develop a timeline and project plan for "Diversity Week."

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Training and Education Subcommittee

Objective 3 (FY2021 and FY2024): Facilitate with key internal stakeholders "Diversity Week" for faculty, staff, and students.

Action Step:

- Convene and facilitate diversity leadership team meetings to do the following:
  - Identify the month and week to launch "Diversity Week."
  - Identify areas and departments that would coordinate a variety of diversity events and/activities for faculty, staff, and students.
  - Promote "Diversity Week."

Offices/Committees Responsible: Diversity Committee, Governance and Diversity, Diversity Training and Education Subcommittee

INCLUSIVE ENVIRONMENT

Goal 1: *Identify learning experiences that are consistently offered to leaders where diversity and inclusion can be part of the conversation and a measurable outcome.*

Objective 1 (FY2019, FY2024): Identify internal programs where institutional leaders are trained/developed and determine what diversity/inclusion activities are offered.

Action Step:

- Work with the Professional and Organizational Development department to ensure that there are conversations/learning exercises that focus on diversity and inclusion for all leadership programs.

Office Responsible: Professional and Organizational Development

Objective 2 (FY2020-2024): Support and create community engagements that will enhance and develop the combination of knowledge, skills, values and motivation based on diversity/inclusion to build community synergies.

Action Steps:

- Create opportunities for the college community to learn to value differences in new innovative ways and also engage community partners for resources to support current initiatives. This could include volunteer opportunities that reflect diversity and the need for inclusion to enhance students, faculty and staff.
- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.
- Hold regular forums highlighting diversity in our local community and discussion issues of global concern.
- Promote upcoming community events to the college community.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Communications and Marketing

Objective 3 (FY2021 - FY2024): Continue to support the actions from years 1 and 2. Enhance the programs that have been successful and begin to plan for the analysis of data and working on the new diversity plan.

Action Steps:

- Expand access to inclusive learning opportunities for students/faculty/staff that occur outside the traditional classroom/workplace.
- Hold regular forums/learning experiences highlighting diversity and inclusion in the local community and discussion of issues of global concern.
- Analyze the data collected over the four years and implications for creation of the new diversity plan.

Offices/Committees Responsible: Professional and Organizational Development, Governance and Diversity, Diversity Inclusive Environment Subcommittee, Research, Assessment, and Effectiveness.

CURRICULUM

Goal 1: *Examine alignment of the college's definition of diversity within academic course offerings.*

Objective 1 (FY201-2024): Identify at least five courses where faculty are teaching components of the college's definition of diversity.

Action steps:

- Review course catalog to ensure course description alignment.
- Identify a list of courses that encompass diversity.
- Solicit faculty buy-in in order to start evaluating students' experiences in these courses.

Committee Responsible: Diversity Curriculum Subcommittee

Objective 2 (FY2020-2024): Develop a diversity survey to distribute in each section.

Action Steps:

- Work with faculty to understand how diversity is taught within the class.
- Conduct a sample test of 1- 2 classes.

Offices/Committee Responsible: Research, Assessment, and Effectiveness, Diversity Curriculum Subcommittee

Objective 3 (FY2021-2024): Assess the diversity survey in each section.

Action Step:

- Analyze the data to establish a baseline.

Office Responsible: Research, Assessment and Effectiveness

No additional objective for FY2024.

2024 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: Wor-Wic Community College

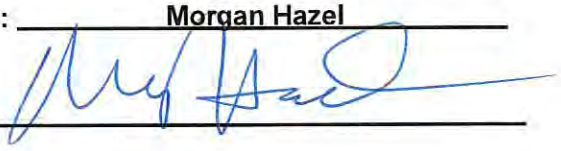
Individual submitting report: Dr. Kimberly Purvis

Title/Department: Associate Dean of Enrollment Management and Student Services

Contact phone: 410-334-2902

Contact e-mail: kpurvis@worwic.edu

Individual certifying approval by governing board: Morgan Hazel

Signature of governing board authority: 

Date of governing board approval: June 17, 2024

Please submit this cover sheet, report narrative, and 2023-2024 diversity plan in searchable PDF format at https://docs.google.com/forms/d/e/1FAIpQLSd5iFC_CrJ4-rQ-XuW1oaqH74bNh0AHdwUR4QFS_RxPr5iCA/viewform?usp=sf_link no later than September 1, 2024.

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Deborah Casey, Ph.D.

MEMORANDUM

TO: Dr. Deborah Casey, President

FROM: Dr. Kimberly Purvis, Associate Dean of Enrollment Management and Student Services

DATE: June 3, 2024

RE: Annual Cultural Diversity Report

Each year the Board of Trustees has approved the Wor-Wic Community College Cultural Diversity Plan Report, as required by state statue, and submitted evidence of the report and approval to the Maryland Higher Education Commission. The report is a summary of the year's events identified within the Cultural Diversity Plan.

The attached document includes the previously approved 2022-2027 Cultural Diversity Plan outlining planned activities throughout the year and goals and strategies to guide the college's cultural diversity initiatives.

Attachment

I concur: _____
Dr. Deborah Casey, President

Wor-Wic Community College
2023-2024 Report on Plan for Program of Cultural Diversity

Summary of Institution's Plan to Improve Cultural Diversity

This report will apprise the Maryland Higher Education Commission (MHEC) of Wor-Wic Community College's implementation of its cultural diversity plan. Under section 11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. Wor-Wic Community College's plan is a five-year plan and was approved by its Board of Trustees in June 2022 (see Appendix).

Wor-Wic Community College continues to demonstrate our commitment to cultural diversity, which is the fundamental aspect of our institutional mission, vision, and values. The mission of Wor-Wic Community College is to empower our diverse population of students to achieve success by delivering high quality programs, affordable education, professional training, workforce development, and student services. Diversity, Equity and Inclusion are the core of our values which includes accessibility, community, diversity, integrity, innovation, learning, and excellence. The college's cultural diversity plan is implemented through inclusive events, activities, coursework, and practices.

Wor-Wic's diversity team addressed its commitment to cultural diversity by including diversity, equity and inclusion in the newest iteration of the college's Strategic Plan that was approved by the Board of Trustees in 2022. To help with its facilitation, the strategic planning committee for Strategic Priority 2 and the Cultural Diversity Committee were merged into one unit in 2023. This enhanced the group's membership and ensured that committees were working collaboratively, and the action plan was aligned with priority goals. The Strategic Priority 2 team conducts an annual review of the college's cultural diversity plan and organizes events that promote awareness, understanding and appreciation of diverse racial, ethnic, and cultural groups. The committee meets twice a month to plan and monitor events. The recommendations of the committee are forwarded to the executive leadership team through the Vice President of Enrollment Management and Student Services. The membership of the cultural diversity committee consists of the Director of Student Engagement, the benefits coordinator, Director of CEWD transportation, Dean of Health Professions, Director of Public Safety, Assistant Director of Finance, an Administrative Associate III, two faculty members, two Student Government Association members, and other standard administrators, faculty and support staff members are invited as needed.

With an equity lens, the overarching goal of Strategic Priority 2 and the Cultural Diversity committee is to nurture and actively promote diversity, equity, inclusion and belonging (DEIB) among our students and employees. The subgoals of the Cultural Diversity team are to:

1. Promote policies, practices, and procedures that are inclusive and sensitive to the diverse cultures represented on campus.

2. Evaluate the current perception of diversity, equity, and inclusion on campus to promote awareness and compassion toward others.
3. Design resources to serve the needs of a diverse campus community.
4. Demonstrate accountability for the DEI initiatives implemented on campus.

Moreover, our commitment to diversity is embodied in our newly adopted motto of, "Student's First, Excellence Always". Our intention is to create programs and processes that focus on the unique and diverse needs of our campus community. According to President Deborah Casey, the term "Students First" emphasizes prioritizing the needs, well-being and success of our students above all else. Decisions are made through a "students first" lens focused on the individual success of each student, their unique needs and their goals. "Excellence Always" reflects the high standards of performance and achievement from both employees and students. All students are held to a standard of excellence while receiving support and encouragement to achieve high levels of success.

Progress for each subgoal is being measured by the college's assessment process, including service area assessments that measure progress in the college's non-academic areas and the campus planning council.

The college is committed to analyzing our current policies and procedures manual to ensure that the language is inclusive and communicates a message of belonging and inclusivity. With the increasing enrollment of Haitian and Hispanic students we have expanded our use of Language Line which has been used for 23 calls totaling 195 minutes (about 3 and a half hours) to provide telephonic interpretation services. Interpretation services are used primarily during the on-boarding process with Haitian and Latino students. Wor-Wic continues to offer programming in the areas of English as a Second Language, Adult Basic Education (GED/NEDP), and developmental coursework in mathematics and English to support students with varied academic and educational backgrounds. In an effort to increase access to our diversity policy and initiatives, the committee is recommending adding a DEIB card on the dashboard to the My Wor-Wic tab on the website. A diversity, equity, and inclusion (DEI) dashboard at a college can help track the progress of DEI metrics, such as retention, turnover, and provide a visual representation of their impact on students since of belonging. The dashboard can also help inform and educate and communicate annual DEI goals.

The cultural diversity committee coordinates events to broaden the cultural competence of the college's students, faculty, and staff. With campus engagement, the college had a goal to host at least ten culturally relevant events per semester. Over 30 events were held this academic year including a Hispanic Heritage Month lunch & learn, a presentation by Chief Donna Wolf on local Native Americans, 28 Days of Black History Month, the Women's History Month luncheon, Harriet Tubman Remembrance Day, LGBQT Safe Space Training, Irish Heritage Month Movie Night, and eight readings from a diverse group of poets as part of the Echoes and Visions reading series. Planning for next year's events has already begun; the committee will be analyzing data on student demographics to ensure that there are events representing the diverse groups that comprise the student body.

Our Admissions and Outreach team strategically plans events based on our enrollment management plan. For these events, college staff went to many local fairs, high schools, churches, and community centers to highlight the services and academic programs that the college has to offer. In addition, the college representatives explained the resources and programs available to make education affordable to potential students. Over these events, we connected with thousands of community members of many different races. In addition, the college hosted multiple community events on our campus that were free and open to the public. These range from open houses to job fairs to workshops to special events like an Easter Egg hunt for kids. All these events were open to the public and expanded our exposure and outreach into the community.

Given 84% of our students attend part-time, we have extended hours for many of our offices such as admissions and academic advising and support centers like the math lab and writing center. This allows students who might work until 5pm to speak to staff and utilize campus facilities. At campus events (all-staff, student awards ceremony, commencement, etc.), there has been an ASL interpreter to ensure the members of the deaf community can understand and participate.

The TRiO program hosted a number of events for their students including FASFA workshops, financial literacy sessions, a career day, MLA/APA workshops, and Waffle Wednesday. With the increase in the number of dual enrollment students, there were also information sessions held to ensure both students and their parents know the policies and expectations of dual enrollment courses. The intent is to provide services that remove barriers that would prevent our students from being successful.

In terms of curriculum, several new courses were developed and taught this year. For example, ENG 207: Introduction to Latinx Literature was offered for the first time in the fall semester. In the spring semester, ENG 204: African American Literature was taught for the first time in two years. Additionally, a course on Native American Writers will be proposed at the June curriculum committee meeting. These courses allow students to take an in-depth look at one of the many diverse ethnic groups in the United States. On the non-credit side, the Community Interpreter International is scheduled for the first time in the summer term. This course trains bilingual individuals to be professional interpreters and promote language access to those in the community who do not speak English fluently.

Wor-Wic's participation in the MHEC SUCCESS grant program will also allow up to 75 students each year to move from part-time to full-time status by providing financial incentives for staying enrolled and completing academic success meetings. We are also moving forward with seven-week courses designed to attract students from marginalized backgrounds (https://www.worwic.edu/Programs-Courses/Credit-Programs/Flexible-Scheduling-Options). It is likely many students taking advantage of these offerings will come from culturally diverse backgrounds.

In the spring 2024 semester, there were 40,332 content items uploaded to Blackboard for credit courses. Of those, 71.5% passed the Blackboard accessibility checker. On the non-credit side, 84.5% of the 838 total items were in compliance. The college has a distance education

committee in place to address potential accessibility issues. Faculty and staff can also reach out to the instructional design team if they require assistance in formatting their materials to comply with the accessibility checkers.

Having an awareness of the food insecurities that our students face, we have applied for the annual food block grant to increase culturally specific food items and train bilingual volunteers to work in our on-campus food pantry. Lists of foods common to our local population's cultures have been developed and purchased. For example, coconut milk is now available as it is a staple in Haitian cuisine. Additionally, using grant funding, there will be food lockers installed on the 3rd floor of the Hazel Center. Once they are in place, anyone will be able to request food from the pantry and pick it up from an assigned food locker. We are also exploring a partnership with Shore Transit to provide an all-inclusive pass for students to ride public transportation.

Impact of 2023 Supreme Court Decision Regarding Race-Conscious Admissions

The 2023 decisions by the U.S. Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the U.S. Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity to access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

As an open-access community college, the race-conscious admissions decision had no impact on our admissions process. Wor-Wic Community College holds outreach events both on and off campus welcoming all from the community with different backgrounds. These events reach the tri-county as well as the lower eastern shore Virginia. We have an open admissions application, where all are accepted.

A Plan for Cultural Diversity
Wor-Wic Community College
FY 2022-2027

Wor-Wic Community College is committed to fostering a campus environment of inclusion, equity, belonging, and understanding in which faculty, staff, and students learn to value diversity, facilitate inclusion, promote equity, and respect individuality in a manner that enriches not only the college but the local community as well. Wor-Wic has integrated into its board-approved 2022-2027 strategic plan a new vision statement that seeks community partnering with diverse communities: "Wor-Wic will be a dynamic leader partnering with the diverse communities of the Lower Eastern Shore to develop a world-class workforce and deliver excellence in education and training." Further, the strategic plan identities four strategic priorities which include a priority promoting diversity. "Nurture and actively promote diversity, equity, and inclusion among students and employees." In addition, the strategic plan includes seven institutional values, and one value defines diversity as "embracing all people, ideas, and experiences by creating an inclusive, equitable, safe, and supportive environment." This plan of cultural diversity is an important step to identify the education and training needs, environmental improvements, and institutional changes necessary to advance our development and truly prepare our students and employees for the future.

I. Implementation Strategy and Timeline for Meeting Goals

Wor-Wic's cultural diversity committee conducts an annual review of the college's cultural diversity plan and organizes events that promote an awareness, understanding, and appreciation of the diverse racial, ethnic and cultural groups, and forwards its recommendations to the vice president for academic affairs. Upon completion of the annual review of the cultural diversity plan, the plan is reviewed by the board of trustees and sent to MHEC. To do this more effectively, the cultural diversity committee must strengthen its organizational structure, generate a commitment to deepening cultural competence among committee members, and obtain increased fiscal support to provide programming (lectures, movies, dramatic presentations, music, etc.) to broaden the college's cultural dialogue. The cultural diversity committee coordinates events to broaden the cultural competence of the college's students, faculty, and staff. Below are annual activities proposed during the five-year cultural diversity plan:

Cultural Diversity Committee Events for FY 2022 – 2027

September	International Festival
October	Latin American Book Discussion
November	International Student Presentation
December	International Holiday Celebration
January	Updating International Flags in the Student Center International Student Presentation
February	African American History Month Book Discussion African American Lecture Presentations

March	Women's History Month Presentation Irish-American Heritage Presentation
April	National Poetry Month Presentation with a Minority Writer LGTBQI Presentation
June	Juneteenth Presentation

The cultural diversity committee's events are subject to change and will adopt a degree of flexibility to adjust to issues pertaining to the college's financial resources, student enrollment, an overall operational status. Further, the committee will host events that are topical that may reflect regional, national, and international importance impacting college's culture.

Upon receipt of the cultural diversity plan and annual update of the plan, the board of trustees will adopt the following timeline unless changed by MHEC:

Actions by the Board of Trustees

May 2022-2027	Report of activities and actions from plan submitted to Board for review
June 2021-2027	Board of Trustees' approval of plan and report
August 2022-2027	Submit reports and updates to MHEC

II. Addressing Cultural Diversity Among Students, Faculty, and Staff

In many instances when diversity is discussed, the term "cultural competence" is also referenced. Cultural competence refers to the ability to effectively communicate and interact with people from other cultures. Additionally, cultural competence involves being aware of one's own world views as well as one's attitudes and knowledge of the world views of others. Cultural competenee is vital for creating and strengthening intercultural connections and collaboration between individuals and groups because it encourages honest and open dialogue and develops opportunities to show respect for the world views of others.

In addition to cultural competence, another concern about cultural diversity is that many people often feel it is solely based on race and ethnicity. Many sub-cultures—e.g., LGBTQI--within the college community are not included as such in certain reporting, yet these cultural sub-groups seek inclusivity and deserve awareness. As a result, the college should seek opportunities to inform its stakeholders about the rich diversity of its students, staff, and faculty by creating forums for presentations and discussions about issues of importance.

The following are institutional goals for the college to implement during 2022-2027:

Goal 1: Formalize the college's commitment to cultural diversity through enhancing the cultural diversity committee's membership and competeucies to strengthen its advisory capacity to the college.

Strategy A: Request additional committee representation of a dean and administrators.

Strategy B: Adopt and communicate a foundational set of definitions to establish a college-wide understanding of diversity terms.

Strategy C: Determine the need for new or revised organizational policies and procedures to support the desired diversity outcomes and ensure continuing organizational commitment.

Strategy D: Increase the diversity among the faculty.

Goal 2: Demonstrate cultural competence of students and staff through appropriate institutional assessment instruments.

Strategy A: Provide support for support staff, faculty, or administrators to become DEI certified and become training leaders.

Strategy B: Schedule presentations and workshops relating to cultural competence for staff and students.

Strategy C: Utilize the cultural diversity committee to conduct an annual review of the college's cultural competence related events and share outcomes with president's staff.

Strategy D: Require professional development for college staff on cultural diversity, customer service, and cultural competence that aligns strategic priority #2.

Goal 3: Provide a safe, nurturing, and open campus environment for the LGBTQI community.

Strategy A: Review the college's written communication so that staff and students are not misgendered; ensure appropriate pronouns are used; and ensure preferred names are identified.

Strategy B: Conduct safe space and other trainings to promote an open and supportive campus community.

Strategy C: Explore the feasibility of an LGBTQI student lounge.

Strategy D: Conduct online events using recommended cybersecurity guidelines to minimize external hijacking by hate groups.

III. Enhancing Cultural Diversity

Human resources and the cultural diversity committee will develop a comprehensive training plan for college employees and students. Initially, a process will have to be implemented to identify best practices related to employee training, i.e., as to a blend of video and in-person training. In addition, the training needs and interests of employees and supervisors may be determined through assessment during regular intervals. Once the training process and training needs have been established, a comprehensive plan that addresses the training topics, training formats, timing and frequency of training, generalized versus specialized needs of participants, resources, communication strategies, and evaluation efforts should be completed. In addition, there are opportunities within these goals to broaden cultural enrichment opportunities for students, staff, and community members. The college will develop the following staff training and student learning opportunities to enhance cultural diversity awareness through June 2027:

Goal 1: Develop diversity and cultural competence among college employees through comprehensive and sustained education and training.

Strategy A: The human resources office will coordinate annual cultural diversity, equity, inclusion, and cultural competence training using an option of modalities (in-person, virtual, web-based, and video) for all employees.

Goal 2: Develop diversity and cultural competence among students in courses, student engagement programming, and other learning opportunities.

Strategy A: The enrollment management and student services division will coordinate annual diversity, equity, inclusion, and cultural competence workshops through counseling, disability services, and student success programs using an option of modalities (in-person, virtual, web-based, and video) for students.

Strategy B: The academic deans and department heads will coordinate the development of learning goals related to cultural diversity across the curriculum with specific inclusion in all applicable course syllabi as distinct course objectives that are reflected in course and program assessments and offered in a variety of learning modalities.

Strategy C: Faculty responsible for internships and practicums will seek external learning opportunities for students to work with diverse populations.

Goal 3: Increase staff and faculty participation in cultural diversity events.

Strategy A: Share opportunities for faculty and staff to attend or participate in student events by posting announcements in email, faculty/staff meetings, and the college's Communicator newsletter.

Strategy B: Publish cultural diversity events that are open to faculty and staff in the calendar of events.

Strategy C: Promote staff attendance at cultural diversity events to increase institutional support and inclusivity.

Strategy D: Promote and encourage faculty attendance and participation (as presenters, advisors to student clubs, planning teams, etc.) at cultural events and encourage documentation of their participation in promotional plans, and professional development activities.

Goal 4: Investigate partnership models to support mentoring opportunities for current and future students from underrepresented groups.

Strategy A: Explore through a committee of faculty and staff researched best practices for implementing student mentoring programs.

Strategy B: Consider the development a faculty-student mentor program.

Strategy C: Propose an annual process for evaluating the mentor program.

Strategy D: Continue support of successful mentoring programming based on evaluation and data analysis.

Goal 5: Explore educational experiences for youth in the college's service area to visit the college and participate in diversity, equity, and inclusion experiences.

Strategy A: Investigate diversity, equity, and inclusion grant opportunities to fund summer camps and workshops aimed at high school students in the service area to expose them to the college.

Goal 6: Increase outreach and community engagement in diversity, equity, and inclusion events at the college.

Strategy A: Increase social media (Facebook, Instagram, etc.) marketing about Wor-Wic events to increase visibility of programs and events of interest at the college.

Strategy B: Invite high school students and dual enrollment students to Wor-Wic events and programs at the college.

IV. Resources Needed by the Institution to Effectively Recruit and Retain Culturally Diverse Students

The college continues to seek state, local, and private grant-funding sources to enhance all institutional initiatives, specifically support that will strengthen instructional services, equipment, and programs for underrepresented student populations, such as learning disabled, first-generation college, racial and ethnic minorities. Wor-Wic has been awarded U.S. Department of Education grants that focus on student success and retention. Currently, the college has two Title IV funded educational programs, TRIO Student Support Services and Veterans Upward Bound (VUB), to serve its first-generation, economically disadvantaged, learning-disabled students, and veterans.

Goal 1: Examine the numerical representation of traditionally underrepresented groups.

Strategy A: Re-examine the responsibilities of current staff positions and determine if a stronger focus is needed on the recruitment and retention of culturally diverse students.

Strategy B: Explore the need for new personnel to focus on the recruitment and retention of culturally diverse students.

Goal 2: Identify best practices to improve the academic success and retention of culturally diverse students.

Strategy A: Utilize annual outcome data from the TRIO Student Support Services and Veterans Upward Bound (VUB) to inform academic departments of the successful program strategies used to retain culturally diverse students.

Strategy B: Provide professional development funding and/or course-release opportunities for faculty in STEM programs to expand learning opportunities for culturally diverse students within their academic programs.

V. Process for Reporting Camus-Based Hate Crimes

The college publicizes the annual campus-based hate crimes report in response to the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. The college's hate crime policy and procedures for reporting a crime is found in the safety and security section of the college's policy and procedures manual (PPM). In addition, hate crime statistics can be found in the college's annual security report which is prepared, published, and distributed by the director of public safety. The annual security report is updated and posted by October 1, and a copy of the report can be accessed on the college website at https://www.worwic.edu/WorWic/media/ServicesSupport/PublicSafety/AnnSecRpt.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the Public Safety appendix (appendix F) of the college's catalog and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime.

SDV 100 Fundamentals of College Study is a one-credit new student experience course required in every program of study at the college. The course reviews study skills, time management, college policies, and strategies for student success. In addition, the course encompasses information on Title IX sexual assault and campus hate-based crime is included in the course content. Annual course data is reported as to the percentage of students in the course indicate knowledge of campus hate-based crimes.

Conclusion

This plan of diversity provides the college a road map to create an inclusive learning institution that endorses not only inclusion, diversity, equity, and acceptance in the campus environment but creates wider, proactive influences in the broader local communities. The prospect of producing any form of cultural change is daunting, owing to the human tendency to be wary and resist change. The aforementioned goals are created to generate more open-minded modifications to the very cultural foundations upon which many in the college environment and the local community almost unconsciously base their very identity. Realistically, some of the goals laid out herein are difficult to achieve, as there are many internal and external barriers that combine to slow cultural change within the institution. The barriers range from faculty and staff time demands and time management, resistance to change on the part of faculty and students alike, limited financial resources and other resource constraints, and requirements established by external and internal entities that divert goal progress.

To achieve the outlined goals, the college calls upon every employee and student to understand the need to work together, listen, learn, and be open to change. Ultimately, the college desires to create a work environment where employees are provided training and seminars to discuss differences and challenge outdated mindsets about race and culture. To that end, the hope is that the more we collaborate as employees and value difference, the closer we, as employees, are to building a stronger college to address the needs of current and future students. As for our students, the college seeks opportunities for students to learn in and outside the classroom, a

welcoming college classroom and external class environment valuing the free flow of ideas yet remaining respectful of personal choices and differences. Further, the college wishes to support students who are able to enter the surrounding community through internships, practicums, observations, and mentoring opportunities whereby students are respectful of others in their temporary workplaces while building upon their classroom experiences. Moreover, the college seeks to graduate and transfer students who will be responsible global citizens, both professionally and personally, who recognize the importance of diversity, and embody the values and practices of inclusion, diversity, equity, and acceptance.

2024 Institutional Report on Plan of Cultural Diversity

This cover sheet should be submitted along with the institutional report on programs of cultural diversity no later than September 1 of each year, in accordance with statute. **Please note that MHEC does not have the statutory authority to grant exceptions to this deadline. If your governing board does not meet during the summer months, please ensure you provide sufficient time for approval prior to this statutory deadline for submission to the Commission.**

Name of institution: Wor-Wic Community College

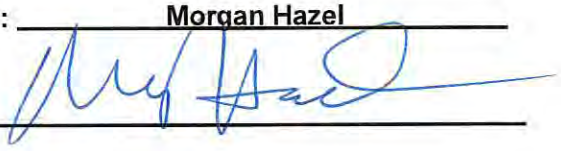
Individual submitting report: Dr. Kimberly Purvis

Title/Department: Associate Dean of Enrollment Management and Student Services

Contact phone: 410-334-2902

Contact e-mail: kpurvis@worwic.edu

Individual certifying approval by governing board: Morgan Hazel

Signature of governing board authority: 

Date of governing board approval: June 17, 2024

Please submit this cover sheet, report narrative, and 2023-2024 diversity plan in searchable PDF format at https://docs.google.com/forms/d/e/1FAIpQLSd5iFC_CrJ4-rQ-XuW1oaqH74bNh0AHdwUR4QFS_RxPr5iCA/viewform?usp=sf_link no later than September 1, 2024.

WOR-WIC
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Deborah Casey, Ph.D.

MEMORANDUM

TO: Dr. Deborah Casey, President

FROM: Dr. Kimberly Purvis, Associate Dean of Enrollment Management and Student Services

DATE: June 3, 2024

RE: Annual Cultural Diversity Report

Each year the Board of Trustees has approved the Wor-Wic Community College Cultural Diversity Plan Report, as required by state statue, and submitted evidence of the report and approval to the Maryland Higher Education Commission. The report is a summary of the year's events identified within the Cultural Diversity Plan.

The attached document includes the previously approved 2022-2027 Cultural Diversity Plan outlining planned activities throughout the year and goals and strategies to guide the college's cultural diversity initiatives.

Attachment

I concur: _____
Dr. Deborah Casey, President

Wor-Wic Community College
2023-2024 Report on Plan for Program of Cultural Diversity

Summary of Institution's Plan to Improve Cultural Diversity

This report will apprise the Maryland Higher Education Commission (MHEC) of Wor-Wic Community College's implementation of its cultural diversity plan. Under section 11-406 of the Education Article, the governing body of each Maryland public college and university is required to develop and implement a plan for a program of cultural diversity. Wor-Wic Community College's plan is a five-year plan and was approved by its Board of Trustees in June 2022 (see Appendix).

Wor-Wic Community College continues to demonstrate our commitment to cultural diversity, which is the fundamental aspect of our institutional mission, vision, and values. The mission of Wor-Wic Community College is to empower our diverse population of students to achieve success by delivering high quality programs, affordable education, professional training, workforce development, and student services. Diversity, Equity and Inclusion are the core of our values which includes accessibility, community, diversity, integrity, innovation, learning, and excellence. The college's cultural diversity plan is implemented through inclusive events, activities, coursework, and practices.

Wor-Wic's diversity team addressed its commitment to cultural diversity by including diversity, equity and inclusion in the newest iteration of the college's Strategic Plan that was approved by the Board of Trustees in 2022. To help with its facilitation, the strategic planning committee for Strategic Priority 2 and the Cultural Diversity Committee were merged into one unit in 2023. This enhanced the group's membership and ensured that committees were working collaboratively, and the action plan was aligned with priority goals. The Strategic Priority 2 team conducts an annual review of the college's cultural diversity plan and organizes events that promote awareness, understanding and appreciation of diverse racial, ethnic, and cultural groups. The committee meets twice a month to plan and monitor events. The recommendations of the committee are forwarded to the executive leadership team through the Vice President of Enrollment Management and Student Services. The membership of the cultural diversity committee consists of the Director of Student Engagement, the benefits coordinator, Director of CEWD transportation, Dean of Health Professions, Director of Public Safety, Assistant Director of Finance, an Administrative Associate III, two faculty members, two Student Government Association members, and other standard administrators, faculty and support staff members are invited as needed.

With an equity lens, the overarching goal of Strategic Priority 2 and the Cultural Diversity committee is to nurture and actively promote diversity, equity, inclusion and belonging (DEIB) among our students and employees. The subgoals of the Cultural Diversity team are to:

1. Promote policies, practices, and procedures that are inclusive and sensitive to the diverse cultures represented on campus.

2. Evaluate the current perception of diversity, equity, and inclusion on campus to promote awareness and compassion toward others.
3. Design resources to serve the needs of a diverse campus community.
4. Demonstrate accountability for the DEI initiatives implemented on campus.

Moreover, our commitment to diversity is embodied in our newly adopted motto of, "Student's First, Excellence Always". Our intention is to create programs and processes that focus on the unique and diverse needs of our campus community. According to President Deborah Casey, the term "Students First" emphasizes prioritizing the needs, well-being and success of our students above all else. Decisions are made through a "students first" lens focused on the individual success of each student, their unique needs and their goals. "Excellence Always" reflects the high standards of performance and achievement from both employees and students. All students are held to a standard of excellence while receiving support and encouragement to achieve high levels of success.

Progress for each subgoal is being measured by the college's assessment process, including service area assessments that measure progress in the college's non-academic areas and the campus planning council.

The college is committed to analyzing our current policies and procedures manual to ensure that the language is inclusive and communicates a message of belonging and inclusivity. With the increasing enrollment of Haitian and Hispanic students we have expanded our use of Language Line which has been used for 23 calls totaling 195 minutes (about 3 and a half hours) to provide telephonic interpretation services. Interpretation services are used primarily during the on-boarding process with Haitian and Latino students. Wor-Wic continues to offer programming in the areas of English as a Second Language, Adult Basic Education (GED/NEDP), and developmental coursework in mathematics and English to support students with varied academic and educational backgrounds. In an effort to increase access to our diversity policy and initiatives, the committee is recommending adding a DEIB card on the dashboard to the My Wor-Wic tab on the website. A diversity, equity, and inclusion (DEI) dashboard at a college can help track the progress of DEI metrics, such as retention, turnover, and provide a visual representation of their impact on students since of belonging. The dashboard can also help inform and educate and communicate annual DEI goals.

The cultural diversity committee coordinates events to broaden the cultural competence of the college's students, faculty, and staff. With campus engagement, the college had a goal to host at least ten culturally relevant events per semester. Over 30 events were held this academic year including a Hispanic Heritage Month lunch & learn, a presentation by Chief Donna Wolf on local Native Americans, 28 Days of Black History Month, the Women's History Month luncheon, Harriet Tubman Remembrance Day, LGBQT Safe Space Training, Irish Heritage Month Movie Night, and eight readings from a diverse group of poets as part of the Echoes and Visions reading series. Planning for next year's events has already begun; the committee will be analyzing data on student demographics to ensure that there are events representing the diverse groups that comprise the student body.

Our Admissions and Outreach team strategically plans events based on our enrollment management plan. For these events, college staff went to many local fairs, high schools, churches, and community centers to highlight the services and academic programs that the college has to offer. In addition, the college representatives explained the resources and programs available to make education affordable to potential students. Over these events, we connected with thousands of community members of many different races. In addition, the college hosted multiple community events on our campus that were free and open to the public. These range from open houses to job fairs to workshops to special events like an Easter Egg hunt for kids. All these events were open to the public and expanded our exposure and outreach into the community.

Given 84% of our students attend part-time, we have extended hours for many of our offices such as admissions and academic advising and support centers like the math lab and writing center. This allows students who might work until 5pm to speak to staff and utilize campus facilities. At campus events (all-staff, student awards ceremony, commencement, etc.), there has been an ASL interpreter to ensure the members of the deaf community can understand and participate.

The TRiO program hosted a number of events for their students including FASFA workshops, financial literacy sessions, a career day, MLA/APA workshops, and Waffle Wednesday. With the increase in the number of dual enrollment students, there were also information sessions held to ensure both students and their parents know the policies and expectations of dual enrollment courses. The intent is to provide services that remove barriers that would prevent our students from being successful.

In terms of curriculum, several new courses were developed and taught this year. For example, ENG 207: Introduction to Latinx Literature was offered for the first time in the fall semester. In the spring semester, ENG 204: African American Literature was taught for the first time in two years. Additionally, a course on Native American Writers will be proposed at the June curriculum committee meeting. These courses allow students to take an in-depth look at one of the many diverse ethnic groups in the United States. On the non-credit side, the Community Interpreter International is scheduled for the first time in the summer term. This course trains bilingual individuals to be professional interpreters and promote language access to those in the community who do not speak English fluently.

Wor-Wic's participation in the MHEC SUCCESS grant program will also allow up to 75 students each year to move from part-time to full-time status by providing financial incentives for staying enrolled and completing academic success meetings. We are also moving forward with seven-week courses designed to attract students from marginalized backgrounds (https://www.worwic.edu/Programs-Courses/Credit-Programs/Flexible-Scheduling-Options). It is likely many students taking advantage of these offerings will come from culturally diverse backgrounds.

In the spring 2024 semester, there were 40,332 content items uploaded to Blackboard for credit courses. Of those, 71.5% passed the Blackboard accessibility checker. On the non-credit side, 84.5% of the 838 total items were in compliance. The college has a distance education

committee in place to address potential accessibility issues. Faculty and staff can also reach out to the instructional design team if they require assistance in formatting their materials to comply with the accessibility checkers.

Having an awareness of the food insecurities that our students face, we have applied for the annual food block grant to increase culturally specific food items and train bilingual volunteers to work in our on-campus food pantry. Lists of foods common to our local population's cultures have been developed and purchased. For example, coconut milk is now available as it is a staple in Haitian cuisine. Additionally, using grant funding, there will be food lockers installed on the 3rd floor of the Hazel Center. Once they are in place, anyone will be able to request food from the pantry and pick it up from an assigned food locker. We are also exploring a partnership with Shore Transit to provide an all-inclusive pass for students to ride public transportation.

Impact of 2023 Supreme Court Decision Regarding Race-Conscious Admissions

The 2023 decisions by the U.S. Supreme Court in cases involving Harvard and the University of North Carolina effectively eliminated the use of affirmative action in college admissions. Higher education leaders across the country have lamented these decisions as a setback to efforts to diversify the student population and provide equitable and inclusive education opportunities. Community colleges with open admissions policies, such as the sixteen Community Colleges in the State of Maryland, are not directly affected by these Supreme Court decisions. Nevertheless, this ruling not only impacts students' sense of belonging in higher education, but it also detracts from their potential growth and professional success. The U.S. Department of Education and the U.S. Department of Justice issued a joint Dear Colleague letter and a question/answer reference document, noting that "institutions of higher education may continue to articulate missions and goals tied to student body diversity" and "can continue to use strategies that remove barriers and expand opportunity for all." The permissible strategies that are cited—targeted outreach, recruitment, and pathways programs—are all tools that the sixteen Maryland Community Colleges have and will continue to use to attract and retain students from diverse backgrounds. In addition, the U.S. Department of Education has released guidance clarifying that "a school-sponsored or recognized group or program with a special emphasis on race, such as a student club or mentorship opportunity, that is open to all students, typically would not violate Title VI simply because of its race-related theme." Maryland's sixteen Community Colleges will continue to be institutions where all students are welcome. We will continue to advocate for our values of equity and inclusion on behalf of our students, and the residents we seek to serve, so that they all have an equitable opportunity to access education, pursue and obtain credentials of economic and community impact, and thrive in our State.

As an open-access community college, the race-conscious admissions decision had no impact on our admissions process. Wor-Wic Community College holds outreach events both on and off campus welcoming all from the community with different backgrounds. These events reach the tri-county as well as the lower eastern shore Virginia. We have an open admissions application, where all are accepted.

A Plan for Cultural Diversity
Wor-Wic Community College
FY 2022-2027

Wor-Wic Community College is committed to fostering a campus environment of inclusion, equity, belonging, and understanding in which faculty, staff, and students learn to value diversity, facilitate inclusion, promote equity, and respect individuality in a manner that enriches not only the college but the local community as well. Wor-Wic has integrated into its board-approved 2022-2027 strategic plan a new vision statement that seeks community partnering with diverse communities: "Wor-Wic will be a dynamic leader partnering with the diverse communities of the Lower Eastern Shore to develop a world-class workforce and deliver excellence in education and training." Further, the strategic plan identities four strategic priorities which include a priority promoting diversity. "Nurture and actively promote diversity, equity, and inclusion among students and employees." In addition, the strategic plan includes seven institutional values, and one value defines diversity as "embracing all people, ideas, and experiences by creating an inclusive, equitable, safe, and supportive environment." This plan of cultural diversity is an important step to identify the education and training needs, environmental improvements, and institutional changes necessary to advance our development and truly prepare our students and employees for the future.

I. Implementation Strategy and Timeline for Meeting Goals

Wor-Wic's cultural diversity committee conducts an annual review of the college's cultural diversity plan and organizes events that promote an awareness, understanding, and appreciation of the diverse racial, ethnic and cultural groups, and forwards its recommendations to the vice president for academic affairs. Upon completion of the annual review of the cultural diversity plan, the plan is reviewed by the board of trustees and sent to MHEC. To do this more effectively, the cultural diversity committee must strengthen its organizational structure, generate a commitment to deepening cultural competence among committee members, and obtain increased fiscal support to provide programming (lectures, movies, dramatic presentations, music, etc.) to broaden the college's cultural dialogue. The cultural diversity committee coordinates events to broaden the cultural competence of the college's students, faculty, and staff. Below are annual activities proposed during the five-year cultural diversity plan:

Cultural Diversity Committee Events for FY 2022 – 2027

September	International Festival
October	Latin American Book Discussion
November	International Student Presentation
December	International Holiday Celebration
January	Updating International Flags in the Student Center International Student Presentation
February	African American History Month Book Discussion African American Lecture Presentations

March	Women's History Month Presentation Irish-American Heritage Presentation
April	National Poetry Month Presentation with a Minority Writer LGTBQI Presentation
June	Juneteenth Presentation

The cultural diversity committee's events are subject to change and will adopt a degree of flexibility to adjust to issues pertaining to the college's financial resources, student enrollment, an overall operational status. Further, the committee will host events that are topical that may reflect regional, national, and international importance impacting college's culture.

Upon receipt of the cultural diversity plan and annual update of the plan, the board of trustees will adopt the following timeline unless changed by MHEC:

Actions by the Board of Trustees

May 2022-2027	Report of activities and actions from plan submitted to Board for review
June 2021-2027	Board of Trustees' approval of plan and report
August 2022-2027	Submit reports and updates to MHEC

II. Addressing Cultural Diversity Among Students, Faculty, and Staff

In many instances when diversity is discussed, the term "cultural competence" is also referenced. Cultural competence refers to the ability to effectively communicate and interact with people from other cultures. Additionally, cultural competence involves being aware of one's own world views as well as one's attitudes and knowledge of the world views of others. Cultural competenee is vital for creating and strengthening intercultural connections and collaboration between individuals and groups because it encourages honest and open dialogue and develops opportunities to show respect for the world views of others.

In addition to cultural competence, another concern about cultural diversity is that many people often feel it is solely based on race and ethnicity. Many sub-cultures—e.g., LGBTQI--within the college community are not included as such in certain reporting, yet these cultural sub-groups seek inclusivity and deserve awareness. As a result, the college should seek opportunities to inform its stakeholders about the rich diversity of its students, staff, and faculty by creating forums for presentations and discussions about issues of importance.

The following are institutional goals for the college to implement during 2022-2027:

Goal 1: Formalize the college's commitment to cultural diversity through enhancing the cultural diversity committee's membership and competeucies to strengthen its advisory capacity to the college.

Strategy A: Request additional committee representation of a dean and administrators.

Strategy B: Adopt and communicate a foundational set of definitions to establish a college-wide understanding of diversity terms.

Strategy C: Determine the need for new or revised organizational policies and procedures to support the desired diversity outcomes and ensure continuing organizational commitment.

Strategy D: Increase the diversity among the faculty.

Goal 2: Demonstrate cultural competence of students and staff through appropriate institutional assessment instruments.

Strategy A: Provide support for support staff, faculty, or administrators to become DEI certified and become training leaders.

Strategy B: Schedule presentations and workshops relating to cultural competence for staff and students.

Strategy C: Utilize the cultural diversity committee to conduct an annual review of the college's cultural competence related events and share outcomes with president's staff.

Strategy D: Require professional development for college staff on cultural diversity, customer service, and cultural competence that aligns strategic priority #2.

Goal 3: Provide a safe, nurturing, and open campus environment for the LGBTQI community.

Strategy A: Review the college's written communication so that staff and students are not misgendered; ensure appropriate pronouns are used; and ensure preferred names are identified.

Strategy B: Conduct safe space and other trainings to promote an open and supportive campus community.

Strategy C: Explore the feasibility of an LGBTQI student lounge.

Strategy D: Conduct online events using recommended cybersecurity guidelines to minimize external hijacking by hate groups.

III. Enhancing Cultural Diversity

Human resources and the cultural diversity committee will develop a comprehensive training plan for college employees and students. Initially, a process will have to be implemented to identify best practices related to employee training, i.e., as to a blend of video and in-person training. In addition, the training needs and interests of employees and supervisors may be determined through assessment during regular intervals. Once the training process and training needs have been established, a comprehensive plan that addresses the training topics, training formats, timing and frequency of training, generalized versus specialized needs of participants, resources, communication strategies, and evaluation efforts should be completed. In addition, there are opportunities within these goals to broaden cultural enrichment opportunities for students, staff, and community members. The college will develop the following staff training and student learning opportunities to enhance cultural diversity awareness through June 2027:

Goal 1: Develop diversity and cultural competence among college employees through comprehensive and sustained education and training.

Strategy A: The human resources office will coordinate annual cultural diversity, equity, inclusion, and cultural competence training using an option of modalities (in-person, virtual, web-based, and video) for all employees.

Goal 2: Develop diversity and cultural competence among students in courses, student engagement programming, and other learning opportunities.

Strategy A: The enrollment management and student services division will coordinate annual diversity, equity, inclusion, and cultural competence workshops through counseling, disability services, and student success programs using an option of modalities (in-person, virtual, web-based, and video) for students.

Strategy B: The academic deans and department heads will coordinate the development of learning goals related to cultural diversity across the curriculum with specific inclusion in all applicable course syllabi as distinct course objectives that are reflected in course and program assessments and offered in a variety of learning modalities.

Strategy C: Faculty responsible for internships and practicums will seek external learning opportunities for students to work with diverse populations.

Goal 3: Increase staff and faculty participation in cultural diversity events.

Strategy A: Share opportunities for faculty and staff to attend or participate in student events by posting announcements in email, faculty/staff meetings, and the college's Communicator newsletter.

Strategy B: Publish cultural diversity events that are open to faculty and staff in the calendar of events.

Strategy C: Promote staff attendance at cultural diversity events to increase institutional support and inclusivity.

Strategy D: Promote and encourage faculty attendance and participation (as presenters, advisors to student clubs, planning teams, etc.) at cultural events and encourage documentation of their participation in promotional plans, and professional development activities.

Goal 4: Investigate partnership models to support mentoring opportunities for current and future students from underrepresented groups.

Strategy A: Explore through a committee of faculty and staff researched best practices for implementing student mentoring programs.

Strategy B: Consider the development a faculty-student mentor program.

Strategy C: Propose an annual process for evaluating the mentor program.

Strategy D: Continue support of successful mentoring programming based on evaluation and data analysis.

Goal 5: Explore educational experiences for youth in the college's service area to visit the college and participate in diversity, equity, and inclusion experiences.

Strategy A: Investigate diversity, equity, and inclusion grant opportunities to fund summer camps and workshops aimed at high school students in the service area to expose them to the college.

Goal 6: Increase outreach and community engagement in diversity, equity, and inclusion events at the college.

Strategy A: Increase social media (Facebook, Instagram, etc.) marketing about Wor-Wic events to increase visibility of programs and events of interest at the college.

Strategy B: Invite high school students and dual enrollment students to Wor-Wic events and programs at the college.

IV. Resources Needed by the Institution to Effectively Recruit and Retain Culturally Diverse Students

The college continues to seek state, local, and private grant-funding sources to enhance all institutional initiatives, specifically support that will strengthen instructional services, equipment, and programs for underrepresented student populations, such as learning disabled, first-generation college, racial and ethnic minorities. Wor-Wic has been awarded U.S. Department of Education grants that focus on student success and retention. Currently, the college has two Title IV funded educational programs, TRIO Student Support Services and Veterans Upward Bound (VUB), to serve its first-generation, economically disadvantaged, learning-disabled students, and veterans.

Goal 1: Examine the numerical representation of traditionally underrepresented groups.

Strategy A: Re-examine the responsibilities of current staff positions and determine if a stronger focus is needed on the recruitment and retention of culturally diverse students.

Strategy B: Explore the need for new personnel to focus on the recruitment and retention of culturally diverse students.

Goal 2: Identify best practices to improve the academic success and retention of culturally diverse students.

Strategy A: Utilize annual outcome data from the TRIO Student Support Services and Veterans Upward Bound (VUB) to inform academic departments of the successful program strategies used to retain culturally diverse students.

Strategy B: Provide professional development funding and/or course-release opportunities for faculty in STEM programs to expand learning opportunities for culturally diverse students within their academic programs.

V. Process for Reporting Camus-Based Hate Crimes

The college publicizes the annual campus-based hate crimes report in response to the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act. The college's hate crime policy and procedures for reporting a crime is found in the safety and security section of the college's policy and procedures manual (PPM). In addition, hate crime statistics can be found in the college's annual security report which is prepared, published, and distributed by the director of public safety. The annual security report is updated and posted by October 1, and a copy of the report can be accessed on the college website at https://www.worwic.edu/WorWic/media/ServicesSupport/PublicSafety/AnnSecRpt.pdf, or a copy can be obtained by contacting the director of public safety at (410) 334-2936. Further, the policy is defined in the Public Safety appendix (appendix F) of the college's catalog and the safety and security section of the catalog's appendix includes the hate crime policy and procedures for reporting the crime.

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welcoming college classroom and external class environment valuing the free flow of ideas yet remaining respectful of personal choices and differences. Further, the college wishes to support students who are able to enter the surrounding community through internships, practicums, observations, and mentoring opportunities whereby students are respectful of others in their temporary workplaces while building upon their classroom experiences. Moreover, the college seeks to graduate and transfer students who will be responsible global citizens, both professionally and personally, who recognize the importance of diversity, and embody the values and practices of inclusion, diversity, equity, and acceptance.

2024 Institutional Report on Plan of Cultural Diversity

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Name of institution: Morgan State University

Individual submitting report: Tara L. Berrien, JD, Assistant Vice President

Title/Department: Office of Diversity and EEO and Title IX

Contact phone: 443-885-3559

Contact e-mail: tara.berrien@morgan.edu

Individual certifying approval by governing board: David K. Wilson, President

Signature of governing board authority:

Date of governing board approval: September 1, 2024

Please submit this cover sheet, report narrative, and 2023-2024 diversity plan in searchable PDF format at https://docs.google.com/forms/d/e/1FAIpQLSd5iFC__CrJ4-rQ-XuW1oaqH74bNh0AHdwUR4QFS_RxPr5iCA/viewform?usp=sf_link no later than September 1, 2024.

ANNUAL CULTURAL DIVERSITY 2024 REPORT

Submitted to:

Maryland Higher Education Commission

September 1, 2024

A summary of Morgan State University's plan to improve Cultural Diversity initiatives and efforts for students, faculty, and staff.

Diversity is a Core Value at Morgan State University (Morgan) where students, faculty, and staff are encouraged to embrace diversity, support each other, and create a community of belonging. Morgan embraces cultural diversity in its broadest sense. Its diversity efforts focus attention on underrepresented racial and ethnic groups who have been marginalized. Additionally, diversity at Morgan also encompasses a commitment to enhancing the equity and inclusion of women, those who are economically disadvantaged, and those of different sexual orientations, religions, and abilities. Morgan's Cultural Diversity Plan 2022-2025 coincides with its 202-2032 Strategic Plan to attract and retain a cultural diversity University community and expand Morgan's global footprint. In summary, 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.

Morgan's Board of Regents approved a 3-year Cultural Diversity Plan to be in effect from 2022-2025. This multi-year Plan enables Morgan to comprehensively benchmark its successes and areas for improvement. The first intentional step towards embracing diversity is bringing awareness and building knowledge. Morgan strives to recognize and normalize cultural differences by offering trainings and other programming on cultural diversity to faculty, staff and students. During FY 2024, that goal was met with success. A notable improvement, evident by positive feedback, is the return to in-person training sessions and educational activities where engagement has been more robust than in virtual environments. The Office of Human Resources and the Office Diversity and Equal Employment Opportunity conducted numerous trainings on cultural competency, sexual harassment prevention, as well as reasonable accommodations for disabilities, pregnancies, and religion to faculty and staff. Additionally, a campus-wide training on recognizing and navigating unconscious biases occurred in March 2024 and was attended by staff and faculty. Presentations on cultural diversity, healthy relationships, and sexual misconduct prevention were provided to student-athletes as well as conditionally admitted students who visited the campus in Summer 2024. All trainings were well received, evidenced by the positive evaluations after the trainings. Due to Morgan's continuous commitment to cultural diversity, more trainings are being scheduled for FY 2025.

Morgan has also found success by using a multi-prong approach to promote diversity and inclusion throughout the campus, instead of having one university official or office responsible for its cultural diversity initiatives and efforts. During FY 2023, the Counseling Center updated their demographic forms and webpage to include language and resources that are culturally diverse and inclusive. This year, the Counseling Center posted a Diversity Statement on its website to solidify its commitment to promote and celebrate cultural diversity. Also, the Counseling Center offered services and programs, promoting, and celebrating diversity and brings awareness to former taboo topics as an intentional effort to be more inclusive of those who normally shy away from counseling. As an example, the Counseling Center has partnered with the Eating Recovery Center to support the University

community regarding eating disorders by providing programs and support groups. The Counseling Center also distributes literature on healthy sexual behavior and sexual assault to share responsibility with the University's Title IX Coordinator to educate the University community about these critical issues.

Similarly, the Office of Student Disability Support Services (SDSS), a valuable resource for students with health conditions and impairments, has increased its visibility by continuing to educate the community at orientation programs for students and faculty. These programs include New Student Orientation, Graduate School Orientation, the School of Social Work Orientation, CASA Orientation, Athletics Orientation. Within the University community, SDSS staff mentor two student groups dedicated to raising awareness and supporting students with disabilities. Further, in order to promote the sense of belonging for those of different competencies and disabilities, SDSS is in the process of partnering with local communities to offer programming, additional support, and an overall safe haven for the University community. As projected for FY 2024, SDSS continues to train and engage with the staff in the Office of Financial Aid on ways to promote disability resources and create disability and accommodation awareness.

To attract and retain culturally diverse faculty and staff, Academic Affairs has prioritized reaching out to minority academic associations for potential new faculty, sending deans and Academic Affairs senior leaders to graduate school job fairs, working in tandem with the Division of International Affairs to attract diverse candidates. The Academic Affairs remains intentional in ensuring that search committees have a diverse makeup of Black, White, American Indian, Asian, Native Hawaiian International, and mixed-race members. In maintaining this commitment, Academic Affairs mandates that all faculty and staff take cultural diversity training offered by the Office of Diversity and EEO and the Office of Human Resources before they can serve on a recruitment committee. The University recognizes that an engaged and highly qualified faculty are essential to the success of our students and institution. With that in mind, the University is committed to developing and maintaining key metrics to track the progression of all faculty at all ranks from Instructor to Professor. Progress towards this goal was made during Academic Year 2023-2024. The University promoted ten (10) Associate Professors to Professors. Thirteen (13) Assistant Professors were promoted to Associate Professors and received tenure. Additionally, the University now has two endowed professors; one in the School of Engineering and one in the College of Liberal Arts.

To embrace cultural diversity in the graduate student population, a recent position in the School of Graduate Studies, Assistant Director of Graduate Admissions, was created and filled to provide more assistance and vision to the Graduate School to maintain its healthy balance of Black, White, Hispanic, Asian, and international students, which has existed for decades. The School of Graduate Studies continues to use applications, such as Recruit and EAB Adult Learner Recruitment campaign to recruit, admit, retain, and graduate greater number of graduate students who identify as Black, White, Hispanic, Asian, or international. Finally, the School continues to be innovative in targeting culturally diverse populations in a cost-

effective way. The 2022-2025 Cultural Diversity Plan contains a specific goal for the undergraduate population to determine the correlation, if any, between offering online instruction as well as retaining and graduating culturally diverse cohorts. Recognizing that online instruction increases accessibility, the University has expanded this goal to include its graduate population. While participation from graduate students taking online classes is not significant to establish a theory on correlation, for FY 2025, the School of Graduate Studies will analyze the data over the 3 years that the Plan has been in effect and identify any correlations. Further, the newly appointed Director of Graduate Professional Development works to strengthen student success in both online and in person modalities. For Morgan's goal to establish more internships and employment opportunities for international and undocumented students, new Teaching Assistantship project provides an additional 60 TA positions each year for the next three years, rising to 180 in year three. These TA awards are intended to provide direct and indirect recruiting opportunities for new students. For FY 2024, 18 of the fifty-three are international students. Finally, Morgan's new Director of Graduate Professional Development continues to develop external associations as with the Morgan Career Center in order to strengthen student success and preparation for work and professional life. Evaluating this progress will be a multi-prong approach to include surveys from students, review of grades and academic progression, and the annual performance evaluation of the new Director of Graduate Professional Development.

In June 2023, right before FY 2024, the U.S. Supreme Court issued a decision addressing the legality of race-conscious affirmative action in college admissions programs, holding that admissions programs, which account for race at various stages in the process, violate the Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution. This court decision upending affirmative action did not have any significant effect on policies or practices, did not warrant policy changes, did not call for a change in Morgan's approach to community engagement, and did not change how Morgan provides equity and access to underrepresented minorities or its culturally diverse population. The Non-Discrimination Policy, prohibiting all forms of protected class discrimination, including differential treatment and harassment based on race, remains intact, applies to students, staff, faculty, and all University activities, and is enforced by the Office of Diversity and EEO. University activities include outreach and support programs; community engagement; equity and access; and monitoring and evaluation. Morgan, known as a Historical Black College and University (HBCU), was created to support and enhance access to higher education for historically marginalized communities. Notably, Morgan originated as a private institution but in 1939 was purchased by the state of Maryland in response to a state study that determined that Maryland needed to provide more opportunities for its Black citizens. Morgan has remained open to students of all races. The U.S. Supreme Court, therefore, has disrupted Morgan's rich history. In regard to outreach and support programs, Morgan continues to make a concerted effort to increase its undergraduate Hispanic population over the past few years. A Spanish-speaking admission officer was hired and collaborated with Student Affairs to support students in forming the first Latino Student Association and Latina sorority on campus. Creating such affinity groups and supporting their goals and visibility is

a positive and necessary response to increasing a culturally diverse population and making the community experience a sense of belonging. Morgan has seen steady growth in its undergraduate Hispanic population. In Fall 2021, Hispanic students made up 4.3% of the total undergraduate population; in Fall 2022, they comprised 4.8%, and in Fall 2023, Hispanic students comprised 5.1% of the total undergraduate population.

Morgan joined the Common App for both first-year students and transfer students in Fall 2021. Used by over one thousand institutions, Common App allows students to apply to a number of schools using a common application. Membership in Common App continues to increase Morgan's exposure outside of its core demographics, which is those of Black or African descent. Since Spring 2023, the University has partnered with The Dream US, a non-profit that provides scholarships for undocumented students. This has increased the number of undocumented students attending Morgan and has assisted in the retention of enrolled undocumented students. One benefit of this partnership is that the University will be eligible to apply for grant funds from the organization to support undocumented workers with paid internships and employment opportunities. The Center for Career Development has updated its website to include resources for undocumented students and resources geared to international students. Speaking of international students, Morgan's Division of International Affairs (DIA) is committed to preparing diverse and competitive graduates for success in a global, interdependent society. Morgan State University has established over thirty (30) international relationships in Nigeria, Ghana, Kenya, Ethiopia, Tanzania, South Africa, Brazil, Finland, China, France, United Kingdom, Honduras, Botswana, India, Mexico, Senegal, Peru, Saudi Arabia, Nepal, and Trinidad and Tobago, to name a few. In FY 2024, with the financial help of the College of Liberal Arts and the Division of International Studies students traveled to the University of Westminster (UW) in London, England to participate in its DEI conference with students from other countries, such as Vietnam and Uzbekistan, while Morgan staff and faculty and UW's administration established an action plan to create study abroad programs and student exchanges between the two institutions. UW is the first polytechnic institution in London and one of the first in the United Kingdom. UW and Morgan are both focused on growing its international student population and invoking a sense of belonging.

Morgan currently enrolls approximately 480 international students from over forty-eight countries. Although more than 50% of our international students currently come from the continent of Africa, DIA had a highly successful FY 2024 recruitment year by enrolling new international students from the following countries in Asia: China, India, Nepal, Bangladesh, Pakistan, Philippines, and Sri Lanka. DIA is currently preparing to work with Education USA offices at the US Embassies around the world and plans to attend international student recruitment fairs with an emphasis of increasing the recruitment and enrollment of international students from the Eurasia, including, India, China, South East Asia, Eastern Europe, and Turkey as well as Latin America countries. During FY 2024, DIA implemented mandatory orientation for all students, staff, and faculty attending study abroad programs. During orientation, attendees were advised of key issues, such as safety travel tips and

applicable University policies, including the Sexual Harassment and Prohibited Conduct Policy. The ultimate goal of orientation was to prepare Morgan students for their international experiences, invoke excitement, and encourage them to explore other international ventures. In FY 2024, DIA organized International Education Week as a connecting point for all students and faculty to expand their knowledge, meet, and find commonalities regardless of race, sex, culture, religious or political beliefs. DIA also supports a student organization, One Trybe, whose slogan is "Unity in Diversity." During FY 2024, One Trybe held more than six (6) campus wide events that have attracted more than four hundred domestic and international students, staff, and faculty. Each program was well attended and well received by the attendees. Following the appointment of our new Fulbright Program Director in Fall 2023, Morgan has seen a significant increase in the student applications to the Fulbright Program in FY 2024. During this time, Morgan received two Fulbright "International Education Administrators" (IEA) Awards (France and Eswatini/Swaziland), two "Fulbright Specialist Awards" (Equatorial Guinee and Liberia), and the sixth "Fulbright-Hays Group Projects Abroad" (GPA) to Colombia that was led by the Dean of the College of Liberal Arts. Morgan's sixth fully funded Fulbright GPA program is a record among all HBCUs.

Morgan's successes towards its 2022-2025 Cultural Diversity Plan solidify that Morgan is on the right path to creating a sense of belonging and community for its culturally diverse population.

MORGAN STATE UNIVERSITY
GROWING THE FUTURE • LEADING THE WORLD™

BOARD OF REGENTS MEETING

Tuesday, May 3, 2022
12 Noon
Richardson Library Boardroom

Public Session Minutes

The meeting of the Morgan State University Board of Regents was called to order by Chairman Kweisi Mfume at 12:03 p.m.

Present: Hon. Kweisi Mfume, Chairman, Regent; General (Ret.) Larry Ellis, Vice Chair, Regent; Hon. Tracey Parker-Warren, Secretary, Regent (virtual); Ms. McCall Brown, Student Regent; Dr. Harold Carter, Regent; Dr. Linda Gilliam, Regent; Dr. Burney Hollis, Regent; Ms. Emily Hunter, Regent; Mr. Wayne Resnick, Regent (virtual); Mr. William Sherman, Regent (virtual); Ms. Shelonda Stokes, Regent; Mr. Carl Turnipseed, Regent; Mr. Winston Wilkinson, Regent; Dr. David Wilson, University President; Mr. Thomas Faulk, Principal Counsel for Morgan State University, Office of the Attorney General

Absent: Dr. Shirley Malcom, Regent

Minutes
The Chairman opened the floor for a motion to jointly adopt the minutes of February 1, 2022 and March 7, 2022. It was MOVED by Regent Wilkinson and SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

Chairman's Remarks
The Chairman opened the meeting by welcoming everyone to the first in-person meeting in over two years (the hybrid format would not be routine going forward). He noted that the agenda is quite ambitious and will require effort from everyone to get through it with great dispatch while maintaining a thorough review of all the items before us today. Following the Public Session, the Board would convene in Closed Session to address the matters identified as such on the agenda.

Chairman Mfume thanked board members for making time in the month of March for several called meetings, which required calendar adjustments and being flexible. He also expressed appreciation to Regents for taking part in recent events to include: the memorial service for alumnus, Earl G. Graves, Sr. held on April 6th (special thanks extended to Dr. Wilson and members of his team who worked with the family to ensure that the service went as well as it did), and the Honors Convocation held on April 7th in which Regent Brown brought forth greetings and remarks on behalf of the Board. The Spring 2022 Commencement exercises will be held outdoors in Hughes Stadium on Thursday, May 19th (graduates) and Saturday, May 21st (undergraduates). The Board Retreat is scheduled for Saturday, June 25th at the Baltimore Marriott Waterfront Hotel. Finally, individuals were reminded to complete and submit the annual financial disclosure statement, which was due by April 30th.

Chairman Mfume commended Regent Malcolm, in her absence, for receiving a prestigious honor. She was named a pioneer in science and honored by Penn State University on April 8th. The University renamed one of its campus buildings formerly known as Innovation Park. The facility is now called the Dr. Shirley M. Malcolm Building. He also commended Dr. Wilson for his recent election to the American Academy of Arts and Sciences, his selection as the commencement speaker at Tuskegee University on May 7th, and his selection as the Afro Person of the Year 2021.

The Chairman recognized Regent Brown for her service to the Board over the past year. Regent Brown thanked fellow Regents for the opportunity to serve as a member of the Board of Regents. She commented that it has been a life-changing and eye-opening experience. On behalf of the Board, Chairman Mfume wished her the best in her future endeavors.

Nominating Committee Report and Election of Officers
Regent Wilkinson reported that the call for board officer nominations went out in March. Based on feedback received, it is recommended that the slate of officers remain in place for the upcoming fiscal year.

Regent Wilkinson MOVED to confirm the recommended slate of officers for the 2023 fiscal year – the Honorable Kweisi Mfume as Chair, General Larry Ellis as Vice Chair, and the Honorable Tracey Parker-Warren as Secretary. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

Report of the President

Dr. Wilson provided a report to the Board covering some major developments that occurred at the University since the last meeting in February 2022. Those highlights include: (a) memorial service for Earl G. Graves, Sr.; (b) visits from U.S. Secretaries – commerce, army, trade, education, and transportation; (c) 2022 Honors Convocation; (d) the new strategic plan – Transformation Morgan 2030; (e) Thurgood Marshall project update; (f) Northwood Commons update; (g) Lake Clifton High School property; (h) increases in state appropriations (operating and capital); (i) plans for investment of initial HBCU Chapter 41 funds; (j) Goldman Sachs market madness team; (k) spring 2022 commencement; (l) President's town hall; (m) intercollegiate athletic winners (softball and track & field); and (n) the introduction of our new Vice President and Athletic Director, Dena Freeman-Patton.

Regent Gilliam asked if the secretary visits were by invitation. Dr. Wilson responded that all of the secretaries have come without any invitation being extended. They initiated the visits, which is extraordinarily unusual.

Chairman Mfume commented that the Lake Clifton High School property acquisition is really significant. He thanked the administration for working with the City of Baltimore to see this through.

The Chairman opened the floor for a motion to adopt the President's Report. It was MOVED by Regent Gilliam and SECONDED by Regent Stokes. The MOTION CARRIED. The President's Report was unanimously adopted.

Report of the Executive Committee

The Chairman provided an update from the April 29, 2022 Executive Committee meeting. He stated that the meeting was informational in nature and there were no items for action.

Report of the Standing Committees

Academic and Student Affairs Committee

Regent Gilliam stated that there are nine items for action to include program proposals (7), the cultural diversity plan, and the new student regent recommendation (to be discussed in closed session).

- **Ph.D. in Computer and Electrical Systems Engineering** – Regent Gilliam yielded the floor to Dr. Yu and Dean Oscar to provide a brief overview on the program proposal. Dean Barton stated that we are positioned to be the first HBCU and first public university in the State of Maryland to offer a doctoral program in Computer and Electrical Systems Engineering. It will expose graduate students to cutting edge engineering research and has the potential to positively address the lack of diversity in the tech industry. It will provide a framework for multidisciplinary engagement toward the advancement of knowledge in research and other scholarly activities; and use the synergy of computer engineering and electrical systems to address significant life problems that are interdisciplinary in nature.

- **Ph.D. in Industrial Engineering** – Dean Barton stated that we are positioned to be the first HBCU and first public university in the State of Maryland to offer a doctoral program in Industrial Engineering (IE). It will provide a framework for research in several subareas through the IE program, including ergonomics, energy systems, manufacturing and production systems, reliability and quality engineering, and systems engineering. It better prepares our graduates to meet the increasing need for efficient manufacturing and better implementation of quality control systems in the health care and manufacturing industries such as food and bio-pharmaceuticals.

- **Ph.D. in Sustainable and Resilient Infrastructure Engineering** – Dean Barton stated that we are positioned to be the first HBCU and first public university in the State of Maryland to offer a doctoral program in Sustainable and Resilient Infrastructure Engineering. The program will prepare our graduates for the design, management, and innovation of sustainable, resilient infrastructure systems; meet the growing need for a diverse workforce in Maryland focused on urban and sustainability issues; create new opportunities for research activity and sponsorship; and incorporate industry as sustainable partners and as program constituents.

Chairman Mfume opened the floor for a motion to approve the three new doctoral programs – (1) Ph.D. in Computer and Electrical Systems Engineering, (2) Ph.D. in Industrial Engineering, and (3) Ph.D. in Sustainable and Resilient Infrastructure Engineering. It was MOVED by Regent Gilliam and SECONDED by Regent Hollis. The MOTION CARRIED unanimously.

- **B.S. in Sustainable Urban Environmental Engineering** – Dean Barton stated that this proposed program creates a first of its kind environmental engineering degree at the undergraduate level in the State of Maryland. It will increase the number of underrepresented minority groups in environmental engineering as well as in the School of Engineering; leverage existing resources within the School of Engineering to develop an interdisciplinary degree to address pressing environmental and sustainability challenges; connect minority health issues to the disparate environmental health conditions directly through its curriculum; and expose students to local environmental efforts such as the Chesapeake and Coastal Bay Watershed Protection and Resource Program.

- **Ph.D. in Applied Sociology and Social Justice** – Regent Gilliam yielded the floor to Provost Yu, Dean N'gom and Dr. Howell to provide a brief overview on the program proposal. Dean N'gom commented that the proposal aligns with the University's initiative to move the institution towards R1 status. The College of Liberal Arts already offers three unique Ph.D. programs. If this program is approved, it would increase the College's doctoral program offering and inventory. Dr. Howell stated that this terminal degree will equip students to apply the sociological lens to reform the criminal justice system; promote community development and social change; advocate for racial, gender, and economic justice; and apply advanced applied sociological methods to the study of all social problems. Graduates of the program will apply their training in academia, the non-profit sector, program development and evaluation, policy analysis, consulting as well as in a range of other arenas. The program will be transdisciplinary and low residency (students only have to travel to Baltimore annually).

- **M.S. in Applied Neuroscience** – Regent Gilliam yielded the floor to Provost Yu, Interim Dean Hughes Darden and Dr. Hohmann to provide a brief overview on the program proposal. Dr. Hohmann stated that neuroscience is a growth industry in Maryland and nationally. There is a strong need for a neuroscience workforce trained at the intersection of biomolecular science, data science and neuroengineering. The proposed program has a health equity focus and is well-designed to meet the needs of working individuals who want to advance their job prospects. Only a few M.S. programs exist nationally that can prepare students with the skillsets offered by this program, and none are online. There is no M.S. in Applied Neuroscience Program offered in the State of Maryland for direct matriculation.

- **Doctor of Social Work (DSW)** – Regent Gilliam yielded the floor to Provost Yu and Dean McPhatter to provide a brief overview on the program proposal. Dean McPhatter stated that the proposed doctorate in social work is a practice-based social work degree distinct from a Ph.D. The Ph.D. focuses on preparing graduates for academic and research careers. There is a critical need for advanced clinical practitioners, administrators, and organizational leaders. This would be the first and only DSW Program at an HBCU. It is unique because of its focus on urban communities and congruent with Morgan's strategic plan. It will provide master's level social workers with advanced clinical and community-based practice knowledge and skills to serve urban families and communities; enhance credentialed status of social workers aligned with other practice-based professions (nursing, public health, physical therapy, psychologists); increase clinical practice-based research; and address critical national issues – mental health, addiction, behavioral health, violence, and urban crime.

Chairman Mfume opened the floor for a motion. Regent Gilliam MOVED to approve the remaining programs – (1) B.S. in Sustainable Urban Environmental Engineering, (2) Ph.D. in Applied Sociology and Social Justice, (3) M.S. in Applied Neuroscience, and (4) Doctor of Social Work. It was SECONDED by Regent Hollis. The MOTION CARRIED unanimously.

- **Cultural Diversity Plan** – Regent Gilliam yielded the floor to Ms. Berrien to provide a brief overview. Ms. Berrien stated that the plan is required by state law, but also complements our strategic plan for transformation. She noted significant increases in our Hispanic and international population with students, staff and faculty since our last plan in 2010. This puts us in a great position to have a global impact as outlined in our strategic plan. Those goals include increasing cultural diversity while maintaining our inherent goal towards including African Americans within our educational community and responding to our culturally diverse community by implementing strategic plans that have more inclusive practices.

Chairman Mfume inquired about the three-year period. Ms. Berrien responded that three years is essentially the practice within the diversity and inclusion community. She added that the University has to submit an annual progress report that is a lot more detailed than the plan. The plan is an outline of the goals and the benchmark.

Chairman Mfume opened the floor for a motion to approve the Cultural Diversity Plan. It was MOVED by Regent Gilliam and SECONDED by Regent Hollis. The MOTION CARRIED unanimously.

Regent Gilliam stated that the informational items can be found in the Board book. She noted that the University will be filling 70 faculty positions to support these new programs. She added that since 2018, the Board has approved 12 programs plus the seven today.

Regent Gilliam yielded the floor to Dr. Turner to highlight two slides from the follow-up report on enrollment growth. Dr. Turner summarized data related to growth (majors, in-state jurisdictions, and out-of-state origins and percentages) and student surveys (influences to apply and enroll).

Finance and Facilities Committee
Regent Stokes stated that there are 10 items for action (one to be discussed in closed session). She noted that the Committee received several updates related to facilities, research, institutional advancement and enrollment management. She commended Dr. Wilson, senior leaders, faculty and staff for their phenomenal work and collaborative efforts to move the University forward towards the goal of achieving R1 status.

- **Revisions to Policy on Student Residency Classification for Admission and Tuition Purposes** – Dr. Turner stated that two changes are being requested. One is due to a new federal law related to veteran benefits. The other is to allow students who have completed all of their AmeriCorps service hours in the State of Maryland to also be classified as in-state residents.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the revisions to the Policy on Student Residency Classification for Admission and Tuition Purposes. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

- **FY 2024 Capital Budget Request** – Ms. McCalla stated that the University will submit its FY 2024 Five-Year Capital Budget Request to the Department of Budget and Management (DBM) on July 1, 2022. The five-year request totals $518.8 million of which $126 million is requested for FY 2024. She noted that these figures are estimates. The President shall be authorized to make adjustments as future events dictate. Such revisions, if any, shall be reported to the Board at its next scheduled meeting.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the FY 2024 Capital Budget Request and authorize the President to make adjustments as future events dictate. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

Ms. McCalla reported that we will be awarding the architectural services for the science project to Moody Nolan, a national African American design firm. Dr. Wilson added that this is the largest capital construction project in our history in the neighborhood of $240M.

- **Off-Campus Student Housing Resolutions** – Mr. Evans stated that, if approved, the three resolutions will result in the Board of Regents authorizing the President, in coordination with the Chair of Finance and Facilities Committee, to finalize the negotiated lease terms for additional student housing at the Altus, Towson Town Place, and the Varsity (owned by HH Midtown). Based on the recommendation from our legal team, we are submitting three individual resolutions for each apartment complex. The University has negotiated the business terms; however, the legal terms and the need for the leases to be approved for legal form and sufficiency is taking a bit more time.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes that the Board of Regents authorize the President, in coordination with the Chair of the Finance and Facilities Committee, to finalize the negotiated lease terms for additional student housing at the Altus, Towson Town Place and HH Midtown, and have said lease approved for form and legal sufficiency by the Office of the General Counsel and Office of the Attorney General; and approval by the Board of Public Works, if necessary, following approval by Board of Regents meeting on May 3, 2022. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

- **FY 2023 Additional Off-Campus Lease Housing Rate Recommendations** – Mr. Evans stated that the University is seeking approval of additional housing rate increases for two apartment complexes – the Altus and Towson Town Place. It was noted that inflation and market rates were factors in making this decision. Without increasing student rates for these complexes, the University would have an estimated $1.3 million subsidy. The proposed rates are in line and slightly above the new Thurgood Marshall rates for similar type facilities.

Chairman Mfume asked about the percentage of increase rates. Mr. Evans responded that there is not a percentage increase since these rates are brand new. It was noted, however, that these rates are higher than our current campus rates. At the low end, $1,000 per year and $3,500 per year at the high end.

Chairman Mfume asked if the fiscal impact would be break even. Mr. Evans responded affirmatively that these rates would enable the University to break even.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the FY 2023 additional off-campus lease housing rate recommendations. It was seconded by Regent Gilliam. The MOTION CARRIED unanimously.

- **HBCU Capital Financing Program Application** – Mr. Evans stated that the administration would like to submit an application to the HBCU Capital Financing Program for up to $65M to address the current backlog of deferred maintenance, but most importantly, to renovate residential facilities. It was noted that the State of Maryland does not fund auxiliary facilities, housing, athletics, etc.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to grant approval to the administration to submit an application to the HBCU Capital Financing Program, through the Department of Education, for up to $65 million. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

- **Acquisition of Air Rights Over Legacy Bridge** – Ms. McCalla stated that the City of Baltimore owns Hillen Road and the air rights above it. They gave us permission to build a bridge and now we are seeking approval to acquire the air rights for a one-time cost of $2,600.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the acquisition of air rights over the legacy bridge. It was SECONDED by Regent Gilliam. The MOTION CARRIED unanimously.

- **Northwood Basement Lease** – Mr. Evans stated that the University proposes to enter into a 10-year lease for 11,605 GSF at the lower level of the Northwood Commons Shopping Center. The lease has two (2) renewal options of five (5) years each. The property is contiguous to the University campus – both the New Jenkins and School of Business facilities. The purpose of the space will be to house any one of the three new academic centers or as surge/growth office space. The lease price is $1 dollar per year. However, there is a one-time build out capital investment of $1.8M. Design and Construction Management will need to invest an additional $1.5 to $2 million to tailor the space for specific needs. The final determination will be through a transparent process with appropriate administrators.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the Northwood basement lease. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

- **Lake Clifton High School Land Disposition Agreement** – Ms. McCalla stated that the acquisition of the Lake Clifton High School and associated land from the City of Baltimore totals approximately 59 acres. The cost is $254,902.80 consisting of $93,652.80 to pay the debt still owed by the city to the state, and $161,250 to relocate a basketball court. Other costs will be determined as the property is developed. She noted that we received approval from the Board of Estimates and will be seeking approval from the Board of Public Works next week, pending approval by the Board of Regents.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the Lake Clifton High School land disposition agreement. It was SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

- **Workforce Technology Center Lease** – Mr. Evans stated that the University proposes to enter into a 10-year lease for 18,500 GSF with the State of Maryland Department of Education at the Workforce

Technology Center, which is contiguous to the University campus. The annual amount will be $220,500 for years one to five, and $238,500 annually for years six to 10 for a total of $2.3 million over the life of the agreement. The annual lease payment covers our portion of the operating expenses for the building. This facility will provide office space for the Physical Plant staff and allows for the demolition of the Washington Service Center and construction of the Science Center. A budget of $3.5M has been established for technology, finishes and renovations to retrofit the facility.

The Chairman opened the floor for a motion. It was MOVED by Regent Stokes to approve the Workforce Technology Center Lease. It was SECONDED by Regent Carter. The MOTION CARRIED unanimously.

Audit and Institutional Assessment Committee
Regent Ellis stated that the Audit and Institutional Assessment Committee met earlier this morning. There were no items for action. The Committee had a fruitful discussion on the draft policy on enterprise risk management and the draft enterprise risk assessment grid. He believes we are moving forward in the right direction.

Dr. Wilson commented that we are close to having a legally approved policy on enterprise risk management. With the feedback received this morning from the Audit Committee, we will work with the legal team and get their last comments and then send a draft of that proposed policy to the Audit Chair and committee members. They will look it over, provide feedback, and we would take that feedback into consideration and then bring it before the Audit and Institutional Assessment Committee as an action item eventually. We hope to have a policy ready for the Committee and the full board to act on no later than the August meeting. In the meantime, we are standing up within the institution an Office of Enterprise Risk Management and Compliance. We are proceeding to start the process of recruiting a director for this office with the understanding that the policy may be approved by the full board later this summer or early fall. He noted that the administration also brought to the Committee an illustration of what an enterprise risk management program would look like in terms of how we calculate risk. The grid is not static; it will move depending on emerging risks.

Chairman Mfume shared the concern he raised during the Executive Committee meeting, in which he stated that he wanted to make sure that if we develop, stand up, and establish an Office of Enterprise Risk Management and Compliance, that it does not bump up against or compromise the principles in the Audit Charter that was adopted. At that time, Dr. Wilson responded that he did not think a problem existed, and Regent Ellis stated that it was an opportunity for us to talk some more.

Regent Ellis suggested the possibility of setting aside some time during the retreat to present this to the full Board for a comprehensive review. Chairman Mfume agreed, noting that it is important for everybody to have an opportunity to weigh in, have some sense of authorship, and an opportunity to raise questions, comments and observations.

Regent Ellis stated that the Audit Committee adjourned after receiving an update from the Office of Internal Audit in closed session.

New Business
There were no new business items brought forward for the Board's consideration.

Adjournment of the Public Session
Chairman Mfume announced that the Board of Regents would convene in Closed Session to consider items specifically exempt from public consideration under § 3-305(b)(1)(2)(7)(8) of the Open Meetings Act. In Closed Session, the Board of Regents will receive an update from the Evaluation Committee; consider Honorary Degree Recommendations; consider the New Student Regent Recommendation; receive an EEO Report; receive a Litigation Update and consider Naming Opportunities. The Board may reconvene in Public Session at the conclusion of the Closed Session, if necessary.

After reading the citation into the record, the Chairman opened the floor for a motion to adjourn the PUBLIC SESSION to move into CLOSED SESSION. It was MOVED by Regent Hollis and SECONDED by Regent Gilliam to adjourn the PUBLIC SESSION. The MOTION CARRIED unanimously.

The PUBLIC SESSION adjourned at 2:46 p.m.

Naming Opportunity (in Closed Session)
Chairman Mfume opened the floor for a motion to approve the naming of Engineering Room 251 to the Dr. Eugene DeLoatch Jr. Lecture Hall. It was MOVED by Regent Gilliam and SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

New Student Regent Recommendation – FY 2023 (in Closed Session)
Chairman Mfume opened the floor for a motion to approve the new Student Regent Recommendation. It was MOVED by Regent Gilliam and SECONDED by Regent Parker-Warren. The MOTION CARRIED unanimously.

Honorary Degree Candidate Recommendations (in Closed Session)
Chairman Mfume opened the floor for a motion to approve honorary degree candidate one. It was MOVED by Regent Gilliam and SECONDED by Regent Turnipseed. The MOTION CARRIED unanimously.

Chairman Mfume opened the floor for a motion to approve honorary degree candidate two. It was MOVED by Regent Gilliam and SECONDED by Regent Hollis. The MOTION CARRIED unanimously.

MORGAN STATE UNIVERSITY
CITATION OF AUTHORITY FOR CLOSING A MEETING
UNDER THE OPEN MEETINGS ACT
BOARD OF REGENTS MEETING

Date: Tuesday, May 3, 2022 Time: 12:00 p.m. Location: ESR Library Boardroom

Motion to close meeting made by: Regent Hollis

Seconded by: Regent Gilliam

Members voting in favor: All Regents in attendance

Opposed:

Abstaining:

Absent: Regent Malcom

THE STATUTORY AUTHORITY TO CLOSE THIS MEETING CAN BE FOUND AT (check all that apply):

General Provisions Article, § 3-305 (b)(1)(2)(7)(8):

__X__ (1) (i) To discuss the appointment, employment, assignment, promotion, discipline, demotion, compensation, removal, resignation, or performance evaluation of appointees, employees, or officials over whom this public body has jurisdiction; or (ii) any other personnel matter that affects one or more specific individuals;

__X__ (2) To protect the privacy or reputation of individuals concerning a matter not related to public business;

____ (3) To consider the acquisition of real property for a public purpose and matters directly related thereto;

____ (4) To consider a matter that concerns the proposal for a business or industrial organization to locate, expand, or remain in the State;

____ (5) To consider the investment of public funds;

____ (6) To consider the marketing of public securities;

__X__ (7) To consult with counsel to obtain legal advice on a legal matter;

__X__ (8) To consult with staff, consultants, or other individuals about pending or potential litigation;

____ (9) To conduct collective bargaining negotiations or consider matters that relate to the negotiations;

____ (10) To discuss public security, if the public body determines that public discussion would constitute a risk to the public or to public security, including: (i) the deployment of fire and police services and staff; and (ii) the development and implementation of emergency plans;

____ (11) To prepare, administer, or grade a scholastic, licensing, or qualifying examination;

____ (12) To conduct or discuss an investigative proceeding on actual or possible criminal conduct;

____ (13) To comply with a specific constitutional, statutory, or judicially imposed requirement that prevents public disclosures about a particular proceeding or matter;

____ (14) Before a contract is awarded or bids are opened, to discuss a matter directly related to a negotiating strategy or the contents of a bid or proposal, if public discussion or disclosure would adversely impact the ability of the public body to participate in the competitive bidding or proposal process.

General Provisions Article, § 3-103 (a):

____ (1) To carry out an administrative function;

____ (2) To carry out a judicial function;

____ (3) To carry out a quasi-judicial function.

FOR EACH CITATION CHECKED ABOVE, THE REASONS FOR CLOSING AND TOPICS TO BE DISCUSSED:

1. To receive an Evaluation Committee Update.
2. To consider Honorary Degree Recommendations.
3. To consider the New Student Regent Recommendation (FY23).
4. To receive an EEO Report.
5. To receive a Litigation Update.
6. To consider Naming Opportunities.

THE BOARD MAY RECONVENE IN PUBLIC SESSION AT THE CONCLUSION OF THE CLOSED SESSION IF NECESSARY TO TAKE ANY FINAL AND BINDING ACTION.

This statement is made by Kweisi Mfume
Chairman of the Board of Regents

SIGNATURE:

********** FOR USE IN MINUTES OF NEXT REGULAR MEETING: **********

TOPICS DISCUSSED AND ACTION(S) TAKEN (IF ANY)*:*

St. Mary's College of Maryland
Division of Inclusive Diversity, Equity, Access, and Accountability
2024 Cultural Diversity Report

Introduction: The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to identify, develop, execute, and support campus-wide efforts to establish and sustain policies, initiatives, and resources that ensure the College is, and remains, a welcoming, transformative, and empowering institution where students, staff, and faculty thrive. During academic year 2023-2024, IDEAA has continued its partnership with different campus units to create opportunities that enhance the College's cultural diversity through student, staff, and faculty recruitment and retention efforts, programming, events, and updating College policies.

Section 1: *A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406, including major goals, areas of emphasis, implementation and assessment strategies, as well as achievements from the past year.*

As the State's designated public honors college, St. Mary's College of Maryland provides a premier liberal arts education with an affirmative commitment towards accessibility, affordability, and diversity. Successfully implementing this statutory mission is challenging; however, the College's mission sets it uniquely in both the State and national higher education sector, and the College continues to serve as an innovator and national model for other institutions. This success stems, in part, from a recognition that inclusion, diversity, and equity cannot be siloed into a single office as part of a larger institution. Instead, IDEAA has proactively established a conscious presence in every office, program, and function to serve our diverse student, staff, and faculty population.

The College's major goals to improve cultural diversity in academic affairs, student life, enrollment, personnel, and community engagement in 2024-25 continue to flow directly from the four pillars of our most recent strategic plan, "The Rising Tide." These pillars and corresponding cultural diversity strategies are detailed below.

1. **Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff:** The College will continue to identify opportunities to promote equity initiatives in coursework, personal growth, professional development, and wellness. The College will also continue to integrate diverse perspectives and academic concepts into the existing curriculum by expanding diversity among the student body and establishing new, innovative curricular and programmatic offerings. These may include "Globalization-at-Home" experiences, as well as new international experiences that appeal to a more diverse array of cultural interests. The College will further develop support programs and resources for all students, but

especially for those with physical limitations, from low income families, who are first generation, and who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and broader environments, SMCM will provide and increase participation in leadership and professionalism opportunities for faculty, staff, and students.

2. **Empower all students for success:** The College will engage students in a rigorous, experiential, and nurturing academic environment which capitalizes on the unique nature of our location in Maryland's first capital city and birthplace of religious tolerance. In doing so, IDEAA will particularly focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the evolving diversity landscape. SMCM will continue to increase the four-year graduation rate for historically underrepresented and/or marginalized students and close existing achievement gaps based on race, ethnicity, gender, and socioeconomic status.

3. **Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution:** The College will continue to implement its strategic recruitment plan by attracting and retaining a diverse student body that achieves excellence within the honors-level liberal arts curriculum. This includes the development of partnerships with community-based organizations, strategic outreach to secondary schools with diverse populations, and other strategies that have resulted in the most diverse entering classes in the College's history. Additionally, the College's Policy Equity Review Committee will continue to ensure campus policies and procedures are equitable during its systematic review process. Public facing policies will be cataloged in a consistent and reliable manner.

4. **Become a sought-after and engaged community resource:** SMCM will continue to promote inclusion, diversity, and equity in our Southern Maryland community through intellectually stimulating and entertaining offerings such as lectures, performances, and concerts. We will also conduct targeted work to provide integrated opportunities for community-based seminars, workshops, and certifications for students, faculty, staff, and community members. The College's ability to host or sponsor external events has been greatly enhanced by the opening of the Nancy R. and Norton T. Dodge Performing Arts Center, which includes the largest auditorium in Southern Maryland and brought more than 22,800 patrons to the campus for a wide array of culturally diverse programming in its first year of operations.

In support of the goals above, the College hired a Coordinator of Multicultural IDEAA programming to support the implementation of a wide array of on-campus events & student services in January 2024. This Coordinator and the corresponding Office specifically provides leadership and professional development opportunities for student interns to collaborate with student affinity groups and offer identity awareness programs. In academic year 2023-2024, these included a Latin Night in America; "Coming Out" Day; Trans Day of Visibility; Lunar New Year; Holi; Black History Month Trivia Night; Women's History Trivia Night; and a Latin Women Art Night among others. Additionally, the College hosted both the 20th Annual Martin Luther King, Jr. Breakfast – entitled "Living the Dream: Hope, Courage & Unity" – as well as

the College's 24th Annual Women, Gender, and Sexuality Colloquium – entitled "Visibility of Disability: Exploring the Intersectionality of Disability, Race, and Gender." Finally, the Office of Title IX Compliance and Training piloted a "Seahawks After Dark" initiative, which coordinated with a diverse group of College offices, student organizations, and external partners to provide alcohol-free programming and activities between 9 p.m. to midnight on Friday and Saturday. It is the intent of the College to expand these existing programming opportunities in academic year 2024-2025, as well as foster additional student, faculty, and staff-led programming opportunities.

Campus Statement of the Process for Reporting Hate-Based Crimes

Hate crimes may be violations of SMCM's Student Code of Conduct or Employee Handbook as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crimes that are reported to SMCM that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013, are reported monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the Annual Security and Fire Safety Report in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

Section 2: *A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected the College's campuses policies and practices, including (a) outreach and support programs, (b) community engagement, (c) equity and access, and (d) monitoring and evaluation.*

As a small, liberal arts public honors college, St. Mary's College of Maryland is committed to building a diverse student body of citizen-scholars in Southern Maryland. Achieving this goal requires the College's Office of Admission to consider each applicant's academic achievements, their personal strengths, and interests, essays, recommendations, interviews, test scores, extracurricular activities, and any other information learned through the application process. In other words, admission decisions are the result of a thoughtful, holistic process to identify and enroll students who are simultaneously academically talented, prepared to thrive in an honors-level curriculum, and ready to engage and be engaged as a contributing member of the College community.

Following the *Students for Fair Admission v. Harvard* decision, an applicant's race or ethnicity is no longer a factor in the review and assessment process. These data are masked on the application for admission and in the College's internal admission system, so they are not viewable by members of the Admission Committee. Instead, the Admission Committee relies on the considerations listed above, as well as a range of demographic characteristics (such as state residency and citizenship, first-generation status, as well as academic interest groups) to shape the incoming class. These data are critical to ensuring that the necessary number of applicants in each cohort meets the College's enrollment goals based on modeling and predictive analytics. As a result of the Admission Committee's current emphasis on first-generation status and admission

of students from secondary schools with more diverse student populations, first-year cohorts have grown simultaneously more diverse and academically credentialed. Additionally, the development of partnerships with community-based organizations – such as the College Bound Foundation in Baltimore City and College Track in Prince George's County – has resulted in record applicant pools which have yielded the most diverse entering classes in the College's history. Each year, the Admission Committee assesses the success of recruitment and enrollment plans and adjusts based on the results of the previous cycle compared to long-term strategic goals.

As the College continues to build a competitive academic identity to attract, recruit, and retain an academically talented and diverse student body, the *Students for Fair Admission v. Harvard* opinion has not resulted in any substantive changes. Prior to the Supreme Court's opinion, leadership within the Division of Enrollment Management reviewed the College's application evaluation process, merit scholarship and financial aid systems, special program selection practices, and privately funded St. Mary's College Foundation scholarship programs to determine potential exposure in the event of a far-ranging opinion. However, the opinion's narrow focus placed the College in a strong position to continue implementing existing student recruitment plans. St. Mary's College of Maryland remains committed to employing strategies which will enable the enrollment of students who reflect Maryland's own diversity, as evidenced by Goal III.A of our most recent strategic plan.

In addition to these existing recruitment plans, the College provides robust financial aid packages comprised of both merit- and need-based aid. These include meeting 100% of tuition need for students in the College's Baltimore City Scholars Program, and full scholarships for Marylanders from underrepresented communities through the highly competitive Landers Scholars Program. The College's Office of Admission also sponsors bus trips to campus for students from low-income areas to minimize transportation barriers, and the College's new Feathering the Nest initiative provides bedding and room supplies for low-income students to facilitate the transition to residence hall life. The newly-reorganized Office of Equity Programming manages three distinct programs – the DeSousa-Brent Scholars Program, *Sum primus* (Latin for "I am first"), and the previously mentioned Landers Scholars Program – to recruit, retain, and graduate socially, culturally, and economically diverse cohorts of students. *Sum primus* students, for example, are paired with a faculty or staff mentor with responsibilities related to their major or career interests during their sophomore year, as well as a secondary academic advisor to monitor their progress through the College's Coordinator for Equity Programming. As another example, DeSousa-Brent Scholars Program coordinators work jointly with an assigned advisor, the Office of Institutional Research and Planning, and the Registrar's office to conduct regular degree audits to determine whether students remain on-track to complete their major. In the case of mid-year deficiencies, College staff work with students to evaluate their options and suggest alternative pathways to complete academic requirements on time. This integrated set of support programs is designed to strengthen and enhance cohesiveness among our diverse community, create a broader culture of student mentorship among faculty and staff, and cultivate a service-oriented ethos among students.

With respect to the monitoring and evaluation of inclusion, equity, and diversity initiatives, the College's admission staff have long paid close attention to the demographic composition of our

student body with a focus on recruiting and retaining students that reflect the diversity of Maryland's population, as well as broader regional and national populations. To further improve this diversity the College recently raised recruitment targets for incoming classes to consist of at least 33% historically underrepresented racial or ethnic groups, at least 20% first-generation students, and at least 20% Pell-eligible students. Additionally, the College monitors the diversity of incoming classes and returning students by major academic programs to ensure that there is equitable access and diverse representation across each field of study. This monitoring is completed by the Office of Institutional Research and Planning in collaboration with the offices of Admission and the Registrar, which will work to identify patterns, trends, and discrepancies, and share those with College leadership and relevant stakeholders.

In addition to monitoring the diversity of incoming student cohorts, the College conducts annual "campus climate" surveys to assess the perspective of students as well as a biannual survey among faculty and staff. Current methods include a Title IX Campus Climate Survey, which is administered every two years to students, and a Diversity and Equity Campus Climate Survey, which is administered every two years to students, faculty, and staff. These instruments have slightly different areas of emphasis – the Title IX survey has a focus on sexual harassment and misconduct and the Title IX office response to the aforementioned reports, while the Diversity and Equity survey is more closely aligned with institutional practice. However, both surveys include an assessment of respondents' sense of belonging, institutional commitment to diversity, and any experiences of discrimination or harassment. Results are analyzed in the Office of Institutional Research and disseminated to the campus. Data are routinely analyzed both in the aggregate, and broken down according to demographics such as gender, race/ethnicity, and class standing or employment status. In addition, the use of the same instruments year over year ensures that changes can be closely monitored, and any problem areas can be quickly identified and addressed.

Educational outcomes for students in all demographic groups are also closely tracked and reported. Like the recruitment targets discussed above, the College has set aggressive retention and graduation rate targets for students from underrepresented groups. Four-year graduation rate targets are equal to or only slightly below the targets for all students, while six-year graduation rate targets are equivalent for each subgroup (i.e., striving for no equity gap). The Office of Institutional Research and Planning monitors retention rates (first-to-second year, first-to-third year, first-to-fourth year) for students from underrepresented racial and ethnic groups, first generation students, and Pell grant recipients, as well as gender differences. Graduation rates are tracked at the four-, five-, and six-year timepoints, for all the groups mentioned above.

St. Mary's College of Maryland

Cultural Diversity Plan 2023-24

The mission of the Division of Inclusive Diversity, Equity, Access, and Accountability (IDEAA) is to lead campus-wide efforts to create and sustain policies, initiatives, and resources to ensure that St. Mary's College of Maryland is a welcoming, transformative, and empowering institution where all students, faculty, and staff can thrive. IDEAA has continued working with different campus units to create opportunities to support the recruitment and retention of diverse student, staff, and faculty populations.

SMCM focuses on serving a diverse student and employee population through infusing inclusion, diversity, and equity into all aspects of SMCM. The diversity and inclusion related objectives in the plan follow along with a timeline and suggested funding sources. To have meaningful and impactful results, IDEAA must establish a presence in every office, program, and function at the institution. DEI can no longer be viewed as an "office" within the institution, but rather a conscious thought/consideration in every task we do. Support for diversity and inclusion must be fully embraced by all members of the College. Training for all, programming that represents every constituency, and institutional support for these areas will clearly demonstrate St. Mary's College of Maryland's commitment to cultural diversity.

Goal 1: **Create an innovative, distinctive, and competitive academic identity that attracts and retains talented students, faculty, and staff:** The College will identify potential opportunities to include research-driven holistic wellness in, but not limited to, coursework, personal growth, professional development, and develop DEI concepts into the current curriculum. SMCM will increase diversity among the student body and create curricular and programmatic offerings that are attractive and innovative. The College will further develop resources for all students especially those with physical limitations, those who come from low-income families, those who are first generation, and those who are neurodiverse. In addition to enhancing the academic and social integration of students in the campus and world environment, SMCM will provide leadership and professionalism opportunities for faculty, staff, and students.

Goal 2.: **Empower all students for success:** We will engage students in a rigorous, experiential, flexible, and innovative academic environment that capitalizes on our unique geographical location. In doing so, the campus will create a system for developing additional academic opportunities, offerings, and support that will include a long-term plan for institution-wide DEI efforts in these areas. In particular, IDEAA will focus on collaborating with other campus units to offer workshops, outreach, and communications to reflect the evolving diversity landscape. SMCM will increase the four-year graduation rate for historically underrepresented and/or marginalized students and close the current achievement gap in all areas including race/ethnicity and gender.

Goal 3: Build a sustainable, vibrant, and diverse student body that exemplifies an inclusive institution: This will be done by attracting and retaining a diverse student body who achieve excellence across the liberal arts in a variety of disciplines. This will be partially accomplished by promoting a community and academic environment that embodies the principles of diversity and inclusion and reflects the increasing racial/ethnic demographic diversity of the state of Maryland. SMCM also will increase its efforts to recruit diverse students beyond the state borders. We will expand efforts to create an inclusive environment that values and optimizes the strengths of a diverse campus and as a result will help everyone thrive. The College will make the current Policy Equity Review Committee (PERC) a permanent free-standing committee. PERC will ensure campus policies and procedures are equitable through a systematic and ongoing review process and it will catalog all public facing policies in a consistent and reliable website.

Goal 4: Become a sought-after and engaged community resource: To accomplish this, SMCM will promote inclusion, diversity, and equity between the campus and the local community as well as the broader community. This will be accomplished via increased initiatives and opportunities along with targeted engagement on campus and in the community with the surrounding diverse communities. Targeted work will be done to provide integrated opportunities for all campus and community members regardless of age, race, ethnicity, gender, or any other protected class. We will create community-based seminars, workshops, and certifications for faculty, staff, and students as well as similar opportunities for the local community to obtain certification in a variety of areas including those related to DEI.

Campus Statement of the Process for Reporting Hate-Based Crimes
Hate crimes may be violations of SMCM's Student Code of Conduct or Employee Handbook as well as violations of the law. SMCM encourages anyone who is the victim or who witnesses a hate crime to report it to the Office of Public Safety, which will respond to the incident in conjunction with local law enforcement. Any crimes that are reported to SMCM that meet the definition of a hate crime under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, 20 U.S.C. § 1092, et.seq. (1990) ("Clery Act"), Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et. seq. (1972) ("Title IX"), and the Reauthorization of the Violence Against Women Act of 2013, are reported monthly to the Maryland State Police via the Uniform Crime Reporting (UCR) system, and reported in the Annual Security and Fire Safety Report in accordance with the Clery Act. The St. Mary's County Sheriff's Office ("Sheriff's Office") may take the lead on investigating hate crimes.

The College's Timeline and Funding Sources for the 2023-24 Plan
The plan being presented is one that can be implemented immediately with work already discussed or begun in several areas. Completion of most of what is outlined can certainly happen during the one-year period. Some of the goals will be ongoing and will require updates and modifications as the implementation progresses. Close monitoring of progress made (and setbacks should they occur) will be part of the simultaneous evaluation process that will accompany this work. These goals will certainly be supported by existing College resources and will be augmented by additional financial resources from the College. However state and federal grants as well as other outside sources of funding will be required to fully achieve the overarching goal of recruiting, retaining, and graduating a culturally diverse student population.

BOWIE STATE UNIVERSITY

Spring 2024
INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY ANNUAL PROGRESS REPORT

Institution: Bowie State University
Date Submitted: April 17, 2024
Point(s) of Contact (names and email addresses):
Adonna Bannister Green, Esq., MBA, Director, Office of Equity Compliance, agreen@bowiestate.edu
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Purpose of Report:
The Institutional Programs of Cultural Diversity Report is mandated by §11-406 of the Education Article, which states that each public institution of higher education shall submit a progress report regarding the institution's implementation of a plan for a program of cultural diversity.

Section I – Summary of Institution's Plan to Improve Cultural Diversity
Bowie State University has a long-standing commitment to diversity; it values and celebrates diversity in all of its forms. This commitment is evident in our mission, " Bowie State University empowers a diverse population of students to reach their potential…" The University community believes that its educational environment is enriched by the diversity of individuals, groups, and cultures that come together in a spirit of learning. As the University aspires to even greater racial diversity, it fully embraces the global definition of diversity that acknowledges and recognizes differences and advances knowledge about race, gender, ethnicity, national origin, political persuasion, culture, sexual orientation, religion, age, and disability.

Bowie State University continues to progress in adopting the institution's cultural diversity plan. The 23-member task force representing all areas of the University's Shared Governance groups completed more than 6 listening sessions with faculty, staff, and students and made opportunities available to its alumni to offer feedback on their experience and expectations of a diverse and inclusive BSU. Additionally, the BSU community participated in an extensive survey to capture data on who we are, and how we experience our campus. The working draft of the Plan derived from that data is being finalized. Once approved, the plan is scheduled for implementation in the coming fiscal year. As intended, the plan is designed to assist the campus in key areas of inclusion and belongingness by infusing all divisional program development with the following practices:

a) reviewing selected existing data regarding the state of institutional diversity, equity, and inclusion efforts

b) engaging with those charged with leading organizational diversity, equity, and inclusion work, and those accountable for the work outcomes, to understand successes and continuing challenges
c) determining collaboratively the vision and strategy for diversity, equity, and inclusion within the organization
d) providing guidance on promising practices to enhance diversity, equity, and inclusion across the institution; and
e) offering recommendations to chart progress in meeting the goals and benchmarks that the client has determined.

Moreover, as we close out the University's FY 2019 – FY 2024 *Racing to Excellence* Strategic Plan, we have assessed our progress across each of our goals. In particular, Goal 4 - Enhancing our Campus Culture of Diversity, Inclusion, and Civic Engagement outlined objectives to enhance further the University's efforts to embrace, promote, and support a community of cultural inclusivity, diversity, and accountability by ensuring that faculty, staff, and students develop a mindset of accountability in teaching, learning, support programs, and extra-curricular campus experiences designed to enhance collaboration and engagement. Several accomplishments are noted in this effort:

- Bowie State University's Office of Planning, Analysis, and Accountability (OPAA) analyzes institutional and survey data to inform DEI initiatives. All DEI data are examined by student level, race/ethnicity, gender, and age subgroups. Socioeconomic factors are also reviewed when data are available. In addition to access, student success, and completion data, Bowie State uses a number of indirect measures of campus climate to assess whether or not the institution is welcoming to all.
- OPAA routinely administers the NSSE, the Ruffalo Noel-Levitz Student Satisfaction Inventory, and the internally developed graduating student survey to gather student voices. OPAA also hosts "pulse" student surveys to gather feedback on specific issues facing the institution.
- The Center for Academic Programs Assessment (CAPA) assesses student values regarding diversity and to measure their intercultural competency and experiences. The HElghten Intercultural Competency and Diversity (ICD) assessment comprises 74 items with two scaled scores, Analyze & Act as well as Approach. The baseline assessment demonstrated that BSU students are competent in areas of cultural competency and are confident in their interactions with people from other cultures.
- Faculty and staff race, national origin, and gender data are reviewed annually as part of the institution's Affirmative Action Plan (AAP). The Office of Human Resources collects and analyzes the same data for applicants and employees in connection with the following employment practices: recruitment, applicant screening, hiring, promotion, termination, transfer, and discipline. The institution uses the Ruffalo Noel-Levitz College Employee Satisfaction Survey to gather faculty and staff climate feedback, as well as faculty and staff "pulse" surveys to gather feedback on specific issues facing the institution.

The University continues to support and expand its community's education about inclusivity and belongingness through programs throughout the year. We have implemented key high-impact initiatives to further promote an inclusive, culturally aware academic community. To ensure our diversity programming was effective, rapid data collection was implemented after each diversity event.

QrCodes at each event allow participants to give feedback regarding services provided. Additionally, direct, real-time engagement with activity participants provided informal yet useful feedback. The following examples highlight just a few of our new or expanded diversity programming successes and outcomes.

BSU Native American Pow Wow Cultural Experience (New)

The Office of Multicultural Programs and Services successfully hosted the inaugural Native American Pow Wow Cultural Experience in November 2023. The Pow Wow has become a way for Native American people representing all tribal backgrounds to join together to share experiences, reconnect with old friends, and make new ones. In honor of Native American Heritage Month, the Bowie State University community had over 14 Native American tribes from the Mid-Atlantic region share cultural dances and songs to acknowledge the ancestral stewards of this land. Over 450 students, staff, faculty, alumni, and community members attended this first-ever Native American Pow Wow held at an HBCU in Maryland. This inclusive excellence program garnered local news in November (Native American Pow Wow celebrates veterans and culture at Bowie State University - WTOP News).

BSU My Bulldog's Keeper Academic Excellence Initiative (New)

In September 2023 and February 2024, the Office of Multicultural Programs and Services, in partnership with the LGBTQIA Resource Center, launched a new academic excellence initiative for the LGBTQIA+ and First Generation community. During the first two weeks of the Fal and Spring semesters, all students in the House of Bowie (Gay Straight Alliance) were afforded the opportunity to connect with Student Support professionals to design an academic excellence action plan. The action plan outlined time management, visiting student tutoring, and realistic academic expectations. After the midterm evaluation period, students attended a follow-up session to revise their academic excellence action plan. During this inaugural year, more than 50 students participated in My Bulldog's Keeper Academic Excellence Initiative. The students reported that the My Bulldog's Keeper program is a safe, supportive initiative that increases their sense of belonging at Bowie State University.

BSU Who Am I: Social Identity and Ancestry Pathway (expanded)

In September 2023, the Office of Multicultural Programs and Services, in partnership with Ancestry, the largest genealogy company in the world, hosted Diversity in Genealogy Student Opportunities Day. Specifically, Ancestry highlighted student diversity scholarships and internships available to HBCU students with more than 70 participants. During the interactive Genealogy Student Opportunities Day, 2 students were selected for a summer 2024 internship, 3 students received academic scholarships, and Ancestry afforded BSU 150 Ancestry Kits so students could uncover their genealogy. The Office of Multicultural Programs and Services and the Office of Residence Life originally established this partnership during the 2021-2022 academic school during the inaugural Who A I: Middle Passage to Uncovering DNA Ancestry.

BSU Diversity and Inclusion Welcome Reception (ongoing)

During BSU Welcome Week (August 2023), over 300 first-year students participated in the Diversity and Inclusion Welcome Reception. First year students explored pathways to get connected to retention initiatives that included the following tracks: 1) Social Justice and Student Advocacy, 2) Civic Engagement, 3) Performing Arts, 4) Intramural Sports, and 5) Self-Discovery. At the end of the Diversity and Inclusion Welcome Reception, over 120 first-year students registered for the Social Justice and Student Advocacy retention initiative. More than 250 students have participated in ongoing

social justice and student advocacy programs and events on campus. The ongoing social justice and student advocacy co-curricular programs have included Protecting Our Voting Rights DC March, Tunnel of Oppression, Understanding Critical Race Theory, Safe Space Training, Should We Defund the Police Series, and Black Lives Matter Shared Conversation Series.

Section II – Effects of Supreme Court 2023 Decision Ending Affirmative Action in Admissions

Bowie State University is an outgrowth of a school opened in Baltimore, Maryland, by an organization dedicated to offering educational opportunities that the state failed to provide for its black citizens. The 2023 Supreme Court decision to strike down race-conscious admissions practices has not affected the university's policies and practices, or commitment to upholding the desire of our founders nearly 160 years ago. As Maryland's first historically black public university, Bowie State University continues to uphold our mission to empower a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. We continue to develop and offer programming for students, faculty, and staff that engage our community in and promote cultural awareness.

Bowie State University ranks among the nation's top comprehensive universities, cultivating next-generation leaders by providing opportunities for students to discover their strengths through focused academic experiences and opportunities to tackle real-world problems in a diverse society. As we develop new, high-demand academic programs, the university is exploring programs that appeal to a more diverse student group in order to maximize our recruiting efforts. This includes dual enrollment, continuing education, and adult learners, as these populations will meet the immediate need to grow enrollment and build a pipeline for future undergraduate students. We have also increased the number of programs offered in online modality to meet the needs of students who prefer to be educated remotely or need flexibility as they balance priorities.

COPPIN STATE UNIVERSITY

INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT GUIDANCE

Prepared for the University System of Maryland

Submitted April 17, 2024

COPPIN STATE UNIVERSITY
EST. 1900

Institutional Programs of Cultural Diversity Report Guidance
Prepared for the University System of Maryland Board of Regents
Committee on Education Policy and Student Life

April 17, 2024

INTRODUCTION

Diversity, Equity, and Inclusion (DEI) have evolved to be among the defining features of Coppin State university. It is the diversity of the students, faculty, and staff of Coppin State University that has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Differences among race, ethnicity, gender identification, age, religion, language, abilities and disabilities, sexual orientation, socioeconomic status, and geographic region are at the core values of the institution. Since the core mission of the Coppin State University, as an urban, Historically Black College/University (HBCU) is to serve the interests of the State of Maryland by producing top graduates with a diverse portfolio of experiences, it must seek to increase and maintain diversity among its students, faculty, and staff. Coppin has consistently demonstrated a compelling interest in ensuring that people from all backgrounds perceive that access to education and equal opportunity is possible for talented individuals from all groups.

The leadership of Coppin State University agrees to the following tenants of diversity:

- Diversity is integral to the University's achievement of excellence and can enhance the ability of the University to accomplish its academic mission.
- Diversity aims to broaden and deepen both the educational experience and the scholarly environment as students and faculty learn to interact effectively, preparing them to participate in an increasingly complex and global society.
- Ideas, and practices based on those ideas, can be made richer by being born and nurtured in a diverse community. The pluralistic University can model a process of proposing and testing ideas through respectful, civic participation and engagement.
- Educational excellence that indeed incorporates diversity thus can promote mutual respect and make possible the whole, effective use of the talents and abilities of all to foster innovation and train future leadership.

Through the annual work and contributions of the University's Diversity and Inclusion Committee (DEI Committee), Coppin State University renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University monitors these results in the program's activities and strategies it supports to ensure that diversity and inclusion education and awareness continuously facilitate the removal of barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically underrepresented multigenerational populations. These initiatives are also a part of the University's strategic goals for each academic and non-academic unit. An excerpt from the mission statement (approved in 2019) states that "Coppin State University, a historically black institution in a dynamic urban setting, serves a

multigenerational student population, provides innovative education opportunities, and promotes lifelong learning. The University fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

SECTION 1: SUMMARY OF PLAN FOR IMPROVING CULTURAL DIVERSITY

The diversity of the students, faculty, and staff of Coppin State University has been the source of creativity, student success, and innovative accomplishments throughout the institution's history since it was founded in 1900. Diversity has evolved to be among the defining features of Maryland's past, present, and future in terms of the variety of personal experiences, values, and worldviews that arise from cultural differences and circumstances. The differences valued at the University include race, ethnicity, gender, age, religion, language, abilities and disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Since the core mission of the Coppin State University, like an urban, Historically Black College/University (HBCU), is to serve the interests of the State of Maryland by producing top graduates with a diversity portfolio of experiences, it must seek to increase and maintain diverse among its students, faculty, and staff.

CSU enrolls 1,810 undergraduates and 291 graduate students for a total enrollment of 2,101. The institution has a second-year retention rate of 73% and a six-year graduation rate of 25%. The average age of all students is 27, and of those students, 41% are from Baltimore City alone, and 66% are from Baltimore City and Baltimore County. The remaining students are from surrounding states such as Pennsylvania, New York, New Jersey, California, North Carolina, Virginia, and the District of Columbia. The institution offers 64 academic programs; 34 bachelor's, 14 master's, 15 certificates, and one doctorate. Coppin is a member of the Mid-Eastern Athletic Conference (MEAC) and National Collegiate Athletic Association (NCAA) Division I with sports in baseball, basketball, track and field, bowling, tennis, volleyball, softball, and eSports. Coppin is accredited by the Middle States Commission on Higher Education and by six subspecialty accrediting agencies.

CSU achieves and supports cultural diversity through strategic programming related to the inclusion of those racial and ethnic groups and individuals who have been underrepresented in higher education. Also, the University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), ability or disability, marital status, sexual orientation, and military status. Cultural diversity and inclusion are central to the institution's mission, which "fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development."

Strategic Alignment of Cultural Diversity

The university is currently reviewing and updating its strategic plan. Coppin State University's Cultural Diversity, Equity, and Inclusion Plan is a living document that aligns with the institution's strategic priorities, which is inclusive of increasing enrollment and enhancing the student experience. The plan aligns with the university's strategic plan goals, which is currently in progress throughout the spring semester of 2024. Each year, the academic and administrative units provide an update related to the institution's priorities, which align with the institution's

diversity and inclusion goals. University strategic goals related that support diversity and inclusion are aligned to and include the following:

Vision - Become a University of Choice

- **Goal 1 - Improve the Holistic Development and Completion Rates of Our Students**
- **Goal 2 - Strengthen Our Brand and Reputation as a Leader in Urban Higher Education**
- **Goal 3 - Become a Greater University at Which to Work**
- **Goal 4 - Enhance Our Teaching and Research Excellence**

As the institution continues to make progress with the new CSU Strategic Plan, various measures related to increasing diversity, inclusion, and social justice will be included. As it relates to enrollment, retention, and graduation, plans to improve all the rates are currently in progress. Success has been realized as Coppin has maintained a solid 2-year retention rate and has stabilized its 6-year graduation rate with the goal of increasing. The impact of plan alignment is expected to have positive outcomes on diversity, equity, and inclusion, and ultimately, student success, especially among the number of degrees awarded within the USM and State.

SECTION 2: IMPACT OF THE SUPREME COURT'S DECISION

The recent Supreme Court ruling on affirmative action in college admissions has significant implications for all institutions of higher education. However, for Coppin the impact is anticipated to be minimal especially since it is not a highly selective institution for admission. The ruling removes a law that has been in place since 1978 and was key in promoting diversity in many facets of higher education and the workplace. Due to the recent ruling of *Students for Fair Admissions v. Harvard (SFFA)* colleges and universities are unable to align with the Equal Protection Clause, necessitating changes in how race and ethnicity are used in admissions decisions.

Coppin State University emphasizes equitable access to higher education within its admissions policies and practices. Additionally, the university is careful when administering its scholarships to ensure greater inclusivity of students from all racial and ethnic groups. The institution had already been compliant with all state and federal laws regarding scholarship awards and administration. Beyond admissions, the impact of the decision on policies related to scholarships, outreach, and support programs has been minimal.

Outreach and Support Programs

<u>Coppin State University Summer SOAR Program</u>
Coppin State has a reputation for service to the campus community and community at large. The institution continues to offer tax services for individuals at a certain income level and provides clinical services in its health clinic located on campus. Furthermore, summer wellness programs are offered for the community as well as basketball programs and other camps.

Coppin also provides advancement opportunities for students wanting to get a head start on college. The Summer Soar program allows students to receive up to 6.0 of free academic credit hours during the institution's summer session if they meet certain requirements. Students must be

undergraduate degree-seeking students; and commit to enroll and pass a total of 30 credit hours during the Fall, Winter, and Spring terms. Students are required to meet with an academic advisor to plan courses and enroll each year on May 15th prior to the start of the summer session.

Eagle Achievement Center (EAC). The EAC is a new learner-centered initiative that will contribute to all students' recruitment, retention, and graduation efforts on campus. Students are consistently involved in activities and have direct contact with various support services, including professional and peer academic coaching, math, and writing centers, mentoring, intrusive advising, and establishing freshman and sophomore learning communities. The EAC also provides expanded services to support students' participation in internships and other activities directly related to career support and development.

Community Engagement

In addition to the tax services provided by the VITA tax program through the College of Business, the institution's faculty within the Department of Social Sciences provide voter registration drives to the public and to students along with programs and activities related to civic engagement.

There is also **Professional Development for Staff and Administrators** by all units on campus conducted by Human Resources on such topics as Unconscious Bias and other routine workshops held, which are open to the campus community:

- Training given for University Search Committees on the Do's and Don'ts of the Interview Process which included the inclusiveness and unbiased criteria for candidate selection.
- The Office of Human Resources services offered through our EAP, Guidance Resources, provides counseling, support, and a safe space to help employees manage problems including microaggressions, discrimination, and finding their voice.
- The Office of Human Resources works collaboratively with Humanim, a non-profit organization that allows individuals from marginalized communities who face social and economic challenges to work at the university.
- SkillSoft, an online learning and development tool for faculty and staff, has numerous DEI offerings that are easily accessible for training, such as Your Role in Workplace Diversity and Understanding Unconscious Bias.

Equity and Access

The university has noted that an emerging group in which to pay close attention is minority women as it continuously reviews its data. While the institution enrolls a lower count of male students, female students have always had the larger share of headcount enrollment at Coppin. Typically, the mix of male to female students is 25% to 75% respectively. This number has been consistent over the past ten years. Therefore, the university recognizes opportunities to create special support programs for the predominant amount of female students such as expanding childcare functions, enhancing academic leadership and opportunities among students, and finally, direct enrollment efforts on growing this viable student population.

Monitoring and Evaluation

A part of the university's strategic planning process requires the campus leadership, which includes the President and Cabinet, to review KPIs related to metrics related to the institution's strategic goals. Those metrics, which also include several measures that impact diversity and inclusion, are a part of the review process and other standards and are used for improvement by campus administrators. In addition, the Diversity and Inclusion Committee is charged with regularly monitoring the plan and looking for ways to improve diversity-related initiatives. The committee is also charged with assisting units with the development, assessment, and reporting of activities for public consumption. Lastly, the committee monitors the results and makes recommendations to the campus administration to support programs with selected metrics, so they do not fall short of unit-level or institutional goals.

Key personnel also serve on the Diversity and Inclusion Committee, including the Assistant Vice President for Planning and Assessment and the Director of Sponsored Research and Programs. As a sample measure, the committee met in the fall of 2023 to discuss options for increasing fundraising and other financial gifts to support scholarly research and activities to produce a more significant share of graduates and scholars of minority descent. The committee will continue to meet twice a semester or as recommended by the administration.

Other key metrics to be reviewed twice a semester by the DEI Committee include the following:

- Retention and Graduation Rates. The institution regularly monitors the 2nd year retention rates and 6th year graduation rates for all students disaggregated by race/ethnicity.
- Student Assessment of Experience. This is conducted via the National Survey of Student Engagement (NSSE), which provides a snapshot of several metrics. Key to DEI include a welcoming institutional environment and metrics related to the number of interactions with diverse faculty.
- Race/Ethnicity of students, faculty, and staff. These data are collected annually and provide the number and percentage of each group by male and female.
- Enrollment by dual enrollments, new freshmen, continuing students, including grad students, and transfers.

These metrics are monitored to ensure that goals within the implementation plan align with the university's strategic goals are being met.

FROSTBURG STATE UNIVERSITY

FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

Cultural Diversity Report
Annual Progress Report 2023-2024
Frostburg State University
Prepared by the Office for Diversity, Equity, and Inclusion
April 2024

Submitted to:
University System of Maryland
for the
Maryland Higher Education Commission

Point of Contact:
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Content of Report:
This report follows the 2023-2024 Institutional Programs of Cultural Diversity Report Guidance set forth by the University System of Maryland.

- **Section 1:** Summary of the Institution's Plan to Improve Cultural Diversity
- **Section 2:** Summary of Compliance and Impact of the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions
- **Appendix 1:** Frostburg State University's Cultural Diversity Plan
- **Appendix 2:** Summary of Efforts to Address the Unique Needs of International Students

Section 1: Summary of Frostburg State University's Plan to Improve Cultural Diversity

Frostburg State University's Plan (Appendix 1) continues to provide a framework for university efforts that is specifically monitored and implemented by the Division of Student Affairs, Office of Diversity, Equity, and Inclusion (ODEI). Each academic year, in concert with the University Council on Diversity, Equity, and Inclusion, ODEI establishes goals and priorities that are aligned with the Division of Student Affairs and university's Strategic Plans. These goals and priorities are informed by contemporary student needs, university resources, community constituencies, current trends, and a philosophy of equality of opportunity for all. Academic year 2023-2024 goals are aligned with the following Student Affairs goals:

1. Develop programs and services to engage students and provide opportunities for experiential learning and leadership.
2. Facilitate the successful recruitment, transition, and retention of students. by providing guidance, knowledge, and access to experiences, programs, and services.
3. Create a safe, inclusive, and supportive campus community to foster student growth and education.
4. Provide facilities, technology, and services, which enhance students' educational experiences.
5. Provide campus environments that foster student wellness and development.
6. Recruit, develop, and support employees who are well-prepared to meet the increasingly complex challenges that face today's students.

Additionally, ODEI's academic year 2023-2024 goals are aligned with the following university goals:

1. Focus learning on both the acquisition and application of knowledge.
2. Provide engaging experiences that challenge students to excel.
3. Expand regional outreach and engagement.
4. Align university resources - human, fiscal, and physical with strategic priorities.

The University Council on Diversity, Equity, and Inclusion focused efforts on the following goals during the 2023-204 academic year:

1. Provide diversity, equity, and inclusion for students, faculty, and staff.
2. Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming.
3. Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion (ODEI).

These goals were supported by the following Action Priorities:

1. The ODEI will provide annual training opportunities for faculty, staff, and students, such as Safe Zone training, first-year student "Introduction to DEI" workshop, as well

as other programming to increase knowledge and awareness during the academic year.
2. ODEI will increase visibility and accessibility of diverse faculty and staff to provide additional support for diverse student organizations during the academic year.
3. ODEI will provide regular campus outreach efforts by updating the ODEI website monthly with "ODEI News" that highlights DEI programming for faculty, staff, and students, while promoting "Times Talk" sessions, and meeting with each individual section of Introduction to Higher Education classes to discuss DEI and the opportunities and resources available on campus during the academic year.

These goals and action priorities were implemented and assessed by:

1. Attendance results, cost, and the number of faculty, staff, and students engaged.
2. Number of eligible individuals identified, number of sessions held, and percentage of participating constituents.
3. Assessment of feedback on news postings, number of Times Talk sessions held with number of participants, and the number of workshops held for ORIE 101 classes.

Evaluation and results were assessed by:

1. The "Safe Zone" introductory workshop was offered twice to the general campus population in the spring semester, during the "Bobcats Against Bias" week. Additionally, a Safe Zone workshop was presented during the fall training of the Residence Life Office student staff with 60 participants. To increase the participation rate of the first-year student DEI workshop, students were allowed to self-select and register for a day and time for a two-hour "Introduction to National Coalition Building Institute (NCBI)" workshop. Those who were unable to attend this workshop were then given the opportunity to complete the "Brave and Bold" online program. This approach also helped to reduce costs of the online program as the costs were reduced to provide access to fewer students. Additionally, each ORIE101 class was visited by ODEI staff. In total, 90% of the first-year students were documented as participating in at least one of these activities. Finally, the annual diversity retreat was held in the fall with 49 participants (40 students, one FSU alum and eight staff). This was an increase over the previous fall retreat attendance of 35. With a staff of seven Black staff and three Latino staff, the students were afforded a unique opportunity to meet individually with BIPOC staff to discuss any questions or concerns the students might have, as well as student's plans for completing degrees, chosen majors, career paths, internships, etc. As a result, several students were able to secure internships, referrals to alumni for mentoring, and letters of recommendation for graduate school or employment applications. The retreat included the full-day NCBI Leadership for Diversity Workshop, with 88% of the participants indicating the effectiveness of the retreat was "Excellent" or "Better than Average."

2. The Office of Diversity, Equity, and Inclusion worked closely with diverse student organizations to provide and support advisors of the same identities or proven allyship. Specifically, the Black Student Alliance, the Latin American Student

Organization, the National Council of Negro Women, and Spectrum. Unfortunately, they continued to struggle to increase their memberships to healthier levels. The ODEI worked closely with a group of faculty and staff to form "FNIF: Frostburg Network for Intersectional Feminism". A spin-off student organization, 'W.O.M.E.N." was also created. The first major event of these two organizations along with the ODEI was a "Take Back the Night" (anti-violence against women and anti-sexual assault) rally and march. This was proceeded by a "tenting" event at the clock tower where all interested parties could receive information about FNIF and the event to be held that evening. Fifty "TBTN" shirts were given to participants.

3. The Times Talk sessions were held every two weeks in collaboration with the Office of Civic Engagement. As done previously, the sessions were alternately based on Civic Engagement/Civility and DEI. Students were encouraged to submit articles/topic suggestions. Attendance still tended to be low with an average attendance of 12-15 students, faculty, and staff. Significant work was done to update the ODEI webpage, particularly focusing on the ODEI News link. This replaced the monthly newsletter in response to advice from media relations. New this year, during the Hispanic Heritage month, a faculty, staff, and student of Hispanic heritage was featured on the website. This received positive feedback and will be continued next year. In the fall, members of the ODEI and NCBI teams met with all but one of the ORIE classes to speak with students about the goals of the university around DEI, the university's diversity statement, the goal for each student to graduate prepared to work in a global society, and the opportunities and resources available to help them reach this goal. Students were informed about the functions of the ODEI, and what academic and cocurricular opportunities exist on campus to increase inclusion and belongingness. Finally, the ODEI held informational tables in the Lane University Center to keep the campus aware of events, programs, and resources for DEI on and off campus.

Areas of progress, targets for improvement, and future recommendations include offering Safe Zone trainings in the fall at the Hagerstown campus in response to a request and inclusion in the #BobcatsAgainstBias campaign in the spring. This will be two full years since the last successful offering and will hopefully see better attendance. Frostburg will also consider bringing in an outside presenter to offer a fresh experience for those that have attended previously. Alternatively, FSU will consult with collaborating Safe Zone directors at USM affiliates to update materials. If the training is facilitated in-house, the only resources needed are location, staffing and printing. The university will continue to explore ways of increasing the visibility and accessibility of diverse faculty and staff through spotlights in the ODEI News, and consideration of the creation of faculty/staff affinity groups and offering social gatherings.

Section 2: Summary of Compliance and Impact of the 2023 Supreme Court's Decision to Strike Down Race-conscious Admissions

a. *Outreach and Support Programs:* The FSU Admissions Office has applied for an Opportunity Grant to develop a program to offer transportation, meals, and enhanced campus visit opportunities to students/high schools that do not have the resources

available to experience college visits. College visits are an essential step in the college search process and provides access to information for students to make their best-fit choice. Additionally, the Admissions Office participated in the Common App Direct Admit program. This allowed the opportunity to engage with students who would qualify for admission, but may face an obstacle and have not yet applied. The Common App program was implemented before the Supreme Court ruling and was designed to reach marginalized students. This program helped to shape the overall makeup of Frostburg's applicants and new student class.

b. *Community Engagement:* Since January 2023, stakeholders at the institution met often to discuss the potential impacts to recruitment efforts. Because the Supreme Court decision largely impacted admittance decisions, Frostburg State took efforts to call special attention to the mission of the institution, reviewed the website to ensure its mission was central and visible across the website, and emphasized that a diverse campus is part of the institutional identity of Frostburg State University. The Admissions Office did not retract any recruitment efforts or initiatives. The Admissions Office has been focused on re-establishing relationships and enrollment opportunities for students from Baltimore City and Baltimore County as well as other areas across the state. Lastly, through FSU's strategic enrollment plan, the Admissions Office leads efforts through a workgroup to engage the campus, alumni, and communities to provide enrollment opportunities in Hispanic/Latino communities.

c. *Equity and Access:* Historically, race has not been a factor in Frostburg State's Admissions decision process. The university's wholistic admissions process gives students multiple avenues to gain admission to the institution without standardized testing. Additional criteria such as employment, service, extra-curriculars, strength of essays, community involvement, and more are all areas that are reviewed in the process to continue to provide equal access opportunities for all.

d. *Monitoring and Evaluation:* FSU's strategic enrollment group reviews departmental and institutional reports to monitor, evaluate, and act on changes related to new student enrollment. In the Admissions Office, and institutionally, careful consideration is appropriately focused on processes that may impact underrepresented students who may be disproportionately affected by decisions, or positive impacts that benefit all students are identified as potential growth opportunities. For fall 2023 new student enrollment, there were increases in the number of applications and enrollments from students in underrepresented populations.

SALISBURY UNIVERSITY

SALISBURY UNIVERSITY

SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT

APRIL 22, 2024

Salisbury University (SU) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section I: Summary of the institution's plan to improve cultural diversity

Salisbury University continues to demonstrate our commitment to cultural diversity, which is a fundamental aspect of our institutional mission and values. As stated in our mission and values, "The core values of Salisbury University are excellence, student centeredness, learning, community, civic engagement, and diversity and inclusion." We recognize that diversity enriches the educational experience, and prepares our students to "contribute to active citizenship, gainful employment, and life-long learning in a democratic society and interdependent world."

In alignment with our Strategic Plan, we are dedicated to cultivating a diverse and inclusive campus environment. Goal 2 of our strategic plan has allowed us to focus our efforts to "Inspire a campus culture of inclusive excellence, support, and collaboration." We strive to achieve this by implementing initiatives that promote diversity, equity, and inclusion across all areas of our campus community.

Moreover, our commitment to diversity is embodied in the Salisbury Seven, a set of shared values that guide our actions and decisions. The third point pledges " We will have a continual commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging".

As we note the change in the national climate, we are guided by our institutional values, and are taking proactive steps to ensure we continue to foster a sense of belonging and inclusion on our campus. To accomplish this, we have made significant progress which includes:

1. **The creation of a cabinet-level position, the Vice President of Inclusion, Access, and Belonging.** We are currently in the process of conducting a national search for our first ever cabinet level Vice President of Inclusion, Access, and Belonging. The Vice President of Inclusion, Access and Belonging will play a crucial role in shaping the future of our institution and ensuring that we continue to foster a campus environment that values and celebrates the contributions of every member. Working with an external firm and a committee of faculty, staff, students, and administrators, we are hopeful that this new leader will join our campus community in the coming months. This position brings together three units on campus including the Office of Diversity and Inclusion, the Office of Institutional Equity, and the Disability Resource Center. The hope is that under a

strategic leader, the campus will continue to grow and evolve in meeting the diverse needs of our community. Upon their arrival, the Vice President will be taking the lead on developing an *Inclusive Excellence Strategic Plan.* The plan will be developed to accomplish integration of inclusive excellence into all aspects of university operations, foster a sense of shared responsibility and better monitor progress.

2. **In preparation for the arrival of a new cabinet member, the President's Office has launched Inclusion, Access, and Belonging Working Groups focused on the following areas – Cultural Programming, Education and Training, Curriculum, Workplace, and Student Success.** Each group will be comprised of representatives from all stakeholder groups on campus to analyze our current efforts and identify gaps where there may be a need for more attention and resources. Collecting this information before the new Vice President's arrival will give them more insight into our campus' needs. Over 100 members of the campus community signed up to volunteer showing their interest in and support for these initiatives.

3. I**n September, the university hired Sheree Satchell as the Office of Diversity and Inclusion's new coordinator of student diversity recruitment and retention.** She has been focused on developing and implementing strategies and programming, with a cultural lens, to support the recruitment and retention of students from diverse backgrounds. In just a few short months, she has been able to connect perspective students and families across the state to share information and resources about SU. Our focus has been on communities where there is a high population of diverse potential college students. Some of the visits included schools in Prince George's County, Montgomery County, Baltimore City, and neighboring District of Columbia. Retention efforts also increased by having more consistent follow-up meetings with our students in the Baltimore City based CollegeBound Foundation Program as well as students in the Powerful Connections Program.

4. This new position, the coordinator of student diversity recruitment and retention, will surely accentuate the efforts already being made to increase the diversity of our campus community. **Our Fall cohort welcomed one of the largest, most diverse, first-year classes in campus history, with nearly 1,400 students, this fall, including more than 530 transfer students and over 320 new graduate students. Hailing from 27 states and 18 countries, almost a third of these students come from underrepresented backgrounds, and 41% identified as first-generation students.**

5. **To support our increasingly diverse student body, we have partnered with the Association of College and University Educators (ACUE), an organization dedicated to improving student success through evidence-based, inclusive teaching practices.** This year, sixty faculty will participate in ACUE's 25-week online course, **Effective Teaching Practices (ETP)** which trains faculty in evidence-based techniques shown to

increase student retention, strengthen students' sense of belonging, and close equity gaps. Additionally, with 19 of the 25 modules spotlighting inclusive teaching methods, this ACUE training readies faculty to implement and document evidence-based practices in the area of DEI which will be required in annual reviews, tenure, and promotion beginning in the Fall 2025. In addition, thanks to funding received through the Carnegie Corporation of New York, and the ECMC Foundation, 120 faculty and staff have an opportunity to take part in ACUE's **Fostering a Culture of Belonging** microcredential course this year. This training will provide faculty and staff with evidence-based strategies to foster an inclusive learning environment, building upon ACUE's "Embracing Diversity in Your Learning Environment" module, ultimately cultivating a more inclusive campus culture. In addition to an estimated ROI of $1.17 million from student retention after the first three years, ACUE will provide survey data, which will be used along with data provided by UARA to assess the impact of the partnership. This data will focus on four key areas: engagement, learning, completion, and equity. Engagement will be measured by the degree to which students taught by ACUE-credentialed faculty are more engaged in their studies, as indicated by course evaluations. Learning will be evaluated by comparing students' grades to their achievement prior to their instructors earning an ACUE credential or through a matched-cohort research design. Completion will be assessed by examining success rates, course completion rates, and declines in DFWs. Finally, equity will be analyzed to determine the reduction or elimination of achievement gaps by race, gender, or income status.

6. To continue to foster a culture of equity, including and belonging on campus, President Lepre announced the development of ongoing diversity, equity and inclusion training programs, as well as the promotion of open dialogues and the implementation of diverse recruitment practices. Just last week, the President's office supported a cohort of faculty and staff to attend CCBC's Culturally Responsive Teaching Conference.

7. We are just a few months away from implementing our New General Education requirements which include a required course in DEI related content (as well as Civic Engagement and Environmental Sustainability). Student learning outcomes for DEI course are 1. Examine the intersections of inequity based on dimensions of identity, including but not limited to class, race, gender, LGBTQIA+, disability, national origin, and/or religion; 2) Identify specific mechanisms by which racism may influence stakeholder outcomes, including but not limited to health, wellness, longevity, and prosperity; 3) Identify ways to address systemic stakeholder inequity based on the dimensions of identity in the United States and/or across the world; 4) Describe the history of issues related to diversity, social and economic inequities, and political power in the United States and/or across the world; 5) Analyze the current social, political, artistic, and/or economic lives and contributions of historically marginalized people in the United States and/or across the world; 6) Analyze the various institutions and power

structures that create and maintain social, economic, and political inequality in the United States and/or across the world; and identify those that offer redress for these issues.

8. The Center for Healthy Communities and The College of Health and Human Services hosted its inaugural Interprofessional Symposium on Transgender Care and Experience this past fall that brought awareness and resources to the Eastern Shore of Maryland community. The program made such an impact, plans for a 2nd symposium are underway for the fall 2024 semester.
9. In addition, Salisbury continues to make other movements towards being more inclusive such as creating signage for gender neutral restrooms across campus and providing a more streamlined process for requesting ASL interpreters for members of the campus community and guests.
10. SU was also selected as a participant in the ABC Grant with other USM institutions that will focus on student success and belonging.

Section II: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

Statement from SU President Carolyn Ringer Lepre on the U.S. Supreme Court's Decision on Affirmative Action - Friday June 30, 2023

As a member of the University System of Maryland (USM), Salisbury University endorses USM Chancellor Jay A. Perman's position statement regarding the U.S. Supreme Court's decision on affirmative action in college admissions.

Diversity and inclusion are core values of SU. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. SU is committed to making our campus one where every single student feels a sense of belonging. We recognize that throughout history, far too many identities, voices, experiences and perspectives have been pushed to the margins. It is our goal to make sure that every student's identity is seen, heard, honored, included and celebrated on our campus. A diverse and inclusive community brings irreplaceable value to our educational experience and work environment, and strengthens us all.

We recognize and celebrate the differences in background, abilities, experiences, characteristics, identity and thought that make each person unique and that enrich our campus, community and nation. At the same time, we acknowledge that which unites us: our basic humanity and the search for knowledge that is central to Salisbury University's mission of educating the leaders of tomorrow.

As a public institution, SU embraces its responsibility to serve all residents of Maryland — and beyond. This includes not only making sure our programs remain accessible and affordable, but

providing the support needed to ensure everyone has an equal opportunity to succeed on our campus, in our classrooms and on their chosen paths once they have earned their degrees.

While the Supreme Court's decision may have far-reaching implications for higher education as a whole, we will not waver in our commitment to inclusion, diversity, opportunity and equity, and the cultivation of a sense of belonging at SU.

a. Outreach and Support Programs:
The Office of Diversity and Inclusion continues to sponsor the Powerful Connections Program described below.

> ***Activities and programs related to successful transitioning to university life represent an institutional commitment to create and foster an environment that values diversity while encouraging an appreciation and respect for differences. The Powerful Connections Pre-Semester Experience is a vital tool for new students of diverse backgrounds to set success in motion at Salisbury University to "Make Tomorrow Yours."***

This fall we have substantially grown our Powerful Connections program – welcoming more than 100 mentees and over 50 mentors, the largest cohort in program history. This was also our most diverse cohort of participants and mentors representing many diverse identities including race, ethnicity, religion, sexual orientation, and more. This led to very robust conversations and experiences within our program. The Disability Resource Center, CAMP Program, and TRiO Bridge Summer Programs are also ways that the university continues to create pathways for students to SU from diverse backgrounds.

b. Community Engagement:
Powerful Connections, CAMP, TRiO, and DRC STARS pre-semester experiences continue to focus on students from historically excluded populations. There are also programs such as the NIA and CUSP programs fostered through the School of Social Work that provide support and mentorship to BSW/MSW students at Salisbury. The programs connect these students to mentors who share similar racial and ethnic identities who also work in the Social Work field.

c. Equity and Access:
As a part of the State of the University address, Dr. Lepre shared the plan to support academic excellence and high-impact practices, invest in the recruitment, retention, graduation, and social mobility of first-generation students. 41% of this year's incoming class self-identified as a first-generation student, signaling the importance of supporting this community. These initiatives will build resources and support programs for first-gen students to ensure that they not only succeed at SU but thrive.

The Sea Gull Pell Promise Program and Financial Aid - A Presidential Priority is eliminating the retention gap between Pell Grant and non-Pell Grant recipients, and white and non-white students. To support that, SU launched the Sea Gull Pell Promise Program, which makes it easier

for first-year students who qualify for a federal Pell Grant to attend SU. Through this program, SU covers any remaining tuition costs once eligible students' scholarships, grants, and benefits are applied. SU also announced this fall that we have pledged to give 20% more institutional aid to our incoming students.

d. Monitoring and Evaluation:
To effectively assess the impact of policy changes, we will continue to regularly monitor student demographics shifts and will also continue to analyze educational outcomes, such as retention rates, graduation rates, and academic performance, disaggregated by demographics. This information will be utilized for strategic planning, budget decision-making processes, and setting goals for improving diversity. We will also utilize the collective knowledge of our partners in the USM system through discussions at the USM's D&I council, and through other leadership meetings across USM schools in an effort to share best practices and opportunities.

Appendix 1:
Looking Forward - Creating a Culture of Equity and Inclusion Our strength is derived from the people who make up our community. Our commitment to diversity, equity, inclusion, and belonging remains at the forefront of our priorities. I want to reiterate unequivocally that Salisbury University is a place where everyone – regardless of ethnicity, race, age, religion, gender, ability, or identity – is welcome. As an institution, we are committed to upholding and respecting the diverse range of values and perspectives expressed by our community, and we are steadfast in our commitment to ensuring the safety and well-being of every individual. To foster a culture of equity, inclusion, and belonging, we will consistently integrate these values into our institution's core ethos and operational strategies. This will involve developing ongoing training programs, implementing diverse recruitment practices, and promoting open dialogues.

TOWSON UNIVERSITY

2024 Institutional Programs of Cultural Diversity Annual Progress Report

Towson University

Submitted April 17, 2024

Point of Contact: Dr. Patricia Corey Bradley, Vice President of Inclusion & Institutional Equity.
pbradley@towson.edu

1. **A summary of the institution's plan to improve cultural diversity.**

Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community.

Creating a more diverse and inclusive campus is a priority for Towson University (TU), linked to and aligned with our strategic plan for the express purpose of building a stronger foundation for a promising future. Diversity is recognizing and valuing the variety of backgrounds, perspectives and beliefs held by members of the TU community. Our diversity tenets include sex, sexual orientation, gender identity, gender expression, race, ethnicity, color, nationality, mental ability, physical ability, religious affiliation, age, and veteran status. Diversity can also be shaped by our political ideologies, organizational/institutional structure (for example management status, classification, work location, division/department unit group).

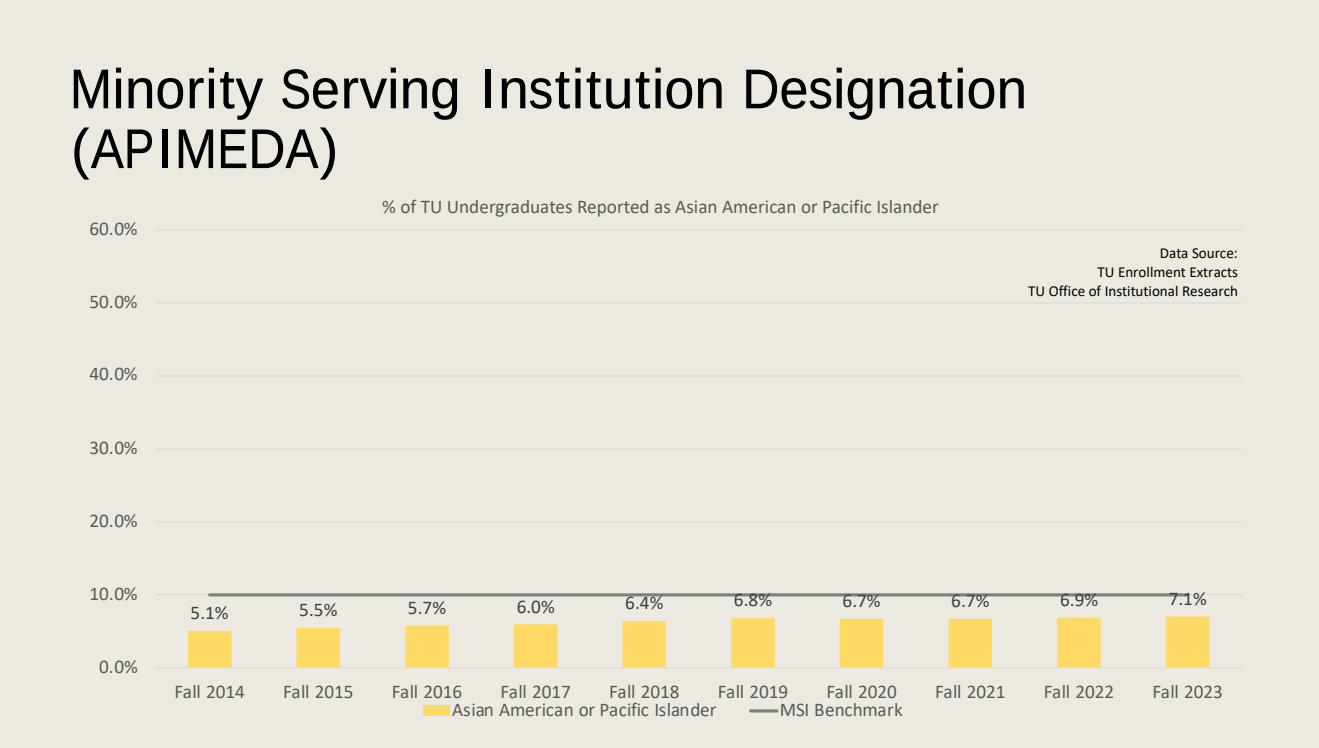
Cultural diversity is a means to leading a more fulfilling intellectual, emotional, moral, and spiritual life.

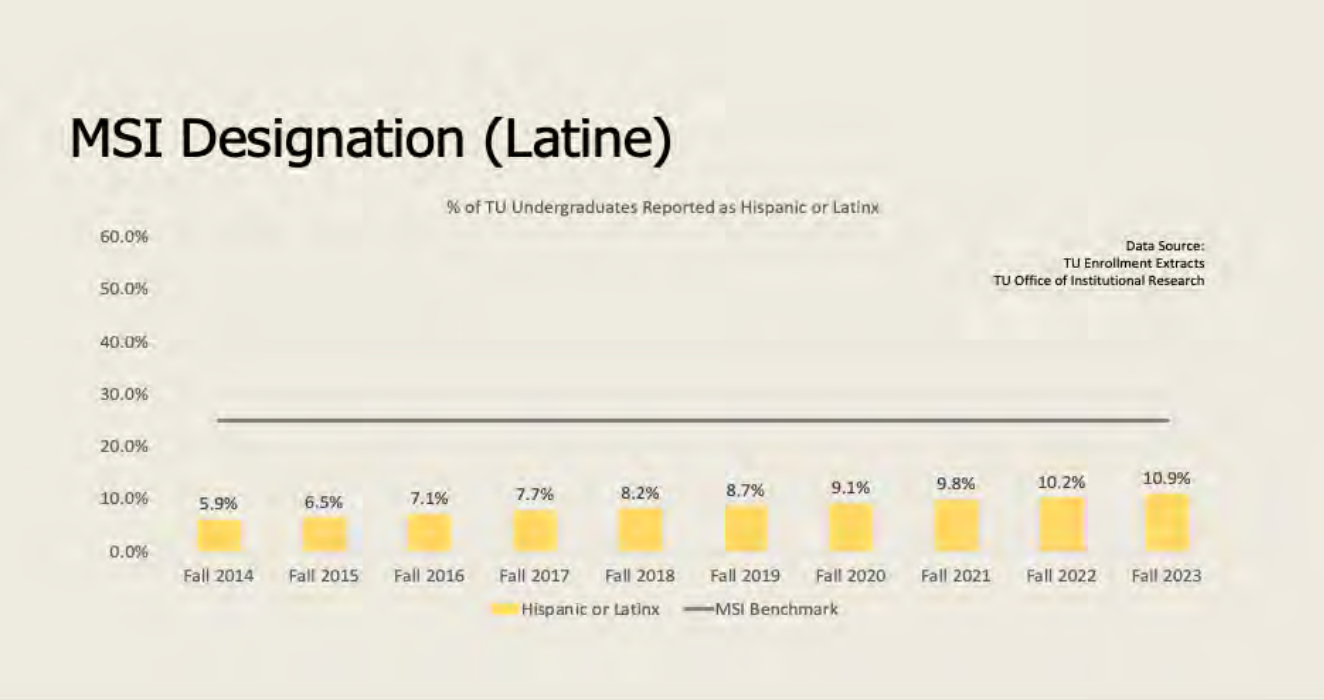
The Towson University Diversity Strategic Plan outlines four overarching goals: 1) Education and Scholarship; 2) Recruitment, Retention and Success; 3) Campus Climate; and 4) Evaluation and Assessment. The Committee on Institutional Effectiveness is responsible for the annual monitoring and reporting to the shared governance bodies the achievement and progress on the TU 2020-2030 Strategic Plan: Leadership for the Public Good and the TU 2020-2025 Diversity Plan: A More Inclusive TU. Progress is calculated annually via assessment plans by each Division and Academic Unit.
https://www.towson.edu/about/mission/strategic-plan/targets-2030.html

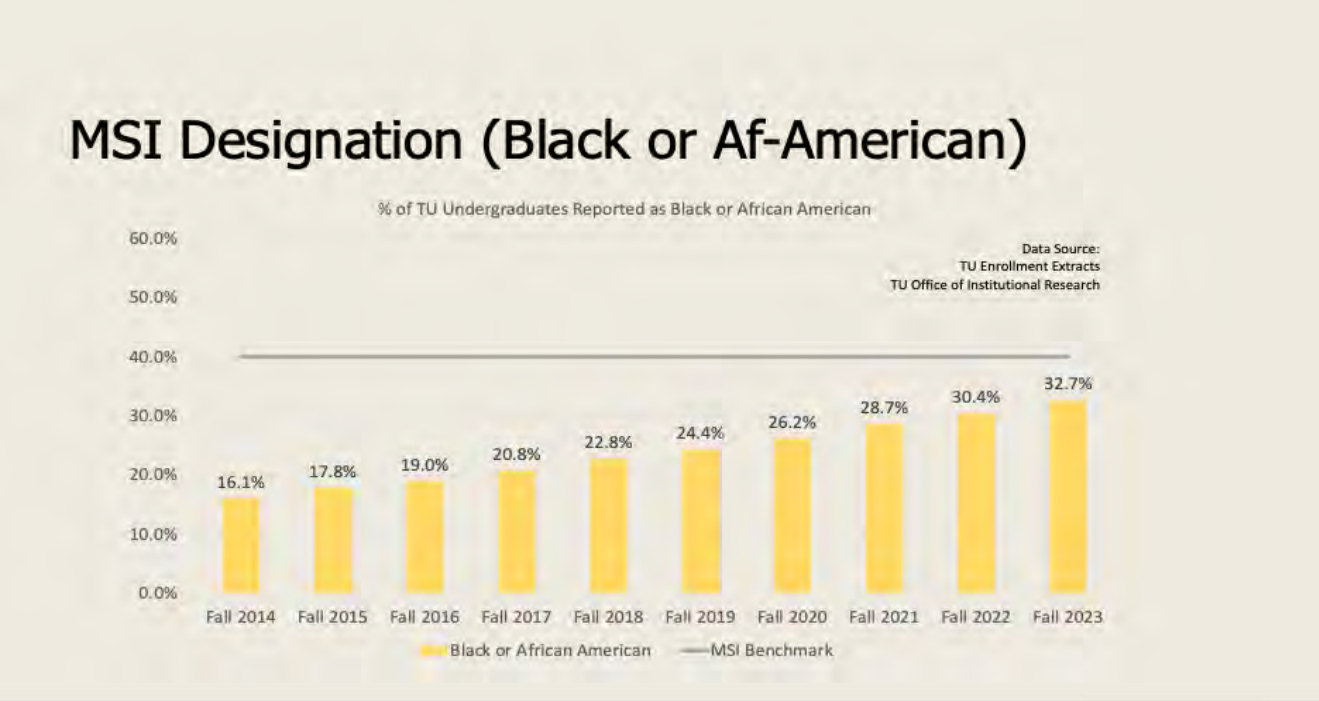
While we know that there is more work to be done, we remain proud of the diverse educational experience that we offer our students. We will continue to build an even more inclusive, equitable and collaborative community where people from all backgrounds, identities, abilities, and life experiences are welcomed, valued, and supported. Bridging the gap between cultures is urgent and necessary for peace and stability. Towson University is at the forefront of providing educational opportunities that are aimed at healing the wounds of exclusion, promoting social and environmental justice, reducing poverty disparities, and achieving sustainable development for generations to come.

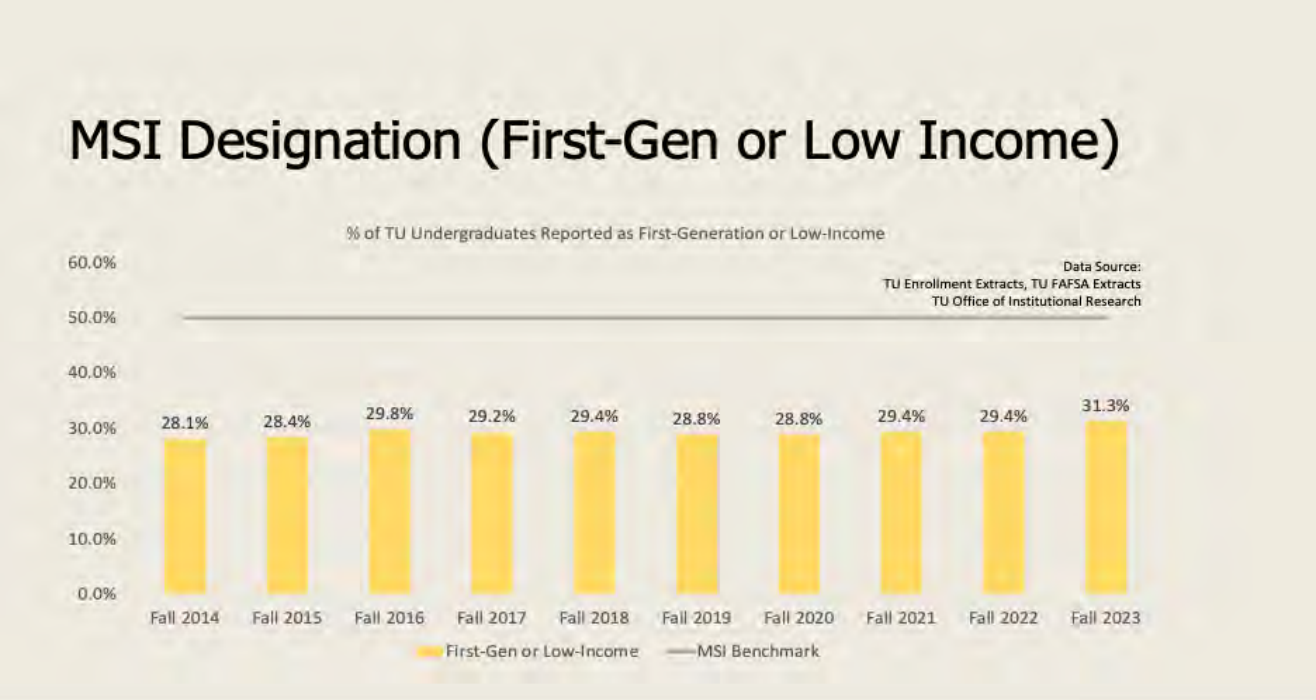
Towson University seeks to continue supporting an inclusive community by pursuing one or more of the Department of Education (DOE) Minority Serving Institution (MSI) Designations. MSIs are institutions of higher education that serve minority populations. MSIs have accessed DOE funds and leveraged resources on behalf of their students and communities. Year over year, Towson University's enrollment of minority populations increases nearing the benchmarks for three possible designations: Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Predominantly Black Institution (PBI), and Hispanic Serving Instition (HSI). In particular, the TU Asian Pacific Islander Middle Eastern and Desi American (APIMEDA) Fall 2023 enrollment was less than 3 percentage points (7.1%) from the AANAPISI benchmark of 10%. The PBI benchmark for Black or African American is 40%; in Fall

2023, TU's Black of African American population was 32.7%, just 7.3 percentage points from the MSI designation benchmark. Enrollment in other MSI designation groups steadily increases each year (Latine and 1st Generation and Low-Income). Towson University's collective enrollment of diverse ethnicities, abilities, nationalities, genders, sexual orientations, and veteran statuses makes us one of the most welcoming universities in the country.









Interfaith, Spiritual and Religious

Towson University is committed to establishing a welcoming climate for students of different religious, secular and spiritual identities. Religious accommodation policies support students with dietary needs, prayer space and academic accommodations when observing religious holidays.

Students with Disabilities

The TU Accessibility and Disability Support Office (ADS) serves more than 2,000 undergraduate and graduate students with various disabilities and some temporary impairments. These include but are not limited to students with learning disabilities, ADHD, mental health disabilities, autism spectrum disorder, brain injuries, physical and mobility disabilities, medical conditions, blind/low vision, deaf/hard of hearing and speech/language disabilities.

Veterans

Towson University is recognized by the U.S. News and World Report as the #5 best school (2023-2024) for veterans in the region, and among the top 100 public universities. Moreover, TU currently has "Gold" status with Military Friendly Rankings.

2. **A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.**

A holistic review process ensures compliance with Supreme Court Directives.

TU employs a holistic admissions review process to fully consider all factors regarding an applicant's accomplishments and goals. While TU does not factor in race or ethnicity when considering an applicant for undergraduate admissions, our campus continues to increase its diversity through eliminating barriers, providing a supportive climate and an inclusive experience through student success programs. We remain proud of our diverse higher education experience, but we know there is always more work to be done. TU will thoroughly review and comply with the court's decision.

a. Outreach and Support Programs

The American Talent Initiative seeks to expand access and opportunity for talented low- and moderate-income students at the nation's colleges and universities with the highest graduation rates. It is why we are honored to be named one of 28 "high-flier" institutions in the American Talent Initiative, recognized by Bloomberg Philanthropies for leadership in expanding access and opportunities for talented students from low- and moderate-income backgrounds. That work is more important than ever in the wake of the recent Supreme Court decision on affirmative action.

Towson University also participates with the Direct Admission Program with Common App. Common App Direct Admissions is a program that offers college admission to qualified students before they apply. Participating colleges set a minimum qualifying GPA for students in their home state. The program also targets the following student groups: students who come from a low-income

household; students whose parents do not have a bachelor's degree or higher (i.e., first generation students). Once enrolled, TU supports our diverse students, and they succeed.

Some of these supports include early intervention efforts, supplemental instruction from the Tutoring and Learning Center, and Math Bootcamp.

The Freshman Transition Program (FTP) is a partnership between Towson University and the Community College of Baltimore County (CCBC). Students in the FTP enroll in courses taught by CCBC faculty on TU's main campus in the late afternoons and evenings. FTP students live in TU residence halls and receive the same support services as TU students. This program has been successful in giving students the opportunities to continue their education.

b. Community Engagement

We are targeting new groups of students for enrollment. Baltimore City has become an expanded focus beyond Baltimore County. We have a specific priority admission program for Baltimore City public school students, allowing for high school counselors, administrators, and teachers to nominate students for admission. These students are then given a priority review and additional personalized outreach and service from the office. The launch of the TU4Balt program this summer provided additional services and financial aid to Baltimore City students living on campus. The TU4Balt Living Learning Community supports students who have been selected to receive the TU 4 Baltimore City Scholarship at Towson University. TU4Balt provides an intensive first-year residential experience for students who may otherwise not have the opportunity to pursue their higher education goals. In Fall 2024, TU will expand the program and welcome a second cohort.

Students who may not be ready for a 4-year college enrollment are given an opportunity to take part in the aforementioned Freshman Transition Program After successful completion of the FTP, students have a seamless transition into Towson University and transfer their CCBC credits to TU. FTP students do not have to reapply to TU.

TU has also established the Salud Scholars Program. The goal of this program is to increase Latine/x population of health professionals serving Maryland communities. In support of a healthy society and equitable healthcare, the program will: 1) educate prospective Latine/x students and their families about educational opportunities and pathways to careers in health professions; 2) recruit Latinx students to TU through family-oriented, community based-outreach, providing bilingual support; and 3) establish student success program to ensure successful outcomes.

The Division of Enrollment Management is participating in the American Talent Initiative (ATI) Reaching Students Through Target Engagement. As part of this initiative, TU will work with other ATI members to develop proposals and/or plans to establish or expand evidence-based target outreach, financial aid, and pipeline programs to strengthen access, success and belonging for lower-income students. TU will be presenting its proposal in Summer, 2024.

c. Equity and Access

Our students are increasingly diverse in terms of race or ethnicity, socioeconomic status, and geography. Participating in the Direct Admissions process and utilizing the common application gives TU several advantaged opportunities to promote equity and accessibility for prospective students. This has helped streamline access, reduced financial burdens, and provides additional pathways for students. Additionally, TU's decision to keep the continuation of test optional admissions aims to make the admissions process more accessible to students from diverse backgrounds, including those who may not have had access to test preparation resources or who feel that their test scores do not accurately reflect their abilities.

Socioeconomic status: During the Fall 2023 semester, 39% of TU's incoming first-time students received Pell grants. This represents a 16-percentage point increase from 10 years earlier, when 23% of incoming first-time students received Pell grants.

Regional representation: TU enrolls an increasingly larger proportion of incoming first-time students from Maryland's Capital Region (Frederick, Montgomery, and Prince George's Counties). The number of incoming students from this region increased by 16% from fall 2018 to fall 2023.

Racial and ethnic diversity: TU's student body continues to diversify and become increasingly representative of the people in our state and region. During fall 2023, 52% of TU's students were from historically underserved racial and ethnic groups.

Fall 2023 marks the first time in TU's history that this percentage has exceeded 50%. Fall 2023's incoming class was the most racially and ethnically diverse in TU history, with 63% of students from historically underserved racial and ethnic groups. Approximately 19,790 individuals submitted first-time applications for fall 2023, the highest number of applications in TU's history.

TU's degree recipients increasingly represent a more diverse portion of the state's population. Since AY 2010, the share of TU degrees conferred to students from historically underserved racial and ethnic groups has increased by approximately 30 percentage points, from 16% in AY 2010 to 46% in AY 2023.

d. Monitoring and Evaluation

The share of TU degrees conferred to Black or African American students has increased by 15 percentage points, from 10% in AY 2010 to 25% in AY 2022.

Among TU's incoming first-time students, those who receive Pell grants have a 2% higher one-year retention rate than students who did not receive Pell grants (five-year average of fall 2018 to fall 2022 cohorts).

The six-year graduation rate of students from underserved racial and ethnic groups is within one percentage point of the overall graduation rate. (Fall 2017 cohort of first-time / full-time students).

UNIVERSITY OF BALTIMORE

Institutional Programs of Cultural Diversity Report

Institution Name: The University of Baltimore

Date Submitted: April 16, 2024

Point of Contact: Jeffery Elwell, Interim Associate Provost (jelwell@ubalt.edu) or Tiwana Barnes, Title IX Coordinator and Director of DEI (tbarnes@ubalt.edu)

Section l: A summary of the institution's plan to improve cultural diversity

The University of Baltimore Diversity, Equity, and Inclusion Committee (DEI Committee) conducted an audit of the 2019 Diversity Strategic plan in Fall of 2020. The audit specifically focused on the five goals of the plan and the activities that were conducted. The goals included:

- **Goal 1**: Intentionally foster and sustain a welcoming campus environment based on the principles of equity and inclusion to create an environment that is respectful of differences and promotes the safety and security of all people.
- **Goal 2**: Recruit, employ, and retain a diverse faculty.
- **Goal 3**: Recruit and retain a diverse workforce and ensure that UBalt's staff profile reflects the diversity of Maryland's demographics.
- **Goal 4**: Prepare our students to lead and manage in a diverse and changing society by incorporating diversity and inclusion in significant ways in teaching, learning, and research.
- **Goal 5**: Build upon existing partnerships and create new partnerships that enhance the University's commitment to and work with diverse populations.

Based on the findings of the audit, **five priority areas were identified**. Committee teams were established to determine and oversee the activities associated with each priority. These priority areas were:

- Student Mentorship Enhancement - Support efforts for all students, focused on minority students, especially students of multi-cultural and multi-racial backgrounds, to participate in such programs as UBalt Connects, and perform research on best-practice mentoring programs.
- Student Career Advancement - Develop and curate ideas for supporting student career advancement, especially for women and under-represented groups.
- Faculty, Staff and Student Ongoing Education - Help further embed the University's commitment to diversity, equity and inclusion and faculty diversity.
- Communication - Develop a clear and consistent messaging focused on DEI.
- Committee Reporting and Feedback - Share the Committee's work in various ways to ensure the governance groups and campus community aware of the DEI activities.

An action plan was created for these five priorities and activities.

The University of Baltimore fosters a sense of belonging for all learners by providing local and global programming and support with approximately 100 transformative activities and events (mostly in-person) per year (AY23-24).

Through our programming, every semester, we are celebrating our cultural heritage and identity at the University of Baltimore as we move a step forward in equipping our learners with holistic and global leadership skills to create equitable cultural and social spaces across all schools and colleges.

Students are participating in our student discussion spaces including:

- Latina/o/e/x Student Community Space
- Muslim Student Community Space
- Black Student Community Space
- Jewish Student Community Space
- LGBTQIA+ Student Community Space
- International Student Community Space
- Asian American and Pacific Islander Student Community Forum

Our trained Student Success Support Service professionals in collaboration with our faculty work and bring together a plethora of programming on our campuses:

- Religious and Spiritual programming
- LGBTQIA+ programming
- Underrepresented Student Community programming
- Leadership programming
- Global Field Studies trips abroad (faculty-led programs)
- Cross-cultural experiential filed trips

The Office of Diversity and International Services embrace awareness every month through heritage event planning and site visits, including:

- Hispanic Heritage Month
- National Coming Out Day
- National Disability Employment Awareness Month
- Native American/American Indian Heritage Month
- African American/Black History Month
- Women's History Month
- Asian Pacific Heritage Month
- Jewish American Heritage Month
- Lesbian, Gay, Bisexual, Transgender and Queer Pride Month
- Juneteenth

Office	**Description /Focus**
Office of Diversity and International Services	DEI and Social Justice programing; Cross-cultural programming; Global Field Studies / Faculty-led Programs Abroad
Rosenberg Center for Student Engagement and Inclusion: (i) Student Government Association (SGA) - DEI Student Elected Committee (ii) Student Events Board (SEB) (iii) Student Organizations include: the Black Student Union; the African Student Association, QUERRLY; International Student Association, and the Women Of Color Student Association	Student organizations and Inclusion programming; Experiential learning programming

The Bob Parsons Veterans Center	Diversity and Inclusion programming for Veterans
The Bias Experience Support Team	Awareness training; Title IX training; Bias Training
Office of Disability and Access Services	Access and Awareness Trainings
Career and Internship Center	Diversity trainings and the workplace

SSSS serves the University's longstanding and continued support for student engagement and student initiatives. For example, we support an active Student Government Association (SGA) that works with several partners on campus to lead / co-lead several activities during the Academic Year. 2023-24 campus-wide initiatives include:

i. Celebrating Juneteenth
ii. Organizing a Pride Parade
iii. Inclusion Alley Programming
iv. Launching a campus-wide initiative to promote the use of pronouns.

Our SSSS unit collaborates with all academic units and offices on campus to provide a comprehensive, university-wide approach to diversity and inclusivity, access, belongingness, and equity. Through strategic planning and programmatic development, we hope to empower students, to build a diverse and inclusive campus community. Some of those initiatives include:

i. combating race, gender, and sex stereotyping through programming and through our Breaking the Bias Forums.
ii. promoting safe zone /brave zone trainings for students, faculty and staff.
iii. enhancing all of our disability related programming to raise awareness and enhance inclusion.
iv. partnering across the university to promote the use of automatic captioning in all our online events; and
v. Inclusion of pronouns and chosen names in Campus Groups platform.

Our administrative offices, including the Office of Diversity and International Services, hosted weekly forums (with trained facilitators) in recognition of months or days of heritage, history, and special holidays; safe spaces for Black students, LatinX students, and LGBTQIA+ students.

Resources for International Students
Office of Diversity and International Services

- Help with visa process and arrival/onboarding in Baltimore prior to school beginning every semester
  - Issuance of I-20 SEVP documents through the school year
  - A series of Webinars (In collaboration with the office of admission) "You're Admitted: What's Next" for all incoming F1 students: topics include – visa interview and application process, finding housing in Baltimore, transportation in Baltimore, health insurance information
- SEVIS Check in meetings every semester
  - Required for all incoming F1 students within first two weeks of the semester
  - Overview of all F1 visa requirements
  - Settling in to campus
- Host Series of "Campus Connections" (4 per semester)

    - Weekly for the first month of semester (International Student Orientation)
    - Serve as mini-extended orientation sessions for International students to adjust to life in Baltimore and at UBalt
    - Examples of campus connections of the past:
        - Walking tour of the neighborhood
        - Bussing around Baltimore (learning public transit system/services)
        - Meeting with campus depts (CIC, SAP, Tutoring center/RLB Library, Bursar office)
        - ISA Meet & Greet
        - US Classroom Culture
- Programming through Diversity and International Services
        - Holidays and Traditions form Around the World
        - Local Museum visits
        - Trips to Washington DC and Philadelphia
        - Cultural Folklore and Fashion Event
        - International Women Day
- Continuous 1:1 Advising
        - F1 visa Advising
        - Course Scheduling
        - Curricular Practical Training and post-program Optional Practical Training

Section 2

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

THE UNIVERSITY'S DIVERSITY PROFILE

The University of Baltimore is a predominately minority serving institution, located in Baltimore, MD., with 73.9% of the undergraduate and 56.3% of the graduate student populations identifying as non-white. As a PMI, the University has not had to use race-conscious admission practices.

There has been significant racial and ethnic diversification in UBalt's student body over the past 10 years (fall 2013 to fall 2023). The percentage of the university's students who identify as one of the racial and ethnic groups that we count as underrepresented has now surpassed 50% with 51.5% as of Fall 2023.

The percentage of undergraduate students who identify as one of underrepresented has increased from 54% to 63%, with African American students now representing near half (49.4%) of the undergraduate student body. At the graduate level over this same time period, the Hispanic/Latino population and those selecting two or more races have almost doubled to 7.4% and 4.5% respectively. International student enrollment has returned to pre-pandemic percentage of 3.7%. African-American/Black students at the graduate/law level continue the gradual decline begun just prior to the pandemic at 37%, now at 31%.

Hiring and maintaining a diverse workforce is an objective where the University has historically made steady progress. Over the last year, the diversity of tenure and tenure track faculty held steady; however, more sizable instructional population of non-tenured faculty showed strong gains in African American/Black population, up more than 2% to 21% from last year. Among staff, the population that has seen consistent growth has been among Hispanic/Latinos, almost tripling since 2015, now at 4.4%.

Specifically provide information on the following:

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

We believe that the Second Chance program at Jessup Correctional Facility is extremely impactful and promising. In 2016, the University of Baltimore (UBalt) was selected to participate in the U.S. Department of

Education's Second Chance Pell Grant Experimental Sites Initiative. UBalt was among 68 colleges/ universities selected nationwide to offer a post-secondary correctional education program through federal Pell Grant funding. The objective is to provide post-secondary education to incarcerated students prior to release, therefore reducing likelihood of recidivism, and improving outcomes for educational and employment success.

UBalt's program is being offered at Jessup Correctional Institution (JCI), a maximum-security prison for men. By spring 2021 semester we had 48 students working towards a Bachelor of Arts in Human Services Administration degree. While taking courses at JCI, students receive academic support from UBalt faculty and staff, community volunteers, and their incarcerated peers. The Second Chance College Program works with students when they are released to continue their education on campus and find meaningful and sustainable employment. When released, students are also provided with reentry support services, tuition assistance, and receive mentoring from their peers who are successfully continuing their education on campus.

We hope that some of the students in the program continue their education after being released and that they choose the University of Baltimore. The university has reached out to a very underrepresented population, the incarcerated, and have taken several steps to provide an education to this very marginalized group.

The University was approved by the Middle States Commission on Higher Education and MHEC to offer a full degree offsite at the Jessup Correctional Institute. The BA in Human Services Administration is available to students in the University's Second Chance Pell program there.

The **Merrick School of Business** is engaged in the Second Chance program and many students are enrolled in the Business Minor, which is comprised of 5 courses. MSB faculty teach courses there each semester. Two students who recently left JCI are completing their studies at UBalt this semester, and each are taking their last course for the Business Minor. One of the students has applied for our MS Business – Finance program for the fall, a testament to the transformative impact of this program.

The School of Law elevated the role of Director of Diversity Initiatives to Director of Diversity, Equity, Inclusion, and Belonging. Under his leadership, student orientation changed to include a half day training on DEIB issues, but substantial effort has been placed on faculty and staff development. This role also serves as an advisor for faculty, staff, and students. Trainings are offered to staff, students and faculty in person, via zoom and on Panopto. This position works with the diverse student organizations to deliver programming on all matters of DEIB. There has been an increased effort to recognize significant relevant dates and religious periods. Two committees have been created to address the needs of students, staff, and faculty. The first is the Diversity Council. This is a student lead group made up of approximately 9 diverse student organizations with 5 positions at large. This groups acts a liaison between the law school administration and the student body. They are managed by the Director of Diversity, Equity, Inclusion, and Belonging. The second is the DEIB Advisory Board. This group consists of members from the student body, staff, and faculty. Their purpose is to create environments where relevant conversations around DEIB can happen in a safe space. That information is collected and delivered to the Dean with the goal of making the law school more inclusive. In addition, the law school pledged $10,000 over 5 years to support the Annual Meeting of Law School Professionals (AMDiP).

The School of Law has offered several co-curricular programs, including Celebrating Women's History Month, Celebrating the Black Attorney, Celebrating the Latin X Attorney, Just Listen, etc. The school has the Fannie Angelos Program, through which Law faculty prepare students from the State's four Historically Black Institutions to take the LSAT and enter and succeed in law school.

b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

The Schaefer Center for Public Policy facilitated the Community Development Fellows program, which provides UBalt graduate students with paid applied learning experiences in local nonprofit community

organizations to help those entities develop organizational capacity. Many of these are engaged in equity work in the Baltimore area.

The Schaefer Center for Public Policy offered the Maryland Equity and Inclusion Leadership Program (MEILP) in collaboration with the Maryland Commission on Civil Rights. In FY24, three cohorts (25-40 people each) completed the program.

The Schaefer Center launched the NextGen Leaders for Public Service program, an initiative designed to inspire and prepare University of Baltimore students from all majors and diverse backgrounds to explore careers in public service.

The Schaefer Center created a racial equity profile report on Maryland for the Maryland Department of Legislative Services. This report is an important reference source for DLS analysts as they prepare racial impact notes for proposed legislation.

The College of Public Affairs launched the Community Engagement Fellows Program, which provides UBalt graduate students with internships in local nonprofit community organizations to help those entities develop organizational capacity, as well as providing the Fellows with practical experience. Many of the community organizations are engaged in equity work within the Baltimore area.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

The Merrick School of Business is establishing a National Association of Black Accountants chapter to support students as they pursue a career in accounting. While we also maintain a very active Beta Alpha Psi honor society chapter with a strong focus on accounting, finance, and information system students, the NABA chapter provides additional opportunities for leadership and networking.

The School of Law offered the following trainings: Understanding Implicit Bias, Microaggressions: Words Matter, Overcoming Imposter Syndrome, Affirming LGBTQ Folks: Pronouns and More, Service Animals and the law.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

We currently do not have any formal mechanisms in place to monitor the impact of policy changes on student demongraphics, campus climate and educational outcomes. We recognize the importance of such measures to monitor and evaluate the effectiveness of our policies. In Fall 2022, we conducted a survey on Morale and Faculty Burnout. The results yielded a clear concern about diversity, equity, and inclusion. As a result, we launched Chat and Chew sessions with the Provost and the President in addition to the new Provost's "Office Hours." The Chat and Chew sessions with the Provost and the President are offered twice a semester and open to the entire UBalt community. This is an effort to engage all members of the UBalt community to increase transparency, communication and foster inclusion in our community. The "Office Hours" offered by the Provost, allow for faculty to meet with the Provost and ask questions in a twice-a-semester open session. It is scheduled for other buildings across the campus and has thus far been very successful in attracting faculty members and questions about what is happening in the Division of Academic Affairs.The DEI Committee (referenced below) and the new Title IX Coordinator and Director of DEI are working together to create a regular climate survey that will address the effectiveness of DEI measures that are currently being taken and those that are planned for the future.

The University of Baltimore fosters a sense of belonging for all students, and the larger university community, by providing local and global programming and support with more than 50 activities, virtual, and

UNIVERSITY OF MARYLAND, BALTIMORE

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SPRING 2024 INSTITUTIONAL PROGRAMS OF CULTURAL DIVERSITY REPORT
APRIL 17, 2024

The University of Maryland, Baltimore (UMB) submits this report of Institutional Programs of Cultural Diversity to the University System of Maryland in accordance with §11-406 of the Education Article.

Section l: A *summary* of the institution's plan to improve cultural diversity as required by Education Article §11-406

The University of Maryland, Baltimore (UMB) is committed to fostering a diverse, equitable, and inclusive educational and work environment. UMB's commitment to diversity is guided by the Core Values, the UMB 2022-2026 Strategic Plan, and the UMB Diversity Strategic Plan. Four of the University of Maryland, Baltimore's eight Core Values, Equity and Justice and Respect and Integrity, are closely tied to diversity, equity, and inclusion (DEI). Theme 3 of the UMB 2022-2026 Strategic Plan focuses on University Culture, Engagement, and Belonging and the strategic objective is for UMB to "create a sustainable, equitable, and inclusive culture of care that collaboratively engages and embraces all members of the University community, and broader community, with respect and in a manner that fosters belonging, understanding, trust, and equity." The strategic outcomes include that UMB "is inclusive and actively seeks input from stakeholders at all levels and of all backgrounds when identifying opportunities, planning and setting goals, and making decisions"; "actively recruits, retains, supports, and advances diverse students, faculty, and staff, demonstrating a commitment to our core value set of Equity and Justice"; "provides professional and educational programs and initiatives that build capacity, equity, and respect, and support the well-being, sense of belonging, and success of all members of the University community"; and "communicates in a manner that is empowering, inclusive, and demonstrates cultural humility."

All the schools and major units at UMB developed goals based on Theme 3. A Strategic Plan Implementation Management System (SPIMS) stores all strategic plan SMART (Specific, Measurable, Achievable, Realistic, Timely) goals, risk assessments, and progress reports for each school or unit. Eighty-eight strategic goals in SPIMS include equity, inclusion, diversity, or social justice. The progress of goals is submitted to and evaluated bi-annually by the Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) office.

In addition to UMB's 2022-2026 Strategic Plan, UMB is achieving progress through the creation of UMB's first-ever diversity strategic plan (DSP), launched in Fall 2023. This plan will serve as a roadmap and framework to advance DEI at UMB. To develop the plan, OEDI formed a Diversity Strategic Planning committee of diverse faculty, staff, students, and postdocs and engaged several hundred UMB constituents online and in person to learn about their perspectives related to EDI. The committee adopted

a data-driven, evidence-based approach to identify university equity, diversity, and inclusion (EDI) priorities and needs. They extensively reviewed surveys, climate studies, our UMB Strategic Plan, University-wide strategic goals and outcomes, and best practices at UMB and throughout higher education and industry to inform the plan's development. During spring 2023, the committee hosted approximately 40 listening sessions to learn more from our UMB community about future directions in EDI. Through an intensive process of transparent consultation and reflection, the key themes developed are **Recruitment and Retention**: UMB to actively recruit, retain, support, and advance diverse students, faculty, and staff demonstrating a commitment to our core value set of Equity and Justice; **Experience and Climate**: UMB promotes and provides professional and educational programs and initiatives that build capacity, equity, and respect, support, and advance diverse students, faculty, and staff; **Professional Development and Career Advancement:** UMB supports and advances diverse students, faculty, and staff by promoting and providing professional and educational programs and initiatives that build capacity, equity, and respect; and **Scholarship, Service, and Education:** UMB promotes and integrates equity, diversity, and inclusion in teaching, learning, scholarship, and service (REPS). These four key themes, REPS, will be enacted with and will support UMB's Core Values of Respect and Integrity, Equity and Justice, Well-being and Sustainability, and Innovation and Discovery. Through four strategic goals, the DSP outlines the expected objectives to achieve. Each objective has a series of metrics of assessment and loci of accountability that show what we will do to meet each objective, how we will maintain accountability, and how we will measure our progress. Currently, the Office of Equity, Diversity, and Inclusion is socializing the plan with deans, school leadership, and major units to review the plan's goals, objectives, and metrics. There are various resources available at the university to support this work including the staff, faculty, and student experience surveys that measure dimensions of university experience and provide us the opportunity to understand and address actionable items by demographic groups.

Another tool UMB uses to measure progress is through a data dashboard. Our institutional dashboard, launched in 2023, makes EDI data more accessible. It assists leadership with measuring and understanding the current state and progress of EDI across all schools and administrative units by examining staff and faculty presence, recruitment, retention, promotion, and access. The dashboard allows deans, vice presidents, and other institutional leaders the ability to map and address EDI gaps and opportunities, develop change, and implement strategies. Phase two of the dashboard is in development and will map and track the current state and progress of EDI for students across all schools.

UMB is making progress towards increasing gender and racial diversity in UMB leadership and at some mid-management levels, for which we were recognized two years in a row by *Forbes* magazine and Executive Alliance. We are also updating existing policies and creating new policies to improve DEI. One example is the UMB Policy on Contributions to Diversity Statements by Candidates for Employment, Promotion, or Re-Evaluation. Human Resource Services (HRS), the Office of Equity, Diversity, and Inclusion (OEDI), and the Office of the Provost collaborated to develop the policy. Under this policy, executive applicants are encouraged to submit a diversity statement, which will assist search committees in identifying candidates who could potentially advance diversity, equity, and inclusion at UMB.

Including DEI as part of the University's strategic plan, the creation of the Diversity Strategic Plan, the launch of the data platform, experience surveys, and the creation of the Contributions to Diversity Statement policy are all important steps toward further enhancing cultural diversity at UMB. With all our progress, there are still opportunities for improvement. Employee recruitment is an area identified for continued improvement. In addition to the Diversity Statement Policy, further standardizing recruitment through policies and assessment practices incorporates equity, diversity, and inclusion in the hiring process. For example, staff and faculty diversity could be improved by using a hiring check list and/or rubric that shows the extent to which diversity was considered during the interview process.

The current DEI political landscape, in which the Supreme Court has rolled back affirmative action in college admissions, coupled with organizational cultural challenges, impacts our progress and ongoing work.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campus policies and practices.

2a. ***Outreach and Support Programs****:* The University of Maryland, Baltimore, has existing and new initiatives or programs that support underrepresented minority (URM) groups or enhance access to higher education for historically marginalized communities. One example of an existing program is the first of its kind National Institute's (NCI) Continuing Umbrella of Research Experience Scholars Program (CURE) established by NCI's Center to Reduce Cancer Health Disparities (CRCHD). According to the CURE website, the year-round CURE program "seeks to empower middle school and high school students in West Baltimore for competitive and rewarding research, health care, and STEM-related career opportunities." In addition to the CURE program, UMB's schools have initiatives or programs to attract and support URM students. Other outreach and support programs and initiatives include, but are not limited to:

- The **School of Nursing** (SON) will offer breakout sessions and tabling for engagement with prospective students at the Spring 2024 open house events led by the Office of Admissions and Student Scholarships.
- **School of Social Work** (SSW) and the **University of Maryland Shady Grove** (USG) team are collaborating with the University of Maryland Baltimore County's (UMBC) Baccalaureate Social Work (BSW) Program and partners at Montgomery Community College and Montgomery County Public Schools to create a Social Work Pathway Program. Also, they offer a School Based Fellowship for Mental Health. Leading for Equity, Anti-Racism, and Diversity is also offered to Master of Social Work (MSW) students for credits. **(See Appendix 3)**
- The **School of Medicine** (SOM) has not developed new initiatives or programs. However, it has continued ongoing efforts to engage underrepresented students by connecting with existing student groups, target institutions, and pipeline/pathway programs.
- The **School of Dentistry** (SOD) has participated in various recruiting events, including a school fair, in and out of Maryland. The SOD Office of Admissions staff also completed implicit bias training at the SOM in 2023. The SOD OEDI collaborated to review and revise the dental hygiene program's interview questions. **(See Appendix 3)**
- The **Graduate School** (GS) supports and enhances access for URM through monthly JEDI (Justice, Equity, Diversity, and Inclusion) professional development training sessions. These sessions focus on cultivating an inclusive space where students, faculty, and staff of all identities feel a sense of belonging. Furthermore, the GS EDI Officer actively collaborates with student leadership monthly, providing opportunities for recommendations and feedback from the student community.
- The **School of Pharmacy** (SOP) offers scholarships in specific programs for individuals who identify as URM or from low socioeconomic status backgrounds (e.g., rural, low-income, or health professional shortage areas). Other efforts include waiving graduate record examinations (GRE) scores and admission and application fees for applicants experiencing financial hardship, attending high school college fairs, participating in panels, leading high school tours, and increasing attendance at transfer fairs through a student organization, A Bridge to Academic Excellence, that offers tutoring to high school students in Baltimore City. (**See Appendix 3**)
- The **School of Law** (SOL) representatives attend local, regional, and national recruiting events that focus on recruiting minority candidates, and the school is constantly working to strengthen its relationship with Historically Black Colleges and Universities (HBCUs) and other Minority Serving Institutions. The school has been able to generate a diverse pool of qualified candidates (faculty and staff) without considering any improper factors (**See Appendix 3**)

2b. ***Community Engagement****:* UMB engages with students, staff, faculty, alumni, and community partners to ensure ongoing commitment to diversity, equity, and inclusion. Some of the community engagement efforts across the institution include, but are not limited to:

- The SON Dean and DEI Officer communicate the ongoing commitment to DEI to faculty and staff. Additionally, the school is rebuilding relationships and partnerships by visiting with community and other pathway programs that are a direct access to nursing students.
- In collaboration with UMB's **Community Engagement Center** (CEC), the SSW ODEI piloted the Social Justice Book Club. Other community engagement initiatives include University Student Government (USG) hosting Brown Bag Discussions on Clinical Social Work with African American Families, a JEDI Summit, and via a Substance Abuse and Mental Health Services Administration (SAMHSA) grant the Center for Restorative Change's (CRC) SHARP Framework Team has worked to expand the SHARP Framework (Structural Oppression, Historical Context Analysis of Role, Reciprocity, and Power). **(See Appendix 4)**
- SOM has provided platforms for discussing policy changes with faculty and student admissions committee members and interviewers. In addition to preparing them for how this alters the information they view on applications, they have also reaffirmed their commitment to recruiting a talented and diverse class of students with diverse lived experiences who will be well-equipped to serve our multicultural and multidimensional patients.
- The Graduate School promotes local and national town halls, webinars, and professional development opportunities through the schoolwide listserv to disseminate pertinent information to all stakeholders, facilitating engagement and participation in crucial discussions surrounding policy changes and DEI initiatives. The town halls, webinars, and professional development serve as avenues for stakeholders to stay informed, share insights, and actively contribute to shaping the graduate school DEI efforts.
- For FY23-24, **Intercultural Leadership and Engagement** (Division of Student Affairs) partnered with the CEC to hire a Community and Civic Engagement Coordinator to lead campus-wide efforts that contribute to developing UMB students' knowledge, skills, and abilities to create and maintain engaged communities.
- Within the SOP, the Office of Equity, Diversity, and Inclusive Excellence's (OEDIE) outreach efforts include a schoolwide survey, hiring an EDI coordinator, establishing an EDI Strategic Planning committee, and the creation of a Beyond Excellent video series. **(See Appendix 4)**
- As the SOL made recent policy changes, they engaged with students, staff, faculty, and alums to inform them of their decision-making. (**See Appendix 4**).

2c. ***Equity and Access****:* UMB's Core Values, Equity and Justice, are not just words on a page but a collective commitment to diversity and demonstrate a culture that values inclusive and just communities and opposes racism and oppression in all their forms. Some of the equity and access efforts across campus include, but are not limited to:

- The SON is completing a holistic admissions workshop in the summer of 2024, starting with entry to practice degree, followed by Graduate and Doctor of Nursing Practice (DNP).
- The DREAM Disability Justice Student Group works to further accessibility and Disability Justice at the SSW. The Accessibility Evaluation (AHEAD) Team is working to universalize accessibility at the School of Social Work. The Office of Field Education (OFE) has done many things, including engaging in approaches and accommodations to ensure all students have access to experiential learning opportunities**. (See Appendix 5)**

- The SOM performs a holistic application review. The school continues to connect prospective students and applicants from underrepresented backgrounds with their current underrepresented students to facilitate communication and a sense of belonging through student-organized activities and their annual Celebrating Diversity Dinner.
- The Graduate School diligently upholds continuing access and equity for underrepresented groups within their school. Through ongoing monitoring and evaluation, the GS proactively assesses for any concerning trends that may arise, allowing them to address any disparities and implement necessary interventions promptly.
- To best support all PharmD students (e.g., course remediation) to ensure equitable access and impact for all students, in the fall of 2023, the SOP established a Student Success Committee. They continue to strive to improve with initiatives such as an ongoing training grant, curriculum redesign taskforce, community advisory meetings, and support for attendance at national EDI and student success conferences. (**See Appendix 5)**

2d. ***Monitoring and Evaluation****:* In the spring of 2024, UMB Student Affairs conducted a student experience survey encompassing campus climate information. With a participation rate of 20%, the survey results, which are of significant importance, are expected to be shared with the UMB campus in the summer of 2024 and will explore student experiences across social identities. Another tool in development is the expansion of the data dashboard to incorporate student data, a tool that will enhance the accessibility of student demographics across schools. Other monitoring and evaluation efforts at UMB not exhaustive include:

- The SON DEI Officer and the Office of Admissions and Student Scholarships monitor student demographics quarterly for discussion and changes. **(See Appendix 6)**
- The SSW ODEI leads the DEI Pulse Survey every other year to help inform and shape policies and practices and launch programs and initiatives. The JEDI Curriculum Committee drafted the MSW program's first set of JEDI-Focused Guidelines for Course Review. The Child Welfare Academy developed and implemented a comprehensive DEI Training program audit and commitment statement**. (See Appendix 6)**
- The SOM monitors student matriculants' demographics and will continue to monitor this data for significant shifts. The school is monitoring climate through surveys. **(See Appendix 6)**
- The Graduate School is developing a comprehensive schoolwide data dashboard to be a centralized hub for tracking key metrics related to diversity and inclusion across various aspects of the school. The admissions team tracks and regularly shares demographic data with school leadership. **(See Appendix 6)**
- The SOP is developing an EDI dashboard and is offering a bystander intervention workshop for student leaders. They also collaborated to promote the student engagement and belonging survey for their students. **(See Appendix 6)**
- The SOL will use the expertise of their community members and all available quantitative and qualitative data to examine the effects of policy changes on the composition and climate of their school. (**See Appendix 6**)

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Spring 2024 Institutional Programs of Cultural Diversity Report

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SECTION 1: Summary of Plan to Improve Cultural Diversity

UMBC continues to be one of the fastest growing and most diverse public research universities in the nation. UMBC is a designated **Minority Serving Institution (MSI)** and a newly designated **Asian American Native American Pacific Islander Serving Institution (AANAPISI)**. UMBC implements a vast array of programs and initiatives to meet the objectives outlined in its cultural diversity plan and advance its commitment to inclusive excellence for students, faculty, and staff.

Student Recruitment, Retention, and Success

The Inclusion Council launched a **Working Group on Spiritual and Religious Belonging** in the spring of 2023 to better understand the needs of students with closely held religious and spiritual identities and to make recommendations prioritizing support for the spiritual well-being of our students. In addition, the Gathering Space for Spiritual Well-Being was awarded an **Advancing Religious Pluralism Grant by Interfaith America** to further interfaith cooperation and learning on campus. The grant will allow i3b to expand their interfaith infrastructures and, in collaboration with campus partners, strengthen strategic plans, programs, initiatives, resources, and staff development across the University to equip students to engage across lines of religious differences in contributing to a sustainable and thriving democracy.

The **Initiatives for Identity, Inclusion & Belonging (i3b)** creates opportunities for students to build their awareness and knowledge of diverse people, cultures, and belief systems through curricular initiatives and co-curricular programming. UMBC hosts three cultural centers within i3b: **The Pride Center for LGBTQIA2+ Diversity, The Mosaic: Center for Cultural Diversity, and The Gathering Space for Spiritual Well-Being**, offering training and programs focused on identity, belonging, and social justice which include but are not limited to the **Multicultural Leadership Experience** and the **Queerios** discussion-based group that focuses on the experience of being both queer and religious or spiritual.

The **Office of Academic Opportunity (OAO)** in the Division of Undergraduate Academic Affairs (UAA) provides resources and support facilitating the academic success of traditionally underrepresented students in postsecondary education, including low-income, first-generation, and minority students, as defined by the USDE. The OAO directs its activities toward pre-college students who seek to attend postsecondary institutions, UMBC students who strive for academic success, and students interested in enrolling in graduate study. OAO programs include: the First Generation Network; Educational Talent Search; Upward Bound Program; Upward Bound Math and Science Program; Ronald E. McNair Post Baccalaureate Achievement (McNair Scholars) Program; and the Louis Stokes Alliances for Minority Participation Program.

UAA also houses **Academic Engagement and Transition Programs**, including The Discovery Scholars Living-

Learning Community, where the Intercultural Living Exchange promotes cultural diversity, First-Year Seminar, Introduction to an Honors University, The Community Read, Summer Bridge Program, and Transfer Seminars. While these programs are available to all students, they provide services to low-income and other educationally challenged students likely to need support. The same is true of the **Academic Success Center**, which provides centralized support services to all undergraduates.

Enrolment Management's **Finish Line** program recruits students who left UMBC before earning their degrees for re-enrollment at the institution.

Meyerhoff Scholars Program continues to increase the diversity among future leaders in science, technology, engineering, and mathematics by supporting students who intend to pursue a Ph.D. or combined M.D./Ph.D. in STEM.

U-RISE is a research training scholarship program for juniors and seniors majoring in the life sciences, physical sciences, engineering, and mathematics with an outstanding academic record, a strong desire to pursue a Ph.D. degree and a career in biomedical research, and a demonstrated commitment to increasing the number of persons from underrepresented groups who pursue these goals. U-RISE Scholars participate in extended research projects, receive individualized academic advising, guided preparation for graduate school, and continuous administrative support and professional development activities.

The **Graduate Research Training Initiative for Student Enhancement (G-RISE) Program** through UMBC's College of Natural and Mathematical Sciences supports graduate students from underrepresented groups in STEM with up to three years of funding and an array of training opportunities. The goal is to help participants select and prepare for a range of career paths in academia, industry, government, entrepreneurship, or beyond.

The **Center for Women in Technology (CWIT)** is a merit-based scholarship program for talented undergraduates majoring in computer science, information systems, business technology administration (with a technical focus), computer engineering, mechanical engineering, chemical/biochemical/environmental engineering, or a related program at UMBC. CWIT also supports K-12 students through programs encouraging their interest in and identification with computing and engineering.

The **Office of Off-Campus Student Service (OCSS)** provides initiatives and co-curricular opportunities for transfers, commuters, adult learners, and veterans. The **Transfer Engagement and Achievement Mentoring (T.E.A.M.) Program** is a collaboration between OCSS and faculty and staff increases the persistence and retention of underrepresented male transfer students through mentorship, awareness of transfer-specific resources, and an environment where students of color have fun, discuss important issues, motivate each other, and find academic and social success.

UMBC's **Personal Identity Workgroup** allows students to select and update their chosen first, middle, and last names and pronouns they wish to have reflected within internal recordkeeping systems. The initiative is being expanded to ensure the University is following best practices relative to the gender identity and LGBTQ+ affiliation options provided to students.

<u>Faculty Recruitment, Retention, and Advancement</u>

UMBC's **Affinity Groups**, committees, and associations improve the recruitment, visibility, and retention of its faculty and staff and provide professional development, mentoring, and support to help colleagues succeed. The current affinity groups are the Asian and Asian American Faculty and Staff Council, the Black Faculty Committee, the College of Arts, Humanities, and Social Sciences Women's Faculty Network, the Latinx and

Hispanic Faculty Association, the LGBTQ+ Faculty/Staff Association, Women in Science and Engineering, and the **newly established Jewish Faculty and Staff Association**.

UMBC-STRIDE is a faculty-led peer education committee, which uses campus-wide focus conversations and individual search committee/departmental consultations, to support the efforts of search committees, departments/programs, and colleges to recruit, retain, and promote diverse faculty and foster more inclusive and equitable academic spaces for our faculty peers.

The **CNMS Pre-Professoriate Fellows Program** supports scholars in experimental sciences committed to diversity in the academy and prepares those scholars for possible tenure-track appointments at UMBC. It also supports departments and programs by enriching their intellectual communities through the increased representation of diverse research, teaching, and service perspectives. And it benefits students by providing them with access to diverse perspectives and learning opportunities in the laboratory and classroom in preparation for a globalized economy.

The **Action Collaborative on Transforming Trajectories for Women of Color in Tech**: UMBC joined this collaborative which is organized by the National Academies of Science, Engineering, and Medicine. This newly launched initiative will provide a platform for participating institutions to exchange ideas and promising, evidence-based practices to ensure sustained resources and opportunities in tech fields for women of color.

The **Eminent Scholar Program** facilitates a 2-year formal mentoring relationship between a newly hired UMBC tenure-track assistant professor and a prominent researcher/practitioner in their field. This relationship connects the UMBC faculty member to their larger research and/or creative, artistic community to enhance their success as they advance through academia.

The **ADVANCE Leadership Program** uses the cohort model and focuses on intentional career advancement. It aims to promote the Advancement of women STEM faculty to positions of leadership, provides funding for professional development opportunities for women STEM faculty that will assist them in developing the necessary skills needed to thrive in positions of leadership, and disseminate knowledge gained from the sponsored development opportunity to other faculty at UMBC.

NIH First Grant: UMBC and the University of Maryland School of Medicine received the NIH First Grant, a five-year, $13.7 million grant to enhance the recruitment and training of a diverse cohort of junior faculty with a strong commitment to diversity, equity, and inclusion. Funding is through the NIH Common Fund Faculty Institutional Recruitment for Sustainable Transformation program, founded to support efforts to hire groups of diverse, early-career research faculty. The grant enables UMBC to hire four faculty members, each of whom will have cross-campus appointments at both institutions.

The **NSF INCLUDES Alliance: Re-Imagining STEM Equity Utilizing Postdoc Pathways (RISE UPP)** is modeled after the AGEP PROMISE Academy, a high-impact initiative co-led by UMBC that supports faculty diversification in the biomedical sciences across USM institutions. RISE UPP helps R1, R2, and teaching-intensive institutions recruit and train postdoctoral scholars from underrepresented backgrounds in STEM, facilitating their progression into tenure-track positions.

The **Inclusion Imperative** is a major initiative to promote diversity and inclusive excellence in the humanities, made possible by a grant from the Mellon Foundation. UMBC, in partnership with Bowie State University, Coppin State University, and Howard University, has cultivated a regional network of scholars committed to diversity and inclusion in the humanities. These partnerships have guided the development and implementation of the Inclusion Imperative's three programs: the Diversity Teaching Network in the Humanities, the Visiting

Faculty Fellowship Program, and the Humanities Teaching Labs.

The **Breaking the M.O.L.D. Program** creates a pipeline to senior leadership in higher education for faculty members of color, women from the arts and humanities, and others with a record of promoting diversity within the academy. Supported by a grant from the Andrew W. Mellon Foundation, this initiative is led by six women in senior leadership serving as principal investigators, five of whom are Black. Breaking the M.O.L.D. is a partnership between UMBC, the University of Maryland at College Park, and Morgan State University.

UMBC's **Faculty Development Center (FDC)** promotes positive interactions and cultural awareness in the classroom by providing programming dedicated to creating an inclusive course climate and resources for the diverse classroom, difficult conversations, and trauma-informed pedagogy.

Staff Recruitment, Retention, and Advancement

The **Department of Human Resources** (HR) offers a host of training, education, and leadership development opportunities for employees on topics related to inclusive hiring, Managing Different Generations in the Workforce, Intercultural Communication, and Unconscious Bias. HR also implemented a series of in-person training modules with Franklin Covey's: *Change: How to Turn Uncertainty into Opportunity* which focused on providing employees with the practical skills, common language, and distinct strategies to help understand and navigate change. Team building and consultative services are also provided to address workplace culture.

UMBC's **Personal Identity Workgroup** expanded its scope to review opportunities for staff to select and update their chosen name and pronouns they wish to have reflected within internal recordkeeping systems and best practices relative to the gender identity and LGBTQ+ affiliation options provided to staff.

The **Wellness Initiative** creates programming, activities, and resources that support and sustain the emotional, environmental, financial, nutritional, physical health and wellness of the UMBC workforce creating a community of sound mind and body.

General

An inaugural **Vice President for Institutional Equity and Chief Diversity Officer** was hired to oversee the strategic vision of inclusive excellence at UMBC. The **Division of Institutional Equity** was created which includes the **Office of Equity and Civil Rights**, which has primary responsibility for managing UMBC's Title IX efforts and all other civil rights issues related to discrimination, harassment, hate, and bias.

The **Inclusion Council**, composed of students, staff, faculty, and alumni working with the campus community, now serves as an advisory council to the Division of Institutional Equity. The Council provided its final recommendations on a variety of equity and inclusion issue areas to university leadership and will be used to develop the University's DEI strategic plan.

The **Women's Center** advances gender equity from an intersectional feminist perspective through co-curricular programming, support services, and advocacy for marginalized individuals and communities. The Women's Center prioritizes critical social justice as its community value, with a deliberate focus on women, gender, anti-racism, and feminism.

A **Restorative Practices Steering Committee** was formed to elevate and expand the work being done already at UMBC around restorative practices including efforts in residence life, student conduct, and the Office of Equity and Civil Rights.

SECTION 2: Impact of the 2023 Supreme Court Decision

UMBC has long championed and served as a national model of inclusive excellence. We know that diversity, equity, and inclusion are not merely moral imperatives; they are imperative to the excellence of our teaching and research, and they are foundational values for UMBC. In a practical sense, the Supreme Court's ruling did not immediately affect the University's admissions policies and practices because UMBC does not explicitly consider race as a factor in its admission reviews and had not done so since the mid-1990's because of the decision in *Podberesky v. Kirwan*, 38 F.3d 147 (4th Cir. 1994). However, given the potential for the SCOTUS ruling to be expanded and applied to areas beyond admissions, the University proactively convened a working group of broad University representation to engage in a comprehensive review of all university programs and activities related to all protected categories, to inform any changes that may be necessary to comply with the court's decision while maintaining our commitment to inclusive excellence. This review has not resulted in the cessation of any University programs or initiatives.

The University continues to offer programs and initiatives to support underrepresented minority groups and enhance access for historically marginalized communities. In addition to those already outlined in this report, **Enrollment Management (EM**) provides programs for educationally disadvantaged students. Representative examples include:

- A **reception and overnight event** for academically talented Hispanic/Latino high school students;
- **Raise.me**: A partnership with Raise.me, which targets underrepresented (ethnic and socio- economic) public school system students to offer micro-scholarships encouraging and rewarding academic choices that prepare students for college success;
- Financial Aid Outreach with **Building Steps**, which serves first-generation and minority students in Baltimore City to encourage them to attend college with a focus on STEM; and
- **Golden Ticket Pre-Orientation Advising** allows first-generation students and their families to meet with an advisor before orientation for an overview of academic requirements and planning tools, address questions and concerns, and create a schedule.

The **University Innovation Alliance (UIA) STARS (Students Transferring and Redefining Success) Program**, launched in fall 2023, is a scholarship program available to entering transfer students. The program is open to incoming transfer students of all backgrounds who plan to pursue a degree in science, technology, engineering or math and who are interested in the advancement of Black, male, transfer students in those fields. The cohort-based program provides high-impact academic enrichment opportunities (seminars, mentoring, tutoring, etc.) that encourage scholars to maximize their honors university experience while making timely progress to degree completion.

The newly created **I Am UMBC Initiative** gives voice to the diverse identities represented at UMBC through community conversations and intentional community spaces and activities. I Am UMBC consists of four pillars and will engage the diverse students, faculty, and staff in order to enhance the sense of community, vibrancy, and wellbeing at UMBC and to reaffirm and define our commitment to inclusive excellence while fostering a sense of pride for what it truly means to be a UMBC Retriever.

Additionally, the appointment of an inaugural Vice President for Institutional Equity and Chief Diversity Officer and the subsequent creation of the Division of Institutional Equity reinforced the University's commitment to ensuring continued access and equity for historically underrepresented students, faculty, and staff. This Division will play a critical role in partnership with various campus units in the monitoring and evaluation of any impact on student demographics, campus climate, and educational outcomes. UMBC develops its strategies and evaluates its progress through multiple units and processes, paying attention to trends in applications, admissions, enrollment, and graduation rates at the graduate and undergraduate levels, using surveys and data disaggregated by race, ethnicity, sex, age, first-generation status, financial aid eligibility, residency, disabilities,

enrollment status, military service, time to degree, degree completion, and more. UMBC reports results through USM-required assessments, such as Managing for Results and Annual Program Reviews, and internally when making decisions and setting policies. In addition, the Division of Institutional Equity and Division of Student Affairs will administer campus climate surveys to assess diversity, equity, inclusion, and belonging among students, faculty, and staff.

UNIVERSITY OF MARYLAND
CENTER FOR ENVIRONMENTAL SCIENCE

Spring 2024
Institutional Programs of Cultural Diversity Report

DUE: Wednesday, April 17, 2024
Institution: University of Maryland Center for Environmental Science (UMCES)
Date Submitted: April 19, 2024
Point(s) of Contact (names and email addresses): Lawrence Sanford (lsanford@umces.edu), Angela Richmond (arichmond@umces.edu), and Amy Griffin (agriffin@umces.edu)

1. **A summary of the institution's plan to improve cultural diversity.**
   The University of Maryland Center for Environmental Science (UMCES) recognizes the essential value diversity brings, to our organization, scientific research, and graduate education. UMCES leadership and the broader community of UMCES appreciate that a culture of respect, compassion, curiosity, inclusion and collegiality is essential for true diversity to thrive. Changes in demographic representation, while essential, are not alone enough for science to flourish. Increasing Diversity, Equity and Inclusion means that a breadth of experiences and ideas are sought, and the robustness of those ideas tested, to solve the increasingly complex problems facing our world. UMCES strives to provide each member of our community with the tools, support, and opportunities to advance for the good of the Institution, as well as for the State and society at large.

   Accordingly, UMCES has taken a broad, multi-pronged approach towards increasing the numerical representation of traditionally under-represented groups in its operations, its research, and its education activities. To increase numerical diversity, UMCES is adopting more inclusive and equitable hiring practices across all levels and ensuring open positions are advertised in a way to reach diverse populations. UMCES has also partnered with other USM institutions in an effort to increase underrepresented students in our graduate programs. More courses about incorporating diversity and environmental justice in the environmental sciences are on offer with more in development for future semesters. UMCES has also increased its participation in undergraduate internship programs focused on increasing research opportunities for underrepresented student populations, and we are now official members of the USM PROMISE Academy postdoc-to-faculty program focused on increasing representation of underrepresented groups in STEM faculty ranks.

   To advance cultural awareness among the UMCES community, UMCES has undertaken several work climate assessments and initiatives, including education on microaggressions in general and hierarchical microaggressions in particular, which are one of the most prevalent types of microaggressions in higher education. UMCES has organized mandatory workplace civility training held in April 2024. An external organization has been hired to provide ombuds services for the UMCES community. To facilitate strengthening a sense of community post-pandemic, units have been encouraged to identify informal spaces for employees and students to congregate and bond. UMCES has also implemented prayer/meditation rooms at each of its six unit locations. All UMCES policies are currently undergoing scheduled review through a DEI lens and with the intention of expanding existing coverage provided by USM policies (i.e., providing religious accommodation protection for all members of the UMCES community instead of only students, and prohibiting bullying by anyone rather than accepting the limitations of the current USM policy prohibiting

bullying by staff only). Executive leadership has expanded opportunities for impactful decision-making input to a broader Administrative Council which includes representation from all shared governance councils (faculty, staff, FRAs, and students). UMCES executive leadership has indicated that this broader approach to decision making will be incorporated into UMCES next strategic plan as well as to determining how to respond to any issues raised in the UMCES Institutional Assessment currently under development.

The UMCES Diversity, Equity, and Inclusion Collaborative (DEIC) has made several recommendations to UMCES leadership to enhance cultural diversity sensitivity throughout its community, including supporting the Education Office's suggestion that the completion of a Statement of Mutual Expectations (SME) agreement between advisors and students be mandatory as of fall 2023. Members of the DEIC worked with a team at the Institute of Marine and Environmental Technology (IMET) to develop baseline expectation guidance for the SME, ensuring these agreements will meet the UMCES threshold of protection for both parties. The DEIC meets monthly as part of the institution's commitment to advancing not only diversity but equity, inclusion, and belonging for the entire UMCES community. In addition to the DEIC, each of UMCES six units have developed their own local DEI groups to tackle areas of concern on their own campuses. Not only does this tiered approach allow the individual units to more nimbly respond to concerns, but initiatives launched at the unit level serve as pilot programs to explore which initiatives could be rolled out at other units or University-wide.

Additional initiatives UMCES intends to enact within the next two years include the implementation of cross-sectional/360-degree feedback for Executive Council (EC) members, development and implementation of a mechanism for constructive feedback to those in a supervisory position, development and implementation of procedures for misconduct accountability, and training for supervisors in conflict management. Ongoing UMCES initiatives include all-UMCES training in cultural sensitivity, de-escalation of interpersonal conflict, and respectful disagreements.

2. **Impact of the 2023 Supreme Court's decision to strike down race-conscious admissions on UMCES.** Admission of prospective UMCES graduate students into the Marine, Estuarine, and Environmental Sciences (MEES) program is organized by the MEES Office at UMCP, with significant participation by UMCES faculty on the Admissions Committee. Because our students matriculate through the University of Maryland, College Park we follow all UMCP policies and procedures surrounding admissions, including UMCP procedures developed in response to the 2023 Supreme Court decision regarding race-conscious admissions.

UNIVERSITY OF MARYLAND, COLLEGE PARK

UNIVERSITY OF
MARYLAND

Spring 2024 Institutional Programs of Cultural Diversity Report

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University of Maryland, College Park
Section 1: A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406

In spring of 2022, the University of Maryland, College Park, adopted Fearlessly Forward, a new strategic plan that centers diversity, equity, and inclusion (DEI) as one of six guiding principles: "We are strongest when embracing voices, ideas, perspectives, identities, and experiences across our campus. Together, we work toward justice." This principle continues to guide our work as we advance and develop institutional programs that center, honor and provide education around the rich cultural diversity of our university.

At the University of Maryland (UMD), we know that diversity encompasses our entire population; every unique individual is capable of contributing to our community and beyond. In order to do so, it is important that everyone understands that they belong. Belonging is essential for individual and community well-being, for personal, academic and professional success, and for ensuring everyone in our community can thrive.

This spring, UMD has launched a comprehensive assessment of our campus to measure belonging and community. The campus climate survey, "Belonging and Community at UMD," aims to capture the experiences and perceptions of our students, faculty and staff to help inform the creation of an action plan designed to improve the sense of connection at UMD. The campus climate at the university shapes the lives of all of us—students, staff and faculty. Understanding deeply the varied experiences of our community is a critical part of continuing to improve how we work towards creating a more inclusive and equitable campus environment.

The process of conducting a survey is itself a practice of inclusion that requires investment by multiple stakeholders and participation by all on campus. During academic year 2021-2022, the primary stakeholders—the Office of Diversity and Inclusion along with the office of Institutional Research, Planning and Assessment—began the process by consulting with peer institutions and engaging in research to determine direction. In 2022-2023, a focused steering committee identified and examined potential surveys, interviewed vendors, and selected a campus climate survey consultant in summer 2023. In fall of 2023, a larger working group was assembled that consisted of faculty, staff, graduate students and undergraduate students who served as stakeholders for their respective constituencies. This working group informed the survey questions and helped develop the marketing plan. Members of the university administration were also invited to contribute to the final survey construction and the survey was just launched in April 2024.

In conjunction with the ongoing guidance of the strategic plan, the campus climate survey will inform next steps and results-based actions towards increasing belonging on campus. It will enable us to identify gaps in services and resources as well as specific places or instances in which people encounter exclusive behaviors or situations. Data from the survey will also be used by the colleges and units to improve the climate within their spaces, working closely with central offices through the established network of Diversity Officers.

The survey results, which will be shared with our community in fall 2024, will inform the creation of an action plan designed to improve belonging at UMD, including the development of programs and policies aimed at enhancing inclusivity. To align with higher education best practices and ensure confidentiality, we have enlisted the expertise of Rankin Climate, LLC, a firm renowned for its extensive experience in conducting over 250 campus climate assessment projects spanning the past two decades. Rankin will lead data collection, analysis and reporting. They will do the data cleaning and analysis over the summer and assist with the action-planning process.

We continue to emphasize the importance of belonging through our TerrapinSTRONG onboarding course. Since its rollout in 2020, approximately 80% of UMD faculty, staff and students have completed TerrapinSTRONG. The initiative has also expanded through collaboration with other departments to create more opportunities for Terps to develop a sense of community and belonging. TerrapinSTRONG re-instituted a new graduate student welcome event, partnering with the Graduate School and Student Affairs. The event included tabling by units with resources and programming specifically for new graduate students. Moving forward, this effort will be led by the Graduate School, in continued partnership with others, and serves as an example of how good programming can be adapted in sustainable ways.

TerrapinSTRONG and its parent department, the Office of Diversity and Inclusion, also partnered with the Office of Faculty Affairs and University Human Resources to offer the first annual TerrapinSTRONG Symposium to campus focused on the theme of belonging. The symposium provided an opportunity for faculty to share research and for staff to share initiatives related to the theme, with the intent of allowing our scholars and practitioners to bridge the gaps between their work and learn from the immense expertise at the University of Maryland. Mutual learning from faculty members whose research addresses the importance of belonging and staff members who are currently making an impact on belonging with exciting initiatives provided everyone in the community opportunities for interaction, discussion and resource-sharing. The daylong symposium received extremely positive reviews, and we intend to offer another one next year focused on an aspect of diversity, equity, inclusion, justice and belonging.

Another new development that came to fruition this spring is the hiring of an Equal Employment Opportunity (EEO) Officer, a position that works with all departments pertaining to the recruitment, selection, hiring and promotion of faculty and staff to ensure the university's compliance with federal, state and university equal employment opportunity/affirmative action laws, regulations and policies. While the position is new, the work has been performed in an ad hoc manner by paid volunteers and absorbed into the part-time workload of other staff. Having a person dedicated to this role will enable us to comply more cohesively to the university's affirmative action plan, partnering closely with UHR, and will provide the colleges and units with a source for assistance ensuring that their hiring and promotion needs are done equitably. The EEO Officer will also work closely with the Equity Administrators in each unit, providing ongoing education and information that will strengthen their roles in their departments. We will be updating our Search and Selection guidelines over the next academic year, and this position will

be central to that effort.

Even as we continue moving forward, we know the importance of acknowledging and understanding the complexities of our histories. Through The 1856 Project, the university's chapter of Universities Studying Slavery, the University of Maryland committed anew to documenting the labor and legacy of Black people who developed and maintained the land on which our institution stands. The 1856 Project presented its first annual research report this year, which begins documenting the stories of the Black enslaved and freed individuals who shaped our university community. The narratives in the report included people both known and unknown on our campus, but all have left a legacy of transformation at our institution through their intergenerational resistance and pursuit of freedom, justice and equality. In addition, the report brings together the work of scholars who have endeavored to understand, contextualize and build awareness of the university's relationships with neighboring communities often populated by marginalized peoples as well as other individuals and systems that impacted them.

Over 200 people attended the presentation of the first research report, which was subsequently reported on by nine media outlets, including the Baltimore Sun, Baltimore Banner and WTOP News. The report is dedicated to the legacy and leadership of Dr. John Brooks Slaughter (1934-2023), the first Black leader of the University of Maryland. Dr. Slaughter championed the ideals of diversity, equity and inclusion, upon which our work today stands.

The 1856 Project has also recently received a $200,000 grant from the Mellon Foundation to develop the Research Incubator (R.I.) for Reparative Histories and Social Justice (RHSJ), in partnership with the Lakeland Community Heritage Project, Riverside Historical Society, and the Maryland-National Capital Park and Planning Commission (M-NCPPC). The Research Incubator RHSJ aims to serve as a model for similar projects interested in establishing collaborations between academic institutions and community partners engaging in the investigation of the slave economy as it relates to surrounding communities and the impact and role of an academic institution whose constituents participated in human subjugation and benefited through social/political power and other socioeconomic metrics. The overarching goals for the Research Incubator project will generate best practices documentation, create a cohort of campus (undergraduate and graduate students) and community researchers who will use primary and secondary source material to develop and curate data to produce micro-histories of enslaved individuals tied to the University of Maryland.

Many of our efforts over the past several months have focused on current events in Israel and the Palestinian territories, which scholar Kenneth Stern refers to in his book title as *The Conflict Over the Conflict: The Israel/Palestine Campus Debate*. The Office of Diversity and Inclusion (ODI) is hosting the author for an in-house training to ensure that ODI staff have the language and tools necessary to engage with an impassioned campus community where lines have been drawn and sides taken. The necessity of addressing antisemitism and Islamophobia have long been recognized within ODI, which developed a four-part webinar series on Jewish identities and antisemitism in 2021-2022. Last summer, at the invitation of the American Jewish

Committee (AJC), the Vice President for Diversity and Inclusion accompanied a group of colleagues from across the country for a one-week trip to Israel as a member of AJC's Project Interchange Delegation.

In fall of 2023, ODI partnered with UMD Hillel to participate in the Hillel Cultural Climate Initiative (CCI) sponsored by Hillel International. The campus team for Hillel CCI consists of staff and faculty from ODI, UMD Hillel, Academic Affairs, Student Affairs, and the Office of Civil Rights and Sexual Misconduct. The team has attended multiple educational sessions throughout the year as well as the annual conference that was held in Cleveland in February. There have also been individual meetings with Hillel International in addition to collaboration with NORC at the University of Chicago, which is conducting focus groups with Jewish students to further help determine and improve the campus climate for Jewish students.

The university has established a Joint Presidential and University Senate Task Force on Antisemitism and Islamophobia composed of students, staff and faculty who were nominated by campus colleagues. The task force's purpose is to understand the causes of antisemitic and Islamophobic incidents, assess the effectiveness of existing preventive measures, and propose new initiatives to foster understanding, dialogue and support. We recognize the importance of fostering an environment of diversity, equity, inclusion and combating unlawful discrimination and harassment. Our ultimate goal is to foster an inclusive climate that celebrates our diverse identities, backgrounds and cultures.

Section 2: A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices.

a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?

Given the University of Maryland's long-standing commitment to diversity, the university worked diligently to ensure preparation for the SCOTUS decision and to set the foundation necessary to advance the goals of the university within the confines of the ruling. In direct preparation for the decision, we assembled a working group comprising leaders from across campus to ensure our preparedness to react to the decision and to publicly reaffirm our commitment to diversity.

This group includes representatives from Enrollment Management; the Office of Undergraduate Admissions; the Office of Institutional Research, Planning and Assessment; the Graduate School; the Office of Diversity and Inclusion; the Office of Marketing and Communications; the Office of the General Counsel; and the Office of Undergraduate Studies.

In addition, we have:

- Built a team committed to developing and overseeing the implementation of our diversity recruitment and aiding students as they transition from high school to UMD.

  This team includes:
  - ❖ an associate director who oversees the area

- ❖ a coordinator focusing on the development of outreach and recruitment efforts for African American students
- ❖ a coordinator focusing on the development of outreach and recruitment efforts for Latinx students.
- ❖ a coordinator who oversees our efforts related to Maryland's rural communities
- ❖ a coordinator who provides direct personal support to students transitioning to UMD from Baltimore City and Prince George's County Public schools

- Along with 15 other top colleges and universities, we've become inaugural members of the Small Town and Rural Students Network (known as STARS) which allows us to provide on-campus and community-based events, campus tours, free college counseling, dedicated resources and counselor professional development on the college application process, need-based financial aid and more to the 18 Maryland counties designated as rural by The Maryland State Office of Rural Health, including Allegany, Calvert, Caroline, Carroll, Cecil, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Queen Anne's, Somerset, St. Mary's, Talbot, Washington, Wicomico, and Worcester counties.
- We are founding members of College Board's Access and Diversity Collaborative which is a cross-disciplinary group of education professionals and organizations dedicated to upholding the principles of equitable access to higher education and promoting campus diversity.
- We moved to the Common Application which simplifies the college application process, thus eliminating a barrier to applying.
- We've initiated a test-optional application pilot (which many feel also eliminates an application barrier).
- We've increased the number of recruitment and yield programs that we provide (hosting about 80,000 visitors on campus last year) and we've targeted programs for students of color.
- Each year we host the Maryland Ascent Program in Baltimore City and Prince George's County, where we travel to those areas to provide college application workshops, essay workshops and financial aid workshops to program participants and their parents or guardians.
- Annually, we host a College Access Conference to provide information about the college application process to students of color from across the state.
- Each spring, we also host an overnight stay program for newly admitted students of color to allow them to experience life on a college campus and to engage with faculty and currently enrolled students.
- In addition, we conducted 257 high school visits, participated in more than 70 college fairs, engaged in outreach to more than a dozen community-based organizations, and are increasing outreach to faith-based organizations in the state of Maryland.
- The Office of Undergraduate Admissions has enhanced the number and elevated the interactions in recruitment and yield programs.
- We have implemented an enhanced personalized and individual outreach program to applicants (to ensure application completion), to admitted students (to ensure program participation and enrollment confirmation), and to confirmed students (to protect against "melt").

b. Community Engagement: How is your institution engaging with stakeholders,

including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?

This expansive effort has been realized through a comprehensive communication plan which has included in-person presentations, university sponsored webinars (with on-campus and off-campus constituencies), webinars in partnership with national organizations, written communications, published articles, and Maryland State legislative presentations and testimony.

c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?

In addition to the expansive recruitment measures indicated above to ensure a diverse applicant pool, the University of Maryland utilizes a holistic application review process which considers all available information about a student and considers race within the context of that information. In our review, we are striving to understand the student within the context of who they are, where they are from, the full range of opportunities available to them, how they have chosen to take advantage of those opportunities, and their performance within those opportunities. We therefore work to understand the impact that race may have had on the student's opportunities (or lack thereof), their academic performance, and their ability to be successful at UMD. This strategy aligns with the SCOTUS decision which indicates that "Nothing in the opinion should be construed as prohibiting universities from considering an applicant's discussion of how race affected his or her life…The touchstone of an individual's identity must be with respect to challenges bested, skills build, or lessons learned, not the color of their skin."

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?

The University of Maryland utilizes an ongoing comprehensive assessment process to ensure student success and monitor student demographics, graduation rates and campus climate. Many of these efforts occur under the auspices of the Office of the Provost, the Office of Institutional Research Planning and Assessment, the Division of Student Affairs, and the Office of the President. In addition, many of the goals that target these efforts are outlined in the university's strategic plan, "Fearlessly Forward: In Pursuit of Excellence and Impact for the Public Good."

UNIVERSITY OF MARYLAND
EASTERN SHORE

UNIVERSITY OF MARYLAND EASTERN SHORE
Office of the President

Institutional Programs of Cultural Diversity Report -- UMES

Institutional narratives

1. Section I (no more than four pages): A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated. Please indicate where progress has been achieved and areas where continued improvement is needed. If there is no formal plan approved by the institutional governing board, describe how the institution intends to come into compliance by July 1, 2025.

   Cultural diversity continues to serve as a cornerstone at the University of Maryland Eastern Shore. Following the *Driving Change Self-Study (as part of the HHMI Grant Initiative):* the University completed work on the Strategic Plan. Part of that process included the creation and development of Priority 5: Diversity, Equity, and Inclusion. While the ultimate purpose of the self-study was diversity, equity, and inclusion as they relate to supporting STEM programs, those efforts propelled the University to move forward with creating a Priority Area over the next five (5) years with multiple goals and strategies associated in that document (attached in Appendix I).

   UMES has continued to progress and advance forward with work intended to promote Strategic Plan Priority Area 5: Justice, Diversity, Equity, and Inclusion (JEDI). Assistant Vice President of Institutional Equity, Diversity, and Inclusion Jason Casares leads the efforts Priority Area 5: JEDI with partnership from various stakeholders and committee members ranging from faculty, staff, and student representation. The committee and workgroup have connected on a regular basis. The work of Priority 5 will be enhanced through the UMES University-Wide Campus Climate Survey and Focus Groups starting in the Fall 2024 to gather significant information, details, and data to further inform the direction of Priority 5. Through the University Priority, the Justice, Equity, Diversity, and Inclusion (JEDI) plan will be integrated into every university process and procedure.

Diversity Goals from Strategic Plan Priority #5

- Goal 5.1: Increase and recruit the diversity of our students, faculty, and staff.
  - Proposed Strategies:

        - Further expand towards a comprehensive, institution-wide plan to identify and implement best and current practices to diversify student recruitment efforts and faculty/staff candidate pools to support the mission of the campus.
        - Establish a committee to further the diversity of faculty on campus, including with respect to underrepresented faculty and staff (Black, LatinX, Asian American, Native American/Indigenous, and International) in the Schools.
        - Create, develop, and conduct diversity/bias and cultural competence training for search committee members.
        - Develop and implement an inclusive onboarding process for new faculty and staff and incorporate resources to support the acclimation and retention of diverse faculty and staff.
        - Create a survey instrument to identify reasons why students, staff, and faculty from underrepresented groups leave the University.
        - Create inclusive language and establish assessment criteria for advancing diversity, equity, and inclusion to incorporate in all position descriptions.
        - Develop and establish best and current practices to provide information to applicants (students, staff, University's commitment to JEDI principles including a standard question for measuring on candidate score sheets.
        - Create affinity groups (employee resource groups) based on a shared perspective, characteristic, or common goal to foster inclusion and a sense of belonging, create personal and professional networking, and mentorship opportunities.

- Goal 5.2: Seek out and promote best practices to enhance inclusion and promote equity.
    - Proposed Strategies
        - In development

- Goal 5.3: Develop and implement a research initiative on diversity, justice, equity, globalization, and sustainability.
    - Proposed Strategies:
        - Enhance DEI and equity research and community engagement (e.g. underserved populations, food insecurity, faculty grants that involve students to learn research skills)
        - Increase partnerships and funding

- Goal 5.4: Provide experiences to the campus community that prepare them to be engaged global citizens and change agents.
    - Proposed Strategies:
        - Develop and provide transformational training for the campus community to be global citizens and change agents (students and employees).

        - Develop JEDI education, training modules (in-person, online), and an online resource library of JEDI-related topics for students, staff, and faculty.
        - Identify and provide opportunities for community members to connect with external, corporate, community organizations, social movement organizations and government offices to enhance participation in initiatives that align with and support JEDI goals and principles.
        - Identify and expand pathways for students to engage in learning opportunities with international participation (both in the United States and abroad) that align with and support JEDI goals and principles with University financial support available to assist those with limited funding.
        - Enhance, promote, and further develop educational/leadership efforts from Divine Nine organizations.

- Goal 5.5: Implement hiring and retention practices that lead to greater quality and diversity among faculty and staff.
    - Proposed Strategies
        - In development

- Goal 5.6: Ensure the curriculum, scholarship, and teaching embodies the principles of Justice, Equity, Diversity, and Inclusion (JEDI)
    - Proposed Strategies
        - Encourage faculty to include the University's diversity and accessibility statements in their syllabus.
        - Develop training for faculty and staff on delivering content and information on various platforms and formats to ensure equal and meaningful access.
        - Develop and create an inclusive pedagogy academy.
        - Create an online database to compile and share information about faculty and staff diversity, equity, and inclusion expertise.
        - Develop and implement a research initiative on justice, equity, diversity, and inclusion through faculty/staff grants.
        - Develop in-class review and evaluation process by an external source to ensure teaching embodies the principles of JEDI.

- Sub Goal of 5.1: Cultivate a sustainable, equitable, and inclusive community where all members from all backgrounds, identities, abilities, and life experiences are safe welcomed, valued, supported, and that fosters belonging.
    - Proposed Strategies
        - Reimagine and recreate the diversity/inclusion statement for the campus.
        - Conduct an internal audit of the University's diversity and inclusion assets.
        - Develop a needs assessment.
        - Develop a campus climate survey tool for distribution every two (2) years.
        - Develop campus climate focus groups to enhance the survey data.

        - Develop a comprehensive process for responding to campus climate and bias incidents on campus.
        - Create a campaign that encourages community members to act in ways that are congruent with the University's values and reflects an understanding of respect across differences.
        - Create/develop of a JEDI Advisory Council to advise and make recommendations to the President and/or Cabinet on necessary actions related to JEDI priorities at least twice a year.
        - Create and develop formal recognition related to various cultural days, awareness months, etc. (email, social media, etc.).
        - Audit and update University policies, procedures, SOPs, MOUs, to ensure they contain inclusive language.
        - Creation of a bias response team.

- Sub Goal of 5.2: Implement systematic processes and protocols – grounded in inclusive excellence and equity – for regular data collection to report progress on education and scholarship, recruitment, retention and success, and campus climate.
    - Proposed Strategies:
        - Institute standardized assessment and evaluation processes to "tell our story" and to determine the effectiveness and direction of JEDI initiatives.
        - Establish a communication plan and corresponding channels to connect campus community members across disciplines and departments to JEDI initiatives.
        - Create and develop a JEDI planning guide for departments with questions and annual reporting requirements (action steps, measures of success, timeline).
        - Develop and implement a senior leader accountability model with specific goals related to participation in JEDI training.
        - Infuse expectations related to JEDI with an accountability model as part of PMPs and promotion/tenure process.
        - Institute an annual "State of JEDI" Address to provide information to the campus community on the University's diversity and inclusion efforts and accomplishments.
        - Develop annual recognition awards for programs, research efforts, faculty, staff, students, and alumni in the community doing JEDI work.

Priority 5 of the UMES Strategic Plan has been shared as part of Appendix 1.

2. Section 2 (no more than three pages): A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following:

    a. Outreach and Support Programs: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?
        i. In response to changes in student application patterns following the Supreme Court's decision on race-conscious admissions, UMES has observed a shift in application trends, with Black students showing less inclination to apply to primarily white institutions. Consequently, UMES has experienced increased applications for admission.
        ii. UMES does not consider race in its admissions process, aligning with the ruling's parameters. Therefore, the decision had minimal direct impact on our admissions and recruitment policies.

    b. Community Engagement: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity?
        i. UMES has taken proactive steps to enhance cultural diversity within its faculty and staff programming. For instance, during the recent Faculty Welcome Back week, a Fireside Chat was organized, facilitated by key university leaders. Topics included religious accommodation, new policies like the Transfer Success Act, strategies to support students, and fostering a sense of belonging on campus.

    c. Equity and Access: In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?
        i. The university is actively reviewing its land acknowledgment statement through its shared governance committee, demonstrating a commitment to acknowledging and honoring indigenous land. President Anderson has also incorporated this acknowledgment into her email signature, underscoring UMES's attention to this important aspect of equity.
        ii. UMES has partnered with RNL to conduct a sense of belonging survey among students during the Spring 2024 semester, reflecting the institution's dedication to understanding and enhancing the student experience.
        iii. UMES has committed significant human capital and financial resources towards Priority 5 of the UMES Strategic Plan focused on Justice, Equity, Diversity, the Inclusion.

d. Monitoring and Evaluation: What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?
    i. Regular student town halls, organized by the Student Government Association, provide an inclusive platform for students to voice concerns and share ideas. University leadership, including President Dr. Anderson and her Cabinet, actively participate in these sessions, demonstrating a commitment to transparency and accountability.
    ii. UMES continues to prioritize professional development opportunities for both staff and students. Initiatives such as raffles sponsored by the Provost's Office and support for students attending conferences and workshops aim to enhance cultural competency and promote ongoing learning and growth.

UNIVERSITY OF MARYLAND
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University of Maryland Global Campus (UMGC)

Spring 2024

Institutional Programs of Cultural Diversity Report Guidance

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Section I.

A summary of the institution's plan to improve cultural diversity as required by Education Article §11-406 (attached). Include all major goals, areas of emphasis, and strategy for implementation. Also, provide an explanation of how progress is being evaluated.

The University of Maryland Global Campus launched its first Diversity and Equity Strategic Plan in December of 2021. The plan was designed to provide a transparent call to action that would be built into the foundation of the university over the next two years. Each department had to review the priorities and goals within the plan to identify projects, initiatives, and actions that their department would undertake to ensure that the identified goals were accomplished.

The four strategic priorities included the following:

1) Student Life, Support, and Advocacy
2) Workplace, Classroom, and Community Inclusivity
3) Recruitment, Retention, and Development of Diverse Faculty and Staff
4) Outreach and Community Engagement

Some key goals for these priorities included the following:

1) Providing a culturally relevant and student-focused curriculum
2) Removing barriers to education and career access
3) Creating advisory councils to gather community feedback
4) Expanding workplace equity and awareness
5) Monitoring workforce demographics
6) Providing professional growth and advancement
7) Strategically collaborating with external partners for support and connectivity

In 2023, we made some key strides in our efforts to expand diversity, equity, and inclusion across the university. We have been able to do so by implementing programs, adopting resources, and making necessary changes.

For students, we were able to provide the following:

1) Offer multi-language student support resources
2) Provide open education resources through Library Services
3) Provide mental health resources through TogetherWell
4) Stand up the LGBTQ+ student group
5) Incorporate DEI resources like accommodations into the syllabus

For staff and faculty, we were able to provide the following:

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1) Launch the Staff Diversity Advisory Council
2) Launch the Academic Affairs DEI Committee
3) Implement four inclusion networks (BIPOC, Women, Expats, LGBTQIA+)
4) Conduct an engagement survey to gather employee feedback
5) Provide training to enhance knowledge on DEI-related topics

UMGC enrolls the largest number of underrepresented students in the University System of Maryland. Fifty-three percent are students of color, and more than half are the first in their families to attend college. As of Fall 2022, 52% of the UMGC student body were from historically underrepresented minority groups, which led to the university receiving the Minority Serving Institution (MSI) designation. This designation has positioned the university to pursue grants/funding that can be used to develop resources and programs to better support these student populations. The university continues to graduate one of the largest percentages of Black students in the State of Maryland on an annual basis as 32% of graduates in FY 2022 identified as Black. The MSI designation is recognition of the students we serve. Twenty-eight percent of our student body identify as Black. Efforts are in order to expand representation for Latino, Indigenous, and Asian students.

To help in this effort, the Latino Student Support Working Group has been diligently working to examine the manner in which the university serves Latino students from inquiry/application through graduation. These efforts include bilingual success coaches and advisors along with a team of individuals across Students Affairs that are available to ensure that they are prepared to participate fully in their classes. Additionally, the university is part of the Excelencia in Education Network, which allows us to gather, share, and leverage best practices to develop services, supports, and resources to better serve Latino students.

In addition, recent partnerships have been established with sister institutions, such as University of Baltimore (predominantly black institution) and the University of Maryland Eastern Shore (Historically Black College and University). These partnerships will allow the university to be a part of innovative and transformative efforts to improve the learning environment for Black learners. Additionally, they will ensure that UMGC is consistently learning about and expanding efforts to support Black learners using our unique learning modalities and platforms.

The university continues to build alliances with community colleges to provide pathways for learners from their community college to the next phase of their educational careers at UMGC. These alliances have proven to be effective at supporting students that have been historically underrepresented as well as students that are from lower income communities and households.

Currently our indigenous student population is under 1%. While the representation of this student population is relatively low in the greater Maryland area, UMGC is exploring options to reach these communities in some of the regional areas where UMGC military education centers are located. Military education centers in Texas, California, Hawaii, Florida, and Colorado are uniquely positioned to reach out to the surrounding communities. The Global Military Operations teams has also developed a number of innovative programs and initiatives to serve its 53,000 servicemembers, veterans, and military spouses and families.

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Supporting the collection of diverse UMGC students is an equally diverse staff and faculty makeup. Across UMGC there are 46% of staff and 32% of faculty that identify as being part of an underrepresented minority group. UMGC has more than 170 classrooms and service locations throughout the world. Our faculty members teach courses online and in a hybrid format at more than 20 locations in Maryland, Virginia, Washington DC, and on military installations in more than 20 different countries and territories throughout the world. All faculty and staff are required to take Title IX and Sexual Harassment Prevention training. Faculty also receive additional guidance about supporting students with disabilities and the accommodation process. These efforts ensure that faculty are equipped to maintain a culturally inclusive classroom experience. The Provost Office continues to work with program chairs and members of the faculty to explore the deeper integration of diversity, equity, and inclusion across curriculum. A big portion of this work was completed by the Academic Affairs DEI committee, which was comprised of members from all the various units. The goal is to ensure that faculty are incorporating DEI into courses in a manner that will allow for a deeper understanding of how DEI impacts areas and subjects that may not have been previously considered.

Ongoing diversity executive recruiting and outreach efforts are designed to increase the pool of talent across the leadership ranks and across all levels of the university. To ensure the university meets that goal, hiring practices, job descriptions, interview questions, and interview panels are all reviewed to ensure that there is diverse representation and to remove any barriers to creating a fair and equitable process. The annual affirmative action plan helps to ensure that any gaps in hiring and staff retention can be surfaced and addressed. This plan looks at each position across the university and compares the demographics to the larger Maryland population. Through the affirmative action plan, UMGC job fairs, and outreach for the university seeks to improve hiring and career opportunities for job seekers across the state.

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Section II.

A summary of how the 2023 Supreme Court's decision to strike down race-conscious admissions practices has affected your campuses policies and practices. Specifically provide information on the following

The Supreme Court's decision had no bearing on us because we are an open access institution with no admission criteria. As an open access university, UMGC remains committed to diversity and equity and implementing lawful and creative approaches that create educational opportunities for all students, including those from underrepresented minority groups and historically marginalized communities.

a. ***Outreach and Support Programs*: Are there any new initiatives or programs being implemented to support underrepresented minority groups or enhance access to higher education for historically marginalized communities?**

- The Latino Student Support Group was established in the beginning of 2023 to address the barriers and needs of Latino students. The group has identified bilingual advisors and success coaches to work directly with students that may be more comfortable conversing in Spanish. The group has also offered presentations on how to best address the needs of English language learners. In support of the Latino Student Support efforts, the university secured a President's level membership with the Excelencia in Education organization. This organization will ensure that the President engages with other Presidents and leaders across Higher Education as we develop our own projects and initiatives to support Latino students. Additionally, this membership will allow leaders across the university to share in best practices and resources that will strengthen our current and future programs.

b. *Community Engagement*: How is your institution engaging with stakeholders, including students, faculty, alumni, and community partners, to navigate these policy changes and ensure ongoing commitment to diversity and equity

- UMGC's monthly Heritage and Awareness programs recognize, celebrate, and raise awareness of the cultures and heritages that compromise the UMGC community. Through lectures, panel discussions, and documentaries we aim to increase the knowledge and understanding of diversity and culture.

- Monthly diversity posters and social media posts are shared widely across the university and beyond to further celebrate and educate on these cultures.

- The diversity dialogue series, which started in 2020 continued to provide a forum for staff and faculty to discuss issues that they are experiencing in their communities and at work. These sessions were facilitated by the Chief Diversity and Equity Officer and explored a wide variety of topics such as empathy, allyship, privilege, and civil discourse.

- The Inclusion Networks program, which launched in 2022 continued to grow across the university. To date we have four inclusion networks: the Women's Inclusion Network, the

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BIPOC Inclusion Network, the LGBTQIA+ Inclusion Network, and the Expats Inclusion Network. The mission of these networks is to create and cultivate a sense of belonging where everyone feels welcome to bring their full selves to work. The networks allow faculty and staff across the university to take ownership of diversity programs that are geared toward their constituent members. The networks have become a valuable resource for providing feedback to leadership and building community.

c. Equity and Access: **In light of the ruling, how is your institution ensuring continued access and equity for historically underrepresented groups in higher education?**

- In Admissions, we continue to hire additional bilingual advisors who can assist students and their families in Spanish and French. We are working on an eApplication redesign project that will provide a more streamlined and personalized application process for prospective students, followed by a new student roadmap experience to help new applicants better understand the remaining steps in the admissions process and how they prepare for success to start their first classes. We to offer Jump Start Success webinars before each Online Session 1 and Online Session 3 start dates when new students gain best practices from faculty, success coaches and alumni on how to be a successful UMGC student, as well as live classroom walk through presentations during preview week for each start date to help new students become more comfortable navigating their online classroom. Tuition Coordinators are doing call outreach to new applicants to help answer questions and provide guidance on how to complete the FAFSA and other UMGC payment options, which is especially beneficial to low income and first-generation students. We are also about to kick off a project for a digital recruitment tool to help improve conversion of leads to enrollments. This tool will contain video rich content to highlight the diversity of UMGC's students and the many features and resources we offer to support out students, fostering a sense of community and belonging at UMGC before they start classes. This is expected to be live late summer/early fall.

d. Monitoring and Evaluation: **What mechanisms are in place to monitor the impact of policy changes on student demographics, campus climate, and educational outcomes? How will your institution evaluate the effectiveness of these adjustments over time?**

- At the University of Maryland Global Campus (UMGC), the Enterprise Project Management Office (EPMO) is tasked with managing the execution of projects that can directly tie to policy changes affecting student demographics, campus climate, and educational outcomes. Utilizing project and portfolio management (PPM) systems, the EPMO ensures these projects align with UMGC's strategic priorities and objectives and adhere to governance frameworks. By developing business cases and project charters, the EPMO tracks and monitors the implementation of these initiatives to ensure they contribute effectively to the university's goals. This approach helps prioritize and manage projects poised to influence policy changes, thereby supporting UMGC's mission to deliver impactful educational experiences.

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- The University of Maryland Global Campus partnered with Glint to conduct the Spring 2023 Engagement Survey to measure employee satisfaction and engagement across the university. These surveys serve as key measures of how the UMGC staff and faculty experience the university. The surveys allow for university-wide metrics, which are further broken down into department level reports which managers are able to leverage to improve the culture within their teams.

- The Student Advisory Council (STAC) at UMGC has been an integral to sharing information and surfacing issues that students face related to diversity, equity, and inclusion. STAC is comprised of students within the undergraduate and graduate school at UMGC. Student Affairs works with STAC to ensure that they have the resources and support needed to capture and share critical lessons from their time at UMGC.

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Celebrating Diversity, Equity, and Inclusion

2024

CAPITOL Technology University
GOUCHER college
HOOD COLLEGE
JOHNS HOPKINS UNIVERSITY
LOYOLA UNIVERSITY MARYLAND
MARYLAND INSTITUTE COLLEGE OF ART / MICA

MICUA
MARYLAND INDEPENDENT COLLEGE and UNIVERSITY ASSOCIATION

McDANIEL COLLEGE
MOUNT ST. MARY'S UNIVERSITY
1895 NOTRE DAME OF MARYLAND UNIVERSITY
ST. JOHN'S College
STEVENSON UNIVERSITY
WASHINGTON ADVENTIST UNIVERSITY
Washington College

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Executive Summary

THE MARYLAND GENERAL ASSEMBLY passed legislation in 2008 that requires each independent institution that receives State Sellinger funds to report annually to MICUA on programs and practices that promote and enhance cultural diversity. As defined in statute, "cultural diversity" means the inclusion of those racial and ethnic groups that traditionally have been underrepresented in higher education. In consultation with its member institutions, MICUA developed a survey instrument for independent colleges and universities to report annually on their cultural diversity programs and practices. MICUA is charged with compiling the information received from its member institutions and submitting a report to the Maryland Higher Education Commission (MHEC). With information collected from surveys, MICUA publishes an annual diversity, equity, and inclusion report.

MICUA's 2024 Celebrating Diversity, Equity, and Inclusion Report is a compilation of its most recent survey results. The Report does not list every initiative or effort on each campus, but provides a general overview of common activities, unique programs, and best practices to enhance the campus climate and support equity and inclusion (cultural competency). Many of the examples provided in the Report are ongoing, multi-year practices and programs that have proven effective. Other examples reflect emerging initiatives over the past year as campuses have responded to racial injustice, border conflict, and ethnic differences. Investment in faculty of color has grown over the years, as documented in the Report. There will be recurring mentions of specific programming held on numerous campuses, such as the Council of Independent Colleges (CIC) Belong, which is a community of private independent colleges and universities that focus campus efforts to make the university more welcoming and inclusive.

The Report includes a picture collage from the annual MICUA Independent Higher Education Day (IHED). IHED is MICUA's dedicated student advocacy day, during which students meet with Maryland General Assembly members to discuss the positive impact of the Joseph A. Sellinger program and their college experience at a MICUA institution. This event typically attracts over 100 guests to interface with State legislators and highlights a MICUA student's academic opportunity to attend an independent institution in Maryland.

About MICUA

Washington College

THE MARYLAND INDEPENDENT COLLEGE AND UNIVERSITY ASSOCIATION (MICUA) is a member-driven organization devoted to serving the interests of independent higher education and supporting the work of campus leaders throughout the State.

Established in 1971, the Association provides services to meet the needs of independent higher education and fosters cooperative efforts among its member institutions and all segments of higher education. As the voice of independent higher education in Maryland, MICUA seeks to inform the broader public about its member institutions and the vital importance of independent colleges and universities to the future of our State and nation.

The State of Maryland has maintained a partnership with its independent colleges and universities for over 240 years, beginning with the charters granted to Washington College in 1782 and St. John's College in 1784. The first State operating grant for higher education was awarded to Washington College in 1782.

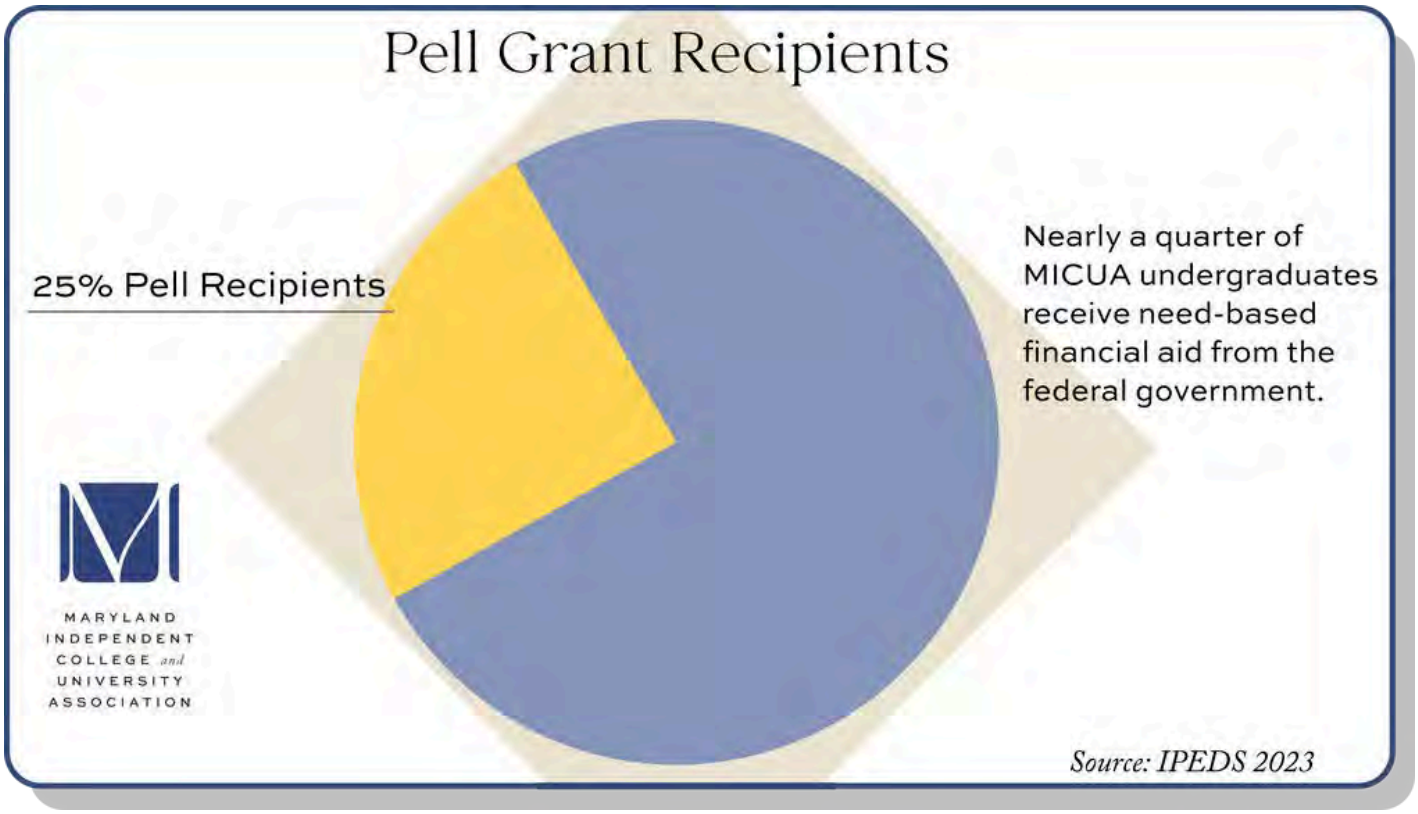
For more than two centuries, the State has provided line-item appropriations for land, campus buildings, operating expenses, and equipment. Today, the primary State support for independent higher education is through the Joseph A. Sellinger Aid Program, which was established in 1973. A diverse and distinctive group of 13 State-aided institutions constitutes MICUA's membership. Among the thirteen, there is a categorical minority-serving institution (MSI). These public-purpose institutions offer students a broad spectrum of educational opportunities. Some common features stand out. From the smallest to the largest, and rural to urban, Maryland's independent colleges and universities offer an education characterized by small classes and close interaction between skilled faculty and motivated students.

Every MICUA institution offers quality undergraduate education to a diverse student body, including international students, and increasingly institutions are expanding programs of graduate and continuing study to meet ongoing needs for lifelong learning in the nation and abroad.

Enrollment of Diverse Students

MICUA MEMBER INSTITUTIONS SERVE over 54,000 students every year. The student population is racially diverse, economically diverse, and demographically diverse in other ways, including adult learners and non-traditional students, students who speak English as a second language, students who are first in their families to go to college, veterans, and transfer students from community colleges. While the overall tuition at an independent college or university is often higher than that of a public college or university, private colleges work hard to meet the financial needs of their admitted students, often resulting in lower "out of pocket" expenses for families.

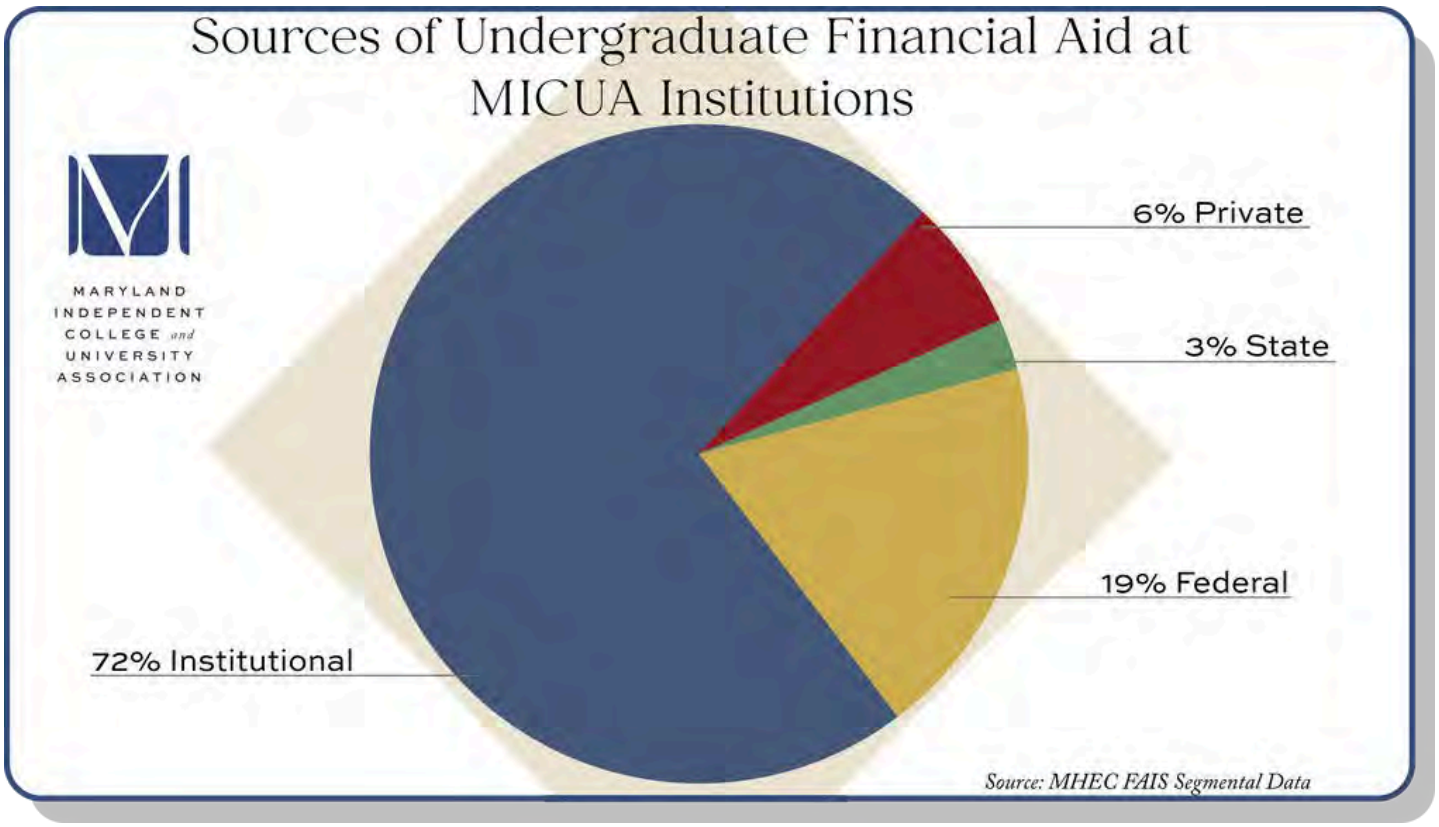
Stevenson University



Almost 90 percent of full-time undergraduate students at MICUA colleges and universities receive one or more types of financial aid to make their enrollment possible.

Combining State and federal scholarships and grant programs, low-interest loans, institutional aid, private scholarships, and on-campus employment provide the necessary resources that allow most students with financial need the opportunity to enroll at their top choice institution.

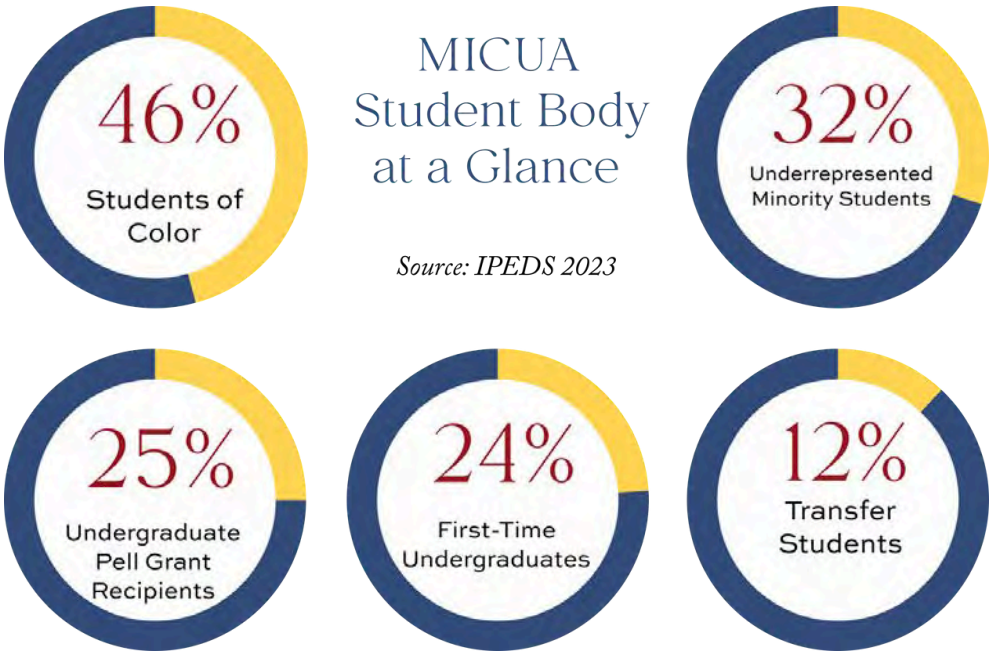
Attending a Maryland independent college or university is possible for students from all economic circumstances. MICUA member institutions target financial aid to students with the greatest need. In FY23 $620 million in institutional-based aid was awarded to Maryland students. Approximately ninety percent of State Sellinger funding, or $105 million, was used directly for financial aid for Maryland students, with the remaining funds used for innovative academic programs and support services that promote student access and success.

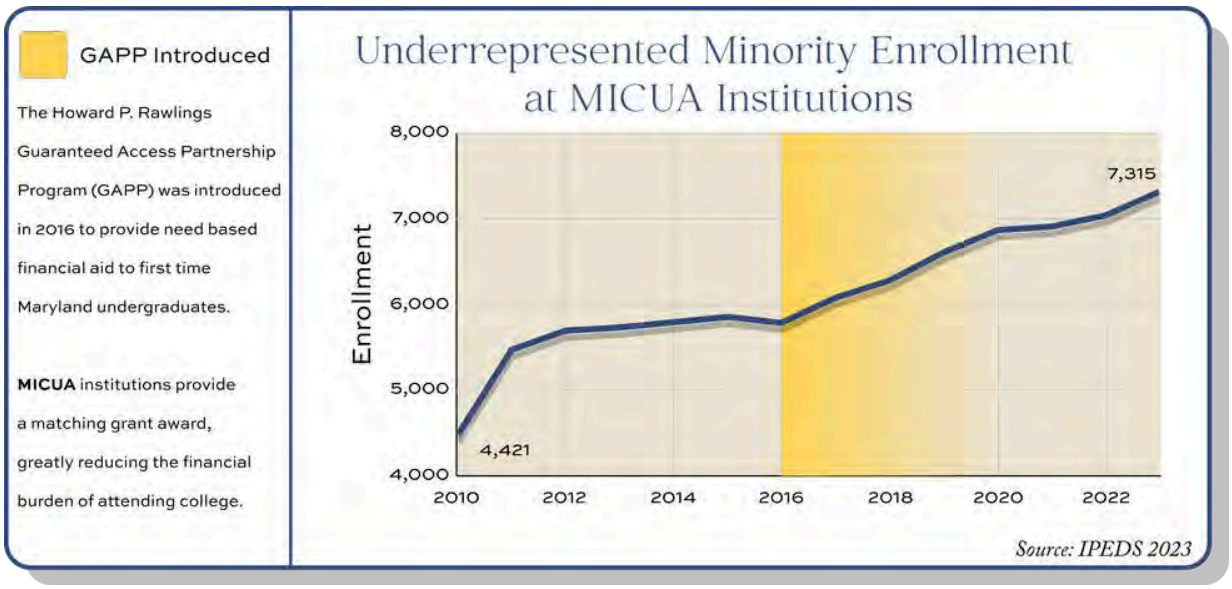


Snapshot of MICUA's Diversity

ALL INSTITUTIONS OF HIGHER EDUCATION are required to report enrollment and graduation rates through the federal Integrated Postsecondary Education Data System (IPEDS). The figures for students are disaggregated by race and ethnicity. Based on 2023 IPEDS enrollment data, 32% percent of undergraduate students enrolled at MICUA member institutions are underrepresented minority students.

Institutions also report the race and ethnicity of full-time faculty. Based on the most recent IPEDS data available, 33% percent of full-time faculty at MICUA institutions are faculty of color. Three MICUA member institutions are majority-minority institutions, while nine MICUA member institutions enjoy undergraduate minority representation of 40% percent or more.





Immersion of Diversity, Equity, and Inclusion University-Wide

The immersion in diversity, equity, and inclusion throughout the university demonstrates a commitment to an inclusive community and a sense of belonging. MICUA member institutions have adopted the belief that diversity should permeate all divisions on the campus.

MOUNT ST. MARY'S UNIVERSITY The Center for Student Diversity (CSD) is in the Division of Student Life, which is designed to foster inclusion, collaboration, and relationship-building across campus. The CSD oversees intercultural development, student support programs, and cultural programs. The Center also supports cultural organizations, conducts diversity awareness programs, assesses diverse groups' needs and climate, and advocates on behalf of underrepresented students. The Center's staff consists of a director and an assistant director.

St. John's College

Washington College The Office of Intercultural Affairs collaborates with the Director of Student Intercultural Affairs and Student Intercultural Ambassadors to support and promote student affinity groups, the Center for the Study of Black Culture, community building, and diversity awareness initiatives.

ST JOHN'S College Several cabinet-level members are working to support the overall student experience (e.g., the president, dean, associate dean, assistant dean, vice president for student affairs, director of student services, coordinator for student services, director of career services, assistant director of student financial assistance, and the human resources office). Many took an 8-week training on *Belonging* from the Council of Independent Colleges to enhance their ability to encourage inclusion at the College. Strategic planning for support and services falls under the offices of the Assistant Dean and the Vice President for Student Affairs. A community facilitator is assigned to offer international students support, and special efforts are undertaken with international students and any student who might see themselves as part of an underrepresented group.

STEVENSON UNIVERSITY The campus-wide Diversity & Inclusion (D&I) Committee is co-chaired by the Vice President of Legal Affairs and the Vice President of Human Resources. The Committee's leadership (the "Working Group") consists of the two co-chairs and representatives from Student Affairs, Athletics, Academic Affairs, and Human Resources.

The full Committee has members from all levels and divisions of the University, including full-time and adjunct faculty, staff and students. The Committee is charged with recommending plans and initiatives related to D&I and working on approved plans/initiatives throughout the year. In addition to the University-wide D&I Committee, several departments and areas of the University continue to have DEI-related committees and task forces. A few include the Anti-Racism Subcommittee of the Faculty Council and an Athletics D&I Task Force led by Stevenson's NCAA Diversity Liaison.

NOTRE DAME OF MARYLAND UNIVERSITY 1895 In fall 2022, the University hired a seasoned HR executive and consultant with over 15 years of DEI-related experience who was appointed as NDMU's Executive-In-Residence for Diversity, Equity, Inclusion, and Belonging (DEIB).

The consultant continued this work in 2023-2024, engaging directly with the Provost & Vice President of Academic Affairs and chair of the DEIB Committee, to guide campus DEIB efforts. Serving as an ex-officio advisor to the DEIB Committee, the consultant led sessions for the Board of Trustees, incoming faculty, the School of Pharmacy, and other University constituencies. The consultant also worked with both the Human Resources department and Academic Affairs administration to offer a workshop on best practices for ensuring an inclusive hiring process for diverse candidates. Faculty and staff anticipating service on search committees for open positions are invited to attend. The consultant will continue as Executive-in-Residence for the academic year 2024-25. Specific initiatives will include employee events to follow up on the spring 2024 campus climate survey and continued work with new faculty.

GOUCHER college Multiple cultural affairs offices report to the Vice President for Equity and Inclusive Excellence (VPEIE), a new Cabinet position. The VPEIE is the College's senior leadership position focused on advancing diversity, equity, inclusion, and social justice initiatives at Goucher and reports directly to the President as a member of the President's Cabinet. The Center for Racial Equity and Inclusion reports to the VPEIE, as does Title IX, Launch, Goucher's program for first generation and low-income students, and Religious and Spiritual Life.

Goucher College

Washington College

Strategic Plans and Goals to Promote Cultural Diversity and Campus Activities to Celebrate Diverse Populations

Capitol Technology University

MICUA colleges and universities recognize diversity as a goal and in their long-range strategic plan to create inclusive and welcoming environments, increase engagement, sponsor cultural activities, and foster inclusive environments. Members build on the vision by taking active measures to create a welcoming environment for students inside and outside the classroom. Student organizations, activities, lectures, and campus events are an essential part of these efforts to make all backgrounds feel welcome while the campus community has different perspectives.

CAPITOL Technology University The strategic plan includes two goals surrounding diversity: exploring international partnerships and opportunities, and implementing strategies to recruit and retain non-traditional students, including working adults and active-duty military. The institution prioritizes diversity and inclusion by setting expectations for every office to advance the "belief in the equity of education for all students."

For example, the University's Communications Department produces blogs and social media campaigns that focus on highlighting diversity in fields related to educational programming, such as "Women in Aerospace: Encouraging the Pursuit of STEM Careers," "Studying in the U.S.: A Guide for International Students," and "Understanding and Combatting Techno Racism."

GOUCHER college The strategic plan includes a commitment to becoming an inclusive institution and attracting and retaining a highly qualified, diverse faculty and staff. In the academic year 2023-2024, the College administered the faculty climate survey. Moreover, each division has specific diversity, equity, and inclusion goals with metrics encompassing graduation and retention, climate measures, and diversifying faculty and staff targets. The President and Cabinet review the progress toward goals each semester.

NOTRE DAME OF MARYLAND UNIVERSITY 1895 In the fall of 2023, Brainfuse, a 24/7 online tutoring platform, was introduced to bolster support for ESL learners. This initiative underscores the University's commitment to providing comprehensive academic assistance to students for whom English is a second language, ensuring they have the tools necessary to thrive academically.

MICA Over the past several years, the Office of Culture and Identity (OCI) has provided support, workshops, exhibitions, and activities to recognize and celebrate diversity. OCI hosts an annual benefit fashion show called AMPLIFY, which began as a Black Student Union program and has grown in recent years. Now, the annual benefit encompasses larger diversity and inclusion initiatives and is one of the most anticipated events on campus.

Washington College The Office of Student Intercultural Affairs has demonstrated its commitment to achieving the strategic goal of "making the campus culture, climate, and civic engagement efforts more inclusive and informed".

For instance, in September 2023, the Black Student Union launched a student mentorship program for and by students of color. In January 2024, Washington College held the Presidential Leadership Summit, a leadership development retreat for current and aspiring student leaders. Washington Scholars and students from Washington College affinity groups were nominated to attend the summit. Throughout the academic year 2023-2024, the Intercultural Ambassador program expanded to include more student leaders with increased responsibilities as hosts and program support.

STEVENSON UNIVERSITY A Diversity and Inclusion Ambassador Program was established within the Center for Diversity & Inclusion in December 2023 to help develop student programming and initiatives for under-represented student groups to encourage student persistence toward graduation, contribute toward a sense of belonging, and foster cultural understanding for all students. This decision coincides with the strategic plan for 2023-2024, which included recruiting, selecting, and training new student ambassadors to start in the spring 2024 semester.

Maryland Institute College of Art

HOOD COLLEGE In February 2024, Hood College renewed its membership in CIC's Belong, a network of private independent colleges organized by the Council of Independent Colleges (CIC) and the Association of College and University Educators (ACUE). Community resources include Belonging certification, self-use resources, community networking, and live webinars open to all faculty and staff. The College's initial CIC Belong cohort, which included the president, the Vice President for Community and Inclusivity (VPCI), the director of HR, and two faculty members, completed the coursework to receive a micro-credential in ACUE's "Fostering a Culture of Belonging." The second cohort includes the dean of student success, a financial aid counselor, and several faculty members, including the Center for Teaching and Learning director.

Hood College

Loyola University Maryland

LOYOLA UNIVERSITY MARYLAND The strategic plan, "Together We Rise: Loyola University Maryland's Strategic Plan 2024-2030" (approved by the Board of Trustees in the spring of 2024), includes explicit attention to inclusive excellence and the needs of diverse students and other community members. It includes the following guiding commitments and focus areas: (1) Advance Student and Faculty Formation to strengthen the commitment to *cura personalis* (care for the whole person) to create an integrated and comprehensive support network for students and invest in faculty development, (2) Grow Our Footprint, Influence, and Enrollment to implement a University-wide focus on health, allied health, science, technology, engineering, and math (STEM), and (3) Care for Our Common Home to develop the commitment to place-based justice and community engagement and better demonstrate a faith that does justice. Additionally, the intent is to create a University-wide implementation group to discern a path forward and steward actions related to the recommendations from the President's Task Force Examining Loyola's Connection to Slavery.

Hopkins has a longstanding commitment and has incorporated religion and faith into its higher education model. For many years, the University has partnered across religious beliefs and backgrounds as part of a comprehensive approach to meeting the needs of diverse faith traditions. Over the last academic year, and particularly following the tragic events of October 2023, the University has taken additional steps to ensure support for and collaboration with Jewish and Muslim communities. For example, JHU joined Hillel International's Campus Climate Initiative to develop programs and strategies to combat anti-Semitism and increase support for members of the University's Jewish community; collaborated with Interfaith America, a national organization devoted to developing interfaith understanding, to increase interfaith programming and supports through education and dialogue; and is engaging with a variety of experts to develop strategies to combat Islamophobia and better support Muslim life.

Johns Hopkins University has also worked with Jewish and Muslim undergraduate and graduate student groups to address their needs and requests by investing in additional dining options, prayer spaces, and enhanced security services. Even while supporting free expression on its campuses, the University has repeatedly reminded the community that acts of religious discrimination, harassment, intimidation, or threat, including those fueled by anti-Semitism or Islamophobia, violate University policies and codes of conduct. The University takes all reports of such acts seriously, thoroughly investigating them, and providing various resources for students, faculty, and staff hurting from recent events.

There is an entire week devoted to diverse experiences and education during Missions Week for both the fall and spring semesters. For the Filipino cultural emphasis and awareness celebration, the University supported the Filipino American Student Association as they held a bake sale, food tasting event, and cultural dance and music celebration. The Black Student Union hosted a series of activities for Black History Month 2024 to include a panel discussion on the African Diaspora. Several events were held in September for Latin Heritage Month.

In recent years, the University has also implemented a Juneteenth Celebration, which is organized by the Center for Student Life. It is held on the federal holiday and features a cookout, African drummers and dancers, and a few educational readings and activities.

Johns Hopkins University

Cultural Literacy Incorporated in Course Curriculum or Electives

Mount St. Mary's University

Cross-cultural components are included in MICUA members' general education requirements, which students satisfy by taking courses in areas such as ethnic studies, non-western civilizations, foreign languages, diversity, and inclusion. A few examples of courses and programs that promote diversity are described below.

MICA Faculty are encouraged to invite speakers to the campus. In the recent academic year, the following Black, Indigenous, and Person of Color speakers visited the campus: Wesley Clark (2/26/24), Lien Truong (3/4/2024), Beth Lo (4/4/2024), and Vinay Gupta (4/3/24). A course offering, entitled "Restoration and Renewal, " partnered with Black Women Build. The MICA Art and Design Accelerator Program is a free program for Baltimore City High School students who face financial challenges and are from diverse backgrounds. It provides a pathway to higher education art and design courses and workshops.

Washington College Every student can study abroad for up to two semesters (International Studies majors are eligible to study abroad for up to three semesters). One of the goals of the Global Education Office (GEO) is to foster an intercultural education experience for current Washington College students who want to study abroad and incoming international students. Unlike other institutions that only accept study abroad credits as Pass/Fail transfer credits, Washington College accepts all grades, credits, and classes taken abroad at one of their partner institutions.

MOUNT ST. MARY'S UNIVERSITY In the Fall of 2023, one of the sophomore core courses, Western Imagination (WCIV201), was replaced by Atlantic Peoples of Early Modernity. The course previously focused on Western European and early American history, but now it focuses on the interactions among the cultures from 1700 onwards. This course introduces students to the peoples and traditions that gave birth to the multicultural Atlantic world of the early modern period. Particular attention is given to the cultural encounters of peoples from Africa, Europe, and the Americas; the spread and critique of Enlightenment rationalism; and the emergence of trans-Atlantic traditions of political liberalism.

ST JOHN'S College **The** College offers undergraduate students in their junior and senior years and graduate students the opportunity to take a selection of preceptorial (elective) classes. Recent preceptorial topics have included the Black intellectual tradition, slavery in America, modern American poets, and the works of Zora Neal Hurston and Gabrial Garcia Marquez.

McDaniel College

JOHNS HOPKINS UNIVERSITY Hopkins supports numerous student programs, activities, and events that celebrate the diverse identities and multicultural backgrounds of the University's student body and their broader community and support student engagement and community building. Examples of these events include: Pre-Orientation for International Students & Students in Mentoring Assistance Peer Program (MAPP) (August 2023), weekly Shabbat Dinners (weekly on Friday evenings, 2023-2024), Latinx Heritage Celebration Luncheon & Performance (September 2023), monthly Multicultural Leadership Council Coalition Building Sessions, Indigenous People's Day Pow Wow (October 2023), Diwali Celebration (November 2023), Dr. Martin Luther King, Jr. Commemorative Day of Service (January 2024), Foreign Affairs Symposium (monthly, February 2024 through May 2024), monthly Men of Color Hopkins Alliance - MOCHA Talk (February 2024, March 2024, April 2024), Ramadan Iftars (March and April 2024), APIDA (Asian Pacific Islander Desi American) Heritage Celebration Luncheon & Performance (April 2024), and Multicultural Graduation Celebration (May 2024).

McDANIEL COLLEGE There is a focus on Global Citizenship which is multicultural and international in scope. Students must understand the world within and beyond the United States to develop into critical, sensitive, respectful, and compassionate global citizens. To fulfill the Global Citizenship requirement, students must take one course with a multicultural focus and two courses with an international or cross-cultural focus.

HOOD COLLEGE The College voted to enact a new core curriculum (HEART, MIND, and HANDS) that will launch in fall 2025. DEI will be incorporated into the new core curriculum through required service learning for all first-year students. Many of the on- and off-campus service-learning opportunities will require students to examine social issues through a DEI lens, including housing and food insecurity, access to education, and services for populations with cognitive or physical challenges. In addition, two 'mind' categories (ethics and diversity) will explicitly require all students to take at least one course in those two categories.

Recruitment, Interventions, Academic Outreach, and Support for Diverse Students

MICUA MEMBERS TAKE ACTION throughout the application and admissions process to provide students from all backgrounds the opportunity to attend and succeed at an inclusive institution of higher education.

MICA The First-Year Experience program is designed to provide a foundation-level exploratory art and design curriculum. It supports the diversity of the MICA community, the discovery of various learning pathways, and student curiosity. The Office of Accessibility and Disability Services (ADS) supports MICA students by providing equal access to educational opportunities to qualified students with documented disabilities. For example, ADS offers weekly drop-in peer tutoring and weekly or biweekly meetings with a learning specialist and educates students on ADS policies, procedures, and assistive technology.

Washington Adventist University

CAPITOL Technology University The Office of Student Life sponsored several events to support students, such as an Imposter Syndrome Panel during Black History Month, informing the campus community about the practices of Ramadan and how to support students. As a founding member of First-Generation College Bound (FGCB), the University provides strong participation by holding an annual STEM career expo for high school juniors and bus transportation to allow diverse high school students an opportunity to experience hands-on STEM experiments and learn about the opportunities they may achieve in the STEM fields.

Moreover, in the late 1990s, the University partnered with the National Space and Aeronautic Association (NASA). The NASA Prep Program recruited students who were racial minorities to a summer bridge program and academic support programs. In the Fall of 2023, 54% of undergraduate students identified as a racial or ethnic minority, 30% identified as Caucasian, 14% as a racial or ethnic minority, 39% identified as Caucasian, and 8% prefered not to report racial or ethnic identity. For master's students, in the fall of 2023, 44% of master's students identified as a racial or ethnic minority, 39% identified as Caucasian, and 8% preferred not to report their racial or ethnic identity. In the same year, 45% of doctoral students identified as a racial or ethnic minority, 33% identified as Caucasian, and 14% preferred not to report their racial or ethnic identity.

Washington College **The** College continues to track the diversity of its student body regularly. Of the 890 enrolled students in 2023-24, 56.3% were women. The College has increased the diversity of the student body by 10% - 15% over the past decade. Ten years ago, 85% of the student body was white. Now, that number has decreased to 67.4%. For the 2023-2024 academic year, 21.8% of the students were students of color. Moreover, in February 2023, the transfer credit policy changed to create a pathway for Maryland community college students to transfer to Washington College more easily and complete a bachelor's degree. Under the new policy, students earning either an A.S. or A.A. degree at an in-State community college can have all of their credits transferred in a process known as direct transfer (also known as block transfer).

Washington College

MOUNT ST. MARY'S UNIVERSITY The Career Center provides career guidance for all students. The Center offers résumé critique, dress for success workshops, and networking opportunities. In collaboration with the Division of Student Affairs, the Career Center provides one-on-one career counseling and résumé review for the Division's graduating student leaders. The Dress to Impress program provides lightly used business attire to students who need it for job interviews.

Mount St. Mary's University

ST JOHN'S College The College established a new program called Diversity and Inclusion Coalition on Education (DICE). DICE is a space for students (and tutors!) to learn and discuss topics they shy away from during class, including identity matters and reading and analyzing the Western classics in a globalized, pluralistic society. Students are encouraged to use the skills and knowledge cultivated through the Program to talk about modern real-world problems and identify where they intersect with Program texts and how they directly impact dynamics with each other in and outside of class. Everyone is welcome. Roll the dice and see what happens!

St. John's College

Loyola University Maryland

LOYOLA UNIVERSITY MARYLAND First-Gen Hounds is a student organization committed to enhancing the first-generation college student experience by ensuring that first-generation students are welcomed into the Loyola community and are aware of the resources the University offers to support students as they continue to evolve at Loyola. The First-Gen Hounds created an annual event to help students during exam week this year. This event included disseminating healthy snacks and stress-relieving items (clay, stress balls) to students in the Student Center. The First-Gen Hounds also planned the Spring Bling, an end-of-the-year celebration that included crafts, food, and music for the entire campus. Between 2-4 members of the First-Gen Hounds are also selected to lead the annual First-Gen Retreat.

LOYOLA UNIVERSITY MARYLAND The Athletics Department supports programming throughout the year focused on diversity, equity, and inclusion topics related to race and gender inclusion in sports. This includes sponsoring or participating in events, such as hosting its annual Pride Night at the women's soccer game versus Bucknell. The game provided the opportunity to share resources and create a more welcoming environment on campus. Athletics and the Student-Athlete Support Services Office sent four Loyola students to the Black Student-Athlete Summit: a three-day event that caters to the holistic development of the Black Student-Athlete and is designed to empower them to maximize their college experience by focusing on academic excellence and networking opportunities. The Loyola Men's Lacrosse team continued their relationship with Harlem Lacrosse Baltimore, a program that focuses on growing the game of lacrosse and building relationships that help to activate the skills and traits to put city youth on the path to success.

JOHNS HOPKINS UNIVERSITY The Office of Admissions and Financial Aid actively engages with local communities, high schools, and community-based organizations to promote college awareness and access for underrepresented students in various ways. Hopkins hosts the Excel Youth Conference, a free, one-day event for high school students and families from Baltimore and Washington, DC. It provides expert guidance and resources to diverse communities, promoting higher education accessibility and inclusivity. The *College Planning Guide* by Johns Hopkins Undergraduate Admissions offers advice, tips, and financial aid resources to help students and families from diverse backgrounds navigate the college search and application process. The University participated in the Matriculate program, with 60 JHU students serving as mentors to provide free guidance on the college application process to high-achieving, low-income high school students.

Financial Aid Programs Targeted for Diverse Students

IN 2016 LEADERS OF THE 13 MICUA MEMBER INSTITUTIONS announced the launch of the Guaranteed Access Partnership Program (GAPP). This first-of-its-kind program was created to reduce college costs and moderate student debt for Maryland high school students who lack the financial resources to afford higher education. Students who receive a State Guaranteed Access grant and a GAPP grant may receive up to $41,400 each year for four years. MICUA member institutions also offer individual need- and merit-based grants and scholarships to promote diversity.

STEVENSON UNIVERSITY The Joseph A. Sellinger (Sellinger) funded projects have a diversity component within each initiative. Project #2, which focuses on the college readiness of K-12 students, includes mentoring, professional development, and field placements, and topics such as social justice and teaching children with learning differences. Field placement partnerships with public schools have served over 10,000 students from diverse ethnic and low socio-economic backgrounds. Project #3, which focuses on student success, has a variety of programs to support the success of the University's diverse student population. As part of Project #4, the Career Connection Center partners with the Office of Diversity and Inclusion to offer career workshops tailored to the LGBTQ+ and BIPOC communities.

JOHNS HOPKINS UNIVERSITY The Office of Admissions and Financial Aid implemented iGrad. This personal finance platform provides current and prospective students with tools, content, and courses to help manage their finances. The platform offers personalized financial assessments, budgeting resources, and up-to-date financial wellness information.

The Sellinger Program has been a critical source of funding for graduate and undergraduate financial aid and student support, contributing to the diversity and success of the student body at Hopkins for over 50 years. The dramatic cut to Sellinger funding experienced in 2024 has impacted student financial aid resources. Despite these cuts, the University will continue to support need-based scholarship programs, such as Cummings, Clark, and Hodson Success, with Sellinger funds. Sellinger funding continues to be critical in supporting the University's efforts to create a diverse and inclusive campus community by integrating these funds into student aid packages alongside other funding sources.

In addition, Sellinger funds support programs that promote diversity and inclusion within the Hopkins community, including SOURCE (Student Outreach Resource Center), Behavioral Health Crisis Support Team, and COMPASS Center for Community Programs, Innovation, and Scholarship.

Notre Dame of Maryland University

MICA Maryland Institute College of Art offers several scholarships for diverse students who are Baltimore residents, such as the Jacques and Natasha Gelman Trust for Baltimore Art Access Program, Terry Last Endowed Scholarship for Baltimore Youth, McMillian-Stewart Endowed Scholarship for Baltimore Youth, and the Joyce Scott Scholarship Fund.

McDANIEL COLLEGE The College strives to diversify its Budapest Campus. McDaniel College has implemented this initiative through the Dr. Debora Johnson-Ross Study Abroad Endowed Grant. The grant helps students from underrepresented populations study abroad. Funded by McDaniel College Trustee Joyce Payne Yette, it gives awardees $500 to $2,500 to help defray the cost of participating in high-impact study-abroad experiences.

HOOD COLLEGE The College has a program called SHIP (Student Homelessness Initiative Partnership of Frederick County) to offer support and scholarships to housing-insecure students seeking a higher education.

NOTRE DAME OF MARYLAND UNIVERSITY For FY 2024, the University anticipated spending $43,000 of its $3,136,147 appropriation to support the wage and non-wage budget of the Office of Accessibility & Inclusion. Compared to FY2023, this commitment is an increase of $6,326. Sellinger funds have permitted the Office to receive new funding for Diversity, Equity, Inclusion, and Belonging-related programming. In FY 2024, NDMU anticipated spending $ 86,362 of its $3,136,147 appropriation supporting the wage and non-wage budget of the Office of Service & Community Engagement, which includes NDMU's Bonners and YES programs. Compared to FY2023, this represents a $18,642 increase.

WASHINGTON ADVENTIST UNIVERSITY Institutional funding/ scholarships specifically for minority students consist of grants or scholarships to help self-identified Hispanic and other Deferred Action for Childhood Arrivals (DACA) students afford a quality education. The financial assistance benefits DACA students and students whose parents are undocumented.

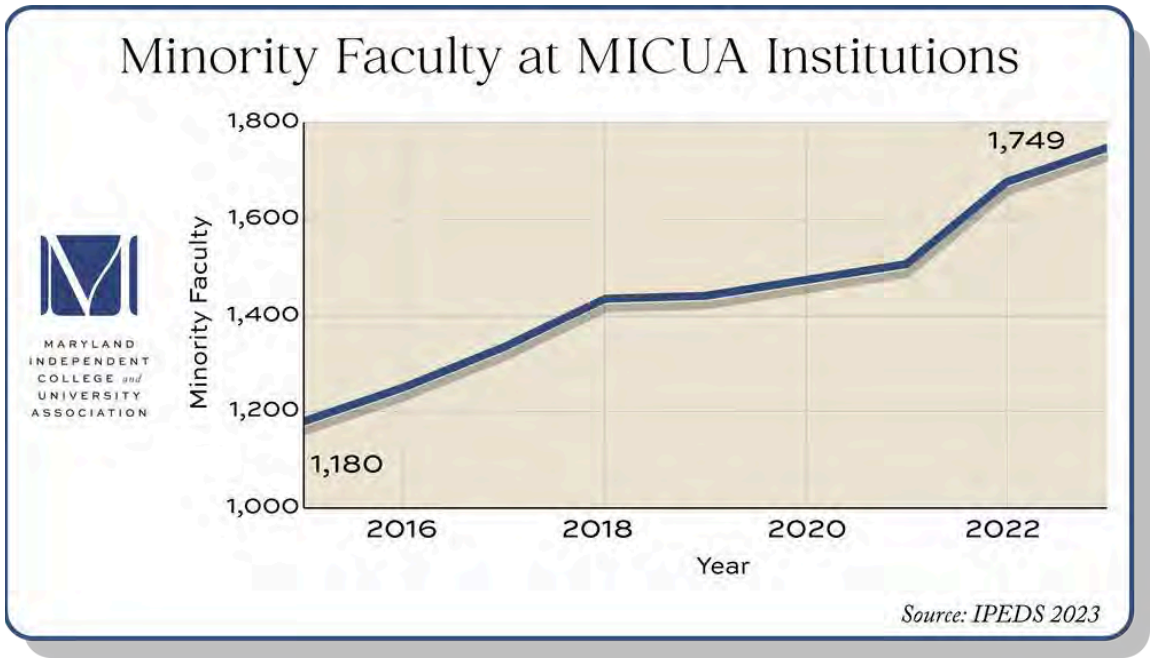
Investments in Faculty Diversity

MICUA INSTITUTIONS CONTINUALLY EVALUATE campus-wide cultural diversity programs and practices using a range of campus assessments and outside resources to invest in diverse faculty.

CAPITOL Technology University The Employee Engagement Committee was formed as a focus group in response to an employee survey where culture was selected as an improvement area. The group has volunteers for each department and discusses and considers DEI when planning events, selecting quarterly service award winners, policies and procedures, and other topics. Given that the University has committed to implementing diverse and inclusive practices in the campus culture, the next step is to use assessment tools to monitor the organization's success in maintaining this culture, such as a climate survey and data collection on the race and demographics of the University's diverse faculty and staff.

Goucher College

GOUCHER college The College hosts a new faculty seminar, a year-long series designed to familiarize them with the campus community, best teaching practices, and academic policies. Both faculty and staff are assigned a mentor. The College's Diversity, Equity, Inclusion, and Justice committee engaged the campus community by participating in Liberal Arts College Racial Equity Alliance (LACRELA) live trainings. Some webinars are Campus Climate and Culture, Curriculum and Pedagogy, Institutional Programming, Campus-wide Communications, Historical Reckoning, and Employee Development.



Stevenson University

Washington College The College became a member of the CIC ACUE inclusive learning community BELONG. As a part of this membership, an eight-week course, Fostering a Culture of Belonging, has been offered to select administrators, faculty, and staff. Five professionals have completed the course, and more participants are scheduled to sign up. Additionally, Human Resources has contracted with The Radical Empath LLC to deliver in-person diversity enrichment training to employees and has implemented new components to the employee performance review that specifically address topics of diversity, underscoring the expectation that diversity, equity, and inclusion are integral parts of professional expectations.

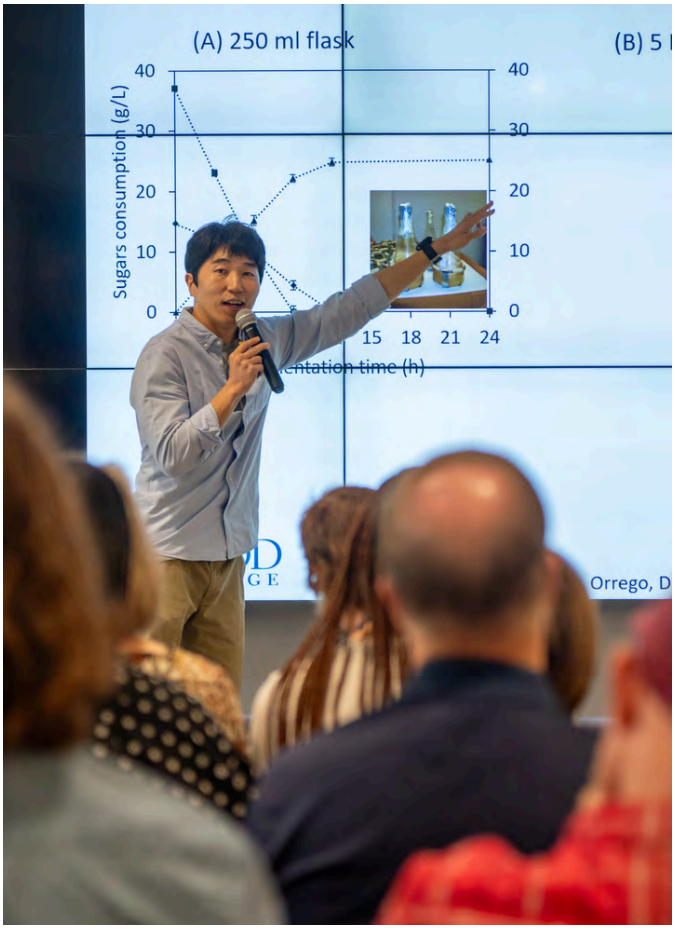
MOUNT ST. MARY'S UNIVERSITY The faculty, staff, and administrators have the opportunity to participate in workshops offered in the Social Justice Education Series (90-minute workshops; 6-7 offered per semester), book groups (1 per semester), trainings tailored for offices, and Leadership Team meetings. A Diversity, Equity, and Inclusion Certificate program was launched in Fall 2022 with bronze, silver, and gold levels; each level represents about 9 hours of training experience. As of May 2024, 63 employees have completed the certificate requirements (33 bronze, 25 silver, and five (5) gold).

ST JOHN'S College The College is currently a member of the Gettysburg Consortium for Faculty Diversity, which is devoted to increasing diversity in the faculty at small liberal arts colleges. As a member, the College has access to a post-doctoral teaching fellowship to encourage applicants to learn about and consider a career at St. John's.

STEVENSON UNIVERSITY The University advertises all positions on blacksinhighered.com and diverseeducation.com to attract a diverse candidate pool. Certain positions are advertised on websites and publications that engage professionals from diverse and underrepresented backgrounds based on position/industry. Examples include the Association of African American Human Resources Professionals and African Americans in STEM.

Washington College

Moreover, Stevenson University supported the Faculty Welfare Committee of the Faculty Council in revising the "Criteria for Faculty Rank" policy to establish that every faculty member is expected to provide students with "fair and equitable opportunities to learn." In May 2024, Universal Design for Learning (UDL) was endorsed by the Faculty Council as the framework to be used by Stevenson faculty in integrating the fundamental principles underlying diversity, equity, and inclusion into faculty pedagogy and practice. The Zirkin Center for Excellence in Teaching and Learning offers professional learning on UDL. Integration of UDL will go into full effect in January 2026 and will be included in the 2026 faculty appraisal document.



Hood College

Capitol Technology University

Maryland Institute College of Art

HOOD COLLEGE The College continues to identify ways to have a broader and deeper reach in faculty diversity. The racial diversity of the College's full-time faculty in fall 2023 was 28%, up from 24.5% in fall 2018. The racial diversity of the College's full-time staff in fall 2023 was 14%, up from 12% in fall 2018. Total diversity among all employees increased from 14% in fall 2018 to 15% in fall 2023. The gender diversity in fall 2023 of full-time faculty was 61% female/39% male, consistent with fall 2018; full-time staff was 68% female/32% male in fall 2023 compared to 63% female/37% male in fall 2018.

Loyola University Maryland

LOYOLA UNIVERSITY MARYLAND The University offers faculty various grants to support professional development and research agendas related to diversity and inclusion. In particular, the Kolvenbach Program Endowed internal grant program supports community-engaged scholarship. Additionally, there are community-engaged learning and scholarship funds and internal grants that support academic-community partnerships. Midcareer summer research grants. Internal grants support mid-career advancement. HERS Institute for Women in Higher Education is an external institute, open to all tenured, tenure-track faculty, and academic administrators. Loyola sponsors one colleague annually for this premier leadership development opportunity.

Stevenson University

Johns Hopkins University

Loyola University Maryland's Safe Zone Program fosters a welcoming environment for LGBTQ+ members of the community and their allies in support of the University's mission to promote intellectual excellence and ethical leadership in the Jesuit tradition. Safe Zone training is housed in the Office of Equity and Inclusion and facilitated by external consultants. This year, the Office of Equity and Inclusion hosted three cohorts of Safe Zone training for the fall semester and an additional three cohorts in the spring semester (18 modules in total).

Goals for Future: Programmatic Ideas to Enhance Cultural Diversity

McDaniel College

MICUA institutions are committed to promoting diversity throughout their campuses in the short and long term. They could further enhance cultural diversity on their campuses with additional financial resources and capital investments.

McDANIEL COLLEGE The College sees the value of developing a Race and Equity Justice Center. This Center would allow for a larger space and provide the necessary resources to support diverse populations. A dedicated space would provide workshops, community gatherings, and dialogs designed to enhance and support cultural diversity. Another utility of the Center would be to maintain artifacts and archives of Diversity, Equity, Inclusion, and Justice (DEIJ) history at McDaniel College and in the Carroll County community, facilitating a role as a bridge between the College and the community.

Washington College The College hopes to increase funds for student intercultural affairs programs and expand its holistic advising program to include more direct professional support for Washington Scholars and First-Generation Students to improve individual persistence and institutional retention of a diverse student body. The College envisions the use of increased funds for student intercultural affairs programs and to provide financial support with the fees and expenses associated with studying abroad.

STEVENSON UNIVERSITY The University recognizes the value of a program that they hope to implement as resources allow, creating summer outreach and leadership programs focused on the diverse communities of K-12 students in Maryland.

WASHINGTON ADVENTIST UNIVERSITY The University envisions significant impact with the complete implementation of a peer-to-peer diversity education group through the Center for Student Life. The Students Educating and Empowering for Diversity (S.E.E.D.) program will prepare undergraduate students to engage in intergroup dialogue centered around identity, intersectionality, social justice and the appreciation and celebration of the rich diversity reflected in the University campus community. S.E.E.D. will employ a variety of programmatic structures to achieve the goal of educating and empowering participants around issues of cultural knowledge and responsibility.

Washington Adventist University

Notre Dame of Maryland University

ST JOHN'S College There are five items that St. John's College would like to implement: (1) increase funding for need-based financial aid, (2) increase academic support for first-generation college students, (3) hire an experienced, dedicated D&I person to coordinate all campus efforts, (4) provide diversity awareness training for student services staff to be aware of best practices at other colleges and universities and that can be adopted as appropriate for the College, and (5) expand staff to support unrepresented students better and develop DEI programming, including a dedicated Student and Exchange Visitor Information System (SEVIS) advisor and coordinator for international students.

Diversity, Equity, and Inclusion:

10 Best Practices

1. An office of diversity or a senior administrator responsible for diversity issues ensures that the institution's commitment to cultural diversity is implemented and is a central consideration in a broad range of campus activities.

2. Campus publications and classroom presentations reflect diversity in photos and articles. In addition, displays of artwork in various locations on campus include works by diverse artists.

3. Colleges and universities sponsor cultural events throughout the year to recognize diverse populations. Cultural events planned in a collaborative manner by students, faculty, and staff may include film and book discussions; guest speakers from a broad range of backgrounds; visual art displays; and music.

4. Colleges and universities that embrace need-blind admissions policies and provide substantial need-based financial aid are more likely to attract diverse students. Endowed scholarship funds—though not exclusively for minority students —may be targeted toward high-ability students of color. Such scholarships reduce the dependence on loans and make college or university affordable to low-income students.

Goucher College

St. John's College

Washington Adventist University

5. A year-long first-year experience program helps students transition from high school to college. Guest speakers, book discussions, films, and other activities that focus on issues of race, oppression, power, and privilege, provide an opportunity for dialogue.

6. Summer bridge programs help students who have the ability to attain a college degree but require additional skills to succeed. These programs are also critical for students who are the first in their family to attend college.

7. Effective 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 students. Institutions ensure that textbooks include the global and cultural diversity issues appropriate to the topic of study.

Washington College

Hood College

Johns Hopkins University

8. To successfully retain diverse administrators, an institution should be intentional about providing the support and resources needed to build and enhance morale and leadership skills, i.e. sponsoring local chapters of formal organizations of faculty and administrators who share a particular ethnic or gender identity.

9. Effective diversity awareness training for faculty, staff, and administrators helps create an inclusive working environment. The effectiveness of the training increases if it is tailored to the employee's setting (such as school/office/team) and to the employee's role in that setting (for example: faculty/department chair/coach).

10. Surveys of first-year students and graduating seniors help colleges and universities evaluate their progress in promoting cultural diversity and identify areas in need of improvement.

Washington Adventist University

Stevenson University

Highlights from

Independent Higher Education Day 2024

MICUA

MARYLAND INDEPENDENT COLLEGE
and UNIVERSITY ASSOCIATION

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